

# Holbrook CofE Primary School



*'Together we learn'*

Information for new and  
prospective parents

Welcome to Holbrook Primary School. In this booklet you will find some key information about our school. All our staff members are here to help, but below are some of the key people who will help you and your child settle quickly into our school community.



Hello! I'm Miss Costa, Class 1 teacher, and I'd like to warmly welcome you and your child to Holbrook CE Primary. We recognise that for both you and your little one, starting school is a big step in their life journey and we want to make this transition exciting, happy and memorable for you both. I love working in Class 1 because the children make each day fun and new; they are naturally curious and so enthusiastic that they often lead the learning!

Hi! I am Mrs Swinfield and I work in the school office. I can deal with any questions you may have about school and I'm looking forward to welcoming and helping families joining our friendly school. I can deal with issues or queries about payments, medicines, school dinners, clubs and a host of other things! Just call the office or pop up at drop off or collection time if you need some help.



Finally, I am Mrs Taylor the Headteacher. My most important role at school is the 'Designated Safeguarding Lead'. That means I make sure children are safe in and out of school. Every member of staff is trained in safeguarding issues and I also provide resources to support parents in keeping their children safe at home, including online. I also coordinate our Early Help support, so if families would like help with a range of issues I can support with that, and signpost to a range of local or national resources or help with referrals to teams such as the school nurse service.

At school we also have a member of staff who oversees provision for children who may have extra needs, or who require support in the classroom. From September, this will be Mrs Wright who will be joining us to take up the SENCO (Special Educational Needs Co-ordinator) role, and the senior teacher role.

Mr Maxwell-Jones is our Chair of Governors. The governors provide strategic oversight of the school and can be contacted if you have any concerns or queries about the leadership of the school. Mrs Staton is our governor in charge of child protection. For a full list of governors and their areas of responsibility, please see the website.

## CONTENTS

4	School organisation – classes, timings and handover policies
4	Attendance, illness and holidays in term time
6	Starting school
8	The school curriculum, homework and enrichment activities
11	Communication
11	Child Protection, Anti-bullying and behaviour at Holbrook
12	Special Educational Needs, disabilities, medical needs and medicines in school
14	School uniform
16	School dinners
17	Payments and the payment system
17	Before and After School wraparound care
17	Complaints



## School Organisation

Our school takes in twenty new children in year, so we have about 140 children in total. These are split over five classes, so our classes have mixed year groups, apart from Year 6. We are well resourced with teaching assistant support.

**Our class structure:**

Class 1	20 Reception 10 Year One
Class 2	10 Year 1 20 Year 2
Class 3	20 Year 3 10 Year 4
Class 4	10 Year 4 20 Year 5
Class 5	20 Year 6

Children will start school with their cohort, then every other year their year group will be split across two classes. Children are split according to age, with the youngest children staying in their current class. We work hard to ensure consistency across classes when year groups are split and have opportunities for year groups to work in a single group across the year.

For an up to date list of staff, please see the school website.

**School times:**

8:45am	School starts & registration
10:30am	Morning break time and snack
11:45-12:45pm	Lunchtime
--	Afternoon break time (times vary)
3:15pm	Home time

**Handover arrangements:**

Make sure your child's teacher knows who will be regularly collecting your child at the end of the day. If someone different is collecting your child, you must let the school office know in plenty of time. We will not let children go with any adult we are not expecting. Where siblings may be involved in collecting children, this will only be allowed where the sibling is fourteen or over.

In Year 6, children are allowed to walk home by themselves if permission is provided.

**Attendance:**

Parents are expected to ensure that children attend school regularly. 95% is considered good attendance. Children whose attendance drops below 90% are considered to be in the persistent absentee category. If there is a concern, Mrs Taylor will contact you to arrange a meeting so that we can help you ensure good attendance.

Holidays in term time are not permitted and any holiday related absence is marked as unauthorised. Parents/carers of children who do not attend school due to holidays may be liable to a fine. There are some 'exceptional circumstances' when children are permitted to miss school other than for illness, including bereavement, participation in sporting or performance events, or weddings of immediate family. Please always ring to discuss a planned absence and there is a form to fill in to apply for authorisation. We understand that a planned absence is occasionally unavoidable and will work with you to make sure the disruption to children's education is minimised.

If your child is unwell and cannot attend school, you should let the school office know as soon as possible - before 9.30am. For some illnesses, children may be required to stay off school for a specified amount of time. For example, for sickness and diarrhoea children should stay off for 48 hours following the last bout of illness. When you phone the office we can check any time requirements for you.

At the moment there are few covid restrictions. If children are suffering with a respiratory illness (coughs, colds etc) they should remain off school if they are too ill to attend. If a child tests positive for covid, current recommendation is that they stay off school for at least three days.



## Starting School:

When children start school in Reception Class, they are in the 'Early Years'.

The early years has its own curriculum with seven areas of learning and development. These are divided into three prime areas and four specific areas.

The aim is to develop the 'whole child' so that they have the skills they need for the next stage of the curriculum.

**Prime Areas** - These are areas of learning most essential for children's readiness for future learning and healthy development.

- **Communication and Language** - Developing the confidence and skills to express themselves and to speak and listen in a range of situations.
- **Physical Development** - Developing co-ordination, control and movement, understanding the importance of physical activity and making healthy food choices.
- **Personal, Social and Emotional Development** - Developing a positive sense of themselves, forming positive relationships, developing respect for others, developing social skills, learning how to manage feelings, understanding appropriate behaviour in groups and having confidence in their own abilities.

## Specific Areas

- **Literacy** - Linking sounds to letters, beginning to read and write and developing an interest in a wide range of reading materials.
- **Mathematics** - Developing counting skills, understanding and using numbers, calculating simple addition and subtraction problems and describing shapes, spaces and measures.
- **Understanding the World** - Making sense of their physical world and community by exploring, observing and finding out about people, places, technology and the environment.
- **Expressive Arts and Design** - Exploring a wide range of media and materials, sharing their thoughts, feelings and ideas through art, music, movement, dance, role-play and design technology.

Interwoven throughout these areas are the **Characteristics of Effective Teaching and Learning:**

### Playing and Exploring

### Active Learning

### Creating and Thinking Critically

At Holbrook, we believe that the characteristics of effective teaching and learning, along with play, underpin the delivery of the EYFS: children learn best through practical, hands-on experiences and interactions with their environment. The best outcomes for children's learning occur where most of the activity within a child's day is a mixture of child-initiated learning, actively supported and facilitated by skilled adults. There are also times of focused activities, where adults guide learning through engaging, rich and experiential activities.



Play provides children with opportunities to consolidate and extend skills and concepts learned. We incorporate children's interests and ideas into our planning to make sure they are really engaged and are partners in their learning.

## A 'typical' day in Class 1

- Coming in, putting belongings away and finding their name card to show that they are here (self-registration)
- An energetic activity like 'GoNoodle' or Dough Disco to start the day
- Maths and guided maths/activities
- Independent learning time (indoor and outdoor play)
- Morning play and snack
- Phonics
- Independent learning time (indoor and outdoor play)
- Lunch time
- Literacy and guided reading or writing/activities
- Independent learning time (indoor and outdoor play)
- Topic time activities linked to aspects of the curriculum, such as Understanding the World and Expressive arts and design
- Afternoon play and snack
- Story time/show and tell/singing/circle time
- Home time



(PE, ICT and Welly walks take place throughout the week in timetabled spots)

During the day, the class start several sessions off together for short periods of time, learning new information and skills before splitting into smaller groups to complete specific activities. These can be linked to any area of learning such as maths, reading, writing, phonics, arts and crafts, ICT, music, drama or science. This learning can take place indoors or outdoors and these session are always very interactive and games-based.



## The School Curriculum

At Holbrook we seek to provide exciting learning opportunities for children to foster enthusiasm for learning. We believe that the curriculum should help children to 'experience life in all its fullness' so our thematic curriculum includes regular opportunities for enrichment including visits, theatre trips, visitors into school and outdoor learning in our wonderful setting. We aim for a curriculum which is broad and rich to help children find their talents and passions. We have designed and personalised our curriculum to ensure that all children leave us with a wide foundation of knowledge, the necessary skills to be successful, lifelong learners and a passionate curiosity about the world around them. A focus on 'cultural capital' in every subject area helps us to ensure that children experience the best of what has been thought, said, achieved or created.

Our curriculum is based on these key principles:

- A commitment to academic excellence
- Increasing children's cultural capital through rich learning experiences
- Celebrating and encouraging creativity
- Teaching the necessary skills and attitudes for effective, sustained, independent learning

We let parents and carers know what their child will be learning each term and our curriculum overviews are available on the school website.

Our curriculum is based on the National Curriculum for KS1 and KS2, and the Early Years Framework 'Development Matters' for children in Reception. We use a number of resources and schemes to help shape children's learning.

For maths we use 'White Rose Maths' which sets high expectations for children and has a focus on using concrete materials such as counting beads, ten frames and tens sticks to help children by modelling the learning.

In writing, we use Talk4writing which is a structured approach to developing children's writing by looking at author toolkits, providing lots of shared and modelled writing and rehearsing texts orally.

We have a range of online resources to support learning including 'Purple Mash', 'Times Tables Rockstars' and 'Spelling Shed'.



## **Reading and phonics**

At Holbrook we are aiming high with reading. We want children to become fluent, insightful readers who are excited by books and knowledgeable about authors, genres and great literature. Most of all, we want children to love reading.

Every class at Holbrook has a book which they read together. This changes at least termly. These are the books we want children to know inside out and they represent a range of authors and genres with due thought given to diversity and inclusivity. This approach means that by the end of Key Stage Two, all children will have read and enjoyed a variety of high quality and challenging books. We read to and with our children every day and seek ways to encourage children in their journey to independent and enthusiastic readers. We teach the skills to help children become good readers in a mix of whole class and group reading sessions, with lots of one to one reading too when they are younger. We have a clear progression which sets out what provision is made for reading in each class.

## **Phonics**

Early reading is taught using synthetic phonics. Holbrook follows the 'Little Wandle' scheme which ensures a rigorous, consistent approach to our phonic teaching. Pupils are taught the phonemes (sounds), how to blend the sounds all through the word for reading, and how to segment the sounds in order to write words. They are taught to use their phonic skills and knowledge as their first approach to reading. Children in EYFS and KS1 have a well-structured and effective twenty minute phonics lesson daily. Regular assessments take place to help identify gaps in understanding, which are quickly addressed so that all children can keep up with the phonics program.

## **Reading fluency and comprehension**

Reading is a multi-faceted skill. Our phonics approach enables children to make the best start with decoding and phonological awareness, leading to word recognition. The teaching of reading throughout school is designed to build on this, providing opportunities for children to learn and practise comprehension and fluency skills, using the National Curriculum as our framework. We use our 'Super Seven Strategies' for the explicit teaching of comprehension skills, with the aim of helping children become active, reflective readers. Reading is explicitly taught through a mixture of whole class reading lessons and group reading sessions.



## Homework

We have an age-appropriate approach to homework. Each year we set out for parents our expectations around homework. Here is a typical example:

Class	Reading	Literacy/ Phonics	Spelling	Maths	Other
1	Read at least three times a week to an adult	Practise phonics sounds at home using videos on Class Dojo	Y1 – Mid-year, children will get a spelling list weekly	Y1 – online maths activity	A home learning task which could be talking with an adult, creating something or finding something out. This could be weekly, or be a longer project.
2	Read at least three times a week to an adult	Y1 – practise phonics sounds using videos on Class Dojo	Y1 – Mid year, children will get a spelling list weekly Y2 – weekly spelling list	Online maths activity	A home learning task which could be talking with an adult, creating something or finding something out. This could be weekly, or be a longer project.
3	Read at least three times a week to an adult	A Literacy activity which should take 15-20 minutes	A weekly spelling list is set	A Maths activity which should take 15-20 minutes	Occasional topic related homework or 'talk homework'
4	Y4 - Read at least three times a week to an adult Y5 – read independently for 10 minutes daily	A Literacy activity which should take 15-20 minutes	A weekly spelling list is set	A Maths activity which should take 15-20 minutes	Occasional topic related homework or 'talk homework'
5	Read independently for 10 minutes daily	A Literacy activity which should take 25 minutes	A weekly spelling list is set	A Maths activity which should take 25 minutes	Occasional topic related homework or 'talk homework'

As children progress through school, we expect them to take increasing responsibility for completing their homework so that they develop good habit for secondary school. However, we understand that sometimes supporting with homework at home can be difficult for lots of reasons, so please always speak to us if you have any issues.

## Enrichment activities

We have a wide range of opportunities for children to access at Holbrook, to help them find their interests and talents and to support personal development. We offer a yearly residential trip for Years 4, 5 and 6 where children can take part in a range of fun adventurous activities. There are a range of other trips, visitors and workshops for all children through the school year, linked to the curriculum.

Holbrook provides lots of opportunities for children to take part in inter-school sport via our local sports partnership. These take place after school mainly, with some in lesson time.

There is also a range of clubs for children to take part in after school and at lunchtimes, which are at a nominal cost of around £2 a week. We have outside providers too for a range of instruments and for Spanish. The cost of these activities varies.



We have a sports coach to support with the deliver of PE, making sure that all children get access to high quality teaching. At playtimes, physical activity is encouraged by providing a variety of equipment to children to use, including fixed pieces such as the trim trail.

## Communication

You can phone or email the school office at any time you need to. Teachers are available via Class Dojo, our online community tool. We would ask that nothing sensitive is shared via this messaging service – if you wish to discuss an issue, please just ask for a phone call or meeting. Please also do not message teachers during school holidays or late in the evening. Any urgent or time sensitive messages should go via the school offices as Class Dojo messages may not be checked in time.



We keep parents informed via fortnightly newsletters which are emailed. Most correspondence is emailed with a text message alerting you to any important information which has been sent out. Texts are used for reminders, for unavoidable cancellations or for school closures. Class Dojo is used to celebrate what has been happening in classes or across school – look out for our weekly certificate winner photographs on a Monday.

## Child Protection

The Designated Safeguarding lead at Holbrook is Mrs Taylor. All staff are trained to identify signs of abuse and it is everybody's responsibility to make sure children are safe. A detailed child protection policy is available on the website.

We have a safeguarding curriculum at Holbrook which sets out how we support children to keep themselves safe and to understand some of the risks in the wider world. This is age appropriate and can be found on the website.

## **Early Help**

Early Help means providing support to our families as soon as a problem emerges. We understand just how complicated family life can be. From time to time, there may be situations where you need some extra help and support. If things are not right at home, please come and talk to us. We can help in many ways and can signpost you to a range of resources to support your family's mental and physical well-being including counselling services, courses, financial services and support for housing.

## **Anti-bullying and Behaviour**

We have robust systems to counteract bullying at Holbrook and our policy is available on the website. If parents, children or staff alert school of potential bullying, we will speak to the children involved and their parents or carers. A plan of action will be set out with monitoring points to resolve the situation. There is an anti-bullying policy which is child friendly too and we make sure children know what to do if they think they are being bullied.

The school behaviour policy goes hand in hand with the anti-bullying policy. We strive to create an environment at Holbrook where everyone feels valued and included. We have regular assemblies and focussed work in class to help children develop their friendship skills and to support one another.

In class we expect children to work hard, ask for help and ensure their behaviour is not preventing others from learning. We are clear about what good learning behaviours look like and develop these through a positive, encouraging approach. Children are at different stages of development and strategies we use to encourage good behaviour will vary according to age and individual need. Our behaviour policy sets out our positive approach and any sanctions we use. We will always speak to you about any behaviour issues or incidents and have a recording system for more serious occurrences, such as prejudice based bullying or sexual harassment.

## **Special Educational Needs and Disabilities**

Holbrook is an inclusive school and we meet the needs of a range of children's needs through adapting our curriculum and through work with external agencies including the Derbyshire SEN teacher service, educational psychologists, speech and language, the physical impairment unit and autism outreach.

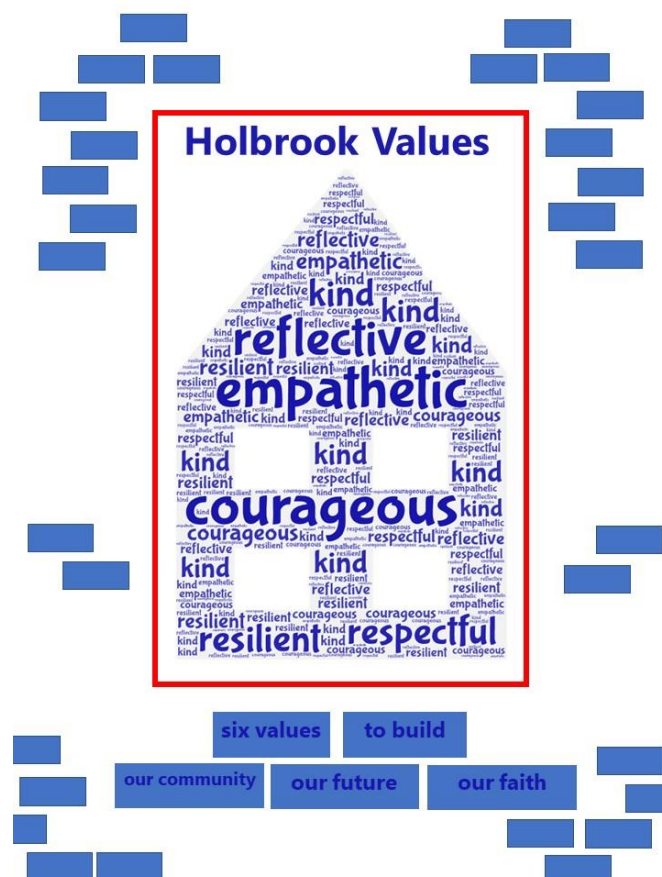
Our aim at Holbrook is to provide 'quality first teaching' for all children. There are a range of inclusive strategies which are used in every classroom, and good teaching means that the majority of children will make good progress.

Where there are concerns about children's progress academically, their communication needs or their social and emotional needs, these can be raised with the school's Special Educational Needs Co-ordinator who at Holbrook is Mrs Wright. The child's areas of need will be looked at and a range of strategies put in place for a six week block. If children continue to demonstrate difficulties, a child may be placed on the Special Educational Needs Register. This ensures that children have education plans in places which are reviewed regularly with parents and children. Children may receive support from outside agencies and for children with complex needs, school can apply for additional support funding (known as GRIP or 'Graduated Response for an Individual Pupil'). Sometimes a child's needs mean that school will apply for an EHCP (Education and Health Care Plan) which sets out legally what a child requires in order to make progress.

## Medical needs and medicines in school

If your child has a medical need they will require a care plan. Staff will meet with parents or carers to find out about your child's condition, how it should be managed in school and what action they need to take in an emergency.




In some cases, school is able to administer medicine. The policy is that only prescribed medicines will be administered in school. If you require medicine to be administered, please speak to Mrs Swinfield in the office who can advise you and provide the relevant forms. Any medicine should be handed in to the school office by an adult.







## School Uniform

The school uniform is as follows:

Please note, pictures are to illustrate colours or branded options. School does not specify a style or material for trousers, skirts or jumpers so that parents can choose the most cost effective option from a range of regular retailers with school uniform ranges.

Regular school uniform			
Item	Optional /required	Branding	How to acquire
Royal Blue jumper or cardigan 	Required	Optional – embroidered logo on left hand side	Branded sweatshirt and cardigan available from school supplier and second hand from school.  Unbranded sweatshirt or cardigan can be bought from regular retailers.
White polo shirt	Required	No branding	Available second hand from school and available from regular retailers.
Grey trousers, skirt or pinafore 	Required	No branding	Available from school supplier, second hand from school office and available from regular retailers.
Blue gingham dress for summer 	optional	No branding	Available second hand from school office and available from regular retailers.
Sensible, plain black shoes	Required	No branding	Available from regular retailers.
Blue school fleece	Optional	School logo on right-hand side	Available from school supplier and second hand from school.

Item	Optional /required	Branding	How to acquire
Plain white t-shirt	required	unbranded	Available second hand from school and available from regular retailers.
Royal Blue sports shirt 	optional	Holbrook CE Primary School on back	Available from school supplier and second hand from school.
Plain black shorts	required	unbranded	Available from regular retailers.
Plain black tracksuit bottoms (joggers)	Required in cold weather	unbranded	Available from regular retailers.
Plain black top (no hoods) 	Required in cold weather	unbranded	Available from regular retailers.
Plimsolls or black trainers	required	unbranded	Available from regular retailers.

Accessories			
Item	Optional /required	Branding	How to acquire
School book bag 	required	School logo	Available from school supplier.
Puddle suit (for Reception age children) 	Required (for Reception children)	Unbranded – any colour or style	Available from regular retailers.

For pupils wearing skirts or pinafores, black or grey tights can be worn, with white socks in the summer. Otherwise, socks should be a dark colour (grey or black). Trainers are not considered suitable

footwear for day-to-day schoolwear. High heels are not permitted. Skirts must be knee-length. Black jeans or leggings are not permitted.

PE kit should be without logos. Parents may wish to buy a branded sports shirt as described above for team or off-site events, but this is not compulsory. Children need T-shirt, shorts and suitable outdoor trainers/plimsolls in summer, and joggers/long sleeve sweater style top as additional layers in winter.

**Jewellery:** Permitted jewellery that may be worn is:

- One pair of stud earrings – no other piercings are permitted.
- A smart and sensible wrist watch from Year 2 onward.

Jewellery is the responsibility of the pupil and not the school. Lost or damaged items will not be refunded. All jewellery must be removed during practical lessons, including PE lessons and science experiments. Where pupils cannot remove earrings, these must be taped over. Children can apply tape themselves, or come with ears already taped. Staff are not permitted to apply tape. We recommend any ear piercing to take place at the start of the summer holidays to allow healing time.

**School bag:** Pupils should use the school book bag to bring any books or equipment to school. Where PE kit needs to be brought, pupils should have a plain blue drawstring bag. Branded options are available from the school supplier but these are not compulsory.

### **School dinners**

All children in Class 1 and 2 are entitled to a free school dinner. Once children move into the junior classes – Classes 3, 4 and 5, school dinners are provided at a charge. Some families will qualify for free school meals, please contact school to inquire further.

The dinner menu is sent out to families each term. The school dinner service is provided by Derbyshire Catering. Please inform school if children have food allergies diagnosed by a doctor. Their allergy needs will be met by our experienced school kitchen staff.



### **Payments for school dinners, clubs, trips and visits**

We use School Money for booking school dinners, trips, wraparound care and any workshops or visitors. Usernames and passwords are emailed out in the last week of August for our new September starters. Even though our infants are entitled to a free school meal, we encourage parents/carers to use this booking system so that they are familiar with the process.

### **Wraparound Care**

We have a popular before and after school care provision which is run by members of school staff. Prices vary according to the length of the session – at breakfast club this is £5/£6 a session, and after school club is £6/£10 a session. Breakfast club includes breakfast and after school club has a snack included. The breakfast club starts at 7.30am and after school club runs until 5.30pm.

We have a contract for this facility which is sent out at the start of the year. Bookings must be made in advance and cancellations, except for illness, are chargeable.

### **Complaints**

If you have any concerns about school, please speak up. Usually we find that things are easily sorted and we always put the needs of the children first. If you wish to make a formal complaint, our Complaint Policy outlines the process. This can be found on our school website.