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Parent Handbook

2026-2027

	Page
1. Welcome and Vision	4
• Executive Headteacher's Welcome and Vision	
• Home School Agreement	
• Safeguarding	
2. Key Dates and Attendance	7
• Term Dates 2025–2026	
• Family Holidays and Term Time Leave	
• Attendance	
• Punctuality	
• Child Absence Reporting	
• Chart for Absences: Infectious Diseases	
• Medical Appointments	
3. Starting School	9
• The Induction Process	
• The School Day	
• Breakfast and After School Club	
• Games Before and After School	
• End of the Day	
4. Spiritual and Community Life	10
• Spiritual Life of the School	
• Masses and Liturgies	
• Class Assemblies	
5. Curriculum and Learning	11
• Our Curriculum	
• Reading	
• Curriculum Enrichment	
• Extra-Curricular Activities	
• Sports	
• Performing Arts	
• Music Tuition	
• Relationship and Sex Education	
• Home Learning	
• Overview of the Year	
6. Inclusion and Behaviour	14
• Special Educational Needs and Disability	
• Inclusive Education and SEN Support	
• Equality Statement	
• Behaviour	
• House System	
• Bullying	
• Behaviour Communication	
7. Uniform and Belongings	17
• Presentation of Children	
• School Uniform	
• Forgotten Uniform	
• Book Bag/Rucksacks	
• Pencil Cases	
• Jewellery	
• Watches	

• Mobile Phones	
• Valuables	
• Lost Property	
• Toys and Trading Cards	
• Crazes/Fads/Fashions	
8. School Meals	20
• School Meals	
• Free School Meals	
• Meal Debt	
• Packed Lunches	
9. Health and Safety	21
• Safeguarding	
• First Aid	
• Promoting Healthy Lifestyles: Fruit and Water	
• Nut Free	
• Medicines in School	
• pi Pens / Jext Pens	
• Inhalers	
• Accident Procedures	
• Head Lice	
• Sun Safety	
• Site Security	
• Car Parking and Vehicle Access	
• Bikes and Scooters	
10. Communication and Involvement	24
• Newsletters	
• Reporting to Parents	
• Parents Visiting the School	
• Helping in School	
• Use of Images and Internet Agreement	
• The Friends / Parent Association	
• Birthdays	
• Birthday Invitations	
11. Policies and Procedures	26
• Charging Policy	
• Payments	
• Data	
• Dealing with Concerns	
• Escalating the Concern	
• Parental Expectations: How we treat each other	
12. What you can do at home	29
• Helping Your Child to learn	
• Helping Your Child with Reading	
• Helping Your Child with Maths	
• Helping Your Child to stay safe online	
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1. Welcome and Vision

Our Lady of Fatima Catholic Multi Academy Trust, as a community of schools and through God's Love, endeavours to inspire and motivate our children so they can learn together, grow together, and achieve together. As a community of schools, we believe passionately in a rich education. John 10:10 "I have come that they may have life, and have it to the full." Through Jesus, we ensure that our children have life, and have it to the full. We ensure children excel, not just academically but in faith as disciples and as individuals. Our children learn to love themselves, love each other and the world around them and to love God.

Promises For our Children

We promise to know each child personally, treating them as unique individuals and recognising the divine within them.
We promise to show children love in all that we do.
We promise to place the child at the centre of education
We promise to value each child equally and nurture a deep sense of worth.
We promise to help every child discover and celebrate their gifts.
We promise to nurture, encourage, and support every child, celebrating mistakes as part of the learning journey.
We promise to make learning engaging, inspiring, and lifelong.
We promise to foster a love of learning in every child.
We promise to build a strong, loving community, rooted in Gospel values.

We promise to Love God, Love ourselves and Love others

I commend the attached Parents' Handbook as an essential tool in clarifying our shared expectations to ensure that "together we grow in God's love, learning to be the best we can be."

Mr Ian Kendal B.Ed. (Hons), M.A., NPQH, FCCT

Home School Agreement

We endeavour to create a learning environment in which each child's full potential for spiritual, emotional, social and intellectual development is nurtured.

The school will:

1. Support and encourage each child to develop a positive attitude to learning and do their best at all times.
2. Aim for each child to achieve his/her full potential.
3. Provide a full and balanced curriculum in line with the National Curriculum requirements and school's policy for RE.
4. Inform parents of child's progress through regular meetings with the class teacher and a written report once a year.
5. Alert parents to any difficulties as and when they appear.

The parents will:

1. Ensure that the child attends school regularly, arrives on time and wears the correct school uniform.
2. Recognise the need to limit absences to a minimum (i.e. Not to take holidays within school time).
3. Attend Parents' Meetings to discuss the child's progress.
4. Support the child in home learning and other opportunities for school learning.
5. Encourage the child to have high standards of behaviour at all times.
6. Speak politely in a measured tone with staff, parents and visitors at all times.
7. Abide by the Parental Expectations policy (Page 26 of this hand book)
8. Not use a mobile phone on the school site

By accepting a place within our school, you are agreeing to the above.

The pupil will:

1. Try to do all class work and home learning as well as he/she can.
2. Keep to the school rules.
3. Be polite and helpful to others.
4. Take good care of the equipment, buildings and surroundings.

Safeguarding:

Child Protection

We are committed to safeguarding and promoting the welfare of all our children. We will always take a considered and sensitive approach; we will support all our pupils and recognise that each pupil's welfare is of paramount importance. All staff and any volunteers who work within the school are given clear guidance in how to behave and work with children. They are highly vigilant and well trained to report any concerns they have about a child's well-being swiftly. We will always talk with parents if concerns have been noted and will keep them informed should we feel it is necessary for us to report these concerns to another agency. Children know they can talk about their worries to an adult they trust.

Our Safeguarding Team

	St Luke's	St Alban's
Executive Head	Mr Kendal	
Head of school	Mrs Kendal	Mrs Black
Inclusion	Miss Kendell	
Safeguarding Staff	Miss Crick/ Mrs Hawkins	Mr Foster/ Ms White

Our school website has a safeguarding section which includes three reporting points:

- Educate Against Hate link takes you to a Parent Hub where you can find more information and report a concern
- CEOP is a link to the Child Exploitation and Online Protection Centre which helps children stay safe online. It too has a report link.
- Raise a Concern link is available if you have any concerns about the safeguarding of children.

Our school has a zero tolerance for Harmful Sexual Behaviours. If you have any concerns about this do speak to one of our Designated Safeguarding Leads.

2. Key Dates and Attendance

Term dates 2026 – 2027

Autumn Term:	Tuesday 1 September 2026 – Friday 18 December 2026 Half Term 26 October – 30 October *INSET Day 1 September 2026* *23 October* *20 November*
Spring Term:	Tuesday 5 January 2027 – Thursday 25 March 2027 Half Term 15 February - 19 February *INSET Day Monday 4 January 2026*
Summer Term:	Monday 12 April 2027 – Tuesday 20 July 2027 May Bank Holiday - 3 May Half Term 31 May – 4 June, *INSET Day 21 July*

INSET days are "In Service Training" days for school staff, therefore the school is closed to children

Family Holidays and Term Time Leave

Parents/carers should not remove their child from school during term time without having first requested a leave of absence in writing from the Head of School or Executive Headteacher. All requests for authorised absence will be responded to in writing and will only be authorised in the most extreme circumstances.

Parents/carers should ensure that family holidays are arranged outside of school term time. Holidays during term time will not be authorised. If permission is not granted, and the child is absent, the absence is classed as unauthorised and parents/carers may be issued with a penalty notice.

Why: *By taking a holiday during term time you are giving your child the message that education is not important. As a consequence, your child may not value the work we all do in supporting their learning and as a consequence not apply effort to their learning – in the end they may achieve much lower results and they are able to achieve.*

It is not necessarily the time off that has the greatest impact, it is the message it gives.

Attendance

We continuously focusing on attendance and punctuality. We expect children's attendance to be above 97% for the academic year.

Schools must closely monitor children's attendance to ensure access to education, with legal requirements starting at age 5. If your child's attendance falls below an acceptable standard, the school will invite you to a meeting to discuss this further. An accumulation of 10 unauthorised sessions within 10 rolling weeks can lead to a Penalty Notice Fine. The Local Authority overseeing attendance data, will issue penalties for excessive absences and unauthorised sessions. Please note a session is a morning or afternoon (not a day)

Please note a late arrival (after 9am) is classed as an unauthorised absence.

Why: *There is a link between attendance and achievement and therefore it is very important that your child attends school every day, unless there are exceptional circumstances, every school day counts. Education lays the vital foundations of a child's life. Regular and punctual attendance at school is key to both academic and social development, which in turn will improve the life chances of children and young people.*

Punctuality

The gate to the school opens before the classroom doors; the doors to the classroom open at 8.40am and close at 8.50am. Your child must be supervised by an adult before entering the classroom. Year 6 children who have an authorised letter to walk to school on their own must aim to arrive between 8.40am and 8.50am to ensure they go straight to the classroom.

There is no school led supervision on the playground before school.

Please ensure that your child arrives on time. Arrivals after 8.50am will be recorded as late.

Why: *If a child arrives late, they often disrupt the routine of the class. They may have missed the dinner register or the start of the lesson and can become unsettled and anxious as a result. Unavoidable or occasional lateness is completely understandable, and we ask for your co-operation to ensure these are kept to an absolute minimum.*

Child Absence Reporting

If your child is absent from school, you must **c**ontact the school on the first day of absence before 9.20am and on every further day of absence, again before 9.20am. If we do not hear from you, we will phone or text you on the first day of absence. If we are unable to make contact, we may visit your home to ascertain why your child is absent and a record of the visit left at the parental home. This will be noted and referenced when making a referral to an Education Welfare Officer. If we cannot make contact we will need to inform the Children and Families Hub and act on their advice which can lead to Services or Police involvement.

On your child's return to School, bring a note (or email) to the office explaining why your child was absent. If your child is absent directly before or after a holiday you will need to bring in medical proof to support the absence.

If your child becomes unwell at school and is unable to stay, we will always contact you.

Please ensure your contact details are **always** up to date. We must have two contact numbers.

If your child has a sickness bug, please ensure that a period of 48 hours without sickness elapses before sending him/her back to school.

Why: The UK Health Security Agency state this to help to contain the spread of the illness.

Chart for absences: Infectious Diseases

The following extract is taken from 'Notes on Infectious Diseases in Schools' and is copied here for your information.

Disease	**Normal Incubation Period**	**Minimum Period (Days) of Exclusion**
Chickenpox	13-21 days	5 days from onset of rash
German Measles(Rubella)	14-21 days	6 days from onset of rash
Measles	7-14 days	4 days from onset of rash
Mumps	12-21 days	5 days until swelling subsides
Impetigo	4-10 days	Until skin is healed

If your child has a sickness bug (vomiting/ diarrhoea), please ensure that a period of 48 hours without an episode has occurred before sending them back to school.

Why: The UK Health Security Agency state this to help contain the spread of the illness.

Medical Appointments

If your child has a medical appointment during school hours, please ensure that you provide the school with the appropriate documentation to ensure that we are able to authorise the absence to attend the appointment.

3. Starting School

The Induction Process

We aim to make the transition into school as smooth as possible for both children and parents/carers. We run a successful transition programme to ensure that our new families are made to feel welcome and valued additions to our school community.

Children new to the school will be given buddies to aid their transition. This may include playing with them on the playground, and other educational paired activities.

Children new to the school in other year groups will be given an in-class buddy to ensure they are inducted into school life.

The School Day

8.40	Children may go into their classrooms from 8.40am. (Earlier on wet days)
8.50	Gates Closed - Please enter by Main office after this time - At this point your child will be marked as late.
8:50	End of Registration Period
12.00 – 1.00	Lunchtime: EYFS, Year 1, Year 2
12.15 – 1.15	Lunchtime: Year 3, Year 4, Year 5, Year 6
3.20	School ends (Always collect your child promptly)

Breakfast and After School Club

These are available for yR-6 though we advise caution with yR – particularly in the first term as it the young children can get very tired.

Whilst these are run on school premises these are separate to the school provision and MUST BE BOOKED IN ADVANCE through Arbor. There is a maximum number allowed for each session. If this number is reached, you will not be able to book/pay for a place on Arbor.

There is no provision to look after children beyond the end of the day that are not booked into the club, so please ensure arrangements are made for a responsible adult to collect your child. (y6 see Punctuality and End of Day sections above). Charges can occur from repeated late collections. Repeated late collections become a safeguarding concern for the school and could be referred to Social Care.

Games Before and After School

No ball games should be played before or after school on either playground. Children are not to cycle or scooter on the school grounds. Children are not permitted to use the school play equipment before or after school.

***Why**: There is no appropriate supervision for these children.*

End of the Day

School finishes at 3.20pm. Please wait near the classroom door. . Do not approach the door or look into the windows. ***Why**: This becomes very distracting for the children and impacts on their behaviour and other children while the teachers are trying to dismiss the class.*

Children are dismissed "into the arms" of their parents/guardians from the classroom door. Please ensure the person collecting your child is known by your child and permission to release to that person has been granted and given to the school. We will use a password system to enable safe handover to those you nominate to collect. If you ask someone else to collect your child, ensure that you have given them the password as they cannot collect without it.

Only children from year 6, with written permission, may walk home on their own.

4. Spiritual and Community Life

Spiritual Life of the School

We expect all parents and children to be supportive of the Christian ethos of our school and participate in school-based liturgies and prayer activities.

Children should learn the following prayers by heart by the end of each Key Stage.

Key Stage 1 (Year 2)	Key Stage 2 (year 6)
• Our Father • Hail Mary • Morning offering • Grace before and after Meals • Evening prayer	• Hail Holy Queen • The Angelus • The Magnificat • The Apostles' Creed • The Confiteor • The Gloria • Glory Be • The Rosary • The Act of Contrition • Eternal Rest

Masses and Liturgies

Masses are celebrated on Holy days and Feast days and other celebratory days in the academic year. Masses on Holy days are Parish Masses and members of the public other than parents may attend. Children may be asked to read and be an active part of the mass.

Key Stage 2 children (Years 3, 4, 5 and 6) have class masses within the parish church or school. The children will participate and choose the hymns; they will read and write the bidding prayers. Children who have not received the First Sacrament of the Eucharist (First Communion) will receive a blessing. Parents are to be invited to all Masses and Liturgies.

Class Assemblies

Children will do an assembly each year to celebrate their learning or during a significant moment in the Liturgical year. At the end of the assembly, the children presenting the assembly will go back to class last.

5. Curriculum and Learning

Our Curriculum

We plan our curriculum in three phases. We agree a long-term plan for the Foundation Stage, Key Stage 1 and Key Stage 2. This indicates what topics are to be taught in each term, and to which groups of children.

Our year group coverage is displayed on the school website and clearly shows the progression of skills the children learn as they move through the school, but importantly also the depth and breadth of learning opportunities on offer.

In addition, we enhance the curriculum offered to children by implementing a series of 'focus weeks and/or days'. For example, recently we have held science week, book week and international week.

Through their topics, children are given the opportunity to work with a range of specialists and experience a wide range of trips and visits to enhance the curriculum. This often come at a cost which can not be met by the school. As such we will expect a payment towards this curriculum enrichment. Where appropriate, the curriculum is adapted or personalised to meet learning need.

Reading

Reading with your child daily is essential – (irrespective of age). Your child will be given a reading diary and a reading book. Please listen to your child read, then mark in the reading diary the page and comment if you wish. Please ensure these comments are positive. If you have a concern, please speak to the class teacher. This book will be changed regularly depending on the needs of the child. Progress through the reading scheme books is strategically planned to maximise your child's learning. It is not a race to complete as many books as possible. It is essential the children understand the text of what is read therefore please ask deeper questions about what they have read. See last pages for questions you can ask your child at home.

Curriculum Enrichment

The curriculum is enriched through a wide range of off-site visits, residential visits, themed days, visitors and practical experiences and children consolidate their learning through opportunities to apply learnt skills across subject areas and in meaningful situations whenever possible. Written particulars of the visit are sent via email to each parent well in advance and consent requested through the Arbor Parent portal. No child may travel without having completed the consent section on the portal, as such will remain in school.

Extra-Curricular Activities

To enhance the provision for the children in the school, school staff freely and voluntarily offer a lunch time (any day of the week) or after school club. Each term children apply for a place in these clubs. A variety of clubs and activities are offered in addition to the sporting clubs provided by PE specialists.

Sports

We endeavour to participate in as many sports as possible. We will endeavour to let you know if your child has been selected to participate at least two weeks before an event; however, with sports fixtures, we are often given very little notice ourselves. Your child will not be able to attend unless consent is received through the Arbor Parent Portal.

Performing Arts
Our Performances are spread through the year.
By selecting parts in the performances, we seek to bring out the different talents of the children. Not all children can take the lead part, (not all children want to be the lead part). We make these selections by reflecting on previous years, by discussing the part with the children and by drawing on the talents of different children.

Music Tuition
We invite different music teachers to support instrumental teaching. If your child would like to learn how to play a musical instrument, please inform the office and we will endeavour to find a teacher. Please note - most music teachers offer lessons only to students in KS2 and have their own fees which must be met by the parent.

Relationship and Sex Education
Relationship and Sex Education is a part of the curriculum and linked to other aspects of Personal, Social, Health and Economic education. As they progress through the school, the children are guided sensitively in matters of personal hygiene, cleanliness and aspects of body change. This is a natural progression from the work that they cover in Science and other subjects regarding the composition and functions of the human body.
Parents are informed when this aspect of the curriculum is covered and its purpose. Parents have the right to withdraw their child from a single aspect of the Sex and Relationship lesson and are advised to discuss this with the class teacher or Head of School, before making any decision. Further details about the school's approach towards teaching sex and relationship education can be found in the policy available on the website.

Home learning
Learning at home is an essential part of a child's education. Regular Home Learning is important as it gives children the opportunity to consolidate skills that they have learnt at school, as well as developing and improving important life skills. Children develop confidence and independence with their learning and these skills will support them throughout their time at school and into adult life. We will use home learning as a positive link between home and school, encouraging self-discipline and parental involvement. Parents are responsible for ensuring that home learning is completed.
Home Learning is defined as 'out of school tasks set for children as an extension of their learning'.
Home Learning aims to promote a love of learning and discovery.
Children should be completing: reading at home daily, maths weekly, one topic item weekly

Why: *The following may help to understand our approach to home learning:*
"When you cut it for me, write for me, open it for me,
set it up for me, draw it for me, find it for me, tie my
laces for me, do my homework for me.
All I learn is: that you are better than me."

An overview of the Year

September Start of Year Mass Year 6 visit St Mark's Catholic Secondary School	**October** Year 6 Residential Parent Consultations (See note below) St Luke's Feast Day The Rosary	**November** All Saints Mass Remembrance Day Phonics screening re-sit for year 2	**December** Carol service KS2 Reception/Nursery Nativity Year 1 & 2 Christmas Play Reconciliation service y4-6
January Epiphany Mass	**February** Individual and Class school photos Ash Wednesday Mass	**March/April** Annual Report to Parents Year 3 & 4 Easter Play Reconciliation service y4-6	
May SATs week (National Assessment for year 6) Ascension Day Mass The Rosary	**June** Phonics Testing for Year 1 & 2 Multiplication Check for year 4 Sports day St Alban's Day Going Forth Mass St Peter and Paul Mass	**July** Parent Consultations Meet the new class day (transition day) year 6 children to visit secondary school Year 5 & 6 Production Leavers Mass and Awards	

6. Inclusion and Behaviour

Special Educational Needs and Disability

Where a child has a recognised disability, we will make all reasonable adjustments to accommodate their needs in school. This may include the availability of resources and accessibility of the school building and site. We make every effort to ensure that children with Special Educational Needs make progress in line with their class. We have high expectations of all our children and aim to offer excellence and choice to all, whatever their ability or needs. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community.

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Inclusive Education and SEN Support

At our school, we believe every teacher is responsible for supporting pupils with Special Educational Needs (SEN). We aim to provide high-quality, inclusive teaching that meets the needs of all our children.

To support pupils who are struggling academically, socially, emotionally, and/or physically, we use a range of strategies:

- **One Page Profiles**: An overview (a narrative of their needs) of a pupil's strengths, needs, and how best to support them through reasonable adjustments – different to or additional from their peers.
- **One Plan**: A team-based approach involving families and professionals to set personalised developmental goals / targets, which are monitored and supported through "Assess, plan, do, review". Targeted support is required which is greater than reasonable adjustments.
- **Care Plans from Specialists**: We follow guidance from external professionals like speech therapists or healthcare providers.
- **Curriculum Adaptation**: Lessons and assessments are tailored to suit different learning styles and abilities.
- **Personalised Curriculum**: For some pupils, we create a unique curriculum based on their specific needs and development.
- **Medical Care Plans**: For pupils with medical conditions, we ensure staff are trained and prepared to support them safely.
- **Consistent Management Plans** (CMPs): Behaviour support plans that promote consistency and positive outcomes.
- **Education, Health and Care Plans** (EHCPs): Documents that outline a child's needs and the support they require across education, health, and care.

Our Inclusion Lead ensures these practices are embedded throughout the school and that all pupils receive the support they need to thrive.

At times, parents may be given paperwork from external services for school to complete. Please be aware that we will endeavour to complete this within 5 working days, however this may not always be possible.

Equality Statement

We welcome our duties under the Equality Act 2010. The general duties are to

- eliminate discrimination,
- advance equality of opportunity
- foster good relations

We fully believe in the principle of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity. We firmly hold that all people are born equal. As such, we consequently treat all associated with the school – staff, governors, pupils, parents – and the wider community with equal respect and dignity.

Behaviour

As a community we all have a collective pastoral role towards the children.
Our approach to behaviour is reflected within our Mission Statement.

'Through God's love we learn together, grow together and achieve together'

We have regard for the worth and dignity of each individual and the children are encouraged to develop a respect for other people and their property. We expect children to come to school with appropriate manners and an understanding of good behaviour. We continue the role of parents in educating them on right choices and appropriate reactions as well as how they might choose to handle different situations. Each day is a new day and a fresh start for them to be able to make good choices.

The children are treated with respect by all members of staff, who value and listen to the children's opinions and interests. The children are encouraged to be open, friendly and welcoming and to have respect for the adults in the school and each other.

House points are regularly awarded. Every pupil is able to earn House Points during the course of the week. These are given for recognition of a positive behaviour linked to our values.

No more than three at one time. 1 good, 2 great, 3 wow. These are recorded in a House and the running totals read out at Friday assembly.

'Pupil of the Week' Certificates are awarded each week during Friday assembly, to a single child. This is to encourage positive attitudes to school life. It is anticipated that each child will receive at least one certificate during an academic year.

Year 6 children act as prefects throughout the school; responsibilities are given as a means of encouraging self-confidence and self-discipline. The children may help with the setting up of the Hall prior to Mass or assembly; holding doors to assist other members of the school; library monitors. All prefects support a class within the school. House captains and vice captains will be elected from the Year 6 children.

House System

St Theresa	**St Francis**	**St Paul**	**St Anne Line**	**St Bernadette**	**St Thomas More**
Red	**Green**	**Blue**	**White**	**Yellow**	**Purple**
1st October	4th October	10th February	27th February	16th April	22nd June

Children are allocated a House at the beginning of their time in school. The allocation of Houses take into account family connections with the school and a balance of males and females. The children remain in the same House throughout their life in our school.

Each House will celebrate the feast day of their saint.

Bullying

In the rare event that bullying takes please, please speak immediately to your child's class teacher. All reported cases are taken seriously. Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is deliberately hurtful and repeated, often over a period of time and difficult to defend against

Antibullying is taught to the students through assemblies and the PSHE programme.

Behaviour communication

If there is a behaviour incident, parents sometimes (and understandably) wish to know what actions have been taken and consequence (punishment) given – we do not share this information. As a school we will always give bespoke and individual behaviour support to all those who need it. Please do not approach another parent about a matter that has occurred in school, speak to a member of staff.

Why? – We cannot discuss or share with you the actions and processes we have taken to support those involved in the poor behaviour. This is confidential to them and their families.

Important: Please do not approach another parent about a matter that has occurred in school between the children – this often inflames the situation. Always speak to a member of staff to resolve a child's disagreement.

7. Uniform and Belongings

Presentation of Children

Children are expected to be clean, smart and well presented, extreme or unorthodox hair styles are not permitted – as a guide we expect hair to be above the eyes and above the shoulders for boys. Longer hair must be tied back, and hair bands must reflect the school colours. Shaven patterns, designs and lines are not appropriate. Hair extensions and coloured braiding is not permitted, these are often seen following a holiday and the child will be asked to remove them. Nail polish is not permitted.

School Uniform

Girls	**Boys**
White Blouse School Tie Grey Skirt/pinafore/Grey Trousers/shorts Navy cardigan with school logo / Jumper Grey tights or socks Black Shoes (no boots or trainers) Hair ties in school colours Coat / Rain Jacket Plain navy coat or black	White Shirt School Tie Grey trousers/Shorts Navy jumper with school logo Grey socks Black shoes (no boots or trainers) Coat / Rain Jacket Plain navy coat or black
<u>Summer Option</u> Blue and white check (gingham) dress (no Jumpsuits) Navy cardigan School cap *(Plain Blue)* White socks (Play suits are not permitted)	**<u>Summer Option</u>** Short sleeved white shirt Short grey trousers School cap *(Plain Blue)*
P.E Uniform **Summer:** Black/Navy shorts and PE top with school logo (Football shirts are not permitted) Black plimsolls for inside sport Black or white Trainers for outdoor sports and play time (if required – football etc) **Winter:** Plain Navy Blue Joggers and Plain Navy Blue sweat top for outdoor games in winter	

All logo uniform can be purchased from www.top-form.co.uk
Top Form: 90-91 The Stow, Harlow, Essex - CM20 3AP Tel: 01279 434813

'Underlayers' (sports type) are not permitted as the pupils find these very tricky to manage getting in and out of and can make them feel too hot.

Parents of pupils with medical conditions may make an appointment to see a senior member of staff regarding any variation requests based on the pupils' medical need.

School shoes must be worn at all times with the exception playtime or PE (Open toe/heel sandals are not permitted for school wear). Caution – Some Trainers are sold as school shoes – these are not permissible. School shoes should not be branded (e.g. not Nike, adidas etc). Your child will be instructed to change into plimsolls when in school. School shoes need to look like shoes not trainers. If your child has a foot issue without medical recommendation on footwear, then your child will need to wear plimsolls in school.

Please label all clothes
Why: *As it can be very upsetting to young children trying to find clothing – all navy jumpers look the same.*

Forgotten Uniform
If a child forgets an item of uniform a replacement will be found in school. If a child does not wear the correct footwear, they will wear black plimsolls around school until the correct footwear is worn.

Nearly New Uniform sales take place through the year. Parents can email the office at any time with a particular requirement – item and size required – and if this is available will be able to be collected from the office.

Book Bag/Rucksacks
Children will be required to have a plain navy-blue book bag or small rucksack this can be purchased from Top Form. Other similar sized and coloured bags (royal blue) are permitted. Please send your children to school with the smallest possible bags (containing packed lunch etc.). The schoolbook bag is an ideal size. One keyring on the bag is permissible for identification
Why: *Storage space within school is limited and if we do not define which bag children bring, we run out of space in the classroom. Furthermore, the school bag may become a fashion accessory which is not appropriate for a school setting.*

Pencil Cases
Your children do not need pencil cases as all necessary resources will be provided. This applies to all year groups.

Jewellery
Jewellery should not be worn to school. Jewellery is defined as rings, necklaces, bracelets and earrings (other than one pair of studs). This policy applies equally to boys and girls. Ear studs may be worn but must be removed by the child for P.E. If a child wishes to have their ear(s) pierced, this is to be carried out at the beginning of the summer holiday, so that the healing process is complete by the time school starts again in September and the ear stud can be removed. In the rare cases when a child cannot remove their ear studs the child will not be able to take part in the PE lessons.

Watches
Watches are permitted but are not necessary. We would prefer analogue watches to enable children to learn to tell the time. We cannot permit smart watches in school. (Please note this also includes certain health monitoring devices such as 'fit-bits').
Why**:** *These watches can be used to make or receive messages, they can record sound and take photos, and they can cause distraction and are expensive. These devices can easily be damaged or lost at school.*

The following will be used as a guide of the types of watches that are not allowed.
Not permitted:

- Can receive or send text messages (Irrespective if phone is not connected)
- Can receive or make calls (Irrespective if phone is not connected)
- Take photos
- Record sound or video

- Excessively large (play watches)

Mobile phones
Are valuable – and must not be brought into school.

Valuables:
The school strongly discourages children to bring anything valuable into school, especially of financial or sentimental value as they can easily get lost or damaged. We cannot expend time repeatedly searching for such items if lost. The school cannot be held responsible for anything lost or damaged.

Lost Property
Unfortunately, each term we have lots of unnamed items of lost property within school, this is kept in a box in the library/office. At the end of term this is either washed and redistributed or it is sent for recycling.
Any outgrown uniform in good condition could be donated to the school. These donations are always welcome.
Again, please label all clothes, sometimes sewing a coloured ribbon into clothes makes it easier to find.

Toys
Children are not to bring toys into school
Why: Toys are usually valuable (to the children).

Trading cards
At certain points during the school year, trading cards, (football, comic related etc.) emerge. To the children these are also valuable – however, we will allow them in school up-to the point where a problem occurs. Children can bring them in to play with but not trade – trades need to happen with parent oversight.
Why: The difference with trading cards is that school is often the only place children can trade. It is also a good life skill to learn how to negotiate, barter and trade. But if a problem occurs, we will review this decision for individual children or classes.

Crazes/Fads/Fashions
Over time different fashions and fads appear, these often subvert school uniform. We remain consistent in our approach and do not allow these in school. For example: School caps - which then become baseball hats or football caps. This extends beyond school uniform to school items too – for example - Water bottles, these should not carry the name of branded commercial sales items like other drinks/ fast food and should not be expensive – they often break easily.

8. School Meals

School Meals

The importance of a healthy balanced diet cannot be understated. School meals are cooked daily on the premises and are available at a set price (please see newsletter for current price). We employ a cashless system for the payment of school meals and school trips. Please see note about our payment system Arbor.

Free School Meals

All Foundation Stage and Year 1 and 2 children are entitled to 'universal free school meals' under Government legislation introduced in September 2014.

For all children from yN to y6, if you are eligible for Free School Meals as you meet the criteria, by applying (at any point in the year as circumstances can change) you can get further support offered by external providers to benefit Free School Meal pupils.

Some examples of further support offered so far has been free holiday activity programmes, food for the holidays, priority access to some local offers.

To be able to receive these benefits you need to have checked your entitlement (and then let school know if your child is eligible)

Link: Free school meals: Apply for free school meals | Essex County Council

Web address: https://www.essex.gov.uk/schools-and-learning/schools/free-school-meals/apply-free-school-meals

Meal debt

We have adopted a strict no debt policy relating to the school meal service. Parents must pay in advance for the school dinners. If a debt occurs of greater than 1 week, your child will not receive a school dinner.

Packed Lunches

We all endeavour to ensure our children have a healthy start in life and that includes encouraging children to make healthy choices about food.

We expect children who have packed lunches to reflect this. Therefore, chocolate bars, sweets and flavoured/ fizzy drinks must not be brought into school for lunch or as a snack.

Due to the choking hazard, grapes should also be cut vertically, and cherries must be halved with the stone removed.

We have children in school with severe allergies. Therefore, we are nut-free school, (peanut butter and Nutella contain nut extract so must not be used in snacks or lunches). See above.

9. Health and Safety

First Aid
The majority of members of staff have Emergency First Aid training or 'First Aiders at Work' and identified staff who are designated Paediatric First Aiders in Foundation. Their opinion is sought if necessary. Minor cuts and grazes are dealt with appropriately and you will be advised if a further check by a-medical practitioner would be appropriate.

Promoting Healthy Life-Styles
Fruit and water
To encourage healthy eating, children in Foundation and Key Stage 1 are given a piece of fruit or vegetable each day. Children in Key Stage 2 are also encouraged to eat fruit at break time. We do not allow children to eat other items at break time. We encourage pupils to bring fresh water into school to drink during the day. These can be refilled throughout the day in class.
Squash or any drink other than water is not permitted.

Nut Free
Due to children with severe allergies to nuts we are a nut free school. Parents must not provide nuts or nut based products in children's packed lunches or snacks. The kitchen does not use nuts in their meals. This includes when donating items for food events – and covers all types of nuts.

Medicines in school
Children should not carry their own medicines (with the exception of inhalers). If a child has medication, then this must be given to the school office and the parents must complete the consent forms. The first dose must be administered by the parents and child monitored by parents at home, before the school can give any further doses. Cough/throat sweets are sweets. Sweets are not allowed in school. If you would like to consider Cough/throat sweets as medication, they must be administered as above. All children with long term medical needs will have a Health Care Plan - please speak to our Inclusion Lead.

Epi pens / Jext Pens
Following parental permission forms being completed, Epipens / Jext Pens will be held in in your child's classroom. Please ensure your child knows where the Epi pens / Jext Pens are kept. It is the parents' responsibility to make sure the pens are in date and set their own reminders for this –allowing plenty of time to obtain replacements. Children with severe allergies will have a health care plan.

Inhalers
All children are responsible for their own inhalers. Children keep the inhalers in their own bag. Staff ensure they are carried for all PE and offsite activities. The school holds emergency inhalers in the school office. Children with asthma will have a health care plan. If your child no longer needs an inhaler, please advise the office in writing.

Accident Procedures
In school we have trained members of staff who oversee first aid. There are a number of first aid kits situated around school.
If a student hurts themselves, they must inform a member of staff. Staff are not always able to witness an accident/incident.

If a child bumps or bangs their head, parents will be informed via a letter/Arbor. If the incident is serious or the child shows signs of concussion you will be contacted immediately.
Only water or non-alcohol wipes will be used to treat cuts and bruises.

Head Lice
Please make a special point of checking your children's hair – and the rest of the family – for any signs of head lice. If an infestation is found, it should be treated accordingly to current advice from your pharmacy or health visitor. Being vigilant and treating as soon as they are spotted is the only way to eradicate this annoying bug!

Sun safety
Occasionally in the UK we experience lovely weather please ensure your child has a cap/summer hat to wear at playtime. We also encourage parents to apply sun-cream before coming to school, staff cannot apply creams.
Sunglasses are not allowed in school, unless for a prescribed medical condition.
If your child suffers from hay fever, additional medication can be administered at school if parents complete the consent form available at the office. (See below for administering medication)

Site Security
CCTV recording takes place. Do not bring dogs onto the school site at any time, (they may be secured just inside the school on the fence away from the gate). There is also "No Smoking/NO vaping" policy throughout the school site, e.g. Buildings playground, field and carpark.
We operate a 'secure site' policy, with all external doors locked once children are in school, access being via the main entrance only. Although we are an 'Open School', we are very much aware that the security of the children is of prime importance.
During the school day (excluding morning drop off and collection) parents must.

1. Access the school through main office/front doors only.
2. Collect unwell/(or those with appointments) children from the main office area - where they will be supervised until you arrive.
3. Make appointments to see their child's teacher. Staff are very accommodating, but their busiest time is between 8.30am-8.50am so appointments are usually made outside of these times. Teachers are unavailable to meet on Wednesday afternoons due to staff meetings.

The 'side' gates are locked during the school day. School staff will challenge anyone found on the school site without permission.

Car Parking and Vehicle Access
Parents must not park in the school site. You must not use the school car park to collect or drop children off. Please do not block the gates at any point.
Do not block residents driveways. We endeavour to maintain good relationships with our neighbours and their main concern is parking. Out of respect for our community you must park with consideration for others.

Bikes and Scooters
We welcome children to ride to school on their bike or scooter. When they reach the school gate they must dismount and walk their bike/scooter to the shelter area. Children are not to ride bikes or scooters on the school grounds. Even though the school site is locked during the day, we recommend locking your bikes/scooters up. We cannot guarantee their security.

E-scooters are not permitted on school grounds by students or adults. The Police have issued notices to say these are not to be used on journeys unless taxed and registered.
Why: When one child rides, other copy, when many children ride scooters, they could potentially run into other smaller children and cause injury.

10. Communication and Involvement

Newsletters
We send a newsletter out weekly – please do read it. The first page will contain new information and older information will be on the later pages. Newsletters will sent via Arbor but a paper copy can be requested at the school office.
We will attempt to inform parents of events at least 2 weeks before. This is not always possible with sporting events for which we are also often given limited notice.

Reporting to Parents
There are two Consultation Evenings held each year. These take the form of a 10-minute meeting with parents regarding your child's progress and targets. One appointment time per child is available. Please stick to the appointment times offered. Where a parent requires a longer consultation, these must be arranged outside the consultation evening. Parents of children with EHCplan do not need to have a consultation as the discussion areas would have been covered at the regular review meeting.

Parents Visiting the School
We operate a welcoming open-door policy and encourage any parent/carer to come in and discuss their child's progress or any issues. If you wish to see the Executive Headteacher or the Heads of School, it is essential to make an appointment at the office. The Executive Headteacher or the Heads of School are usually available on the school gate at the start and end of each day.
Teachers are available to discuss any issues regarding their children. If a quick word is enough, (less than 2 minutes) then speak with the teacher when you collect your child and after all other children have been collected. Otherwise, appointments can be made for a meeting through the school office. Please remember that you do not have to wait until Parent's Evenings to discuss any matter regarding your child. If you have a concern – please speak to a member of staff about it. If it is not brought to our attention, we cannot help. Rather than worry about something, come in and talk.

Helping in School
We need your help in school; in fact, we find it difficult to complete parts of the curriculum without your assistance. The ways in which you can help are cooking, needlework, art/craft; with reading or maths games; just talking with small groups of children; accompanying children on external visits, etc. You do not have to be an expert in anything, and please do not feel afraid to volunteer, many parents give us invaluable help and it is fully appreciated. Please inform the Head of School or email the school office, if you are interested and please read the volunteer policy for more information.

Use of Images and Internet Agreement
We have an internet use policy and code of conduct in relation to access of the internet. While we cannot guarantee that children will not access unsuitable materials, we do use a very robust filtering system, which provides an effective system to filter access to unsuitable sites. Children are also made aware of their responsibility in keeping themselves safe online and our internet safety lessons reinforce this message in every year group.
Our images permission form, available in the Arbor Parent Portal, allows you to choose whether we can share photos of the children's activities in school with you, through our website, and

allows images to appear in the press. Children are usually unnamed unless the occasion permits, e.g., the presentation of an award - and then first name only is used.

Photos taken at school events by parents must not be shared at all with anyone – including on social media – if they contain someone else in the photograph, even if in the background.
School branding, such as logos, are the property of the school and are not to be used or shared, including on social media.

The Friends / Parent Association
We have an active Parent Association, known as 'Friends' and all parents automatically become members when their child joins the school. You will be welcome to attend meetings. If you have any ideas for social events or fund-raising please do pass speak to the school. We are always pleased to hear from other parents.

Birthdays
Every week we celebrate those children who have birthdays in our whole school assembly.
We do not permit cakes, 'party bags' or sweets to be handed out during the school day.
Instead, we encourage your child to make a public gift of a book to the class library – this could include your child's name in the front and the giving of the book will be celebrated by the class teacher.
Why*: The trend of giving out treats when it is your child's birthday runs the risk of children being judged for the treat they give out. The trend also pressurises some parents to giving when they can least afford it. Furthermore, in order to encourage healthy eating and because of possible allergies we do not allow children to bring sweets into school to share with the whole class.*

Birthday invitations:
We are also unable to hand out invitations on your behalf, you may wish to do this yourself at the end of the school day.
Why: *If the class teacher hands out invitation we are drawn into social challenges where some children may not be invited, and this then becomes the responsibility/fault of the class teacher which then may erode the confidence the child has in the class teacher.*

11. Policies and Procedures

All policies are available on the school website and a printed copy can be requested from the school office.

Charging Policy
We have agreed a policy on charging to ensure that there is clarity over those items which the school will provide free of charge and for those items where the school may ask for a contribution from parents and carers. This policy is available to view on our school website.
During the school day, all activities that are a necessary part of the National Curriculum plus Religious Education will be provided free of charge. Occasionally we do organise a number of educational visits and activities for which we seek contributions from parents and carers to support the cost of the activity. Unless sufficient contributions are forthcoming it may in some circumstances be necessary to cancel the trip.

Payments
As a school, we have adopted a cashless system for the payment of monies owed to school, for example dinner, breakfast club, after school club money, payment of trips and some extra-curricular activities. We do not accept cash in school, unless for charitable donations.
An online account will be set up for you with Arbor once we receive your mobile telephone number and e-mail address.
To login into the Arbor Parent Portal for the first time and view your child's dashboard, you will need the email that came from your school to welcome you to Arbor. We also recommend that you log in for the first time on a desktop computer, using Chrome as your web browser.
This email will confirm your username (your email on school record) and a link for you to click on that will take you directly to your schools' Parent Portal site.
The website address for our online payment system is: https://login.arbor.sc/
Alternatively, you can download the Arbor App, this is available on IOS or Android devices.
If you have any problems logging on to your account, the office staff will be more than willing to help you.

Parents' Building Fund
On behalf of the Governing Body, we request an annual contribution to the School's Building Fund. As a school, we have to provide ten per cent of the cost of all building projects to maintain and improve the fabric of the school. We ask for either an annual payment of £40 per child or £60 for two or more children, or a termly payment of £14 per child, £20 for two or more children.
Our preferred payment method standing order – Our Lady of Fatima Catholic Multi Academy Trust, Sort Code 30-93-89, Account Number 27542460

Data
We respect your data, we proactively comply with all regulations; please see our website for further details.

Dealing with Concerns
If you have a concern or complaint, we would like you to tell us about it. We welcome suggestions for improving what we do in the school and across the Trust. Be assured that no matter what you want to tell us, our support for you and your child in the school will not be affected in any way. Please tell us of your concern as soon as possible.
Why: *It is difficult for us to investigate properly an incident or problem that happened some time ago.*

Most concerns can be sorted out quickly by speaking with your child's class teacher. All class teachers are in constant communication with senior leaders and the majority of issues can be resolved quickly.

Escalating the Concern

If you feel that the issue is unresolved, it is usually best to discuss the problem face to face with the Head of School. You will need to make an appointment to do this, which can be done by phoning or visiting the school office.

If you are still unhappy or feel that your concern has still not been resolved, then the next stage is to make an appointment to speak to the Executive Headteacher. A copy of the school's Complaints Policy can be viewed on the school website or obtained from the school office on request.

Parental Expectations ***How we treat each other.***

As a school, our vision is to 'Live life in all its fullness'(John 10:10). This entails a commitment from all members of our community to our values and living those values in every interaction.

To help us do this, we set clear expectations and guidelines on behaviour for all members of our community. This includes staff (through the staff code of conduct), pupils (through our behaviour policy), and parents (though this policy).

We may not always agree, however, we can all disagree with great respect and we can aim to be peaceful problem-solvers, ever open to and appreciative of each other's points of view.

We are committed to open communication and collaboration between the school and parents/carers. To this end, we have outlined our expectations and commitments:

Our Commitments:

- Listening carefully and respectfully to parents, allocating appropriate time for pre-arranged meetings.
- Responding to concerns raised, outlining necessary actions, and providing updates on progress and outcomes.
- Being receptive to updates and feedback from parents/carers.

Expectations from Parents, Carers and visitors:

- Respect the ethos, vision and values of our school by treating all members of the school community with respect
- Respecting teachers' professional opinions regarding learning, conduct and behaviour.
- Communicating concerns respectfully and accurately in order to work together with the best interests of our pupils – (Setting a good example with speech and behaviour)
- Seek a peaceful solution to all issues by listening to and considering responses from the school.
- Working collaboratively with the school to resolve issues, allowing time for responses.
- Correct their own child's behaviour (or those in their care)
- Approach the right member of school staff to help resolve any issues of concern

As part of our commitment to maintaining a peaceful and safe school environment based on our school values, it is imperative that we address and clarify the behaviours that are not acceptable from parents, carers, and visitors.

These are:

- Disrupting, or threatening to disrupt, school operations (including events on the school grounds and sports team matches)

- Swearing, or using offensive language whilst at school events or on the school premises
- Displaying a temper, or shouting at members of staff, pupils or other parents
- Threatening another member of the school community
- Sending abusive messages to another member of the school community, including via text, email or social media
- Posting defamatory, offensive or derogatory comments about the school, its staff or any member of its community, including other children, on social media platforms – such as WhatsApp
- Use of physical punishment against your child while on school premises or at school activities or events
- Any aggressive behaviour (including verbally or in writing) towards another child or adult
- Disciplining another person's child – please bring any behaviour incidents to a member of staff's attention
- Smoking or drinking alcohol on the school premises (unless alcohol has been allowed at a specific event)
- Possessing or taking drugs (including legal highs) whilst on school premises or at school activities or events
- Bringing pets onto the school premises (other than guide dogs)

Please be aware that we are committed to protecting the well-being of our staff, children, parents, and wider community, and as such these behaviours will not be tolerated.

BREACHING THE CODE OF CONDUCT

If the school suspects, or becomes aware, that a parent has breached the code of conduct, the school will gather information from those involved and speak to the parent about the incident. Depending on the nature of the incident, the school may then:

- Send a warning letter to the parent
- Invite the parent in to school to meet with a senior member of staff or the headteacher
- Contact the appropriate authorities (in cases of safe guarding concerns, antisocial, aggressive/threatening or criminal behaviour).
- Advise others involved to consult appropriate authorities.
- Seek advice from our legal representatives regarding further action (in cases of conduct that may be libellous or slanderous)
- Ban the parent from the school site

The school will always respond to an incident in a proportional way. The final decision for how to respond to breaches of the code of conduct rests with the Executive Headteacher or Head of School in their absence.

The Executive Headteacher will consult the chair of governors before banning a parent from the school site.

Schools' complaints policy can be found on the school's website if this is required. However it is expect that communication with the school has taken place before the policy is used.

12. What you can do at home

Helping Your Child to learn

Supporting your child's learning at home can make a significant difference to their success and confidence. Here are some practical tips to help you create a positive learning environment and reinforce learning through everyday activities.

Establishing a Routine

A consistent routine helps children know what to expect and can make learning more effective. Consider the following:

- Set regular times for home learning
- Ensure your child gets enough sleep.
- Avoid screen time before bed
- Include breaks and physical activity in the daily schedule.
- Create a quiet, dedicated space for learning.

Encouragement and Motivation

Positive reinforcement and encouragement can boost your child's motivation. Try these strategies:

- Praise effort rather than just results.
- Celebrate achievements, no matter how small.
- Encourage a growth mindset by emphasizing that skills can improve with practice.
- Show interest in what your child is learning.

Communication with School

Staying in touch with your child's teachers can provide valuable insights and support. Consider:

- Attending meetings.
- Reading school newsletters and updates.
- Asking teachers for advice on how to support learning at home.
- Sharing any concerns or observations about your child's progress.

Creating a Learning Environment

A conducive learning environment can help your child focus and thrive. Think about:

- Minimising distractions during study time.
- Providing necessary supplies and resources.
- Using educational tools and materials, such as books, apps, and games.
- Encouraging organization and time management skills.

Using Everyday Activities to Reinforce Learning

Learning doesn't just happen in the classroom. Use everyday activities to reinforce skills:

- Involve your child in cooking to practice measuring and following instructions.
- Play board games that require counting, strategy, and problem-solving.
- Encourage reading by visiting the library and exploring different genres.
- Discuss current events and ask for your child's opinions.
- Use trips to the store to practice budgeting and making choices.

By incorporating these tips into your daily routine, you can help your child develop a love for learning and achieve their full potential.

Helping Your Child with Reading

It is important that children hear us reading to them too. A useful tip is to re-read the last part/pages of the book where they were up to as a recap and then they can continue. Hearing you read children's stories to them will help them immensely in their understanding, fluency and vocabulary building.

Once your child has read for about 5-10 minutes, it is important to check their understanding:

Here are some questions that may help you to support your children's reading and enjoyment of the stories that they choose.

It is not expected that you ask every question, every time they read a book to you! However, by choosing 2 or 3 of the questions to ask your child before, during and after the reading of their book, it will support their developing comprehension of what they read and ultimately, their enjoyment of the books that they choose.

Whilst the questions and ideas listed below will help to develop and support your child's reading in Key Stage 1, they can also be adapted to allow you to support your child as they continue to develop in their reading and enter Key Stage 2.

They can also be adapted to any text that your child is reading (e.g. comics, newspapers, leaflets, information on signs (e.g. at the zoo), etc.)

<u>Asking Questions about a book…</u>

Choosing a book:

Why did you choose this book?
Did you like the picture on the front?
Have you read other books by this author?
Did you choose it because it is about … (e.g. Trains, cats, etc.)
What could this book be about?

Before reading the book:

Can you point to the title? or What is this? (pointing to the title)
What do you think this story will be about? What might happen in the story?
What do we call the writing on the back of the book? (Blurb) or What does the blurb tell us?
Talk about the different parts of the book (e.g. Front cover, back cover, title, author, illustrator, blurb, ISBN number, bar code, publisher marks)
If it is an information book ask them where you will find out about something specific (i.e. can the child use the Contents page or Index to locate information?)

During the reading of the book:

Tell me what is happening in the pictures?
What has happened so far? Is it what you expected to happen?
What might happen next? How do you think the story might end?
What sort of character is….? Is he/she friendly/ mean/nice…?
Do you know what the word ….. means?
What word in sentence/on the page means ……? Can you think of another word that has a similar meaning?

Ask children about events in the story: How would you feel if you had been that character? Has anything like that happened to you? Would you like that to happen to you?
If reading an information book: What facts have you read? Have you learnt anything new? What does this page tell you about? Is there anything that interests you on this page?
Where would you go to find information about….?

At the end of the book:
What was their favourite part? Why?
What was the most interesting/ exciting part of the book? Can you find it?
What sort of character is….?
Why did that character do … (give a situation/ event from the story)?
What happened in the story?
Are there any words or phrases that you enjoyed?
Did the pictures help you to understand the story better?
Would you still read this book if it did not have pictures? Why?
Are there any parts of the book that are repeated? Why do you think that the author did that?
Who are the main characters in the story? What character would you like to be?
Why are some words written in capital letters? Italics? Bold print? Different colour?
Do you think this book has helped you to understand…. Better?
Would you like to read another story by this author or illustrator?
Have you read any other books like this one? Is it happy/sad/ scary/ exciting? Why do you think this?
Does this book remind you of any other stories, or TV programmes/ DVDs?
Does this story remind you of anything that has happened to you?
Tell me about some other books that you have read recently.
Did you like this book? Why? (Encourage children to develop their opinion about books by encouraging them to explain their reasons)

Some key words to use when discussing books with your child:

Story Book Character Setting Plot Author Illustrator	Title Contents Index Glossary Headings Sub-headings Blurb	Beginning Middle End Fiction Non-fiction Information Page	Bold Italic Under-lined Pictures/ illustrations Predict Front cover Back cover Publisher

Helping Your Child with Maths

Supporting your child with maths at home can make a big difference to their confidence and understanding. Just like reading, maths is a skill that improves with regular practice and positive experiences.

Making Maths Part of Everyday Life

Maths is everywhere! You can help your child by involving them in everyday activities that use numbers and problem-solving, such as:

- Counting coins and working out change when shopping
- Measuring ingredients while cooking or baking
- Telling the time and working out how long until something happens
- Estimating and comparing quantities (e.g. "Which jug holds more water?")
- Talking about shapes and patterns around the house or outside

Short, Fun Practice Sessions

Aim for short, regular maths sessions—5 to 10 minutes is enough. Keep it fun and relaxed. Games, puzzles, and apps can be great tools for learning.

Talking About Maths

Just like with reading, asking questions helps children think more deeply. Here are some questions you can ask before, during, and after a maths activity:

Before Starting a Task:

- What do you think this problem is asking you to do?
- Have you seen a question like this before?
- What do you already know that might help?

During the Task:

- Can you explain what you're doing?
- What do you notice about the numbers?
- Is there another way you could solve this?
- What happens if you try a different method?

After the Task:

- What did you find easy or tricky?
- What did you learn?
- Would you do anything differently next time?
- Can you show me how you worked it out?

Maths Vocabulary to Use and Explore Together:

Add, subtract, multiply, divide
More than, less than, equal to
Odd, even
Number line, place value
Shape names (e.g. square, triangle, hexagon)
Fractions, halves, quarters
Time, clock, minutes, hours
Measure, length, weight, capacity
Estimate, total, difference, pattern

Helping Your Child to Stay Safe Online

In today's digital age, it's important to help your child navigate the online world safely. Here are some practical tips to ensure your child stays safe online.

Practical Tips on Internet Safety

1. Keep personal information private: Teach your child not to share personal details like their full name, address, phone number, or school online.
2. Use strong passwords: Encourage your child to use strong, unique passwords for their online accounts and to change them regularly.
3. Be cautious with strangers: Remind your child not to accept friend requests or communicate with people they don't know in real life.
4. Think before you click: Teach your child to be wary of clicking on links or downloading files from unknown sources, as they may contain viruses or malware.

Setting Boundaries

1. Set time limits: Establish rules for how much time your child can spend online each day and ensure they take regular breaks.
2. Designate device-free zones: Create areas in your home where devices are not allowed, such as the dining room or bedrooms. (Especially Bedrooms)
3. Monitor online activity: Keep an eye on the websites your child visits and the apps they use. Use parental controls to help manage their online activity. (Never let them hid their screen)

Using Parental Controls

1. Enable parental controls: Use the built-in parental controls on devices and apps to restrict access to inappropriate content.
2. Set up content filters: Use content filters to block websites and apps that are not suitable for your child's age.
3. Monitor screen time: Use parental control tools to track how much time your child spends on their devices and set limits if necessary.

Talking About Online Behaviour

1. Discuss online etiquette: Teach your child to be respectful and kind when communicating online, just as they would be in person.
2. Encourage open communication: Let your child know they can come to you with any concerns or questions about their online experiences.
3. Explain the consequences: Help your child understand the potential consequences of their online actions, such as cyberbullying or sharing inappropriate content.

Recognising Risks

1. Identify red flags: Teach your child to recognise warning signs of online dangers, such as requests for personal information or inappropriate content.
2. Report suspicious activity: Encourage your child to report any suspicious or uncomfortable online interactions to you or another trusted adult.
3. Stay informed: Keep yourself updated on the latest online trends and potential risks to better guide and protect your child.