

Richard Whittington Primary School

Prospectus

TEAM – Together Everyone Achieves More



2016/17





THE RICHARD WHITTINGTON PRIMARY SCHOOL

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I would like to offer you a warm welcome to Richard Whittington Primary School and hope that during the next few years we will become an important part of your life as much as your child.

As a school we believe in the right of all pupils to achieve their full potential. This means that we are continually asking questions about the way we deliver the curriculum and thinking of new and exciting ways to engage children in their learning. The most important element of education for me, as Headteacher, is that we stimulate children's interest in learning and then provide them with as many different opportunities as possible. If we can switch children on to the excitement of discovery, of learning for learning's sake and the enjoyment of knowing things whilst at primary school, then we have set them up to be high achieving, well-rounded pupils.

We provide children with the chance to take risks in a safe environment. This might be the chance to try new things, the chance to get things wrong without fear of ridicule or reprimand, or just the chance to see the world in a different light. Children who take risks are the ones who achieve most success. An interesting study in America showed that the best ice-skaters in the world fell more times than their less successful competitors. Why? Because they were the ones who were prepared to try the hardest jumps and failing didn't put them off, it gave them information they could use to improve. If we want children to really achieve we have to expose them to difficult tasks that require them to struggle and eventually, with hard work and excellent teaching, they succeed in far more challenging tasks than they thought possible.

School should be one of the most amazing times of your life because everything is new and undiscovered. As a school we want to promote that feeling of wonder when children come into the classroom. We want them to expect to learn and discover new things and to work hard to achieve more. We have high expectations of ourselves and the children and only want the best that we can possibly offer in all aspects of education.

I hope that this philosophy excites you and gives you an insight into the culture that we are building at the Richard Whittington Primary School. If you have any questions or queries please contact us. We look forward to meeting you and working with you all.

Antony Kern
Headteacher

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The School Staff

Headteacher

Antony Kern

Assistant Headteachers

Charlotte Steer

Craig Hamilton

Senior Leader (School Business Manager)

Paula Frost

Teaching Staff

Rachel Thompson

Richard Hamlyn

Holly Matthews

Chloe Humphrey

Kylie Ashton

Nabeela Khan

Olivia Marshall-Spence

Luke Hamilton

Louise Jameson

SEND Co-ordinator

Sandra Evans

Teaching Support Staff

Karen Taylor, Sam Aylett, Jessie Cerezo, Tonya Staines, Jayne Payne, Nicola Bennett, Sam Mallison, Ali Poulter, Wendy Garside, Karen Smith, Jane Elrick, Amy Schmiedecke, Julia Sinclair, Dee McCole, Sarah Shelton, Claire Beverley, Matthew Holland, Jacqueline Pye, Michele Browne, Lucy Reid

Administrative Assistants

Dion Clarke

Julie Martins

Site Manager

David Mathers

Catering Manager

Hannah Gadman

Catering Assistants

Sheenagh Wright, Kelly Pointer

Senior Midday Supervisor

Karen Smith

Midday Supervisors

Carol Askem, Olivia Bergonzi-Hawes, Yasmin Mehet, Vira D, Sue Lord,

The Governing Body

Chair of Governors	Robert Halkyard (Parent Governor)
Vice Chair of Governors	Gina Field (Local Authority)
Chair of School Improvement Committee	Sue Hearn (Parent Governor)
Chair of Finances and Resources	Robbie Jameson (Co-opted)
Parent Governors	Finola Devaney, Robin Saunders, Richard Eynon
Co-opted Governors	Karen Roddam, Ian Stoneham, Craig Hamilton
Staff Governors	Antony Kern, Charlotte Steer
Clerk to the Governors	Hannah Cleary

Governors' work is undertaken as a corporate body so that no member makes decisions alone. They support the Headteacher in setting the vision for the school, monitoring the impact of initiatives across the school and ensure that the health and safety of the pupils and employees is rigorous. They also provide a valuable perspective from outside education which can be used to support children's progress and improve opportunities for all. The role of the governor has implications on time as there is a commitment, not just to attend meetings, but to be part of the wider life of school; meeting with teachers to discuss elements of the school's work and engaging in activities with children. It is an extremely rewarding role which gives a much deeper understanding of school life. Minutes of the Governors' meetings are available for inspection on request.



Our School

The Richard Whittington School is a vibrant exciting Primary School set in the Thorley estate in Bishop's Stortford. We currently have 327 pupils from Nursery to Year 6. There are 11 classes and a Nursery. Nursery has its own building but the children spend a significant amount of time learning outside and often mixing with Reception. There are two classes of Reception children. Throughout the rest of the school there are mixed age classes; three Years 1 and 2 classes, three Years 3 and 4 classes and three Years 5 and 6 classes. The school benefits from significant parental support, a committed Governing Body and dedicated staff; all of whom are committed to providing the best opportunities for all our pupils.



School Aims

1. Ensuring pupils make and exceed expected progress
2. Ensuring all teaching is good or outstanding teaching
3. Strengthening engagement between the school, parents and community
4. Ensuring strong governance and robust leadership throughout the school
5. Ensuring we are attracting, retaining and developing the best staff & volunteers
6. Ensuring strong financial and resource management
7. Improving the school's facilities and environment

Teaching and Curriculum Organisation

Wherever possible, subject areas are taught in a cross curricular way through topics, with the exception of Mathematics which is taught as a discrete subject from Year 1, to allow children to develop a depth of understanding. The teaching staff have chosen topics that will engage children's curiosity and imaginations to bring out the best in their learning. These range from traditional topics such as 'World War II' to 'The Spirit of Adventure' a Geography based topic which uses the Disney Pixar film 'UP' as a visual stimulus and 'Pirates of the Caribbean' an upper key stage 2 topic comparing Britain to the Caribbean and looking into fair trade. Those subjects that do not lend themselves to the topic are taught discretely.

Many opportunities are sought to widen children's experiences. Trips and visits to local areas, museums and exhibitions all form important parts of the curriculum; as do visiting speakers or workshops to give children first-hand experiences. Children also develop their own ways to present their learning including setting up their own museums for parents or design exhibitions to show off the development of many different skills over a term.

When teachers are planning for their class groups they will adapt the programme so that the children work at the level appropriate to their ability. We are committed to giving the widest possible range of opportunities. There is an emphasis on breadth and balance across the whole curriculum, as well as a continuity and progression to challenge and encourage each child. The majority of teachers have responsibility for co-ordinating a curriculum area throughout the school and they encourage the development and implementation of that area, keeping abreast of current educational thinking.

The primary curriculum has 3 stages:

· Early Years Foundation Stage (EYFS)	nursery and reception	3-5 years old
· Key Stage 1 (KS1)	Years 1 and 2	5-7 years old
· Key Stage 2 (KS2)	Years 3 to 6	7-11 years old

Early Years

Children at the Foundation Stage (Early Years and Reception) follow carefully planned programmes of activities. There are three Prime areas; Communication and Language, Physical Development and Personal and Social Education. There are then four Specific areas; Literacy, Mathematics, Understanding the World and Expressive Arts, and Design. Each child is assigned a Key Worker who monitors their progress and attainment and reports to parents on a regular basis. This Key Worker is usually the class teacher. Almost fifty percent of children's time in Early Years is spent outside. This gives children the opportunity to explore their learning in a different context. The same areas are planned for outside giving children constant access to reading, writing and mathematical skills as well as developing their understanding of the world around them and their social skills.



English

The main areas of English are Speaking and Listening, Reading and Writing with each of these areas thoroughly planned. It is our aim to nurture a positive attitude to English and for the children to enjoy this subject. From Nursery to Year 6 literacy skills are often taught within the framework of a particular topic. This ensures English is learned in a meaningful context; that the children enjoy their learning and are stimulated to make progress. Sometimes particular literacy skills are taught in a discreet and focused lesson as it is not always appropriate to include certain skills into a cross-curricular framework.

Reading

Reading skills are crucial for children's learning in all subjects, and from the earliest years we encourage enjoyment of books. Every child is heard to read regularly by an adult. We teach phonics skills (knowledge of the letters of the alphabet and the sounds they make) together with recognition of common words and the ability to make sense of text. Sharing books at home is a vital part of learning to read, and we value this partnership with parents. Most of our children become fluent readers and extend their reading and research skills with increasingly stimulating, varied texts.



Writing

When the children learn to write they are taught to write for a range of purposes; producing lists, reports, labels, instructions, descriptions and narratives. This begins as mark making and playing at being writers and develops into well-structured coherent sentences and paragraphs. They develop their skills using a range of forms, adopting conventional structures and punctuation at an appropriate stage. ICT is used to support this process. We encourage children to write from the earliest age. Phonics strategies are taught on a regular basis. Spellings are taught within a discrete subject and learnt at home and in school. There is an emphasis on handwriting to ensure correct letter formation and fluent writing.

Speaking and Listening

We aim to develop children's confidence and expertise, so that they can express themselves effectively and appropriately and to listen and respond attentively and thoughtfully. Children take part in a range of activities with different audiences: for example, reading aloud, group discussion, drama activities, presentations to the class or speaking in assembly, learning to match their spoken language to the audience and purpose.

Mathematics

The development of mathematical knowledge and concepts comes from first-hand experiences. Planning for maths is based on the end of year expectations in the National Curriculum.

Number

There is an emphasis on Number and the ability to manipulate number. This starts with basic number recognition, addition and subtraction facts and times table knowledge. As children move through the school we teach more advanced number concepts like squares and primes. There is a clear progression of teaching of number concepts which leads to children being confident with mental calculations, and formal written methods all grounded in a very good understanding of the number system. The study of number includes detailed knowledge of fractions, ratio and proportion and algebra. For mental maths children are ability grouped across the school and sessions are held daily.

Geometry

The understanding of Shape starts again with basic recognition and understanding of shapes and their properties. Once this is in place Shape is linked to measure and then to number. This allows children to apply their knowledge in real life contexts.

Statistics

This is about gathering, representing and interpreting data. Children are expected to find the answers to questions posed to them but also to ask their own questions and find ways of answering them. Often statistics are linked to the application of number strategies.

Measurement

This aspect of Mathematics starts with the recognition of different common measures like length and height and then moves into the relationships between different measures including the comparison of metric to imperial measurement. Time is taught in this aspect of Mathematics, including reading and interpreting timetables. As with all areas of the Mathematics curriculum there is an important element of calculation involved in measurement.

Science

Our work in science is firmly rooted in first-hand experience. We give the children the opportunity to observe, explore, ask questions, discuss and draw conclusions from situations that are real. This experience begins early on, when children are naturally curious. We build on this curiosity by teaching children to turn their observations into questions that can be tested in experiments.

Throughout the school children will investigate scientific ideas in



relation to: themselves and other living things; the properties of natural and man-made materials; the effect of forces; sound; and light. They will be taught how to present their findings in writing, diagrams and charts. In all practical activities health and safety issues will be stressed.

Computing

The school is keen to promote the development of computing for every child. The children learn and develop a range of computing skills through a carefully planned curriculum and structured computing sessions using a range of software and hardware.

Pupils have access to a class set of laptop computers to learn a range of specific skills including word processing, data handling, problem solving, research and geographical manipulation. Each year group also has access to a minimum of four computers to apply these skills in different areas of the curriculum and extended project work. Computers are connected to a school wide intranet and to the World Wide Web (safely filtered through the Herts Intranet).

All teachers have their own laptop computers which are used for lesson preparation, pupil assessment and as a resource during lessons. All classrooms and the two group teaching rooms have interactive whiteboards to enhance interactive learning.

E-safety (internet safety and helping our children to be safe online) is an increasing concern for many parents and carers. Children have non-stop internet access through their mobile phone, iPod, games console, laptop or other devices. This may not always be with a parent or carer's knowledge and can happen from anywhere, including the privacy of a child's bedroom. The school takes E-safety very seriously and parents / carers are asked to help the children by signing an ICT eSafety agreement. We also regularly hold E-safety evenings for parents to further raise awareness. If you are looking for guidance, you may wish to speak to your child's class teacher or email Hertfordshire's E-safety Multi-agency Group: safety@hertscc.gov.uk



Art and Design

Children are encouraged to develop confidence, skill and enjoyment in the use of a wide range of tools and materials. Picture making is developed from simple symbolic representation to more sophisticated imagery based on close observation. Throughout their primary years children will explore colour, pattern, texture, shape, form and design at a level appropriate to their age and conceptual development.

Activities include drawing, painting, printing, dyeing, collage making, working with wood, clay, natural and man-made materials, model-making and design projects.

Design Technology (DT)

In Design Technology children develop skills so that they can design and make useful things and solve practical problems. We encourage them to think and plan for themselves and teach them the skills to enable their ideas to become a reality. As part of the design process we encourage them to look critically at what they have done and to suggest improvements which they might make. Richard Whittington is particularly well resourced in the technology area, having a



comprehensive range of safe tools, equipment, electrical and mechanical components. Children work with food, textiles and a range of construction materials and kits.

Geography

To develop a true understanding of their environment children must begin to ask questions about it and seek out answers. We will lead the child to ask 'What is this place like? Why is it like this? How is it different from other places? How is it connected with other places? How and why is it changing?' In their early years the children will be involved with their immediate environment and as their skills and understanding develop, they will consider other more distant places. To help develop an empathy with other environments the children will be asking 'What would it feel like to be in this place?' Map skills and aspects of physical geography are taught in the context of the places studied. These include locally Thorley, a rural development, and a contrasting foreign locality. There is one residential journey in Year 6, which is currently a five-day trip to Norfolk.

History

'To understand the present we need to know about the past.' With our youngest children this involves telling stories and beginning to develop a sense of time. They begin to develop an appreciation that things weren't always the same. As the children progress through the school they will learn about famous people, events and developments in British history beyond living memory. In addition to this they also study ancient civilisations. Wherever appropriate topic related days have been created to bring history to life. These topic days provide the children with a practical, hands-on approach to learning and allow them to develop a deeper understanding of a particular time period.



Music

Music is an important and integral part of the curriculum. Opportunities are provided for the children to listen and respond to a wide variety of music including classical, folk, jazz and popular. In addition, visits from performing musicians add another dimension to the children's listening and musical understanding. Numerous opportunities arise for singing a wide range of songs both for themselves and to an audience.

The school has a large selection of tuned and un-tuned percussion instruments. These are used by the children to accompany their singing and music making, as well as a means to create their own compositions. Many different forms of stimuli are used as a starting point for creative music, including the children's own experiences, pictures, words, poetry and stories. The children are encouraged in their music making to take account of rhythm, pitch, use of instruments and musical form. As the children progress they may be asked to make a permanent record of their music either using symbols, musical notation or CDs.

Personal, Social and Health Education and Citizenship

At Richard Whittington the personal, social and health development of the child is a central focus of education. Elements of P.S.H.E. and Citizenship are not taught as separate subjects but are an integral part of all areas of the curriculum and the life of the school. The teaching of this subject now also includes education on drugs.

The School has set up a school council with elected representatives from Year 1 to Year 6. The council's role is to meet and to hear the views of the children, taking forward ideas and suggestions to the Headteacher.



Physical Education (PE)

In this area children are encouraged to be as successful as possible in all aspects of movement. Physical Education forms an important part of the total education of the child. It aims to promote the normal growth and development of each child and to give children a greater understanding of themselves and their physical capabilities. Our main concern is to encourage efficient movement through a strong and healthy body. Children will experience a wide range of activities including gymnastics, games, athletics, dance and swimming. The

teaching of skills in class is reinforced through a wide range of extra-curricular activities appropriate to the age of each child.

The school sports days during the summer term are days when children can apply the skills they have learnt, in an atmosphere encouraging their full participation and enjoyment.

Swimming: Children attend lessons at Grange Paddocks pool in Years 3 and 4. For this activity to continue it is necessary to ask for voluntary contributions.

Religious and Moral Education (RE)

The ethos of the school forms the basis of moral education at Richard Whittington. We expect everyone in the school to show consideration for others and a tolerance for all people and their opinions. Our teaching is mainly Christian but we also teach about all the major world religions and cultures. Major religious festivals are celebrated in a variety of ways and as the children progress through the school, we aim to develop a deeper understanding of those festivals. We follow the agreed Hertfordshire Syllabus for RE which aims to teach children about religion and to ensure that they learn from the moral teachings of different faiths.

Collective Worship (Assemblies)

Collective worship (assemblies) is held every day and takes a variety of forms including class assemblies. We like to end the school week with a whole school assembly where we can all share in the work and achievements of the children.

At all times we promote positive attitudes and encouragement so that children can develop a good self-image and have confidence in themselves. Parents may withdraw their child from RE and/or collective worship. Please see the Headteacher for further details.

Modern Foreign Language

In Years 1 to 6, your child will be introduced to French. It will be an informal fun session using drama, songs, books, games and activities.

Sex and Relationships Education (SRE)

This policy stresses the value of family life, and discusses the importance of caring relationships between people. The care of all living things is central to our approach and the nature of human reproduction is considered in increasing detail as children grow up. In Years 5 and 6 our school nurse works alongside the class teachers to prepare the children for forthcoming pubertal changes and their implications. Linked to this is reassurance that bodily changes, both physical and emotional, are quite normal and acceptable. Help is given in adjusting to these changes whilst emphasising the importance of personal hygiene. A fuller account of our approach to sex and relationship education can be consulted in school. We shall keep parents informed about our arrangements for teaching this subject. Parents are offered the opportunity to view DVD programmes prior to children's viewing and are also offered the right to withdraw their child.

SEND and Highly Able

We have a positive whole-school approach to the education and development of all children. The focus is on what the child can do rather than what he or she cannot do. The early identification, assessment and provision for any child with special educational needs is very important. We aim to give each child as full access as possible to the National Curriculum and all aspects of school life. We seek to enhance self-esteem and increase self-confidence, helping children to enjoy a successful education and achieve their full potential.

Children requiring additional help receive support from our Special Educational Needs Co-ordinator and through provisions made by the class teacher. Intervention groups are created as appropriate to address literacy and maths catch-up needs, and also for the development of social skills where necessary. Where appropriate, other specialists and the Educational Psychologist may be involved. The involvement of parents is vital at all stages.

Where children show exceptional ability in one or more areas of the curriculum, we identify them as highly able. In partnership with other local schools, we are able to provide children with the challenge and stimulation of working with other talented children on events and special days designed to extend the more able.

Admissions

Children are admitted to nursery and reception in accordance with the one term entry admissions policy of Hertfordshire County council. All children to start in the autumn term. However, children born from 1st March to 31st August may choose to defer entry to the spring term.

The Local Authority applies specific rules to allocate children to schools. Full details of this process can be found on the Hertfordshire County Council website.

Rule 1: **Looked After Children** (including adoption)

Rule 2: **Medical or social need**, e.g. a child with an Education Health Care Plan

Rule 3: **A linked school**, e.g. an Infant and Junior school

Rule 4: **Siblings** (applies to siblings of children in Reception to Year 5 at the time of application)

Rule 5: **Nearest School** this is expected travel route ('find my nearest school' section on the Herts website)

Rule 6: **Distance** this is a direct straight line to the school

School Organisation

The school is 1.5 form of entry. This equates to 45 pupils per curriculum year. There is one nursery class, two reception classes, three mixed aged Year 1 and 2 classes, three mixed aged Year 3 and 4 classes and three mixed aged Year 5 and 6 classes. Class sizes are generally 23 in Reception and 30 in the rest of the school. Pupils are allocated to each class using a myriad of criteria including; ability, maturity, friendship groups, teacher history and relationships with teachers. Every effort is made to ensure we make the right decisions for children and this is monitored carefully by all staff.

The School Day

Doors open for Reception pupils 8.45am;

Bell rings 8:50am

Registration 9.00am

Playtime 10.35 – 10.45 am

Lunchtime 12.00 – 1.00 pm

End of day 3.15 pm



The Nursery

The Nursery is open Monday to Friday **8.40 to 11.40 am**

Pastoral Care and Discipline

The pastoral care of each individual child is, in the first instance, the responsibility of the class teacher. They are always willing to discuss with parents any issues which affect their child's work or welfare. The Headteacher is also happy to discuss any concerns you may have.

The school aims to create a purposeful, caring environment in which each child can participate in the widest possible range of educational activities. Much emphasis is placed on developing each child's self-esteem and capacity for self-discipline, respecting the rights of others as well as personal needs. All the children at our school learn about bullying, the effects it can have, how to deal with it and why our school does not tolerate bullying of any kind. Very high expectations of good behaviour help to reinforce these aims, and if the behaviour of a child disrupts school for others, appropriate action will have to be taken. Children are encouraged to follow the principle that with freedom comes responsibility. We seek to establish a strong partnership with parents and on starting school you and your child will be expected to sign our 'Home School Child Agreement'.

Communication with Parents

Newsletters from the Headteacher and the school website (www.whittington.herts.sch.uk) will keep you informed about school events. At the beginning of each term you will also receive a year group newsletter from your child's teacher outlining the term's topics.

SchoolComms

A SchoolComms form will need to be completed. Newsletters and other information will then be emailed to you.

Parent Evenings

These are held twice a year in November and March. A written report is sent out at the end of the year to give parents a clear picture of what your child has achieved throughout the year and what their next steps are in learning in the following year group.

School Gateway

School Gateway is the preferred method of payment by parents to the school. It allows parents to easily and securely make payment for school trips or school lunches. To register for School Gateway, please visit the school website and follow the link at the bottom of the homepage.

Extra -Curricular Activities

We are fortunate in being able to offer a wide range of extra-curricular activities for all children. We offer a variety of free clubs such as Choir, Hockey, Tag Rugby and Ball Skills. As well as these, we offer a range of fee-paying activities run by professional organisations, such as peripatetic music lessons, delivered by Hertfordshire's peripatetic music teachers. Peripatetic piano, guitar and drum teachers visit the school and tuition is available to children from Year 3 as places arise. Other opportunities to learn an instrument or take part in music making and listening may be offered to the children as extra-curricular activities at various times.

School Uniform

The school has uniform that it expects the children to wear. Details are available from the School website. The two suppliers are Fosters and Tesco.

Grey trousers, skirt, culottes, pinafore dress, shorts
White polo shirt
Black, grey or white socks or tights
Black shoes (not trainers and flat-heeled)
Red sweatshirt or cardigan
Red and white checked summer dress, skirt and blouse

Parents and carers are asked to name **all** your child's articles of clothing clearly.

Sports Clothing

Black shorts
Plain white T-shirt
Trainers
Plimsolls (children will have bare feet in the school hall)
During cold weather a tracksuit or warm clothing should be worn.



Health and Safety considerations

Hot Weather

Parents and carers can help by ensuring that your child knows the importance of playing in the shade, providing a suitable hat, wearing the correct sportswear for outdoor games, applying sun cream to exposed areas before children come to school.

Jewellery

For safety and security reasons, no jewellery should be worn apart from studs in pierced ears and a small watch. All jewellery must be removed for all PE activities by parents or carers or pupils.

Hair

If your child has long hair it is much safer if it is tied back and this also makes it harder for headlice to spread. All children with long hair will be required to wear a swimming cap for their swimming lessons. Hair dye or extreme hairstyles are not permitted.

P.E. Kit

A drawstring bag marked with your child's name is ideal for storing the P.E. kit. These are available from the school office.

Art and Craft

Protective aprons are provided by the school.

Lost Property

This is stored in the dining room.

Reading Folders

A durable book bag is available from the school office. Please mark this clearly with your child's name.

Absence from School

Pupils' attendance at school is carefully monitored. The following figures relate to pupils of compulsory school age during the academic year 2014/15:

% overall attendance: 96.4%

% of sessions missed through authorised absence: 3.1%

% of sessions missed through unauthorised absence: 0.5%

(A day counts as two sessions, morning and afternoon. Unauthorised absence includes all unexplained or unjustified absences including lateness or holidays, unless approved by the Governing Body.)

If your child is unwell, please inform the school by telephone, in writing or in person on the first morning of absence. If your child is late for school, please bring them to the school office before sending them into class, so that the register can be updated and arrangements made for lunch. If you know beforehand that your child is going to be late, please inform the office.

We expect that parents will arrange holidays in official school breaks. There is no entitlement to parents to take their child out of school during term time, however, you may apply to the school for leave of absence if you believe there are exceptional circumstances. Applications should be made by letter addressed to the Headteacher.

School Meals

Hot meals will be eaten in the dining area under the supervision of Senior Supervisory Assistants and Midday Supervisory Assistants. Children will be encouraged to try a little of all the food on their plates, but may also request a small portion. Dinner money should be paid half-termly in advance. Money for meals is paid on Mondays or on the first day of term only. If for any reason you miss paying on this day, please send the money on the following Monday (including any arrears). Money is best paid via School Gateway. Copies of school meal menus are always available from the school office. Please do not include dinner money with any other money sent to school. Cheques should be made payable to

Hertfordshire Catering Ltd. (HCL) with your child's name and class on the back of the cheque. The dinner money system we use automatically calculates closure days and Bank Holidays.

Packed Lunches

These are eaten in the dining area under the supervision of Senior Supervisory Assistants and Midday Supervisory Assistants. Lunches should be brought to school in a suitable strong container with your child's name and class clearly marked on the front. Raw fruit for infants should be ready prepared. Water will be provided. Any liquid should be sent in a safe container. No cans or glass bottles, please.

A firm decision either to take school meals or bring a packed lunch must be made and kept. A week's notice, in writing, is required to change your child's arrangement.

If you consider that you may be entitled to free school meals (FSM) for your child, you should contact: the Helpline on 0300 123 4048, email howwehelp@hertscc.gov.uk or check online at www.hertsdirect.org/freeschoolmeals

Milk

If you wish your child to have milk, please register with www.coolmilk.com. Milk is free to children under the age of 4 years, but must still be ordered with Coolmilk.

Fruit and Vegetable Scheme

This is available to nursery, reception and Key Stage 1 pupils.

Break time

To encourage good eating habits the only snacks permitted are raw fruit or vegetables. Playtime can seem a long time for some children, particularly if they are not used to amusing themselves. We allow children to bring one small toy for playtime.

Parents' and Friends' Association (PFA)

Richard Whittington has a very active Association to which all parents, staff and governors belong. The Association holds various fund-raising and social activities throughout the year. Regular newsletters keep everyone in touch with events. The annual general meeting is held in October when a committee is elected. New committee members are always welcome.

Our Charging Policy

As a result of the 1988 Education Reform Act, the school may not charge for activities which take place during the school day, such as school trips, swimming, visiting speakers and artists, cooking, craft and technology work, etc. As funds cannot meet the cost of all these activities, and the staff and governors feel it is right to offer as rich a curriculum as possible, we ask the parents for voluntary contributions to cover such costs. We are confident that parents recognise the value of these activities, and with your full co-operation hope to continue to provide a varied, interesting and exciting programme of events. No child will be excluded from participating in any school activity, although the school may need to cancel an event if voluntary contributions are not sufficient to cover the cost of that event and the school is unable to find the difference. Charges will be made for individual music lessons provided by peripatetic music teachers. Hertfordshire County Council has a policy relating to the remission of any such fees for families on low incomes.

Pupil Premium

The school receives funding based on the number of children whose families are in receipt of any benefit that would have entitled them to free school meals. This funding is designed to ensure that these children make progress in line with their peers. The deployment of these funds and the impact of strategies employed is published on the school website. It is imperative that if you are in receipt of any benefits that you inform us as soon as possible so that we can claim the funding and ensure that the current successful practices can be maintained.

Sports Premium

In a similar manner to Pupil Premium, the school receives money to provide sustainable sports teaching and opportunities for the children. Our provision can be seen in detail on the school website. We have used our funding to successfully build partnerships with Birchwood Sports College and SuperSports, a company who provide after school activities for pupils in all age groups, currently free of charge.

Medical Information

School Nurse

The school nurse visits the school and her health programme includes health talks and height and weight checks for Reception and Year 6 pupils. Parents may request that their child sees the nurse at any time. Parents wishing to discuss any health or related matter should contact the school office or the School Health Nurse Team Herts and Essex Hospital 01279 827909 for an appointment.

Sickness

To avoid the spread of illness, please keep your child at home for at least 24 hours following sickness and diarrhoea.

Head Lice

To prevent the transmission of head lice, please treat your child if they are infected before they are returned to school. Guidance notes, from the school nurse, on the management of head lice are on the school website.

Medicines in school

On the advice of Hertfordshire County Council, the school can only administer medicine in school which has been prescribed by a GP or a Hospital Doctor for a long-term medical need. All medicines must be clearly labeled with the child's name and dosage details. Parents may come into school to administer medicine for a short term need (e.g. antibiotics) if required. All medicine must be handed into the school office, where it is kept in the medical cabinet.

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