



Welcome to Year 3





Introduction to Year 3

We would like to welcome you and your child to Year 3.

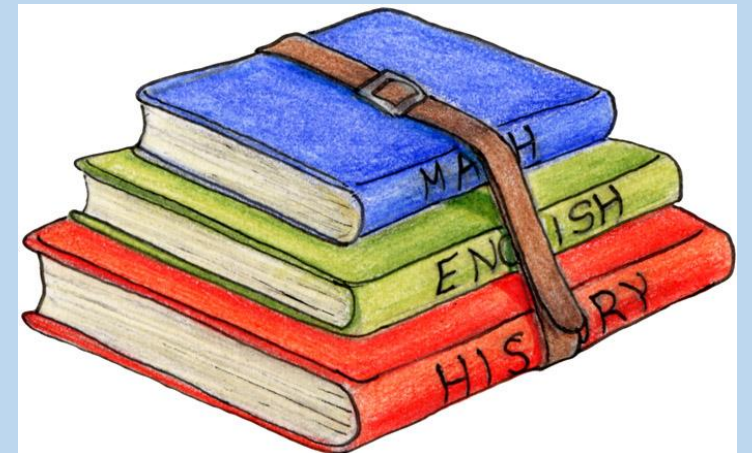
Class teacher: Mrs Salt

Teaching assistants: Mrs Arkell, Mrs Williams,
Mrs Davis, Mrs Hybert, Mrs Jordan



Curriculum

- Start of Key Stage Two
- Develop greater maturity and independence
- No statutory assessments this year
- Learn the recorder, French and go swimming
- No afternoon playtime – so the children will be extra tired until they adjust to this





Timetable

	8.40 - 9.00	9.00 - 9.20	9.20 - 10.20	10.20 - 10.40	10.40 - 11.10	11.20 - 12.15	12.15 - 1.15	1.20 - 2.10	2.10 - 3.00
Monday	Spelling/ Times Tables	ASSEMBLY	Literacy	B R E A K	Guided Reading	Maths	L U N C H	Music	PE
Tuesday	Spelling/ Times Tables	ASSEMBLY Hymn Practice	Literacy		Guided Reading	Maths (ICT available)		French	Topic
Wednesday	Spelling/ Times Tables	ASSEMBLY	Literacy		Guided Reading	Maths		Topic (ICT available)	ICT
Thursday	Spelling/ Times Tables	Guided Reading	Literacy		KS2 ASSEMBLY 10:40	Maths		Science	RE
Friday	Spelling/ Times Tables	ASSEMBLY	Literacy		Guided Reading	Maths		PE Performance sport	PHSE



PE and Uniform

- P.E. lessons for Year 3 are on Monday and Friday afternoons. Children should come to school in P.E. kit on this day. This should be appropriate for indoor or outdoor activity. They do not need to bring in additional school uniform.
- On other days, children are expected to wear appropriate school uniform.



Curriculum overview

TOPIC	Term 1/2	Term 3/4	Term 5/6
WOW starter	Stone Age Boy	Videos of extreme weather	Images of Oxford
Literacy text types	Stories with familiar settings (Stone Age Boy/Stig of the Dump) Information texts (linked to science/topic) Recounts (Visit) Myths and Legends (Celt/Roman)	Explanations (earthquakes/tsunamis) Biographies (Mary Anning) Adventure stories (dinosaurs)	Performance poetry Fantasy stories (Oxford authors) Letters
Maths White Rose	Place value, mental addition and subtraction, formal written methods,	Multiplication and division, money, statistics, measures – length, fractions	Fractions, measures – time, properties of shape, measures – mass and capacity.
Science Learning Challenge	How far can you throw your shadow? What happens to the food we eat?	What do rocks tell us about the way earth was formed?	How did that blossom become an apple? Are you attractive enough? (magnets)
Humanities Learning Challenge	Who first lived in Britain? Why were the Romans so powerful and what did we learn from them?	What makes the earth angry? Fascinating Fossils. (Dinosaurs)	Why is Oxford such a unique place to live?
D&T linked to LC or blocked	Mosaics Woolly mammoth models	Sewing - puppets Fossils and 3D dinosaurs	Clay gargoyles (Oxford link)
Art linked to LC or blocked	Stone age art/cave art and collage Colours & patterns - Colour wheel; printed patterns (Celts/Romans)	Hokusai's Great Wave Sketching fossils	Observational drawing/still life (plants) Landscape paintings, sketching and collage (Oxford)
RE ODBE/Understanding Christianity	Does taking bread and wine show someone is a Christian? Is light a good symbol for celebration?	Do clothes express belief? (The 5Ks) Does Easter make sense without Passover?	What kind of world did Jesus want? Can made up stories tell the truth?
PSHCE SCARF	Me and My Relationships Valuing Difference	Keeping myself safe Rights and responsibilities	Being my best Growing and Changing
Computing & ICT work linked to LC	Internet safety. Manipulating fonts & text. Word processing Internet searches.	Espresso Coding 3A, 3B Word processing Internet searches	Combining Text and Graphics. Word processing Internet searches
Music	Recorder, musical notation	Recorder, composition and performance	Recorder, composition and performance
French	Introducing yourself, counting to 10, family Christmas	Days of the week, counting to 20, Colours, countries, I like....	French Songs, numbers to 31, body parts, months of the year, clothing,
PE	Tag rugby/gymnastics	Swimming, dance	Athletics, Rounders
Trips/visitors inc. school events	Ufton court - Celts	Henley Youth Festival Oxfordshire Museum – rocks and fossils	Oxford



Assessment

- There are no statutory assessments in year 3
- Attainment is continually assessed through classwork and half termly written papers.
- A child is assessed as 'working towards', 'working at' or 'working at a greater depth', based on a collection of work.
- Note: in Year 4 there will be a statutory times tables check, so preparation starts now!



Rewards

- In every classroom there is a working wall, where the children can display work they are proud of; this can also show work that staff recognise.
- Each week a child will receive star of the week certificate to recognise hard work, effort or demonstrating the principles of being safe, being respectful or being ready to learn. These will be given out in assembly on Mondays.
- **Team Points** are given to children who show that they are following the school rules, working hard, challenging themselves, showing resilience or compassion.



Reading homework

- Ideally your child should read every night, and a minimum of 3 times per week, aloud to an adult.
- It is important that you continue to hear your child read aloud and spend some time talking with them about what they have read.
- Please use their Reading Record to make a note of their reading, and sign and date this. There is no need to write a long comment each time. Reading Records will be checked weekly.



Homework

- Spellings
- New spellings lists are given out on Tuesdays to be learnt for the following week. Each list will have a particular focus sound, or spelling rule.
- Spelling lists will be posted on Google Classroom for reference.
- Complete the corresponding assignment on the Spelling Shed website.
- Times tables
- Daily practice of times tables facts is essential.
- Note: the corresponding division facts for each table must also be learnt.
- The TT Rock Stars website is a useful resource regular for practice.
- Begin by refreshing recall of the 10s, 5s and two times tables. Our next focus times tables in class will be the 4s, then 8s.



Homework

- A fortnightly cycle will be used for Maths and English homework.
- Week 1 will be set on Google Classroom which your child can self-evaluate.
- Week 2 will be a hard copy of a Maths and English activity which will be sent out in their homework books to do. This should be returned to the teacher on the days specified below for marking.
- **Maths** will be issued on a **Monday** and will be expected in **Thursday**.
- **English and Spelling** will be issued on a **Tuesday**. English homework will be due in on **Friday** and a spelling test will happen the **following Tuesday**.

Presentation expectation – we expect homework to be presented to the same standard as school work



Google Classroom

Inbox - jsalt@kidmore-end.co.uk x Year 3 2021/2022 x +

classroom.google.com/c/MzlwMjM3MDEzMzQy

Apps Imported From Fire... intranet.kidmore.lo... Google Primary Resources -... Mathletics.co.uk - L... Gmail Premium Resources... Other bookmarks Reading list

Year 3 2021/2022 Stream Classwork People Marks

Year 3
2021/2022

Class code `jpj5oek`

Meet link <https://meet.google.com/lookup/hhfq5ryoad>

Select theme Upload photo

Upcoming

Due Thursday
Maths Homework - Week ...

[View all](#)

Announce something to your class

Jo Salt
5 Sept (Edited 08:05)

Welcome to Year 3.

This is the place where you can see important messages about our class, find all the instructions and resources you need to

Type here to search

28°C 13:47 07/09/2021



Diary dates:

12th October – flu immunisations

18th /19th October – Parents Evenings

21st October – trip to Ufton Court

Week of 25th October – half term

16th December – Christmas Dinner KS 2.

17th December – last Day of term.

5th January – Spring Term starts.



Online Safety

- Learn about dangers children may encounter, including online predators and cyberbullying,
- Talk to child about things on the web that make them feel uncomfortable,
- Monitor their internet use by sharing an email account, checking browser history, keeping the computer in a shared situation and maintaining access to my child's account,
- Research and recommend appropriate child-safe sites,
- Maintain an appropriate amount of parental control of software through user time limits and access to sites, games, chat and file sharing,
- Install defensive software such as anti-virus, anti-software through user time limits and access to sites, games, chat and file sharing,
- Select child-safe mobile devices, included those which do not include a camera or web access and phones with a limit on the number of calls that can be made.
- Note: you can request that the carrier disable web access, even if you cannot find a phone or a camera.



Our Expectations

Kidmore End School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

We encourage the children to think about the following, to:

- ▶ Be safe
- ▶ Be respectful
- ▶ Be ready to learn



Reminders

- Children should bring in a water bottle daily – this should only have water in it. They will be encouraged to refill this during the day.
- Packed lunches should be healthy and **not** contain any sweets, chocolate bars or nuts.
- Do feel free to send your child with a snack for morning break time - again this must not be sweets.



Collecting your child

- Please be on time to collect your child from the playground.
- If you are going to be late please leave a message with the school office.
- Let us know if someone else is collecting your child.



If your child is unwell.

As we move further into the Autumn Term children will be developing colds, coughs and other illnesses, common in the winter months. The symptoms associated with many of these common illnesses may be similar to those associated with coronavirus and you may be concerned about differentiating between these and coronavirus.

If your child is unwell, the school cannot advise you on whether or not they should stay at home. Instead, you need to make the decision based on the symptoms they are displaying.

At school, we are encouraging children to reduce their risk of spreading colds by following Catch it, Bin it, Kill it, and washing their hands regularly throughout the day. Clearly any absence from school has an impact on children's education and we want to minimise this where possible.



If your child is unwell

Signs and Symptoms	Cold	Flu (Influenza)	COVID-19 (Wuhan Coronavirus)
Fever	Mild if present	Often	Often
Fatigue, Tiredness	Occasional, mild	Common	Occasional
Sneezing	Common	Infrequent	Infrequent
Body Aches	Common	Common	Occasional
Headache	Very infrequent	Common	Occasional
Sore Throat	Common	Occasional	Occasional
Stuffy or Runny Nose	Common	Occasional	Infrequent
Diarrhoea	No	Occasional	Infrequent
Watery eyes	Common	Common	Infrequent
Cough	Mild	Dry cough	A dry cough, often severe
Shortness of Breath	No	Rare	With mild/moderate infection
Difficulty Breathing* (*Needs oxygen or ventilator)	No	In severe infections*	Common in severe infections*



Working with us

If you have any concerns, we want to work with you to offer reassurance. If you would like to speak to us, please phone the school office to arrange a phone call or an appointment.

In the first instance, you should always speak to your class teacher.

Parent Expectation Meetings Welcome Back



Headteacher Presentation
September 2021




Lots of changes




Safeguarding at Kidmore End CE Primary School








Keeping Children Safe at Kidmore End CE Primary School




Don't put up
with bullying –
tell some one

Need someone
to talk to?








Miss Rachel Dove
Deputy Head
Deputy
Designated
Safeguarding Lead



Mr Andrew Griffin
Headteacher
Designated
Safeguarding Lead



Mrs Alison
Williams
Deputy
Designated
Safeguarding Lead



**Keeping children safe
is everyone's
responsibility**

If you are concerned about the safety of any of our children, you **MUST** report it to the Designated Safeguarding Leads.
(Staff members should use CPOMS to record all concerns.)

Alternatively, you can contact our Local Authority Designated Officer on
01865 810603 or Lado.safeguarding@oxfordshire.gov.uk

CPOMS School Dashboard Reporting Planner Library Admin Account Settings LOGOUT

Quick Student Search

Press Enter to search

☐ Monitored students
☐ Include archived students

Filter By Group

- 1A
- 1B
- 1C
- 1D
- 2A
- 2B
- 3A
- 3B
- 4A
- 4B
- 5A
- 5B
- 6A
- 6B

Filter By Category

- Behaviour
- Bullying
- Child Protection
- Attendance
- SEND
- Medical Issues
- Physical
- SEND

Dashboard

Viewing students in class 1A.

Name	Tutor Group	Categories
Luke Adams	1A	Child Protection, Attendance
Jennyfer Bednar	1A	
Reuben Buckridge	1A	
Myrta Carter	1A	
Kateigh Friesen	1A	Behaviour
Deleah Hackett	1A	
Leopold Hammes	1A	
Gaston Hudson	1A	
Sabrina Kirtin	1A	
Deborah McKenzie	1A	
Gerard McLaughlin	1A	
Sadva Mraz	1A	
Rosa Ondricka	1A	
Virgie Ryan	1A	
Clint Schowalter	1A	
Ethan Soemer	1A	
Shakira Stroman	1A	
Graciela Turner	1A	
Roxanne Walsh	1A	
Jordan Weltsica	1A	Medical Issues

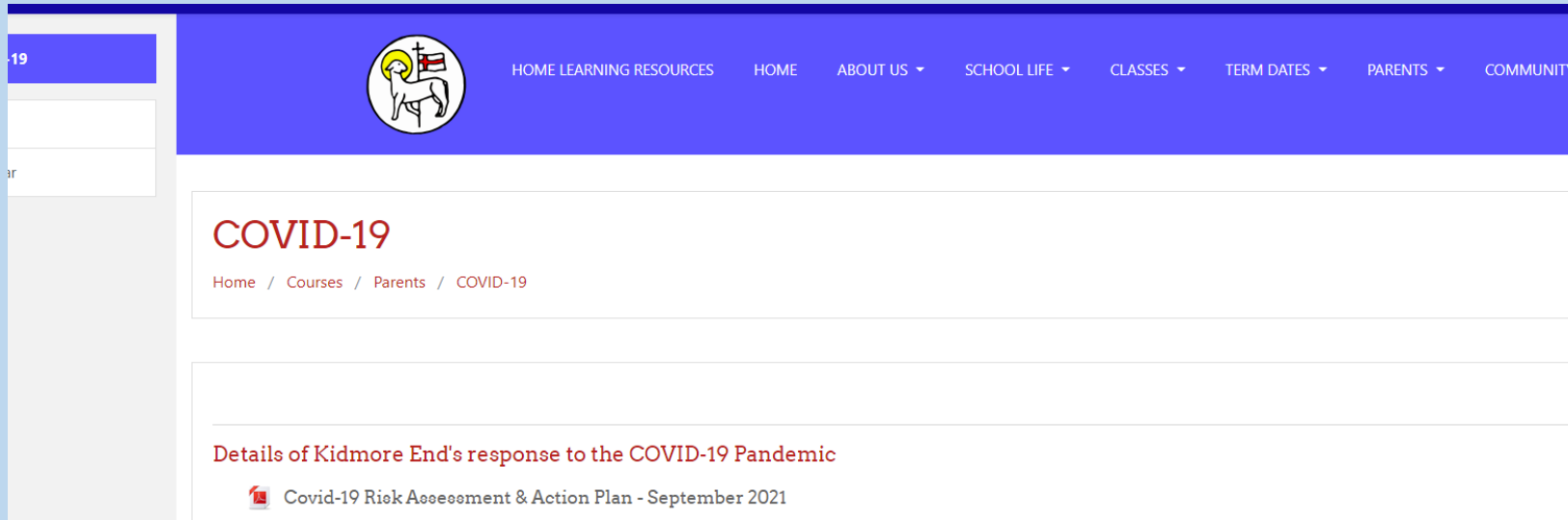
What is CPOMS?

CPOMS is a system for monitoring child protection, safeguarding, SEND and a range of pastoral and welfare issues.

Staff are given appropriate levels of access to match their level of involvement with the relevant concerns. Using CPOMS, schools can ensure that students are safe and fully supported, whilst safeguarding leads and school staff can focus on teaching and providing support, instead of administration.

COVID Risk assessment on the website

Parents section of the website



We ask all parents who are visiting the school and entering the building that you continue to wear a face mask .





Key changes since Step 4

- Schools, colleges and out-of-school settings no longer expected to keep pupils in **bubbles** or **reduce mixing in groups**.

Bubbles and social distancing



- No longer recommended in education and childcare settings.
- **Are recommended on dedicated school or college transport** in line with government expectation to wear face coverings in crowded areas when prevalence is high.
- **Singing, wind and brass instrument playing** can be undertaken.

Face coverings



- Education and childcare settings are not asked to undertake routine **contact tracing** for children and young people.
- Contact tracing will be limited to **close contacts** identified by NHS Test and Trace.
- Settings may be contacted in exceptional cases to help identify close contacts.

Contact tracing



- **From 16 August**, fully vaccinated adults and under 18s identified as close contacts are not required to self-isolate unless they are symptomatic.
- Close contacts will instead be advised to take a PCR test. If positive, NHS Test and Trace will inform the individual of next steps.

Self Isolation



- **For education settings that are open over the summer holidays, continue testing twice weekly at home.**
- Two on-site tests at the start of the **Autumn term**, then a transition to twice-weekly home testing.
- **Year 6 students transitioning to year 7** will be offered 2 ATS in the autumn term but will not need to test over summer.

Testing



- We **continue to encourage Covid-19 vaccine** uptake in education.
- DHSC have now accepted advice from JCVI that **routine vaccination should be offered to 12-15-year-olds** with underlying health conditions or who are household contacts of the immunosuppressed
- Also, **16 and 17 year olds will be offered the vaccine.**

Vaccines



SHIRE
COUNCIL



Continue with control measures

You should:

- Ensure good hygiene for everyone.
- Maintain appropriate cleaning regimes.
- Keep occupied spaces well ventilated.
- Follow public health advice on testing, self-isolation and managing confirmed cases of COVID-19.



Kidmore End Vision



The Children are at the Heart of the School

The School is at the Heart of the community

At our school...

Every child counts

Every lesson counts

Every experience and memorable moment counts

Everyone aims for Excellence

Parent Questionnaire



Key findings from Parents' Questionnaire

The good things:

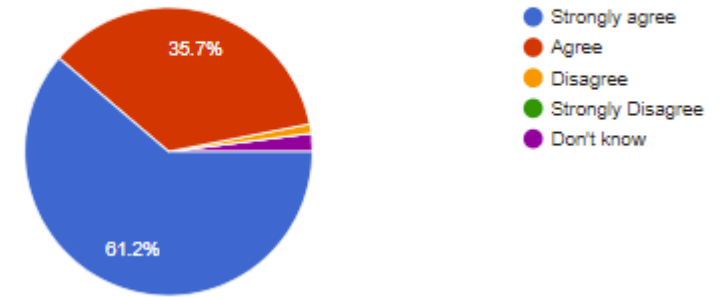
The school is safe and children enjoy school.
Staff are welcoming and approachable.

The school must:

- Have higher expectations for the children
- Improve communication regarding children's learning and progress
- Improve communication about the curriculum
- Be able to deal with inappropriate behaviour in the school
- Help parents to know who the Governors are
- Be clear on the Homework expectations.

3) My child(ren) feels safe at school.

98 responses





Term	Lead Value	Associated Values
Term 1 (Harvest)	Thankfulness	Generosity, Compassion
Term 2 (Christmas)	Hope	Peace, Creativity
Term 3	Truthfulness	Trust, Wisdom
Term 4 (Easter)	Courage	Justice, Humility
Term 5 (Pentecost)	Responsibility	Service, Perseverance
Term 6	Friendship	Forgiveness, Respect & Reverence



The school and all stakeholders will be consulted over the new values.

Our aim is to have new values and a new website by January 2022.

Kidmore End Daily Timetable



8.30 Gates Open (HT/SLT on gates)

8.40 Soft Start – bell (go in or go to your teacher)

8.40 Teachers in class or in Year R, Year 1, and 2 on the playground until 8.45am. Teaching Assistants in Year R, 1 and 2 on the playground from 8.45am

Teachers in Year R-2 to take children in from 8.45am

Years 3 – 6 to go straight in

8.55 Registration

9.00 Assembly (Mon, Tue, Wed, Fri) Thursday Infants at 9.00 and Juniors at 10.40

10.20 – 10.40 Break

12.00 – 1.15 Foundation Stage Lunch

12.15 – 1.15 Lunch Year 1 to Year 6

2.05 – 2.20 Play time for Year 1 and 2

3.00 Read story and get ready for home 3.00 Gates open

3.15 Year R-4 on the playground for dismissal

3.15 Year 5 and Year 6 – leave from the Higgins building (respective doors) (main gate or FS side gate for dismissal)

After 3.15pm the School Bus will leave the school

3.25 Register for Clubs and club activities start at 3.30pm – 4.15pm (dismiss from playground or church)

Behaviour and School Ethos



We have high expectations for behaviour in our classrooms.

We will be trialling a new behaviour system in class.

The children will be actively involved in establishing classroom charters that promote the ethos of the school and focus on encouraging good choices.



RESPECT CHARTER

Responsible

We will take responsibility for our own learning whilst helping others to learn too.

Enthusiastic

We will try our best and put in 100% effort across all our work.

Smart

We will take pride in our classroom by keeping it tidy.
We will make sure we look and act like we are ready to learn.

Polite

We will make sure we always treat others with the same care and respect that we would like to receive from them.

Encouraging

We will always encourage everyone around us to be the best that they can be.

Caring

We will always make sure everyone has a friend when they need one.

Truthful

We will always be honest and if we do make a mistake we will learn from it and move on.



Ready, Respectful, Safe



Children will:

- Follow the Respect Charter


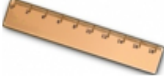
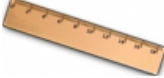


Parents will:

- Support their child in adhering to the principles of the Respect Charter
- Ensure that the agreement made in the Home-School Agreement is upheld
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Ensure that their child has good attendance (97% or above) and is in school on time
- Inform staff of any medical or other needs that may hinder their child's attendance
- Ensure that their child attends school in full uniform

Children's presentation in their books



KIDMORE END CE PRIMARY SCHOOL KEY STAGE 2 PRESENTATION EXPECTATIONS

My targets	
I will write the date on the left hand side at the top of my work. In maths I can write the short date.	
I will write the title or learning intention (LI) on the left hand side of the line on the next line down from the date.	
I will underline the date and title/LI using a ruler.	
I will not leave blank pages in my books. If I start new work I will leave a line and draw a line using a ruler and pencil.	
If I make a mistake I will put one neat line through it.	eeps
I will write on the lines in my book. I will always write next to the margin on the left hand side.	
I will use pencil in my maths book.	
When I have been awarded a pen licence I will use it for writing unless I am told otherwise. I will not use felt pens or biros in my books.	
I will write neatly and present my work in my best handwriting.	
I will not draw on the front cover of my book or doodle in my book.	
I will try to use the continuous cursive for handwriting.	ayley asked if t rrtoise was for (he man turned

Learning Intentions and Success Criteria for lessons

Learning Intention: When discussing learning intentions it is important to focus on what the children would have learnt by the end of the lesson or activity i.e. what is the learning they should retain and take away with them.

Success Criteria:

A success criteria is a list of features that a teacher wants the children to include in their work during the course of a lesson.

It is a really good way of making children aware of what is expected of them and can also encourage them to extend themselves during the course of the lesson.

Teachers should use children generated checklists and success criteria on occasions to develop a stronger understanding of the elements to meet the Learning Intention.

Behaviour



All adults (not just Leadership and teachers) in school are responsible for the behaviour of the children.

Behaviour Level 1 – should be dealt with internally – class sanctions

The teacher will first refer to our RESPECT charter and then use a three tick system.

Behaviour Level 2 – should be referred to Mrs Ferguson or Miss Dove and recorded (brief statement on CPOMs)

Behaviour Level 3 – should be referred directly to the Headteacher (CPOMs record)

Behaviour Level 4 – requires serious intervention and discipline immediately (CPOMs record)

Parent Meetings and Consultations



There are clear points in the school calendar where parents may speak to teachers regarding their child's progress and attainment against National expectations.

The first of these for this academic year are on:

Monday 18th October or Tuesday 19th October

This will give you an opportunity to discuss your child settling into their class and how they are making progress against their curriculum.

There will be further consultation meetings and reports across the year, which will give parents a chance to gather information about their child's progress and attainment, and to look at their books.

Open Evening / KESA Community Event



Friday 24th September 2021

From 3.15pm – 3.45pm, your child will be able to show their work and their classroom to parents and grandparents.

The choir will be singing at 3.45pm

Mr Griffin and KESA will be speaking at 3.50pm

There will be a draw of prizes for a wonderful raffle at 4.00pm

Food and drinks will then be available on the school field from 4.10pm

There will be fun activities for the children.

Kidmore End Primary School Parents Forum



If you think that you can be of help to the school and work closely with me in addressing some of these issues or promoting the school, it would be wonderful to see you at the meeting and making a commitment each term for future meetings.

The aim of the meetings will be to look forward and be proactive at ways in which we can help Kidmore End CE Primary School to improve.

These will be discussion forums where confidentiality is important and where individual pupil concerns should not be discussed in an open forum.

Further details will follow shortly.



Communication with parents

Respect and Integrity

Professional but approachable

Surnames - please

We value a close partnership with parents and the community.



The three way link between home, school and the child is crucial to the child achieving maximum potential.

By working together we can ensure a happy, successful primary school career.

We value the support of parents and offer a range of activities to strengthen our partnership.

Parents are expected to support their children with home learning activities and there is an expectation for teachers to ensure this is upheld.

Staff must respond positively to parental requests for meetings, but should make it clear that these should normally be by appointment.

Letters

Staff will endeavour to reply to parents' letters as quickly as possible. Letters will be acknowledged in two working days and a reply sent within ten working days.

E-mail

Email is a quick, effective way of communicating information however it does not replace face to face meetings where some discussion is required.

Staff should acknowledge e-mail as they would a letter, within two working days and send a full reply within ten working days.

Complaints will be dealt with according to the new Complaints Policy and Procedures.

Emails sent at weekends may not be dealt with until the following working week, and emails sent in holidays will probably elicit no reply until term-time.



Meetings with parents

Any parent wishing to meet with a member of staff should contact the school in advance and request a meeting with the member of staff.

This request should be responded to within the usual communications protocols (via the school office is the preferred method) and in a timely manner.

Parents should not come to the school to talk to a member of staff without an appointment.

If a parent comes to the school without a prior appointment, the member of staff may still choose to meet with them, but there is no expectation to do so.

Leave request



REQUEST FOR LEAVE FROM SCHOOL

From September 2013 amendments to The Education (Pupil Registration) (England) Regulations 2006 removes reference to family holidays and extended leave as well as the statutory threshold of 10 school days. The amendments make clear that Headteachers may not grant any leave of absence during term time unless there are ***exceptional*** circumstances. Headteachers should determine the number of school days a child can be away from school if the leave is granted. We understand that there may be ***exceptional*** circumstances which may necessitate a longer absence for an agreed period, but this is also discretionary.

If you wish to take your child away during term time, please make your request to the Headteacher by completing the form overleaf ***at least 2 weeks in advance*** so that this can be considered.

Leave taken without permission will be recorded as unauthorised. **Please do not make any arrangements before a decision is taken.**

Please arrange an appointment (phone or face to face)

5. The time of year - The Headteacher will not authorise leave during Year 1 phonics testing, Year 2 and Year 6 SATS, and optional SATS for other year groups
6. The nature of the trip (exceptional circumstances).

Our school will therefore no longer be able to authorise absence from learning (Leave Requests) during term time unless there are exceptional circumstances. Permission for leave from school must be requested using the Leave Form available from the office.

<u>REQUEST FOR LEAVE FORM</u> (one form per child)				
I/We request permission for my child to be absent from school.				
Name of Child:				
Class:				
Dates of Absence	From :	To :		
Reasons for Absence:				
<i>(Parents must make an appointment with the Headteacher to seek permission for a child's absence, prior to making travel arrangements.)</i>				
Parent's Name:				
Signature of Parent:				
Date requested:				
For office use only				
<input type="checkbox"/> Authorised <input type="checkbox"/> Unauthorised				
Comments:				
Headteacher's signature:				
Date:				
Seen by Headteacher:				
Refer to EWO: (Education Welfare Officer)				
Periods of extended leave in the past 4 years:				
Child's Attendance Record:				
Year:				
Attendance:				

Collective Worship and Assemblies



Monday	Tuesday	Wednesday	Thursday	Friday
9.00 - 9.20	9.00 - 9.20	9.00 - 9.20	9.00 - 9.20 Inf 10.40-11.00 Jun	9.00 - 9.20
Star of the Week Celebration – ie special achievements	Hymn Practice	Values	Special Days Special Occasions	Collective Worship Rev'd James Stickings (Rector)

KESA



If your child is at our school, you are automatically a member of the Kidmore End School Association (KESA) of parents, teachers and governors.

We are a very friendly and active group, who organise fun social events throughout the year that raise much needed funds for our school.



We need your help.

We will also be looking at the role of the KESA Class Rep to ensure we can do more for the school.

ACTION: Parent and Pupil Voice -select the next fundraising project! There will be a vote on the 24th September.



Parking

Please be considerate to our neighbours and to the residents who live in the village.



Volunteers



The school welcomes parent and grandparent volunteers.

Please contact the office in the first instance.

You will need a DBS check.

You will need to follow our COVID rules.

Any questions?