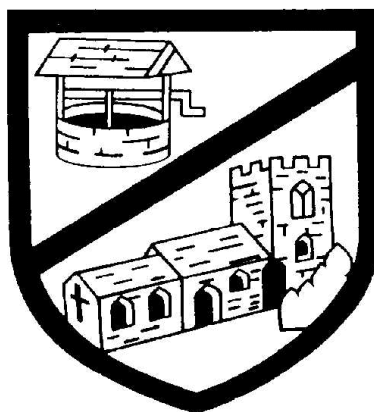


Chadwell St. Mary Primary School Welcome Booklet



River View

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Welcome to Chadwell St. Mary Primary School

We place high value on establishing close links between home and school, so that we can effectively work together to achieve the best for your child.

Parents are encouraged to share in their child's education and progress during "Shared Learning" sessions, at parent evenings, through discussion with their child's class teacher, viewing their child's work, half-termly reports and annual written reports. There are also many opportunities to share in special events throughout the year such as assemblies and concerts.

We are committed to working in partnership with parents and have an 'open door' policy. Parents are encouraged to play an active part in the life of our school.

Our school is part of South West Essex Community Education Trust (SWECET) and we work in partnership with William Edwards School, Marshall's Park Academy, Deneholm Primary and Stifford Clays, which means we are an Academy. More information can be found on our website or on the Trust website:

<https://swecet.org/>

Core Values

The Governors and Staff of Chadwell St. Mary Primary School aim to create a secure and caring environment in which children can experience success and achieve their full potential within a broad and balanced curriculum. As a collective the school created its Core Values which underpin every element of school life. They are: equality, safety, self-responsibility and perseverance.

Pastoral Care

Class teachers are generally responsible for the pastoral care of children in their particular class. We also have Mrs Sutton, our pastoral lead, who will work in close partnership with yourself to ensure the needs of your child are met. However, it is the responsibility of the whole school to ensure that children are happy and secure.

If you are experiencing a period of family difficulty – such as bereavement, illness, conflict - which you feel might affect your child we would ask that you share that information with us so that we can give your child every support, consideration and understanding to deal with their problems or difficulties.

Children learn most effectively when they feel safe, secure and happy. We hope that you feel that you can come and share your concerns with us – so that we can discuss ways that we can help your child.

The Curriculum

At Chadwell St. Mary Primary School, we aim to deliver a broad and balanced curriculum through the delivery of the National Curriculum and Religious Education. Reading, Writing and Mathematics are taught daily, usually through focused work in the mornings. The other curriculum areas are taught thematically, using the Cornerstones curriculum. More information on the curriculum can be found on the school website.

Religious Education

We regard religious education as an essential part of every pupil's education entitlement that extends their understanding of the world in which they live. Children learn about a variety of religions and the attitudes and values of different communities and faiths. They are invited to reflect and respond to Christian teaching and explore their feelings, attitudes and values as individuals and as members of the local community and wider society.

There is a daily act of collective worship, which is mainly Christian in attitude. If you feel that your child needs to be excused from attendance of collective worship or religious education, please discuss your concerns with the Headteacher.

Sex Education

At Chadwell St. Mary Primary School your child will participate in an ongoing program of Health Education. As a parent you are the key figure in helping your child cope with the physical and emotional aspects of growing up. As a school we play a supportive role of providing a caring environment where emphasis is placed on the development and acquisition of knowledge, skills, attitudes and values.

We aim to deliver a health education program in its widest sense across the school from Reception through to Year 6. Sex education is an important part of this program. Our policy is to answer questions as honestly and accurately using correct vocabulary appropriate to the child's age and understanding, with due regard to moral considerations and the value of family life.

Children in Years 5 and 6 learn about physical changes towards the onset of puberty. Parents are invited to view the material we use to support our teaching. We hope that you as a parent will discuss the onset of puberty with your child sensitively in the informal atmosphere of your home at an appropriate time. If your child starts their periods please inform us as soon as possible so that we can ensure they are comfortable at school. Your child will be given the opportunity to explore issues such as safety, growth, relationships and moral values, the need for hygiene, respect for oneself and others.

These areas are delivered in a cross-curricular framework e.g. through science, drama and religious education. We often involve the school nurse in our teaching programs as well as outside agencies that can support the school program to assist in the development of healthy attitudes and values.

If a parent or guardian does not wish for their child to participate in any lessons relating to Sex Education they should discuss arrangements with the Headteacher. Parents cannot remove children from aspects of the Science curriculum dealing with reproduction and life cycles.

Special Educational Needs

If your child has Special Educational Needs you will be invited to school on a regular basis to meet with the class teacher and SENCO to discuss the individual needs of your child are being fully met both at home and school. As a school we also work in collaboration with all other relevant services to ensure that all of our children have the opportunity to reach their full potential.

If your child is experiencing any problem that is affecting his/her progress

we will :-

- inform you
- invite you to come and discuss the concerns
- involve you in helping your child to succeed during his/her time at Chadwell St. Mary Primary School.

We might decide together to involve the specialist help of staff from the learning support service to assist in the identification of your child's problems and needs.

More information can be found on the school website.

Homework

Homework is given to all classes weekly using the CGP books for reading, mathematics and grammar. We also invite children to complete some of our optional creative homework of which they will be rewarded with certificates and some of these will be displayed in the school.

To support children's literacy skills, children are encouraged to develop reading skills through practice and reinforcement at home. Children are encouraged to take reading material home and care for and value the books they read and share with parents. Our expectation is that by the end of Key Stage One children will be able to read 90 words per minute.

Children are also encouraged to work on their mathematics basic skills and times tables weekly. The National expectation is that all children will know all of their times tables to 12 by the age of 9- the end of Year 4.

Extra curricular activities and visits

We try to offer a range of extra-curricular experiences across the school. These may vary depending on the skills and interests of the staff involved.

Educational visits are often arranged to support the learning that takes place within the classroom, as an integral part of a topic or subject area under study. Each visit is carefully planned and organised to provide a valuable educational experience.

The school has an EVC (Educational Visit Co-coordinator) to ensure all visits follow agreed and set procedures, this is currently the Headteacher.

Parents are usually invited to make a voluntary contribution towards the cost of a visit, which is often already subsidised from school funds. A child will not be prevented from taking part in a visit on the basis that he or she has not made a contribution. However the school reserves the right to cancel a visit if it is not financially viable.

Residential visits are chargeable to parents/carers due to the board and lodging element of the trip.

Assessment

A Foundation Stage Profile is built up for each child during their time in the reception class.

Children are formally tested according to standard assessment tests and tasks at the end of Key Stage 1 (year 2) and Key Stage 2 (year six). In addition, children's progress is regularly monitored and assessed by the class teacher, so that appropriate learning programs can be implemented that are matched to your child's level of ability. The school provides a written annual report to parents and hold two parent consultation days during the year. Parents are also encouraged to come into school to speak to their child's teacher and discuss their child's progress in an informal way.

We aim to cater for the needs of all children in our care. Children who experience difficulties at school with regard to learning, behaviour or attendance are identified and the appropriate support will be put into place.

More information around targets and assessment can be found on the school website in the Assessment Policy

School hours

The school runs a breakfast club - open from 7.30 a.m. - 8.40 a.m. Children MUST be brought to the door of the club by the parent/carer – not dropped off in the car park.

Currently the cost of breakfast club is £2.00 per day.

The playground is open from 8.30 a.m.

Children enter school at 8.40 a.m.

School Hours are:-

Morning Session

8.40 a.m. – 12 Noon

Afternoon Session

12.50 p.m. – 3.00 p.m.

Children who go home for lunch should **not** return before 12.50 p.m.

An automatic bell is rung at 8.40 a.m. to signal children to go to their classes, ready to start work at 8.45 a.m

Parents are welcome to deliver and wait for their children in the playground

Security

During the school day all external gates and doors are locked. If you are visiting the school you will need to use the school security gates to enter the school, to notify the office who you wish to see.

Food and drink

Please provide your child with a bottle of plain water to have in class each day (not flavoured water or juices). There is a tuck shop each morning break where your child can purchase fruit juice, milk or a small snack.

Midday meals are cooked on the premises and served in a cafeteria type system. Children have a choice of menu. The current charge for a school meal is £2.20 per day and payment should be made on the day or in advance. Please check that when you pay your dinner money you provide the correct change in a clearly marked envelope which should be given to your child to give to the classteacher. A number of midday supervisors are employed to supervise the children who stay to school lunch. Children who misbehave or cause disruption of any kind during the lunchtime period will not be allowed to stay for school lunch.

Children may bring a packed lunch or be taken home for lunch. We are a Healthy School and as such please note no crisps, chocolate, sweets or fizzy drinks are permitted. Fruit only is to be provided for snacks and every effort should be made to provide a balanced healthy packed lunch.

Free school meals and milk are supplied to those children who by reason of their parents' income in accordance with the scales determined by the Local Education Authority are in receipt of Income Support or Income Based Job Seekers Allowance. From September 2014 funded meals are being provided for all children in Reception, Year one and Year two, should they choose to have them.

If you think that your child may be entitled to free meals please contact the school, a member of staff or the education department at Thurrock Civic Offices for further details. Every effort is made to ensure that children receiving free school meals cannot be distinguished from those paying for their lunch. The school receives extra funding whether or not the child eats the meal.

Absence

Term time holidays are **not** authorised. Each application will be assessed on its own merits by the Headteacher. Judgements are based on Local Authority guidelines.

If your child is unwell and unable to attend school for any reason, you must inform the school immediately by telephone or in person at the office so that an authorised absence can be recorded.

Authorised absences are recorded when there is a valid reason for the absence, only the school can authorise absence. Failure to inform the school may mean that an unauthorised absence is recorded and must be legally reported by the school.

Unauthorised absence means that there is not a valid reason for the absence and it can be regarded as truancy.

Our attendance policy, on the website, sets out how we monitor attendance.

Attendance at Chadwell St. Mary Primary School is closely monitored and concern about

individual pupils reported. A home visit may be made by an Educational Welfare Officer to discuss any problems regarding attendance.

If your child has an infectious or contagious disease it is important that the school is notified and a doctor's clearance obtained before s/he returns to school.

PLEASE NOTE YEAR TWO and YEAR SIX SATS TESTS TAKE PLACE DURING MAY/JUNE AND YEAR 1 PHONICS CHECK TAKES PLACE IN JUNE.

It is Government Policy that **NO non sickness absence** for children will be authorised during those dates without a doctor's note.

Copies of the school year dates are available on the school website.

Lateness

Children who arrive late to school must report to reception and sign in. Repeated lateness will be monitored and reported to parents and if considered to be an ongoing problem, a visit to the home by an Educational Welfare Officer will be arranged.

Emergency Closures

During periods of severe weather parents are advised to check the school website regularly and also listen for information on local radio about school closures on either **Essex FM (96.3 or 106.2FM)** or **The Breeze (1359 or 1431 AM)**. The school will also send a parent text message confirming whether we are open or closed. Please ensure the office have an up to date mobile telephone number for you.

Child Protection and Pupil Welfare

The school has a duty of care and the right to take reasonable action to ensure the welfare and safety of its pupils. If a member of staff has cause to be concerned that a pupil may be subject to ill treatment, neglect or any other form of abuse the school will follow the child protection procedures. These procedures are laid out by Southend/Essex/Thurrock Area Child Protection Committee, adopted by Thurrock Borough Council and are a statutory duty. This could involve a visit to the child's home by a social worker.

All temporary/agency staff have a duty to report any disclosures to the Headteacher or senior member of staff immediately.

Concerns from parents/carers

Any parent/carer can raise concerns regarding the safety and well-being of another child. This disclosure is recorded in the same way as any other disclosure and reported straight to the Headteacher.

The Child protection policy is available from the office or on the website should you wish to view this.

School uniform

All children are expected to wear uniform which is.

- Grey or black skirt, trousers or pinafore dress
- Royal Blue jumper or cardigan
- White polo shirt
- In summer girls might choose to wear a blue checked dress.
- Boys and girls may wear black or grey shorts.

Black suitable shoes. Completely black trainers are allowed, although they should have no coloured sole/laces/markings. In bad weather if your child wears boots to walk to school they **MUST** have a change of shoes for inside the school buildings. Boots are not permitted to be worn inside school.

Jumpers and other items of school uniform are on sale at the school office.

Please mark all your child's clothing with his/her name. Any items that are misplaced can then be easily returned. The school cannot accept responsibility for personal items at school. If your child brings home the wrong article of clothing by mistake we would appreciate it if you could ensure that it is returned to school at the earliest convenience.

The governors do not consider that extreme hairstyles or tattoo transfers are appropriate in school.

Wristwatches are allowed but any other form of jewellery is not permitted. Children are not allowed to wear earrings for P.E. If your child has their ears pierced then they should be able to remove them themselves. If they are unable to do this the earrings should be removed in the morning before school. We suggest that children should wait until the school holidays if parents decide to have their ears pierced.

P.E. is a statutory subject in which all children participate. Your child will require a P.E. kit to be kept in school which is

- Blue t-shirt (available to purchase from school)
- Plain black or white shorts
- Black plimsolls or trainers – to stay in school

Tracksuits, jogging bottoms and sweatshirts may be worn for outdoor P.E. in cold weather. They must be blue, grey or black.

Please provide your child with a P.E. bag in which to hold their P.E. kit. School P.E. bags are on sale at the school office. Please ensure that your child has the P.E. kit in school at all times.

Staff Harassment

Staff at Chadwell St Mary Primary try very hard to provide an efficient and caring service. Please treat them with the respect they deserve.

We will not tolerate verbal or physical abuse to any member of our staff. Any person who fails to comply with this basic right will be reported to the police immediately.

The same level of respect and behaviour is expected of all parents when they are engaging with other parents as well. Rude, abusive or violent language will not be tolerated at any time on the school grounds and the appropriate action will be taken.

Health and Safety

All staff are acting in “loco-parentis” while the children are on school premises or are engaged in school activities during the school day, both on site and especially off-site. All staff remain acutely aware of the safety of children at all times. The following procedures should be adhered to at all times:

Medication in school

Teaching/non-teaching staff know the children who have health issues identified by the SENCO (special needs coordinator) and familiarise themselves with specific implications for their supervision.

Staff are not permitted to administer medication unless by special arrangement. Designated staff will supervise the taking of appropriate medicines with appropriate parental permission.

Parents have to complete a ‘care plan’ form before medication can be administered by the designated office staff.

All staff are aware of asthmatics in their care and ensure that the children have access to their pumps which are kept in the school office.

Reporting procedures

Playground accidents are recorded in the accident book along with the measures taken. Any child receiving a head injury must be escorted in and monitored. Cold compresses are available from the school office. Parents are informed of the injury and our judgements so that they can make a decision on collecting the child or not (in the case of minor injuries)

Bullying incidents are reported to the Headteacher or inclusion office. Racist incidents are reported to the Headteacher. Any incident is followed up with parents by the class teacher. Occurrences of racist behaviour or bullying are monitored by the governing body and the local authority.

Risk Assessment

Staff are to be responsible for assessing their own classrooms for potential hazards. The Headteacher, caretaker and governor responsible for health and safety undertake regular site walks and work closely with external expertise to evaluate and manage risks.

Whilst children are encouraged to become independent and responsible in the movement around school and gathering resources, their health and safety is considered at all times.

Security/Environment

All visitors to the school must report to the school office initially to make an appointment and should anyone be observed who is unknown or without a visitors badge, it is expected staff will alert the office to establish identity.

Fire/Emergency Evacuation

Fire procedures are displayed next to call points and/or exits in all classrooms.

Emergency evacuation is practised on a regular basis. The signal is a continuous siren. Children are escorted to the nearest available exit and taken to designated assembly points. Children are accounted for using the school registers.

There is a copy of the school Health and Safety Policy in the Policies file available in the school.

Complaints

The school has a complaints procedure which is detailed in the complaints policy, available in the school office and on the website.

Admission arrangements

The Local Education Authority (Thurrock) are responsible for the school's admission arrangements.

They can be contacted on 01375 652883.

At Chadwell St Mary Primary children enter full time education during the academic year in which they celebrate their 5th birthday. Meetings are held for parents and children before they start school to explain the various day-to-day arrangements and for the children to meet their new teacher and class mates. Chadwell is a Primary School and there is no transfer to a separate Junior School at the age of 7. The children stay at Chadwell until moving to their chosen secondary school at the age of 11.

Local authority

The Local Education Office dealing with Chadwell St Mary is:








Thurrock Borough Council
Education Department
New Road
Grays
Essex
RM17 6SL


Tel: 01375 390000

Chadwell St Mary Primary School is operated by South West Essex Community Education Trust Limited which is a charitable company limited by guarantee and registered in England and Wales with company number: 07693309. The registered office is at William Edwards School, Stifford Clays Road, Grays, Thurrock, Essex, RM16 3NJ.



Chadwell's Learning Charter

Students will make progress by:	Teaching and Learning Principles	Staff will ensure children make progress by:
<ul style="list-style-type: none"> Showing our school values Trying your best 	<p>High Expectations and achievement</p>	<ul style="list-style-type: none"> Having clear expectations of work and behaviour in school which children understand. Ensure lessons are challenging- whatever a child's starting point Making sure children have opportunities to extend their own learning, through homework, lunchtime learning, extra-curricular activities or providing opportunities in class or in groups Demonstrating a strong subject knowledge
<ul style="list-style-type: none"> Using all the things around the classroom to help you with your learning Taking care of things- keeping your classroom tidy 	<p>Learning Environment</p>	<ul style="list-style-type: none"> Using space effectively to promote learning, having relevant resources and support readily available Having stimulating, well-organised learning spaces which promote the school's core values
<ul style="list-style-type: none"> Being brave and trying new things Knowing it's OK to make mistakes Helping one another 	<p>Culture for Learning</p>	<ul style="list-style-type: none"> Creating a climate where every child is an active participant in the class and in their own learning journey Providing inspirational learning opportunities which encourage a love of learning so that children can apply and extend their knowledge and skills
<ul style="list-style-type: none"> Thinking about your work- how could you make it even better? Trying to use the teachers' suggestions 	<p>Feedback (reflecting on learning)</p>	<ul style="list-style-type: none"> Completing marking or give feedback which moves children on in their learning. Children should be clear about what they need to do to improve. Providing time and support for children to reflect on their learning
<ul style="list-style-type: none"> Having a go on your own. Can you find a different way of doing something? 	<p>Creativity</p>	<ul style="list-style-type: none"> Encouraging discovery-based learning across the curriculum Giving children time to apply their knowledge and understanding in new ways which stretches their thinking
<ul style="list-style-type: none"> Knowing your targets Taking some chances- trying something new or difficult will often help you make more progress 	<p>Progress and Targets</p>	<ul style="list-style-type: none"> Ensuring all children know what they need to do to improve, through discussions about their learning and progress and the school's use of target maps Providing clear information to pupils and their parents about the progress they have made Using skilful questioning to address misconceptions and change the direction of the lesson to maximise progress for all learners
<ul style="list-style-type: none"> Asking for help when you need it Working with the adults in class to show what you can do and talk about what you need to be able to do next 	<p>Differentiation- meeting the needs of all learners</p>	<ul style="list-style-type: none"> Knowing the needs of all the learners in your class and planning for these without putting a limit on potential- using the challenge planning effectively Using resources, including support staff and time to maximise learning

<ul style="list-style-type: none"> • Treating everyone fairly and equally • Showing that although we are all different we are all important 	Diversity and equality	<ul style="list-style-type: none"> • Using a range of resources and materials reflecting diversity of cultures, families, gender, disability etc. Plan opportunities to deepen pupils knowledge about people and communities beyond their own experience • Promoting the school's core values and British values • Being confident in having challenging and open discussions to challenge stereotypes
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Key Stage 2

Chadwell's Learning Charter

Students will make progress by:	Teaching and Learning Principles	Staff will ensure children make progress by:
<ul style="list-style-type: none"> • Showing a positive attitude towards learning, always doing your best; taking pride in your work. Enjoying your learning • Using all your time well- using spare time for extra learning • Making sure you show the school's core values at all times 	High Expectations and achievement	<ul style="list-style-type: none"> • Having clear expectations of work and behaviour in school which children understand. Ensure lessons are challenging- whatever a child's starting point • Making sure children have opportunities to extend their own learning, through homework, lunchtime learning, extra-curricular activities or providing opportunities in class or in groups • Demonstrating a strong subject knowledge
<ul style="list-style-type: none"> • Using the resources around the room to ensure your work is of a high standard • Taking responsibility for your classroom space 	Learning Environment	<ul style="list-style-type: none"> • Using space effectively to promote learning, having relevant resources and support readily available • Having stimulating, well-organised learning spaces which promote the school's core values
<ul style="list-style-type: none"> • Taking pride in what you do and having the confidence to take risks • Working to support each other with learning 	Culture for Learning	<ul style="list-style-type: none"> • Creating a climate where every child is an active participant in the class and in their own learning journey • Providing inspirational learning opportunities which encourage a love of learning so that children can apply and extend their knowledge and skills
<ul style="list-style-type: none"> • Using the teacher's marking and feedback to reflect on your learning so that you can improve • Using your time well- think about what you need to do to improve 	Feedback (reflecting on learning)	<ul style="list-style-type: none"> • Completing marking or give feedback which moves children on in their learning. Children should be clear about what they need to do to improve. • Providing time and support for children to reflect on their learning
<ul style="list-style-type: none"> • Being willing to experiment and engage with problem solving- be resilient • Taking opportunities to be independent learners- try new ways of doing things 	Creativity	<ul style="list-style-type: none"> • Encouraging discovery-based learning across the curriculum • Giving children time to apply their knowledge and understanding in new ways which stretches their thinking
<ul style="list-style-type: none"> • Knowing your targets and taking responsibility for achieving these in your work • Taking some chances- trying something new or difficult will often help you make more progress 	Progress and Targets	<ul style="list-style-type: none"> • Ensuring all children know what they need to do to improve, through discussions about their learning and progress and the school's use of target maps • Providing clear information to pupils and their parents about the progress they have made • Using skilful questioning to address misconceptions and change the direction of the lesson to maximise progress for all learners
<ul style="list-style-type: none"> • Thinking carefully about where to begin with the challenge activities- where do you want to be by the end of the lesson? What will help 	Differentiation-meeting the needs	<ul style="list-style-type: none"> • Knowing the needs of all the learners in your class and planning for these without putting a limit on potential- using the challenge planning

you get there?	of all learners	effectively <ul style="list-style-type: none"> • Using resources, including support staff and time to maximise learning
<ul style="list-style-type: none"> • Showing curiosity and asking questions about the different lives of people in our school and across the world. • Demonstrating respect and tolerance for the differences between people and value the opinions of others 	Diversity and equality	<ul style="list-style-type: none"> • Using a range of resources and materials reflecting diversity of cultures, families, gender, disability etc. Plan opportunities to deepen pupils knowledge about people and communities beyond their own experience • Promoting the school's core values and British values • Being confident in having challenging and open discussions to challenge stereotypes