



Welcome to Year 5





Introduction Year 5

We would like to welcome you and your child to
Year 5.

Mr Heritage– Class teacher

Mrs Wilson, Mrs Watts, Mrs Jameson – Year 5 TA



Timetable – Year 5 weekly timetable

	8.40 – 9.00	9.00- 9.20	9.30-10.30	10.20- 10.40	10.40- 11.10	11.10-11.20	11.20-12.20	12.20 -1.15	1.15-2.15	2.15-3.15	3.10-3.15
Monday <i>Talk To TA in Assembly time</i>	SODA/ Handwriting/ Times Tables	ASSEMBLY	Maths (See weekly plan)	BREAK	News Comps / 1:1 reading / spelling activities/ reading with teacher/guided reading Guided Reading activity	Spelling practice	English (See weekly plan)	LUNCH	Science	PSCHE	HOME TIME (Homework/spellings/Google Classroom given out on Friday at 3pm)
Tuesday <i>Hymn Practice (Intervention)</i>	SODA/ Handwriting/ Times Tables		Maths (See weekly plan)			Handwriting	English (See weekly plan)		French	PE Performance Sport	
Wednesday <i>All Staff to attend</i>	SODA/ Handwriting/ Times Tables		Maths (See weekly plan)			Grammar practice	English (See weekly plan)		PE	Art	
Thursday <i>(Intervention)</i>	SODA/ Handwriting/ Times Tables		Maths (See weekly plan)			ASSEMBLY	English (See weekly plan)		Music	RE	
Friday <i>(Intervention)</i>	SODA/ Handwriting/ Times Tables		Maths (See weekly plan)			SPELLING TEST	English (See weekly plan)		Geography	ICT	



Diary dates:

Week of 18th October – Active leaders refresher all week

12th October – flu immunisations

18th /19th October – Parents Evenings

21st October- Reading Museum

Week of 25th October – half term

16th December – Christmas Dinner KS2.

17th December – last Day of term.

5th January – Spring Term starts.



Rewards

- In each Year 5 classroom there is a working wall, there 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.



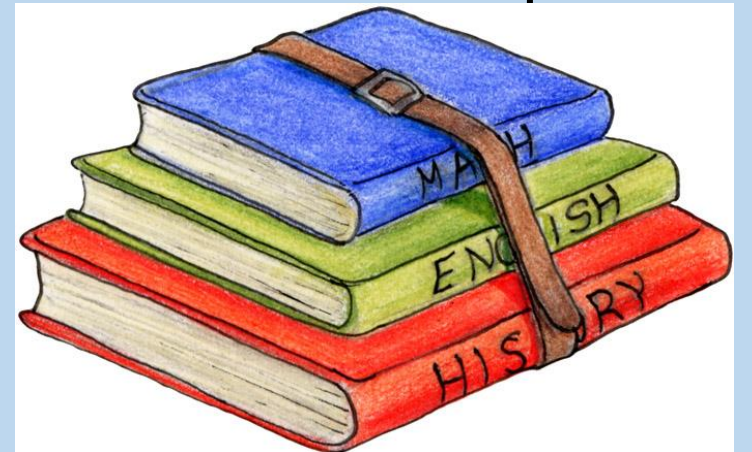
PE and Uniform

- P.E. lessons for Year 5 are on **Tuesday** and **Wednesday** 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

- In English, we will be looking at different sentence structures and what they add to a narrative. We will also be looking at how our vocabulary and punctuation choices impact our writing.
- In Maths, we are looking at the four main maths operations (addition, subtraction, division and multiplication), negative numbers and place value.





Curriculum Overview

TOPIC	Term 1/2	Term 3/4	Term 5/6
Literacy <i>text types</i>	Text: (/Street Child/ Tom's midnight Garden) Drama (Oliver twist/Christmas Carol) Recount and diaries (Street Child)	Text: Hidden Figures Explanations Report writing and Letter writing (How the eye works) Instructions (Building rockets for FS) Fact files on Planets (Space) Story writing. Text: The Iron Man	Text: Running Wild Traditional Stories & Stories from other countries (South American Tales) Explanation text on <u>Tsunami</u> Persuasive writing and speech. Debate on <u>deforestation</u> . Letter Writing. Performance Poetry (Animal Poem)
Maths	Number- Place Value, factors, decimals, Addition, Subtraction, Multiplication, Division, Rounding, Negative numbers, Square and Cubed numbers, Roman Numerals, 2D and 3D shape	Fractions- addition, subtraction, multiplication, mixed numbers, improper fractions, compare and order fractions, Percentages, Imperial and Metric units	Perimeter and Area, Properties of rectangles, Regular and Irregular polygons, Angles, Reflection and translation, Interpret tables and data handling
Science	Can you feel the force?- Sir Isaac Newton	How does day and night happen? How do the seasons happen? Light and how the eye works.	Do all animals and plants start life as an egg? How different will you be when you are as old as your grandparents?
Humanities	How did the Industrial Revolution change the UK? United Kingdom- Can you label the map?	Who were the Egyptians?	Why is Brazil /Indonesia in the news again? Why should the rainforests be important to us all? Climate Change and Water Scarcity
D&T	Cross Stitch Bookmark Peppermint Creams	Rocket building <u>Shadufs</u>	Rainforest in a box
Art	Queen Victoria portraits William Morris Christmas – cards	Easter Cards Necklaces/masks Egyptian papyrus Cartouche	Rainforest wall display Rainforest animals -Henri Rousseau Still life fruits of the forest
RE	Do Sikhs need the Guru <u>Graoto</u> Sahib? Is religion the most influence and inspiration in everyone's life? Harvest / Christmas	What are the five pillars of Islam? Easter	What is a special place? What is prayer and meditation?
PHSCE/Global	Global – Child labour- did it end in Victorian times New school year – rules and getting on Scarf-Health and Wellbeing > Healthy Lifestyles Growth Mind set Approach to Learning	Health and Wellbeing > Keeping Safe Healthy living- Am I looking after myself?	Global – children in Brazil/Indonesia compared to children in the UK Global –Palm oil production and its affect. Health and Wellbeing > Growing and Changes.
Computing	E-safety Paint Package (William Morris) Planning a room, Word processing (Victorian Inventors class book) Power Point (Victorian Inventor)Module 1 /Scratch Coding- Code club	E- safety Internet Research (space/planets report) Module 2 Code club/Scratch	E-safety Internet research (Rainforest animal, rainforest debate) Module 3 Scratch
Music	Clarinet and theory of music Theory of music and music appreciation Elgar- The enigma variations	Clarinet and theory of music Gustav Holst – Planet Suite	Clarinet and theory of music Rainforest composer and music-(Neo <u>Naj</u> Wen)
French	Buildings, directions, days of the week, hobbies, numbers, Christmas	Like/dislike sporting activities, numbers, like/dislike food, connectives – but, and, also	Date, weather, France & UK differences and similarities
PE	Athletics Vortex, Javelin, speed bounce, standing long jump, triple jump, vertical jump, chest push and Tag Rugby Key skills (LT)	Gymnastics- Body tension, balances, rolls, jumps, turns and sequencing on/off apparatus	Dance (Rain forest) choreography linked to rainforest, tribal and Samba and <u>Lambada</u> / Cricket skills- catching and throwing.(bowling)
Trips/visitors inc. school events	Reading Museum – Victorian Classroom UTC STEM	Winchester Science Museum & Planetarium	Camping experience



Assessment – Year 5

- After each unit the children will be assessed. This will either be a teacher assessment or a summative assessment (maths paper, reading paper, science questions etc).
- These assessments (alongside assessments within lessons) will help to form a picture of your child's progress and understanding of a topic.
- Test scores do not define a child. It's a small snippet of a child's understanding.



Reading

Reading is one of the most important skills you can help your child develop. This is still the case in Year 5. Some of the ways in which you can support them include:

- ▶ Listening to your child read regularly.
- ▶ Reading to your child. Even in Year 5, children still enjoy being read to and this is a great opportunity to model good reading.
- ▶ Ask your child questions about what they have read, they need to develop an understanding of the text to support their comprehension skills.
- ▶ Write a note when you have heard your child read in their homework diary.



Homework

- They should also be practicing their times tables every week (if they don't know them already). Your child has a reading record which they will be required to fill in 2-3 times a week (more is fine with us). They should read on their own daily and with an adult at least twice a week. Please feel free to record in the diary and encourage the children to start commenting on their independent reading. Reading records will be checked weekly regularly.
- Please support your child in learning their times tables. They will be tested each week
- A fortnightly cycle will be used for Maths and English.
- Week 1: Set on Google Classroom which your child can self-mark and submit.
- Week 2: A hard copy of a Maths and English activity will be sent out in their homework books to do. This will be returned to the teacher on the days specified below and marked.
- **Maths** will be issued on a **Friday** and will be expected in **Thursday**.
- **English** will be issued on a **Friday** and will be due in on **Thursday**.
- Spellings will be given out each **Friday** and will be tested the following **Thursday**.
- Topic homework – this will be given out and put on Google classroom – work for this is due on Monday 22nd November.

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

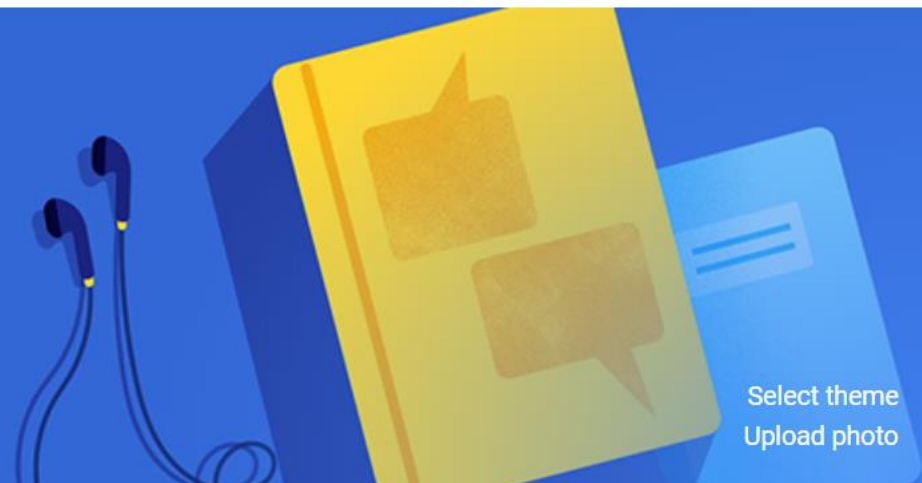


Year 5

2021/2022

Class code `wly2obu`

Meet link <https://meet.google.com/lookup/c53zgwjwrn>



Select theme
Upload photo

Upcoming

No work due in soon

[View all](#)



Announce something to your class



Communicate with your class here

Create and schedule announcements

Respond to student posts





+ Create



Google Calendar



Class Drive folder

All topics

Emergency Classwo...

Self-isolating Provis...

Homework: Home L...

Homework: Maths

Homework: English

Homework: Spelling

Classwork: Week 2 -...

Classwork: Week 1 -...

Emergency Classwork Provision



Students can only see topics with published posts

Self-isolating Provision (Individuals)



Students can only see topics with published posts

Homework: Home Learning Projects





ARCHIVE - Homewo...

ARCHIVE - Classwork

Homework: Maths



Year 5 Maths homework

Draft



Maths Homework - Week 2 - 13th Sept

Draft



Maths Homework - Week 1 - 6th Sept

Draft



Mathletics & TT Rockstars

Draft



Homework: English



Recommended Reads

Draft





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



Walking home from School

In Year 5 and 6, you may wish for your child to walk home unaccompanied.

- To allow your child to walk home alone, you must provide written permission.
- If at any stage you would like to remove this permission, you must contact the school office.



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 or chocolate bars.
- In Year 5 children can get very hungry and may need a more substantial snack for break times – again this must not be sweets.



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.

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



0800 1111




Don't put up with bullying – tell some one


Need someone to talk to?

Worrying about anything?


Speak to us – we are here to listen to you



Miss Rachel Dove
Deputy Head
Deputy Designated Safeguarding Lead



Mr Andrew Griffin
Headteacher
Designated Safeguarding Lead

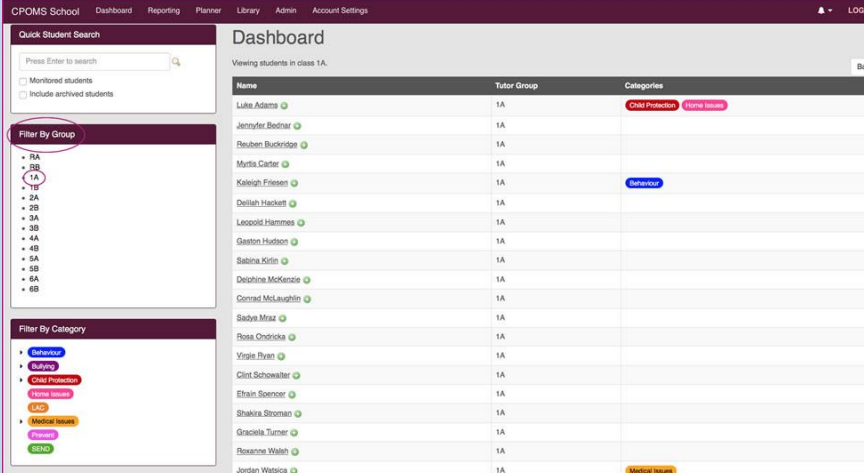


Mrs Alison Williams
Deputy Designated Safeguarding Lead

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



Name	Tutor Group	Categories
Liane Adams	1A	Child Protection, Home Issues
Jennyfer Bechar	1A	
Reuben Buckridge	1A	
Myrta Carter	1A	
Kateigh Friesen	1A	Behaviour
Deilah Hackett	1A	
Leocold Hammes	1A	
Gaston Hudson	1A	
Sabrina Kirin	1A	
Deborah McKenzie	1A	
Conrad McLaughlin	1A	
Sandra Mraz	1A	
Rosa Ondricka	1A	
Virnie Ryan	1A	
Clint Schowalter	1A	
Ethan Spooner	1A	
Shakira Stroman	1A	
Graciela Turner	1A	
Roxanne Walsh	1A	
Jordan Westica	1A	Medical Issues

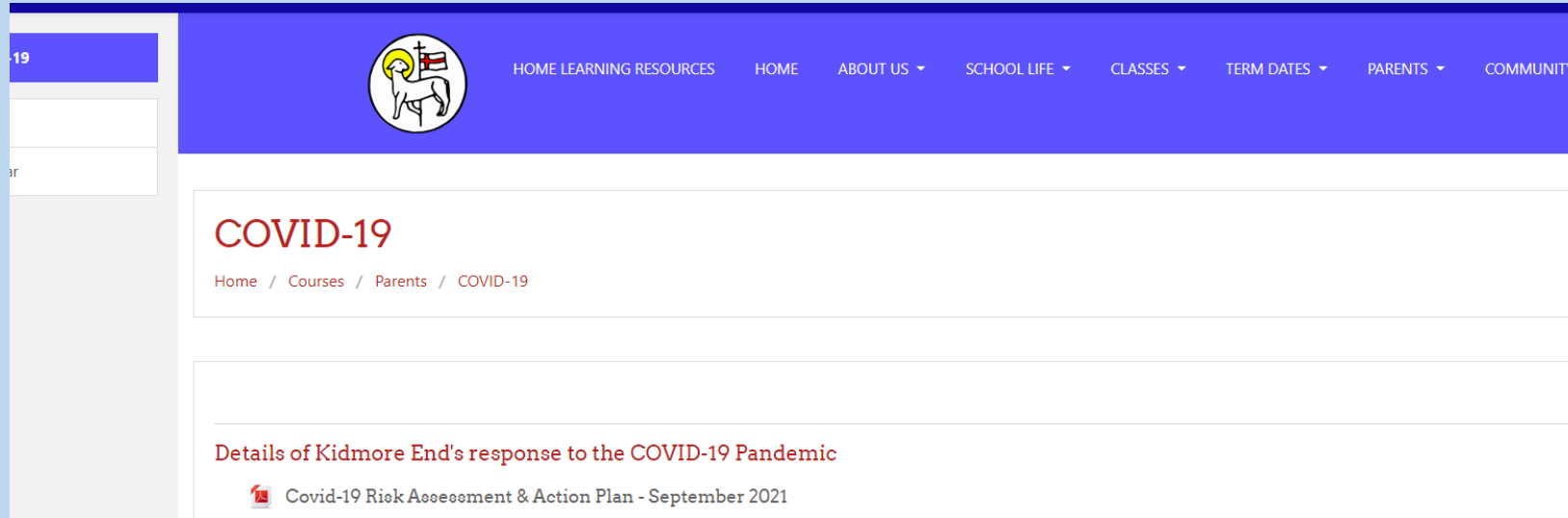
What is CPOMS?

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
UNCIL



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:

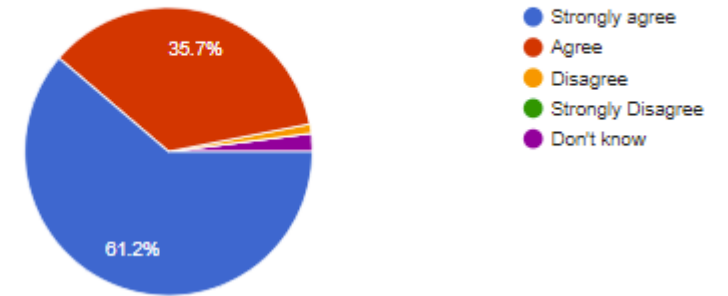
The school is safe and children enjoy school.
Staff are welcoming and approachable.

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


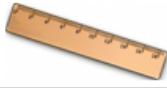
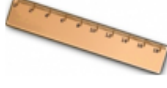


Parents will:

- 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 <u>the</u> 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 <u>line</u> 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.	<i>ayley asked if t rtoise was for (he man turned</i>

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.**

Leave Request

Please arrange an appointment (phone or face to face)

In making his decision, Mr Griffin will take into consideration Government guidelines and the following points:

1. The child's previous attendance history
2. The age of the child
3. The child's stage of education
4. Whether other leave has been requested
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).

Where the school and the parents fail to reach an agreement and the child is then absent from school, the absence will be marked as unauthorised. Where the parents keep a child away for longer than agreed, the extra time will also be marked as unauthorised.

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.

REQUEST FOR LEAVE FORM (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

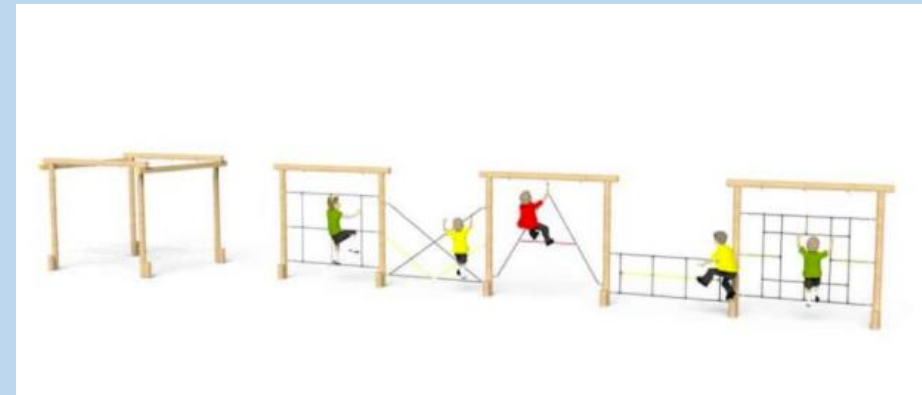
If your child is at our school, you are automatically a member of the Kidmore End School Association (KESA) of parents, teachers and governors.

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?