



Reception

Information Handbook for Parents

Welcome to your child's year book.

We trust that you find this booklet helpful and informative as your child progresses through this academic year.

Our school acknowledges its duties under the Equality Act 2010 and the SEND Code of Practice (2015).

We are committed to:

- Promoting equality of opportunity.
- Promoting good relations between members of different racial, cultural and religious groups and communities.
- Eliminating unlawful discrimination.

We welcome, respect and value the wealth of experience our diverse community brings to all staff, pupils, parents and governors.

Key information

The School Day

School gates open from 8:40am for a soft start

School starting time: 8.55am

Finishing time: 3.20pm

Contacting the school

If you wish to speak to your child's class teacher, please contact them through the school office and they will call you back as soon as is convenient.

Telephone: 020 8527 3814

Email: primary@selwyn.waltham.sch.uk

Please ensure the office has your correct and up to date contact details in case of an emergency.

Attendance

Our school is committed to supporting our families to enable their children to attend school regularly. Attendance is statutory and poor attendance is closely tracked by the school. Failing to attend has a direct impact on your child's learning and outcomes. Children are expected to attend school every day.

If your child is unwell on any given day, please call the office to let the school know. If the school does not hear from you, we will call home, following our safeguarding procedures.

If you do not provide a reason for your child's absence, it will be marked as unauthorised.

Please be reminded that the school is unable to authorise holiday within the term time. If taken, this will be unauthorised and may result in a fine per parent per child.

Absence

If your child is unwell, please call the school office to let us know - we will be able to authorise medical illness. If we do not hear from you, the school will call to find out why your child is not in school. This aligns without safeguarding policy. Absence without reason will be logged as unauthorised.

Unfortunately, we are not able to authorise term time holidays or any absence from the school during term time.

School Uniform

Our school uniform consists of:

- Pale blue collared shirt
- Navy blue jumper/cardigan
- Navy blue fleece
- Navy blue trousers/skirt/pinafore
- Black school shoes (no trainers)
- white or navy blue socks/ tights
- Navy blue book bag

Our PE uniform consists of:

- Pale blue plain t-shirt
- Navy blue shorts or tracksuit
- Plimsolls or trainers

School dinners

This year all children from Reception to Year 6 are entitled to a free school meal. School dinners are served in the canteen. There are three meal choices each day which can be made in advance by looking on our website for the school menu. The meals are halal. Everyday children have a choice of fruit and salad available. If you prefer, your child may bring a healthy packed lunch from home. We are a nut free school. No sweets, chocolates or fizzy drinks are permitted in the packed lunches.

Wrap Around Provision

Bookings need to be made in advance using the application form on the website or via the school office. Payment needs to be made in advance via School Money.

Breakfast Club:

- 7.30am- 8.45am
- £3.00 per day per child (includes 3 items of breakfast) Reception, Years 1 to 6
- £5.00 for Nursery children due to the increase of staff to children ratio.

Teatime club:

- 3.25pm- 6.00pm
- £9.50 per day per child (includes a light dinner)
- £14.00 per day per child (Nursery)

Homework

Homework will go out on a Friday and needs to be returned by the following Thursday. This will be set via google classroom. Please use your current log on details to access your child's account. If you are having any difficulties, please contact your child's class teacher who will be able to support you. Paper copies can also be requested from the class teacher.

Reading books can be taken from class on a Monday and returned on a Friday.

PE

On the days when your child has PE they should wear their PE kit to school. Your child's class teacher will inform you of the day (s) that their class has PE lessons.

The PE kit is black shorts or jogging bottoms/leggings, a plain white t-shirt/polo shirt and trainers or plimsolls.

Visits and Visitors

Each term children will have the opportunity to go on a trip or have a visitor in school to complement their learning in class. These trips and visits enrich and deepen the children's learning experiences and align closely to our curriculum. You will receive information about each trip closer to the time with specific information and details about the voluntary contribution if necessary.

We are looking for parent volunteers - if you are interested and able to support with trips this year, please contact the school office, where the staff will support you with the necessary registration. We do require an enhanced DBS for parent volunteers.

Homework

Homework will go out on a Friday and needs to be returned by the following Thursday. This will be set via google classroom. Please use your current log on details to access your child's account. If you are having any difficulties, please contact your child's class teacher who will be able to support you.

Reading books can be taken from class on a Monday and returned on a Friday – after 72 hours in isolation, they will be added to the class library again for others to use.

PE

On the days when your child has PE they should wear their PE kit to school, as we will not be changing in school at the current time. Your child's class teacher will inform you of the day (s) that their class has PE lessons.

The PE kit is black shorts or jogging bottoms/leggings, a plain white t-shirt/polo shirt and trainers or plimsolls.

Arbor Academy Trust Curriculum Intention

Our curriculum is broad, research based and ensures deepened understanding of key concepts. It is sequentially broken into blocks of knowledge. The composites and components of knowledge are organised for systematic delivery that aligns with how children learn best and retrieve knowledge. It is designed to equip our children with the knowledge and cultural capital they need to succeed in a global community. We believe that our curriculum ensures the essential knowledge that introduces children to the best that can be taught and engender an appreciation of creativity and enjoyment. It enables children to explore the world around them and be curious about phenomenon. It promotes emotional security and development of character.

Our curriculum is underpinned by a pedagogical approach that enables the implementation, training and support of staff to deliver it as intended. It includes and extends beyond the requirements of the National Curriculum, in order to enrich the experience of the children. It promotes spiritual, moral, cultural, mental and physical development of children and prepares children for the opportunities, responsibilities and experiences of later life. We aim to teach our children to grow into positive and responsible citizens with the dispositions for success.

Reading

Our reading curriculum aligns with the National Curriculum and ensures that all children can read easily, fluently and with good understanding. We want our children to develop the habit of reading widely and often, for both pleasure and information. They should appreciate our rich and varied literacy heritage and be competent in word reading and comprehension.

Through reading, our children have a chance to develop culturally, emotionally, intellectually, socially and spiritually. They will acquire knowledge and build on what they already know. They will develop good comprehension skills and good knowledge of the world they live in. This will help them to develop love for reading and gain access to the curriculum. We want our children to read widely which increases their vocabulary as they encounter new words that they can use in everyday speech. We also develop their imagination, wonder and curiosity. This will ensure our children are able to read fluently and with confidence.

Writing

Our writing curriculum aims to ensure that all our pupils acquire a wide range of vocabulary, an understanding of grammar and knowledge of linguistics convention for reading, writing and spoken language. They will achieve this by developing the ability to write clearly, accurately and cohesively, adapting their language and style in and for a range of contexts and audiences. Our children will become competent in spelling quickly and accurately through knowing the relationship between sound and letters (phonics) as well as understand the morphology (word structure) and orthography (spelling structure) of words. The curriculum will ensure that our children compose their writing effectively by forming, articulating and communicating ideas and then organising them for a reader. They will have clarity and awareness of the purpose, audience and context of their writing. They will develop an increasingly wide knowledge of vocabulary and grammar to support their writing. We also ensure that our children have clear, fluent, legible and speedy handwriting.

Maths

We have designed our curriculum to ensure that it meets the expectations of the national curriculum and enables our children to develop mathematical reasoning and understanding. Mathematics is a creative and highly interconnected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. We want all pupils to:

- become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Pupils need to be able to move fluently between representations of mathematical ideas making rich connections to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. They should also apply their mathematical knowledge to science and other subjects.

The national curriculum for mathematics reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. The quality and variety of language that pupils hear and speak are key factors in developing their mathematical vocabulary and presenting a mathematical justification, argument or proof. They must be assisted in making their thinking clear to themselves as well as others and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions.

Ways to help your child settle in:

- Put names on everything
- Helping independence (dressing themselves, carrying own bags, lunch boxes, hanging up own coats etc)
- Listening to others talking without interrupting
- Being aware of the environment – talk about changes in the environment (the park, nature, weather, shopping etc)
- Talk to your child about their day and their experiences. Do they need to bring anything into school the following day?
- Playing in the garden or park
- Encourage sharing/taking turns
- Looking after the environment
- Looking at print all around them

How will my child learn?

Children are given opportunities to develop their skills and understanding with adult support. Reception children learn actively through play and structured learning.

Your child's progress will be assessed continually through written observations, photographs and staff discussion. They will record numeracy and writing skills in their books.

Parental Involvement

We value the support of our parents and encourage you to take an active role in your child's learning. Termly parent's evenings will provide opportunity for you to meet with your child's teacher to discuss progress. If you have any queries, please do arrange to meet the class teacher.

Reception Curriculum is based around the 7 areas of learning

Personal, Social and Emotional Development

Children build relationships with adults and other children and develop their confidence in new situations. They learn to respond to instructions and develop interest in all aspects of learning within their setting. They develop their ability to concentrate and work independently and extend their self-help skills. They further their understanding of right and wrong while learning to behave and care for others. Through a variety of experiences children are able to learn about their own emotional responses in a safe and secure environment.

Physical Development

Children develop their physical independence skills. They develop confidence and control in their hand/eye co-ordination and large movements such as using a paintbrush to 'wash' large areas like walls or playing on large equipment. Fine motor skills will be developed across all activities in order to form the basis for early recording skills. They develop their awareness of space and safety. They are encouraged to develop an understanding of the importance of keeping healthy. Outdoor play is essential for good development.

Communication and Language

Children develop their speaking and listening skills. They take part in role play situations and develop imaginative play. They develop early literacy skills such as re-telling events or stories and handling and talking about books. Children increase their attention span through structured play activities.

Mathematics

Children undertake activities that will develop their mathematical understanding and enable them to solve practical problems involving shape, space and measurement. They begin to use and understand mathematical language e.g. size and position. They are encouraged to take part in counting experiences often through rhyme and number songs. They develop their understanding of pattern through observation and meaningful activities.

Literacy

Children listen to stories and learn phonics to support early reading. They are encouraged to make marks which convey meaning to themselves and sometimes to others and develop their

independence in doing this. Children will begin to form lists, captions and sentences and develop their writing throughout the year.

Understanding the World

Children are encouraged to take an interest in different places around them and events in their lives to help them learn about the sequence of time and the past. They learn appropriate use of tools and techniques and develop understanding of different materials and through exploring living and non-living things talk about what they see, hear, smell, touch and taste. They experience Computing through equipment such as walkie talkies, telephones, cameras and computers.

Expressive Art and Design

Children are encouraged to show an interest in their environment through the arts. They work with a range of materials to develop expression and detail using all their senses. They listen and respond to music and use musical instruments. They take part in dance, role-play and imaginative play.

Communication, Language and Literacy

Ideas to Support your children

Taken from Letters and Sounds: Phonics information for parents and carers with children in reception classes, The National Strategies (2009)

Speaking and Listening

Make time to listen to your child talking – as you meet them from school, as you go home, in the supermarket as you shop, at meal times, bath times, bedtimes – any time!

Switch off the TV, radio and mobile phones – and really listen!

Show that you are interested in what they are talking about – look at your child, smile, nod your head, ask a question or make a response to show that you really have been listening.

Make a collection of different toy creatures – for example, a duck, a snake, an alien, say the sound it might make as you play together.

Listen at home – Listen to the sounds around the home. Can your child tell you what sounds they heard, in the order in which they heard them?

Play-a-tune – and follow me! Make or buy some simple shakers, drums and beaters, then play a simple tune and ask your child to copy. Have fun!

Use puppets and toys to make up stories or retell known ones. Record your child telling the story and play it back to them.

Writing

Magnetic letters -Buy magnetic letters for your fridge, or for use with a tin tray. Find out which letters have been taught – find these with your child and place them on the magnetic surface.

Making little words together -Make little words together, for example, *it, up, am, and, top, dig, run, met, pick*. As you select the letters, say them aloud: '*a-m – am*', '*m-e-t – met*'.

Breaking words up -Now do it the other way around: read the word, break the word up and move the letters away, saying: '*met – m-e-t*'.

Don't forget the writing box!

Spelling is harder than reading words – praise, don't criticise. Little whiteboards and pens, and magic boards, are a good way for children to try out spellings and practise their handwriting.

Reading

Read in short friendly sessions (10-15 min a day) – full of praise and encouragement.

Make it a relaxed and enjoyable time.

Handle books in a caring way.

Practice reading using picture clues.

Ask questions about the cover, the book and the pictures. What might happen next?

After the children have heard the story several times, they will retell it from memory.

Teach lots of nursery rhymes – each one tells a different story.

Enjoy and share books together – make sure your child can read the print and see the pictures. Buy or borrow books that will fire their imagination and interest. Read and reread those they love.

Make time to read with your child throughout their time in school – PLEASE continue reading to your child, even when they are reading independently. This is very important – your child needs to practise their reading skills every day, and needs the support of an interested adult. Grandparents, older brothers or sisters can help, too.

Let them see you reading – grown-ups can share their magazines about their favourite sport or hobby.

Read with your child – ask your child to attempt unknown words, using their phonic skills and knowledge. Make sure they **blend** all through the word.

Talk about the meaning of the book, too – take time to talk about what is happening in the book, or things that they found really interesting in an information book. Discuss the cover, characters and important events. Ask them their views.

Explain the meaning of words (*vocabulary*) that your child can read but may not understand, for example, *flapped, roared*.

Teach your child some action rhymes – ‘Heads, shoulders, knees and toes’, ‘Here we go round the mulberry bush’, ‘We all clap hands together’. Use CDs of nursery rhymes to sing along to.

Read simple rhyming books together – leave out a rhyming word now and then, and see if your child can work out the missing word. If not, you say it.

Borrow or buy the best books you can to share with your child. Libraries and bookshops can advise you of the most popular books.

Add sound effects when reading a story and encourage your child to join in.

Mathematical Development

Ideas to Support your children

This area covers number work, problem solving, reasoning, measure and shape. It is approached through practical activities that use and develop the language needed for mathematical understanding.

Number

Can you find me 3 big potatoes?

How many more plates do I need?

Is there a bigger tray?

Rhymes and Games

See the rhymes attached to support counting. Sing them together.

Count up to 20

Count 10 objects

Recognise the written numbers 1-9

Use words to compare things – heavies, lighter. Bigger, smaller etc

Find one more than, one less than

Name the shapes

How many shapes can you see when out?

Use words to describe where things are – under, below, over etc


One Hundred High Frequency Words

- | | | |
|-----------|--------------|------------|
| 1. the | 34. this | 69. him |
| 2. and | 35. have | 70. Mr |
| 3. a | 36. went | 71. get |
| 4. to | 37. be | 72. just |
| 5. said | 38. like | 73. now |
| 6. in | 39. some | 74. came |
| 7. he | 40. so | 75. oh |
| 8. I | 41. not | 76. about |
| 9. of | 42. then | 77. got |
| 10. it | 43. were | 78. their |
| 11. was | 44. go | 79. people |
| 12. you | 45. little | 80. your |
| 13. they | 46. as | 81. put |
| 14. on | 47. no | 82. could |
| 15. she | 48. mum | 83. house |
| 16. is | 49. one | 84. old |
| 17. for | 50. them | 85. too |
| 18. at | 51. do | 86. by |
| 19. his | 52. me | 87. day |
| 20. but | 53. down | 88. made |
| 21. that | 54. dad | 89. time |
| 22. with | 55. big | 90. I'm |
| 23. all | 56. when | 91. if |
| 24. we | 57. it's | 92. help |
| 25. can | 58. see | 93. Mrs |
| 26. are | 59. looked | 94. called |
| 27. up | 60. very | 95. here |
| 28. had | 61. look | |
| 29. my | 62. don't | |
| 30. her | 63. come | |
| 31. what | 64. will | 96. off |
| 32. there | 65. into | 97. asked |
| 33. out | 66. back | 98. saw |
| | 67. from | 99. make |
| | 68. children | 100. an |



Homework Policy

November 2023

Signed (Chair of Trustees):	
Date:	November 2023
Date of Review:	November 2024

The Arbor Academy Trust reviews this policy annually. The Trustees may, however, review the policy earlier than this, if the Government introduces new regulations, or if the Trust receives recommendations on how the policy might be improved. This document is also available in other formats e.g. e-mail and enlarged print version, on request to the School Offices and is displayed on the schools' websites.

1. Background

At Arbor Academy Trust, we believe that homework is vital to children's progress. On entry to school, all children and parents sign a pre-school agreement in which roles and responsibilities are outlined. Within this agreement are references to children completing homework as well as the parental responsibility to both ensure that homework is completed and that necessary help and support is provided at home. Homework tasks are set for pupils at our school with the purpose of supporting the ongoing progress and achievements for all pupils.

2. Aims

We view the purpose of homework as:

- Developing an effective and supportive partnership between the school, parents and community in realising the aims of the school;
- Consolidating and reinforcing knowledge and understanding, particularly in literacy and numeracy;
- Exploring resources for learning in the home environment;
- Extending and complementing school work and supporting independent study skills, and
- Developing pupils' skills of organisation and self-discipline and preparing pupils for the demands of their future studies.

3. Foundation Stage Homework

In Reception and Nursery, homework is about parents talking to their children about:

- The things they do during the day;
- The work they bring home;
- Reading books;
- Phonics practice;
- Key words to learn, and
- investigating topics.

4. Key Stage 1

In Key Stage 1, homework is set to support and to develop key knowledge in all areas of learning. It is about developing the children to become independent learners. We focus homework in Key Stage 1 in the following areas:

- Reading and phonics
- Mathematics; and
- Investigating skills.

Homework activities set in Key Stage 1 are to provide encouragement and enjoyment for children, to use and develop the skills they have been learning about in the school day:

- Phonics sheets

- Speaking and listening activities
- Reading out loud and being read to by parents/carers
- Talking about what they have done in the day
- Spelling practice
- Counting and number tasks
- Problem solving, and
- Finding out about key topics, e.g. seasons, families, favourite things, weather.

The following will be sent home on a weekly basis:

- Spellings of key words
- Phonics practice
- Topic work investigations
- Numeracy activities, and
- Reading books and reading journals.

Key Stage 2

As pupils enter into Key Stage 2, homework provides them with an opportunity to develop the skills of independent learning. It should be clearly understood that the demands placed on Year 3 pupils will differ widely from Year 6 pupils. Homework tasks set for Key Stage 2 pupils will gradually encourage them to devote periods of time to study on their own. By the time pupils reach Year 6, their homework programme should cover a wide range of tasks and curriculum content.

Key Stage 2 Examples

- Speaking and listening tasks
- Reading texts for understanding
- Reading comprehension exercises
- Reading journals
- Learning spelling through dictionary/ literature exercises
- Sentence construction and grammatical exercises
- Number bonds and times table exercises
- Mathematical problem solving and data gathering
- Practising informal and formal methods of number calculations
- Investigating science topics in the home
- Gathering data/ resources for school-based learning; and
- Project work.

5. Requirements of the Class Teacher

- Homework consolidates what the children have been learning in class and is planned to support the pupils' learning needs
- Homework challenges but does not defeat the pupil;
- Homework is given, marked and discussed consistently;
- Teachers apply the same high expectations to homework as class work;
- Appropriate resources are available if required;
- Pupils have the opportunity to complete a variety of good quality tasks, and
- Teachers should liaise with parents where necessary.

6. Allocation of Time

- Homework goes out on Friday's and is returned by Thursday morning the following week;
- Key Stage 1 and Foundation Stage homework should reflect the essentials taught in the early years; largely dominated by basic number facts and phonics to ensure, upon entry to a more formal curriculum, the children are equipped with the basics.
- Key Stage 2 homework should become more formalised, with demands gradually increasing. One piece of written homework is required for literacy and numeracy. Spellings, times tables, word lists and research should also be set as homework on a weekly basis.
- Expected timings for daily Key Stage 2 homework are outlined below:
 - Year 3 (25mins)
 - Year 4 (30mins)
 - Year 5 (45mins)
 - Year 6 (60mins)

7. Special Educational Needs

Homework should be set for pupils with SEND to share fully in the work of the class, whilst considering individual learning needs. Homework tasks need to be clearly adjusted according to needs and should show some correlation to targets set within the pupil's IEP. The purpose of homework remains the same for SEND pupils as with any pupil, in that it should support the ongoing learning needs of the child.

Guidance on appropriate homework for SEN pupils can be sought from the SENCO and the Phase Leaders will liaise with the SENCO when monitoring homework.

8. Monitoring and Evaluation

To judge the value and effectiveness of the school's homework policy, the Phase Leaders will:

- Monitor all homework books termly;
 - Judge the quality and relevance of set tasks;
 - Judge the quality of presentation;
 - Examine consistency and parity between year groups and as a phase;
 - Examine consistency and quality of marking in accordance with the school Marking Policy;
- and
- Feedback finding to phase members, as well as informing SLT of the need of future developments.

To judge the effectiveness of The Trust's Homework Policy, the Headteacher/ Head of School and Senior Leadership Team will monitor and evaluate:

- The quality of work and presentation;
- The relevance of tasks; and
- The consistency of approach to tasks across The Trust.

In addition, the Headteacher/ head of School and Senior Leadership Team will:

- Review the homework policy annually;
- Support teachers in the implementation of this policy; and
- Ensure home school support through the use of the Home/ School Agreement.

9. School-Based In-service and Parent Support

The Trust will offer parents training opportunities through regular coffee mornings and input from Subject Leaders. To support the importance of homework, The Trust will refer to its value in documentation. The Trust will be aware of up-to-date educational initiatives concerning homework. The school will continue to hold high expectations and encourage parents to support their child's learning at home.

10. Resourcing

- In the main, the tasks set for homework will not require pupils to use resources that they cannot access from school or home, e.g. pens, paper, pencils and homework books.
- When homework tasks do require research skills, teachers will need to provide pupils with the appropriate resource (books from the school library or suggest where information can be found both within the local community and the Internet) for the pupil to complete their work.
- The quality of resources provided for homework should be of a high standard.
- Every pupil is provided with a homework book specifically for the use of homework.
- On occasions pupils will be expected to complete homework tasks using a resource other than their homework book.



School Uniform Policy

Selwyn Primary

September 2023

Signed (Chair of Trust Board):	
Date:	September 2023
Review:	November 2024

The Arbor Academy Trust reviews this policy annually. The Trustees may, however, review the policy earlier than this, if the Government introduces new regulations, or if the Trust receives recommendations on how the policy might be improved. This document is also available in other formats e.g. e-mail and enlarged print version, on request to the School Offices and is displayed on the schools' websites.

1. Introduction

It is the Trust's policy that all children wear school uniform when attending school, or when participating in a school-organised event outside normal school hours. We provide a complete list of the items needed for school uniform in our school prospectus and attached at Appendix 1.

2. Aims and Objectives

Our policy on school uniform is based on the notion that school uniform:

- promotes a sense of pride in the school;
- engenders a sense of community and belonging towards the school;
- is practical and smart;
- identifies the children with the school;
- prevents children from coming to school in fashion clothes that could be distracting in class;
- makes children feel equal to their peers in terms of appearance;
- is regarded as suitable wear for school and good value for money by most parents;
- is designed with health and safety in mind.

3. Jewellery

On health and safety grounds we do not allow children to wear jewellery in our school. The exceptions to this rule are earring studs in pierced ears and small objects of religious significance, such as a crucifix on a chain. We ask the children to either remove these objects during PE and games, or cover them with a plaster, to prevent them from causing injury.

4. Extreme Haircuts

The Trust does not permit children to have 'extreme' haircuts that could serve as a distraction to other children.

5. Footwear

The Trust wants all children to grow into healthy adults. We believe that it is dangerous for children to wear shoes that have platform soles or high heels, so we do not allow children to wear such shoes in any of our schools. We do not allow children to wear trainers or boots to school. This is because we think that this footwear is appropriate for sport or for leisurewear, but is not in keeping with the smart appearance of a school uniform. We require all children to wear shoes as stated in the uniform list.

6. Cost of school uniform

The school does not require branded items for school uniform. Generic items which are widely available across a number of suppliers are appropriate school uniform. Please refer to Appendix 1 for the colour and style requirements.

7. Provision of second-hand uniforms

Second-hand school uniforms are available for parents to acquire through periodic second-hand uniform sales or swap shops through the school Parent Teacher Association (PTA). Details of dates and times will be published on the school website for parents and perspective parents.

8. PE Kits

The school does not require different P.E. kits for different sports. Options for appropriate P.E. kit to match the warmer and colder months are listed. No branded items are required for P.E.

9.. The Role of Parents

- a) We ask all parents who send their children to our schools to support the school uniform policy. We believe that parents have a duty to send their children to school correctly dressed and ready for their daily schoolwork. One of the responsibilities of parents is to ensure that their child has the correct uniform, and that it is clean and in good repair.
- b) If any parent would like the Trust to modify the uniform policy, they should make representation, in the first instance, to the Executive Principal. The school welcomes children from all backgrounds and faith communities. If there are serious reasons, for example on religious grounds, why parents want their child to wear clothes that differ from the school uniform, the Trust will look sympathetically at such requests.

10. The Role of Local Governing Board

- a) The Local Governing Board supports the Headteacher/ Head of School in implementing the school uniform policy. It considers all representations from parents regarding the uniform policy and liaises with the Headteacher/ Head of school to ensure that the policy is implemented fairly and with sensitivity.
- b) It is the Local Governing Board's responsibility to ensure that the Trust uniform meets all regulations concerning equal opportunities.
- c) Local Governing Boards ensure that the school uniform policy helps children to dress sensibly, in clothing that is hardwearing, safe and practical.

11. Monitoring and review

The Local Governing Board monitors and reviews the school uniform policy through its committee work by:

- seeking the views of parents, to ensure that they agree with and support the policy;
- considering, with the Headteacher, any requests from parents for individual children to have special dispensation with regard to school uniform;
- requiring the Headteacher/ Head of School to report to the governors on the way the school uniform policy is implemented.

Appendix 1

Selwyn Primary School Uniform

School uniform should be chosen from the agreed items below.

Light blue collared shirt
Light blue polo shirt
Navy blue pinafore
Light blue summer dress

Navy Blue skirt
Navy Blue trousers

Navy Blue shorts

Navy Blue tights

Navy Blue headscarves

White socks

Black school shoes

Navy Blue school jumper

Navy Blue school cardigan

Navy Blue school fleece

P.E. kit

Light Blue t-shirt

Navy Blue P.E. shorts

Navy Blue tracksuit bottoms/ top


Black trainers/ plimsoles

*Note – schools to inset pictures of uniform without logos.



Attendance and Punctuality Policy

November 2023

Signed (Chair of Trustees):	
Date:	November 2023
Date of Review:	November 2024

The Arbor Academy Trust reviews this policy annually. The Trustees may, however, review the policy earlier than this, if the Government introduces new regulations, or if the Trust receives recommendations on how the policy might be improved. This document is also available in other formats e.g. e-mail and enlarged print version, on request to the School Offices and is displayed on the schools' websites.

The law requires compulsory attendance at school for pupils five years old and above. As an Academy Trust, our expectation is that all pupils should strive for full and punctual attendance. However, we do recognise that some individual pupils and their families may need support in order to achieve this. In considering the authorisation of absences, the school will take into account any circumstances that are in line with the protected characteristics as outlined by the Equality Act 2010.

1. Key Points

A written explanation will be required for every occasion on which a pupil is absent from school.

If, following enquiries, no satisfactory reason has been provided, the absence will be regarded as unauthorised and the register will be annotated accordingly.

The Trust reserves the right to query the validity of an explanation and refuse to authorise an absence.

Parents/Carers do not have the automatic right to remove a child from school for family holidays during term time. The Governors have agreed that any holidays or visits should be confined to school holidays and will not be authorised if taken during school time.

The Trust works closely with the Education Welfare Service to promote regular attendance and punctuality.

2. Registration

Registration times for the morning and afternoon sessions are between 8.55am – 9.10am and 1.00pm – 1.15pm. Registers should be completed between these times and returned to the office promptly.

Any pupils arriving after 8.55am will report to the office to be marked late.

3. Avoiding Unauthorised Absences

We encourage parents/carers of children who are absent from school to inform us and explain the reason for non-attendance by 9.30am on the first day of absence. A member of the office staff will attempt to contact all parents/carers who have not telephoned the school, to try to ascertain a reason for the child's absence.

All messages received regarding absence will be recorded. Verbal and telephone messages are acceptable and will be noted by the person receiving them. A written explanation for which a pupil is absent from is also acceptable. A member of the office staff will then enter the reason for absence into the computer system. Copies of all letters/doctor's notes or appointment cards received will be placed in the child's file. Letters regarding unexplained absences and lateness will be sent home weekly.

If a child is away from school for a period of 2 days, and after attempts have been made to contact the family by telephone, the Education Welfare Officer will be asked to visit the home address.

4. Medical Appointments and Sickness

If your child is unwell, please contact the school on the first day of absence. If the illness is prolonged, we will request that you provide medical evidence. This can be in the form of a doctor's note or certificate. We encourage parents to make doctors/dentist appointments outside of school time so as not to disrupt your child's learning. Where this is not possible we will require proof of appointment, such as a medical card/ appointment letter, this will allow us to authorise the absence. Where possible, we expect you to inform the school in advance that your child will be absent. Prolonged absence (3 days or more) for medical reasons will require additional evidence in addition to parental notes. Absences will not be authorised without medical evidence.

5. Holidays

Parents do not have a legal right to take their children out of school on holiday. Arbor Academy Trust is committed to a policy of minimum unavoidable absence from school during school time. In light of this Arbor Academy Trust will only grant 3 days absence from school for **exceptional circumstances**.

Holidays taken during term time will not be approved, therefore will be marked as unauthorised. In such cases, a fixed penalty notice referral will be forwarded to the Education Welfare Officer.

6. Monitoring of Attendance and Punctuality

The school will check pupil attendance records fortnightly. If it is found that a child's attendance has fallen below **95%**, a standard letter will be sent to the parent/carer. **Where absence has been agreed for exceptional circumstances, or where there is a known serious illness, this will be taken into account.** Further monitoring will be carried out to see if attendance shows improvement. Additional absence will result in a further letter being sent home. If poor attendance continues, an official referral will be made to the Education Welfare Officer and a home visit will be made. Copies of all letters sent will be placed in the child's file.

7. Registration of Pupils

Roles and responsibilities of the Headteacher/ Head of School, teachers

The **Headteacher/ Head of School** will ensure that:

- Pupils are registered accurately and efficiently
- Attendance targets are set for individual pupils, classes and year groups
- Parents/carers are contacted when reasons for absence are unknown or unauthorised
- Pupil attendance and lateness are monitored regularly
- The reward system for good attendance is implemented
- School attendance statistics are reported to the LEA and Local Governing Body
- The LEA officer is provided with registers of attendance and supported in following up long-term absences
- Pupils absent for long periods because of ill-health receive appropriate learning support

All **teachers** are expected to:

- Register pupils accurately and efficiently
- Report pupil attendance and lateness daily
- Encourage pupils to attend school regularly and inform colleagues if there is a problem that may lead to absences

Pupils will be encouraged to:

- Attend school regularly
- Inform staff if there is a problem that may lead to absences

Parents and carers will be asked to:

- Ensure the child attends school regularly
- Inform the school on the first day of non-attendance
- Discuss planned absences with the school in advance (e.g. family holidays, special occasions).

The **Local Governing Board** will ensure that the LA is informed about the long-term absence of any pupils.

8. Punctuality

Persistent lateness does not constitute full school attendance (Section 444 of the Education Act 1996).

Pupils arriving after the opening of the register up to and including the 30th minute will receive an 'L' (Late) coding and those who arriving after the 31st minute will receive an unauthorised 'U' coding.

A member of the office staff will check the computer records fortnightly. If it is found that a child has been late on one or more occasion, a letter will be sent home reminding parents/carers of the need for punctual attendance. If a child is late on two further occasions a second letter will be sent, with a warning that further lateness will be referred to the Education Welfare Officer. After monitoring the situation for a further two weeks and if there is no improvement a referral to the education Welfare Officer will be made. Again copies of all letters sent will be placed in the child's file.

9. Fixed penalty Notices

Under section 23 of the Anti-Social Behaviour Act 2003, local authorities are required to issue Fixed Penalty Notices to the parent/carer of a child who has irregular school attendance, where the absence is unauthorised by the school. The penalty notice imposes a fine of £100, which is reduced to £50 (per child) if paid within 28 days. If the fine is not paid within 28 days or £100 in 42 days from the first date when the notice is issued, the parent/carer will be prosecuted in a Magistrates Court for the offence under Section 444 of the Education Act 1996.

10. Parental Responsibilities

It is the parents/carers legal responsibility to ensure their children receive full time education. This extends beyond ensuring regular and punctual attendance and requires that the child comes to school in a fit state to learn. Parents cannot determine what constitutes authorised absence; this is for the Headteacher/ Head of School and Local Governing Board to decide. The fact that a parent/carer has offered a reason for absence does not oblige The Trust to authorise the absence, if the reason given is not regarded as a valid

justification for non-attendance. If we have reason to believe parents/carers are condoning unjustified absences, the education Welfare Officer will be involved at the earliest opportunity. Furthermore, excessive amounts of authorised absence will seriously disrupt the continuity of learning for the pupil. Any patterns for individual pupils or families which emerge during monitoring will be investigated.

It is the parent/carers responsibility to inform the school of the reason for a child's absence on the first day and if required, to provide any further information. The school accept notification by personal contact, telephone message or by note. If absence is due to illness, the school should be notified of the nature of illness and if possible the date a child is expected to return to school.

As a parent you are committing an offence if you fail to make sure that your child attends school regularly.

Arbor Academy Trust working alongside the Education Welfare Service will be monitoring and targeting pupils who:

- Have below 95% attendance
- Have unauthorised absences
- Are persistently late to school
- Have a number of absences due to sickness/medical reasons
- Have requested/taken leave for holiday purposes

11. Parental Responsibilities when collecting their child from school and afterschool clubs

It is the parent/carers responsibility to collect their child from school. It is the parent/carers responsibility to inform the school if they will be late and/or if an alternative carer will be collecting their child.

If the parent/carers is late then the child will be automatically placed in afterschool club, where the parent/carers will be expected to pay a fee of £5 in the first 30 mins, £10 for the following hour and £20 for the final hour.

If the parent/carers is late in collecting their child after 6.00pm, then the parent/carers is expected to make contact with the school. If the parent has made contact - from 6.05pm the school will charge a fee of £5 per child that will be expected to be paid immediately. If the child has not been collected within 30 minutes of contacting the school, then the school will make contact with Social Services.

If the child has not been collected and the parent has made no contact with the school then Social Services will be called immediately, just after 6.00pm.

