



# Welcome to Year 2





# Introduction Year 2

We would like to welcome you and your child to Year 2.

Mrs Ferguson – class teacher

Mrs Williams – Year 2 TA



# Timetable – Year 2 weekly timetable

|           | 9.05     | 9.30-10.30 | 10.30 |         | 11.00-12.15 |                  | 1.15-2.15  | 2.15-3.15 |
|-----------|----------|------------|-------|---------|-------------|------------------|------------|-----------|
| Monday    | Assembly | English    | BREAK | MAths   | LUNCH       | PE               | Science    |           |
| Tuesday   | Assembly | English    |       | Maths   |             | Reading Activity | Humanities |           |
| Wednesday | Assembly | Maths      |       | English |             | PSHCE            | RE         |           |
| Thursday  | Assembly | Maths      |       | English |             | Music            | PE         |           |
| Friday    | Assembly | English    |       | Maths   |             | Art              |            |           |



## Diary dates:

7<sup>th</sup> October a.m Henley Literary festival

12<sup>th</sup> October – flu immunisations

18<sup>th</sup> /19<sup>th</sup> October – Parents Evenings

Week of 25<sup>th</sup> October – half term

15<sup>th</sup> December – Christmas Dinner KS 1.

December 13<sup>th</sup> and 14<sup>th</sup> p.m - Year 2 play

17<sup>th</sup> December – last Day of term.

5<sup>th</sup> January – Spring Term starts.



# Rewards

- In the Year 2 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.



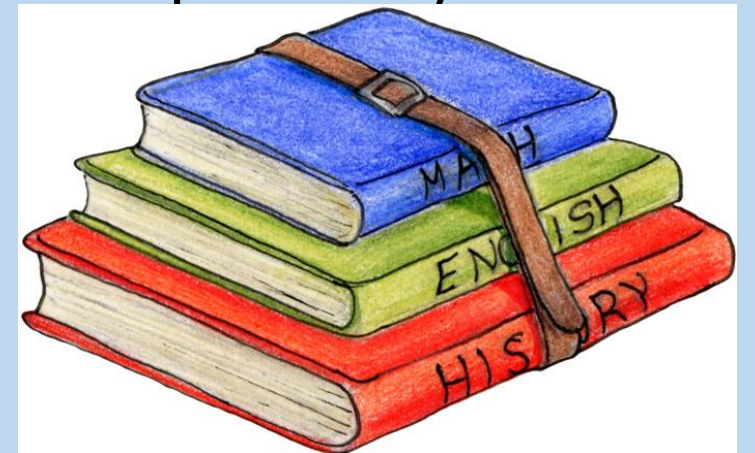
# PE and Uniform

- P.E. lessons for Year 2 are on Monday and Thursday 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 traditional stories, poetry, writing full sentences and spelling. We will also be looking at how our vocabulary and punctuation choices impact our writing.
- In Maths, we are looking at place value and the four main maths operations (addition, subtraction, division and multiplication) and money.





| TOPIC  | Term 1/2  | Term 3/4   | Term 5/6   |
|--|---|--|--|
| <b>WOW starter</b>                                     | Photos of local area now and 100 years ago<br>How has Kidmore End changed?  | Images of the Great Fire of London<br>The world around us                                  | Looking at Australian artefacts  |
| <b>Literacy</b><br><i>text types</i>                   | Traditional stories<br>Poetry<br>Letters  | Stories<br>Diary writing   | Instructions story writing information<br>Fact files   |
| <b>Maths</b><br><i>White Rose</i>                      | Place value, four operations, money   | Multiplication and division, statistics, properties of shape, fractions, measures - length | Position and direction, measures – time, mass, capacity and temperature, problem solving and investigations. |
| <b>Science</b><br><i>Learning Challenge</i>            | What are the best materials to use to make a brick?<br>Make bricks using clay, mud, mud and grass etc. Which material makes the best umbrella | Electricity<br>Healthy diet  | Local habitat<br>Plants and mini beasts  |
| <b>Humanities</b><br><i>Learning Challenge</i>         | What was it like to live here 100 years ago?<br>Explorers – Shackleton and Fienness   | How did the fire start?<br>Weather and significant people in history.                      | Where would you prefer to live England or Australia?<br>Explorers - Cook                                     |
| <b>D&amp;T</b><br><i>linked to LC or blocked</i>       | Make a model of a village<br>Clay pots  | Junk models<br>clay  | Boomerangs and didgeridoos   |
| <b>Art</b><br><i>linked to LC or blocked</i>           | Maps of local area<br>Pastel/water colours of local area<br>Turner/Constable  | Collage<br>Symmetry painting<br>landscapes   | Dot paintings<br>Animal and landscape watercolours   |
| <b>RE</b><br><i>ODBE/Understanding Christianity</i>    | Who should you follow?<br>Should you wear religious symbols?  | Religions around the world   | What is the Good News Jesus brings?<br>How should you spend the weekend?                                     |
| <b>PHSCE</b><br><i>SCARF</i>                           | Me and my relationships.<br>Rights and responsibilities   | Valuing differences<br>Being my best   | Keeping myself safe<br>Growing and changing  |
| <b>Computing</b><br><i>&amp; ICT work linked to LC</i> | Looking at this area now and in the past – research/pictures.   | Google classroom   | Research on Australian animals   |
| <b>Music</b><br><i>linked to LC or blocked</i>         | Christmas music   | Rounds, rhythm patterns  | Percussion: copying Aboriginal rhythms   |
| <b>PE</b>  | Games<br>Large apparatus  | Dance<br>Ball skills<br>Keep fit   | Athletics<br>Dance   |
| <b>Trips/visitors</b><br>inc. whole school events      | Local farm and church<br>Vicar/people who have lived in this area   | History off the page The great fire of London day  | Crocodile World  |





# Assessment – Year 2 SATs

- At the end of KS1, all pupils nationally take Statutory Tests in Reading, Maths, Grammar, Punctuation and Spelling.
- Reading – 2 reading papers
- Maths - 2 separate tests: 1 arithmetic based; 1 centred around problem solving.
- Writing is teacher assessed against a strict framework – there is no writing test. Writing is assessed up until the end of June and takes into account writing across the curriculum.
- Science is teacher assessed.
- A child will be deemed as ‘working towards’, ‘working at’ or ‘working at a greater depth’, based on a collection of work.

These tests are compulsory and will take place in mid May.



# Reading

Reading is one of the most important skills you can help your child develop.

These are ways you can help your children:

- ▶ Listening to your child read regularly.
- ▶ Reading to your child. Even fluent 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

- Children should read daily with an adult where possible. Please record in the diary Reading records will be checked weekly regularly.
- Please support your child in learning their 2x, 5x and 10x times tables.
- There will be a fortnightly cycle for homework.
- Week 1 will be set on Google Classroom which your child can self-mark and submit.
- On Week 2 of this cycle, 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.
- All homework to be given out on **Friday** and returned by the following **Friday**

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



# 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

# Google Classroom

## Year 2

2021/2022

Class code ogzjg6x

Meet link <https://meet.google.com/lookup/acjzr5wqua>

Select theme  
Upload photo

### Upcoming

No work due in soon

[View all](#)



Announce something to your class



Brenda Ferguson

17:20



Welcome to Year 2. I am looking forward to teaching you this year.



# 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.



# 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) |
|---|------------------|-----------------------|------------------------------|
| <b>Fever</b>  | Mild if present  | Often                 | Often                        |
| <b>Fatigue, Tiredness</b>                                     | Occasional, mild | Common                | Occasional                   |
| <b>Sneezing</b>   | Common           | Infrequent            | Infrequent                   |
| <b>Body Aches</b>   | Common           | Common                | Occasional                   |
| <b>Headache</b>   | Very infrequent  | Common                | Occasional                   |
| <b>Sore Throat</b>  | Common           | Occasional            | Occasional                   |
| <b>Stuffy or Runny Nose</b>                                   | Common           | Occasional            | Infrequent                   |
| <b>Diarrhoea</b>  | No               | Occasional            | Infrequent                   |
| <b>Watery eyes</b>  | Common           | Common                | Infrequent                   |
| <b>Cough</b>  | Mild             | Dry cough             | A dry cough, often severe    |
| <b>Shortness of Breath</b>                                    | No               | Rare                  | With mild/moderate infection |
| <b>Difficulty Breathing*</b><br>(*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**

**ChildLine**  
0800 1111


**Safeguarding Children**

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](mailto: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
- 2A
- 2B
- 3A
- 3B
- 4A
- 4B
- 5A
- 5B
- 6A
- 6B

Filter By Category

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

### Dashboard

Viewing students in class 1A

| Name              | Tutor Group | Categories                       |
|-------------------|-------------|----------------------------------|
| Luke Adams        | 1A          | Child Protection, Medical Issues |
| Jennyfer Bednar   | 1A          |                                  |
| Reuben Buckridge  | 1A          |                                  |
| Myrta Carter      | 1A          |                                  |
| Kateleigh 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          |                                  |
| Elaine Soemer     | 1A          |                                  |
| Shakira Stroman   | 1A          |                                  |
| Graciela Turner   | 1A          |                                  |
| Roxanne Walsh     | 1A          |                                  |
| Jordan Weltsica   | 1A          | Medical Issues                   |

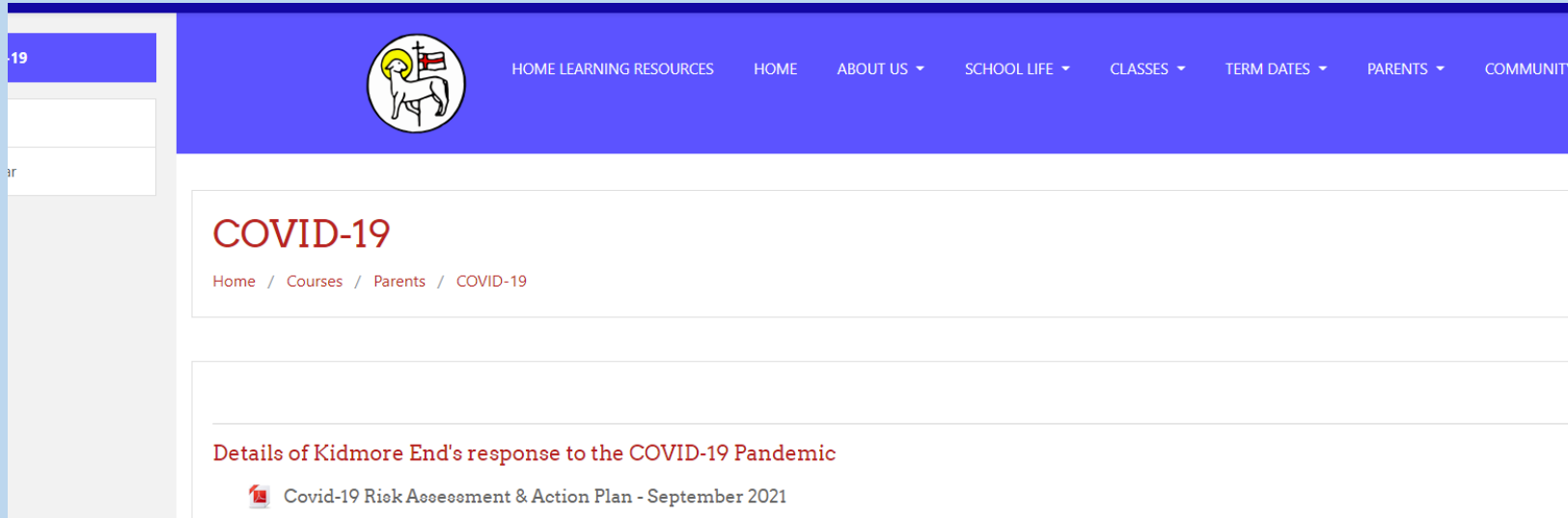
## What is CPOMS?

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  
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:

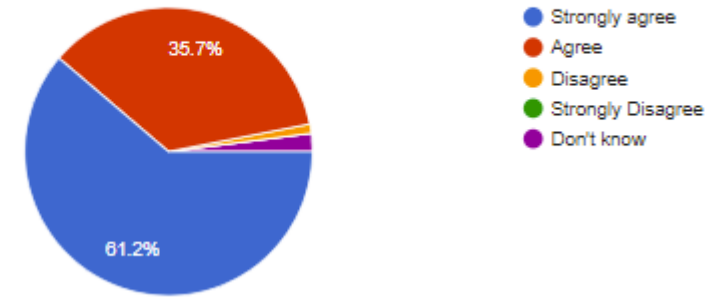
The school is safe and children enjoy school.  
Staff are welcoming and approachable.

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<br>(Harvest)   | <b>Thankfulness</b>   | Generosity,<br>Compassion              |
| Term 2<br>(Christmas) | <b>Hope</b>           | Peace,<br>Creativity                   |
| Term 3                | <b>Truthfulness</b>   | Trust,<br>Wisdom                       |
| Term 4<br>(Easter)    | <b>Courage</b>        | Justice,<br>Humility                   |
| Term 5<br>(Pentecost) | <b>Responsibility</b> | Service,<br>Perseverance               |
| Term 6                | <b>Friendship</b>     | Forgiveness,<br>Respect &<br>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 YEAR 2 PRESENTATION EXPECTATIONS

| My targets  |  |
|---|--|
| I will write the date on the left hand side at the top of my work. 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.  | oops   |
| I will write on the lines in my book. I will always write next to the margin.   |  |
| I will use pencil in all my books.  |  |
| 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 font style for handwriting.  | ayley asked if t<br>rrtoise was for (<br>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 18<sup>th</sup> October or Tuesday 19<sup>th</sup> 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 24<sup>th</sup> 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.

| <b><u>REQUEST FOR LEAVE FORM</u></b><br><b>(one form per child)</b>   |        |      |  |  |
|---|--------|------|--|--|
| I/We request permission for my child to be absent from school.  |        |      |  |  |
| Name of Child:  |        |      |  |  |
| Class:  |        |      |  |  |
| Dates of Absence  | From : | To : |  |  |
| Reasons for Absence: <div style="border: 1px solid black; height: 100px; margin-top: 5px;"></div>   |        |      |  |  |
| <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:   |        |      |  |  |
| <b>For office use only</b>  |        |      |  |  |
| <input type="checkbox"/> Authorised<br><input type="checkbox"/> Unauthorised  |        |      |  |  |
| Comments: <div style="border: 1px solid black; height: 40px; margin-top: 5px;"></div>   |        |      |  |  |
| Headteacher's signature:  |        |      |  |  |
| Date:   |        |      |  |  |
| Seen by Headteacher:  |        |      |  |  |
| Refer to EWO:<br>(Education Welfare Officer)  |        |      |  |  |
| Periods of extended leave in the past 4 years:  |        |      |  |  |
| <b>Child's Attendance Record:</b>   |        |      |  |  |
| 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<br>10.40-11.00 Jun   | 9.00 - 9.20   |
| Star of the Week<br>Celebration – ie<br>special<br>achievements | Hymn Practice | Values      | Special Days<br>Special<br>Occasions | Collective<br>Worship<br>Rev'd James<br>Stickings<br>(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 24<sup>th</sup> 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?