

welcome to Horsmonden Primary School



## SCHOOL PROSPECTUS

2010 - 2011

HORSMONDEN PRIMARY SCHOOL  
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HEADMASTER: MR MALCOLM E. HAYES

# Prospectus

Headmaster's Introduction

Welcome from the Chairman of the Board of Governors

Welcome from the Chairman of the Friends of Horsmonden Primary School

History and Buildings

Admissions Policy

Starting School at Horsmonden

The Aims of the School

The Curriculum

- a. Class Organisation
- b. Curriculum Areas of Learning

Core Subjects

- c. Mathematics
- d. English
- e. Science
- f. Information and Communications Technology

Foundation Subjects

- g. History
- h. Geography
- i. Music
- j. Physical Education
- k. Design Technology
- l. Art

## Other Areas of the Curriculum

- m. Religious Education
- n. Sex Education
- o. Special Needs
- p. Equal Opportunities
- q. Homework

### 9. Charging Policy

### 10. Extra Curricular Activities

### 11. School Session Times

### 12. Pastoral Care

- a. A Policy for Achieving Good Behaviour
- b. Medical Inspections
- c. Medicines in School
- d. Absences
- e. Illness or Accident in School
- f. Accident Procedure
- g. Road Safety
- h. Health and Safety at Work Act
- i. Valuables in School
- j. Lost Property
- k. School Fund

### 13. Lunch Time Arrangements

### 14. School Uniform

## 15. Parents and the School

- a. Parent Consultations and Interviews
- b. Transfer into Secondary School
- c. Parental Help in School
- d. Friends of Horsmonden Primary School
- e. The Protection of Children
- f. Complaints Procedure
- g. Communication

## 16. Conclusion

## School Staff and Governors

### The Teachers

Mr Malcolm Hayes – Headmaster  
Mrs Jodi Hacker - Deputy Headteacher  
Mrs Carolyn Bassett – Deputy Headteacher  
Miss Liz Dunn - Assistant Headteacher  
Mr Steve Brown – Senior Teacher  
Miss Susan Barden  
Mrs Jane Currell  
Mrs Rebecca Davey  
Miss Kizzy O'Donoghue  
Miss Laura Hardwell  
Mrs Elaine Hickman  
Miss Anna Hudson  
Miss Rebecca Jarrett  
Miss Karen Maier  
Mrs Carolyn Price  
Mrs Rosalind Price  
Mrs Karen Steadman

### The Governing Body

Mr Grant Leslie, Chairman  
Mr Sandy Elsworth, Vice Chairman  
Mrs Mary Dryer, Clerk  
Mrs Carolyn Asplin  
Mrs Elizabeth Bowen  
Mrs Caroline Davis  
Mrs Cath Davies  
Mr Richard Greenwood  
Mrs Carolyn Howden  
Mrs Annette Percy  
Mrs Caroline Willson  
Mr Malcolm Hayes – Headmaster  
Mrs Jodi Hacker – Staff Representative

### The School Office Team

Mrs Sarah Thomas – Secretary  
Mrs Velsha Stokes – Clerical Assistant

### The Support Staff

Mrs Gill Bennett  
Mrs Jean Brierley  
Mr Eric Coleman  
Mrs Jean Dunn  
Mrs Alison MacLaine  
Mrs Maria Mewett  
Mrs Velsha Stokes  
Mrs Sue Taylor  
Mrs Jill Walford  
Mrs Margaret Wood

### The Midday Supervision Team

Mrs Lesley Beaney  
Mrs Jean Brierley  
Mr Eric Coleman  
Mrs Jean Dunn  
Mrs Jan Mason  
Mrs Sue Taylor

### The Extended Services Team

Mrs Margaret Wood – Manager  
Mrs Velsha Stokes – Assistant Manager  
Miss Amy Austen  
Mrs Jean Brierley  
Mrs Jean Dunn  
Mrs Sue Taylor  
Mr Andrew Vale-Taylor

### The School Site Team

Mr Malcolm Humphrey – Site Manager  
Mrs Lesley Beaney – Cleaner  
Mrs Ros Payne – Cleaner

# 1. Headmaster's introduction

I have had the privilege of leading this school since September 1992, seeing many classes of children through their entire primary years and now with the added privilege of some ex-pupils among the parents. My personal aim is that your child should benefit from four key aspects of their time here:

- They should be **happy** - if they are happy then learning is easier.
- They should know what it is to give and receive **kindness**.
- They should understand the positive feelings of **success**.
- They should know what it is to feel **special and valued** by those of us who staff this school community.

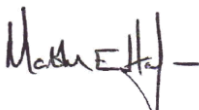
Many visitors to the school comment on the positive atmosphere and the 'good vibe', but it's not just about feeling good. The activities we undertake are planned to ensure that we not only fulfil legal obligations, but that our children reach their highest potential in all aspects of their life at school. We believe Horsmonden School offers children something extra through a range of curriculum enhancement activities from after school clubs to residential visits in junior years. Moreover, our partnership with Yale and Northern Illinois Universities sees us in a research role developing the concept of Successful Intelligence in helping your child use their learning attributes more effectively. We aim to prepare children for the tests of life, not a life of tests. We want to create an entrepreneurial spirit within them that will motivate and benefit them within and beyond the classroom walls.

We have extensively developed the school building and grounds in recent years to ensure that our children have the best possible facility for learning that we can provide. We see the school environment as an important contributory factor in the educational opportunities we are able to offer throughout your child's time at our school and during their time here they will make extensive use of different parts of the school both indoors and outdoor.

We want children to have a sense of belonging; in their home, their school, their local community and their place in the world. We want children to value what they have in this glorious part of the world and never take it for granted.

What makes us stand out from the crowd? We develop emotionally engaged, creative thinkers; your child will be able to use what they have more effectively because they came to Horsmonden. Children who come to school at Horsmonden leave us with a higher level of self-confidence because they know how to use the attributes they have.

This prospectus will give you a great deal of information about the day to day running of the school. We very much hope that your children will be both happy and successful at our school and look forward to working with you in the coming years.



Malcolm E. Hayes  
Headmaster

## **2. Welcome from the Chairman of Governors**

The Governors of Horsmonden County Primary School are proud to be part of such a happy and successful team. We work with the Headteacher and staff to ensure that Horsmonden continues to be a lively and thriving village school, providing the best possible education for each child.

A list of the current serving Governors is on Page 5 and we welcome any approach from parent with any views on the successes and challenges that face our school.

## **3. Welcome from the Chairman of the Friends of Horsmonden Primary School (FoHPS)**

All parents/guardians of children attending the school are automatically members of FoHPS. Made up of parents and representatives from the teaching staff, the aims of FoHPS are threefold: fundraising, the provision of extra-curricular activities for the children of the school and, importantly, to have fun in the process.

Funds are raised for the school in a number of ways, with some annual favourites include the School Fete, the Christmas Present Fayre and the Easter Egg Hunt.

Activities such as the Camp Out and Bangers and Bingo, organised by the PTA, provide memorable events both for children and parents alike.

Although FoHPS is a small committee, its success relies upon the widespread support of parents showing their commitment to the school.

## **4. History and Buildings**

Horsmonden Primary School was founded in 1853 and has an established tradition of being a valued contributor to the village community. The school works in partnership with the Local Education Authority and caters for children aged from 4 to 11.

The school moved to its present site in 1969. There are 7 well-equipped classrooms all within the main building, a spacious hall/dining room and kitchen, a cookery area for children, a children's library and a very spacious, well-equipped computer suite.

We are fortunate in having a large playing field with a significant level of play and nature equipment as well as an integral courtyard, which acts as an outdoor area for our Reception Class. Our children have the added luxury of a covered swimming pool, which is open for use between April and July. We are in the process of preparing to extend the

classes arrive in the junior section of the school.

## **5. Admissions Policy**

Parents considering an application to the school are encouraged to make an appointment with the Headmaster who will be pleased to show them around the school. This usually takes place when the children are between 3-5 years old.

The Admissions Policy for the school has been agreed by the Governors in consultation with the appropriate office at Kent County Council. Guidelines are set out in the County Council's leaflet "Admission to Primary School in Kent" which is available from the Admissions Team.

In the first instance, admission to the school is determined by parental preference, provided there are appropriate places available.

If spaces are limited the following criteria are considered in the following order:

- Children in local authority care
- Current family association (a brother or sister in the school at the time of entry where the family continues to live at the same address as when the sibling was admitted or has moved to a new property within 2 miles of the school)
- Health and special access reasons (children who for reasons or physical impairment need to attend a particular school)
- Nearness of children's homes and ease of access to schools

New entrants are admitted to Reception at the beginning of September. Autumn born children to start full time in September, Spring born children to start part time in September and full time in November, and Summer born children start part time in September and full time in January – but each child is different and we review this on an individual basis.

Autumn born are children born between 1<sup>st</sup> September and 31<sup>st</sup> December.  
Spring born are children born between 1<sup>st</sup> January and 31<sup>st</sup> March.  
Summer born are children born between 1<sup>st</sup> April and 31<sup>st</sup> August.

For new entrants there is a full induction programme, which takes place during the term prior to admission. Children who are above the statutory age may be admitted at any time provided that a place exists within the appropriate group.

## **6. Starting School at Horsmonden**

Starting school for the first time is a very big step in the life of all children and it is very important that the transfer into full time education goes as smoothly as possible. Please remember that there's no such thing as a stupid question and we're only too happy to answer and queries you may have, especially if this is your first experience of primary school.

In the term prior to their starting school, pre-school children visit their new class once a week as a group. During this term the children also make individual morning visits in order to get to know the teacher, the other children in the class and their Year 6 'partner'.

To help your child transfer easily from pre-school to school, we have a booklet called "*Starting School at Horsmonden*" which gives useful information and helpful advice. Before your child begins school you will be invited to meet the class teacher. We have also a pre-school checklist for you to fill in about your child. Most importantly, we endeavour to make the time to talk to you beforehand about your child and ensure that we keep the conversation going once your child starts.

Starting 'big' school is such an important step for your child to make and to mark the occasion we have a special assembly, to which you are invited when we give each of our new entrants an inscribed book to celebrate their joining our school.

One of the special features of our Reception Class is that of "partners". Reception children are linked with those in the oldest class to ensure our youngest children get good pastoral care. The partnerships have proved to be immensely successful, in many cases leading to a lasting friendship way beyond the children's primary school years.

## **7. Aims of the School**

At Horsmonden we aim to have a school where:

- The needs of the children come first; encompassing their physical, aesthetic, creative, spiritual, social and emotional needs.
- Teachers set the highest standards appropriate to their pupils and their pupils are encouraged to achieve them.
- Children are happy with a desire to succeed knowing that success will be valued and rewarded regardless of age and aptitude;
- Children are purposeful, but have fun; polite but not subdued; are lively, but not disruptive;
- There is a well-managed environment which is conducive to learning, where children are enthusiastic to explore and discover through stimulating and purposeful activities;
- Relations between staff, children and parents demonstrate mutual respect, and caring is a common value among all who use the school;
- The staff/pupil ratio ensures good educational and pastoral care;
- There is a warm friendly atmosphere;
- The school environment shows imagination in carefully and thoughtfully prepared displays of current work at all levels of ability;
- The building and grounds are well maintained, cared for, and pleasant to use;
- Teachers and governors contribute to defining policy and curriculum statements that ensure children receive a broad, balanced and differentiated curriculum:

- All staff are valued members of a team committed to, and given opportunities for continuous professional development;
- Parents are encouraged to be in partnership with the school to enhance the opportunities for their children;
- We seek to be valued within the local community.

## 8. The Curriculum

### a. Class Organisation

The school is organised into 7 single year-group, mixed ability classes, with the aim of maintaining a good adult/pupil ratio. For most of the week, your child will be in a class staffed by a teacher and teaching assistant. Apart from general class lessons, children's learning is geared to meet their individual needs, using an appropriate balance of whole class, group and individual teaching methods.

### b. Curriculum Areas of Learning

The school has a statutory responsibility to teach the subjects of the National Curriculum. These are divided into **Core Subjects**:

English

Mathematics

Science

Information and Communication Technology

And the **Foundation Subjects**:

Design Technology

Geography

History

Music

Art

Physical Education

The school also teaches the Kent Agreed Syllabus for Religious Education and French which is developed particularly in juniors through lessons with Mrs R Price.

Teachers hold responsibility for curriculum areas, which they lead across the school. In this way the staffing is organised to make the best of the year group knowledge of the class teacher and the specialist knowledge of the subject leader. Much of this is taught through a variety of cross-curricular themes within the school's "Curriculum Framework Plan". This Framework covers the entire primary years, organising subject content into year group ensuring continuity and progression as well as removing the chances of children missing out on knowledge during their time with us.

The children up to Year 2 receive 22 hours of lesson time per week, whilst juniors receive 23 hours 30 minutes per week. This excludes time for registration, assemblies and playtimes.

<b>Topic Framework for the School Curriculum</b>	
<b>Reception</b>	All about Me; Living Things; The Farm; Journeys; Water; People who help us
<b>Year 1</b>	Our school; Toys; Kenya; Homes; Horsmonden; Seaside Holidays from the past
<b>Year 2</b>	The Great Fire of London; Farming; Island Homes; Famous People; 1066 And All That
<b>Year 3</b>	Weather & Climate; Space; World War 2
<b>Year 4</b>	Ancient Greece; India; Romans
<b>Year 5</b>	Kent; Tudors; Environmental Studies
<b>Year 6</b>	Modern Britain; Ancient Egypt; The Vikings and York; Theatre Studies

## **Subjects of the National Curriculum: Core Subjects**

(Staff names show the Subject Leader)

### **Mathematics** (Mrs C Bassett and Mrs R Davey)

We aim to provide a practical broadly balanced mathematics curriculum which will suit the individual needs of our children and show them the usefulness and relevance of maths in their everyday lives.

We consider first hand experience important and aim to provide our children with varied opportunities to use their mathematical skills in tackling genuine practical problems and "open ended" investigations.

Children are introduced to a wide variety of basic mathematical concepts and opportunities to develop mathematical language. All work is differentiated to suit the needs of all our children.

Our work includes the development of number work and place value, including practical metric measures and decimal notation. Estimation and approximation skills in mental number work, measurement, spacial work, data handling and computer skills form an important aspect of the mathematics scheme. In September 2009, we introduced a new maths scheme from Year 2 to Year 6 embracing new technology to support learning.

## English (Mr M Hayes)

Our aim is to provide a language-rich environment within which all children can learn to communicate effectively, purposefully, and with enjoyment through the spoken, written and printed word. When children leave our school, we want them to understand the rich tapestry of the English language and to make best use of it in their further learning and in later life.

### Speaking and Listening:

The spoken word is a child's first opportunity to share their capability with others. As such, we aim to model and develop ambitious and interesting vocabulary on which children can base their communication. We have high standards for listening, which we take time to develop in ensuring children get as much as they can from any situation.

### Reading:

The children in our school show a great enthusiasm for reading and we want children to develop positive lifelong reading habits. Reading is taught through a structured approach using the "Oxford Reading Tree" Scheme. This scheme is supplemented with a wide assortment of attractive books of different formats and levels of difficulty. We can use both classroom based reading material and our well stocked children's library to introduce our children to the widest possible selection of books.

We believe that children become confident and fluent readers when both school and home support them. We encourage parents to hear their children read a little every evening and record comments in a reading record. New for 2010 is our link with the local WI, enabling a 'Big Reading Time' on a regular basis through our local partnership.

As the children progress through the school, they are introduced to literature of increasing complexity. They also learn to analyse and evaluate a wide range of texts.

### Writing:

Our children are encouraged to write in different styles and for differing occasions. We place a high value on the conventions of written language and stress the importance of spelling, punctuation, and presentation.

The correct formation of letters and the development of a cursive style of writing begins at a very early stage in the Reception class, and is taught progressively throughout the

commence in the Juniors (Year 3).

Above all, we want to ensure children do not leave our school feeling resistant towards enjoying and using the English language. We want children to see the relevance of their reading and writing in developing lifelong literacy skills and habits. We want to share the passion for language that adds richness to their lives. We hope that their early enjoyment the aspects of English and an understanding of the relevance and importance of making best use of language skills will give them the strongest possible foundation on which to build.

## Science (Miss L. Dunn)

We aim to provide a practical, broadly balanced science curriculum, which is related both to the individual needs of the children and to real life science.

Children are naturally curious and through the study of science we aim to stimulate this curiosity, giving opportunities to develop both the skills and attitudes appropriate to science and to develop scientific concepts.

We involve the children in situations where they may gain first hand experiences to enrich their understanding. Classes frequently use the school environment for study and field trips form a valuable part of the science curriculum.

## Information and Communication Technology (ICT) (Mr S Brown)

Information and Communications Technology is concerned with the handling and processing of information using electronic devices. The National Curriculum requires ICT capability to be used in every area of the curriculum. Within ICT our main aims are to develop children's confident use of computers to support learning, communication, solving problems and the use of technology in everyday life.

The school has invested heavily in staff training and in developing a new computer suite alongside a fully networked the school building in order to offer the best possible opportunities for children.

Most importantly, we are seeking to develop a method of use and ethos for ICT that will equip your child intuitively as they grow and use technologies we couldn't begin to imagine.

## Subjects of the National Curriculum: The Foundation Subjects

## History

The school curriculum provides one of the fundamental ways in which a society can transmit its cultural heritage to new generations. In order to make sense of local and world events today, children need to know and understand what has happened previously. The children will progress from learning about local history, the school and village, to major British and world situations of the past.

They will begin from an understanding of their personal and family history, moving on to historic personalities and themes such as transport, farming, or buildings. Some periods of British and World History will be studied in detail, such as the Tudors, Britain since the 1930's and Ancient Greece.

## Geography

In geography, children focus upon the study of places, the human and physical processes which shape them, and the people who live in them.

As the children progress through the school, they will learn about their local environment, the United Kingdom and its relationship with other countries, and will also study 2 developing countries.

They will study geographical themes within the context of actual places. These themes include rivers, weather, settlement, and the environment. Thus, pupils develop geographical knowledge and understanding as well as being introduced to geographical enquiry and developing geographical skills.

During Year 6 the children have an opportunity to go on a School Journey to York during which an extensive first-hand experience is gained in many aspects of physical and human geography.

## Music

Through listening, performing, creating and composing, each child has the opportunity to develop an appreciation of music and a chance to participate in a wide range of musical activities.

Class work will include singing, singing games, developing an awareness of rhythm and time, and the opportunity to create musical effects and later, composition and harmony. Television and radio programmes may be used to broaden the children's experience and knowledge.

Children have the opportunity to learn a range of instruments in school. For a small charge, children can learn guitar, piano, cello or any instrument within brass and woodwind. Children in Year 4 currently learn cello free of charge.

Children also have weekly opportunities to develop their choral singing, often leading to some sort of production.

## Physical Education

We believe that alongside the development of intellectual and social skills, must go the development of physical skills. To neglect this aspect would be to ignore a major element in the all-round growth of the child. Our Physical Education programme is designed to develop those skills using movement, dance, games and agility activities.

The Juniors develop individual and group skills by playing football, netball, rugby, stoolball, hockey, rounders, badminton and cricket. Children at Horsmonden learn the meaning of competition, which means building yourself up when you lose as much as aiming to win.

The school is equipped with its own covered swimming pool, giving children in all classes the opportunity to participate in swimming lessons. Swimming takes place in the Summer and Autumn according to current weather conditions and again, unless there are special circumstances and the teacher is informed of these, all children are expected to participate.

Infant children have their own sports day in the summer listed in our annual calendar. Junior children hold their sports day in the Tonbridge School Centre, combining skills development using the outstanding facilities alongside competition in houses in swimming, athletics and indoor sports. In addition, junior children hold a winter sports day, The Ken Mills Challenge and the school is active in the inter-school netball, football, rugby, cricket, running and curling tournaments.

## Design Technology

Within the National Curriculum, technology has been defined as “*the creative application of knowledge, skills and understanding to design and make good quality products*” and the Technology Cycle is:

The Identification of Needs

Generation of Designs

Planning and Making

Evaluation of Products.

At the school all children are taught to plan, devise and produce solutions to identified human needs, e.g. Room designs, classroom and entrance hall displays, new greeting cards, stage scenery, and farm implements, to name but a few tackled recently.

weaknesses of various designs. In addition, the junior children take part in a weekly Technology afternoon, which includes activities such as cooking, sewing, model making, construction, weaving and bookmaking, all of which fulfil the requirements of the National Curriculum.

## Art

Art, in its many forms, is an important vehicle for learning and for assisting in personal development. Our children are encouraged to explore colour, line, tone, texture and form. They will explore and experience a wider range of media and materials and be introduced to the skills and techniques in drawing, the use of colour, printing and collage. They will have experience of clay and other tactile materials for 3-dimensional modelling.

The children will also study the work of major artists, craftsmen and designers in developing their aesthetic and critical awareness to enrich judgements made about art.

## Other Subjects of the Curriculum

### Sex and Relationships Education

At the school, we incorporate Sex Education within our curriculum framework. At all levels aspects of personal and social education are integrated into class topic work, particularly in Key Stage 1 the children are taken on a farm visit, which allows contact with animals and also study their own growth from birth.

Higher up the school we aim to prepare them for forming good relationships as part of their preparation for their future life. In Year 6 Sex Education is dealt with more formally and in greater details as part of a Health & Safety Topic. Three BBC videotapes are used and outside speakers such as the school nurse are invited to attend. The topic aims to increase the children's awareness of their own bodies and how they function. It deals with development from conception to adulthood and covers such aspects as personal hygiene, the physical and emotional changes involved with growing up, and drugs.

At all stages we stress the importance of family life, loving relationships, and encourage regard to moral considerations. The teaching staff adopt a sensitive approach, dealing with questions in an honest and open way appropriate to the children's age and development without making it personal.

All parents have a right to withdraw their children from all or part of the Sex Education we provide. Year 6 parents are informed before it begins and are given the opportunity to view the TV programmes used. However, we hope that parents will allow their children the chance to study this topic in a relaxed atmosphere with the rest of their Year Group.

## Religious Education

We wish your child to develop fully as a complete person and, therefore, we seek to educate the whole of the child, spiritually as well as mentally and physically. We hope to establish a sense of awe, wonder and regard for others in each child.

Each day includes an act of Christian worship. Assemblies play an important part in school life. Every class produces its own class assemblies to which parents are invited.

The school has a strong Christian ethos and we enjoy close links with St. Margaret's Church in Horsmonden. At Christmas all the children take part in our Candlelight Carol Service held in St. Margaret's Church with readings, carols and a depiction of the nativity.

Our R.E. policy incorporates the traditions of all our own Christian beliefs and our awareness of differing religions. Christianity is taught through worship and discussion; the teaching of other religious traditions is delivered through the curriculum.

Parents have a right to withdraw their children from participating in collective worship, and from the R.E. programme. If parents wish to exercise this right it can be arranged following discussions with the Head Teacher.

## Additional Educational Needs

Help and support is always available in school for children with a variety of additional educational needs (AEN). At Horsmonden School we feel that such children have an equal right to the opportunities offered to any child within our care, and to experience all elements of the school curriculum. The children included have needs at both ends of the spectrum; both those with specific and general learning difficulties and those who are exceptional.

Mrs Jodi Hacker is the school's Inclusions Manager and Deputy Headteacher and is involved in identifying the needs of SEN children as well as continually monitoring their progress in school. Where their needs have been assessed, a trained Learning Support Assistant working alongside the classroom teacher and Inclusions Manager gives extra support. Together they will ensure that targets written on the IEP are carried out and achieved. The Inclusions Manager also liaises with parents and all concerned. Individual educational plans are carefully worked out every term to cover the needs of each child. A review of AEN pupils is also held each term, with an emphasis on early intervention.

Although most of the day-to-day support is provided by the child's class teacher in liaison with the Inclusions Manager, a number of external agencies and support services are also involved in identifying, assessing and monitoring special needs. The Learning Support Service (LSS) provides trained staff, who visit the school on a regular basis. The LSS also provides training and support for classroom assistant and class teachers.

At all stages parents are encouraged to discuss their child's development and progress with the Inclusions Manager and class teacher and the views of parents are taken into account when assessing their needs.

## Equality of Opportunity

We seek to ensure that all children, irrespective of their gender or race, have the opportunity to use their talents to the full and have equal access to the curriculum. We seek not to create barriers of integration by singling out individuals or groups other than where the needs of the child or the curriculum necessitate such action. Our full policy is available on request.

## Homework Policy

It is important that all children need to relax after the busy and concentrated demands of the school day. We balance requirements placed upon us by the Department for Children, Families and Schools alongside the needs of children and preparation for secondary education. Above all we are seeking to make purposeful connections between school learning, real life and home learning in giving the whole experience a deeper meaning for children, staff and parents. We regard activities children undertake outside of the school environment such as cubs and brownies as wholly worthwhile learning experiences and homework expectations from school are adjusted accordingly.

Our Homework Policy is included in this package within the Home-School Partnership Policy which is issued on an annual basis on the first day of the autumn term.

## 9. Charging Policy

For curriculum related activities, outings and residential trips, a voluntary contribution to cover essential costs will be requested from parents. However, no child will be excluded from these educational activities on financial grounds, and school funds will be used to pay for, or subsidise, such children. Anyone experiencing difficulties in this way should contact the Headteacher to discuss arrangements.

- a. Charges for items made at School and brought home.

The school may charge for an item made at school, if parents have indicated in advance a wish to own the finished product.

- b. Music Tuition

There are opportunities for children to learn a range of brass and woodwind instruments as well as violin, which take place during school hours but for which a charge is made for the tutoring.

## 10. Extra Curricular Activities

Many schools achieve success through recognised methods of measurement such as SATs results. However, research now available is clearly suggesting that children are

other tests.

How do children learn? Primarily through motivation; Horsmonden Primary School has a long-established philosophy based on nurturing qualities and attributes in the children that help them to become responsive and motivated learners, valued as individual with a sense of self-confidence through the recognition of success.

Activities beyond lessons are an essential part of this philosophy. As our children get older, we see developing their needs as a person to be a vital part of their growth, and our residential visits to the Science Museum (Year 4), Gaveston Hall (Year 5) and York (Year 6) provide us with a valuable opportunity. We also see activities such as sports, instrumental tuition and now sailing in Year 5 as a great chance to develop personal and social skills. We look to music and art to widen children's aesthetic understanding of the world. We use practical skills of making and doing in a variety of contexts to consolidate children's learning as well as make the task more enjoyable.

The range of clubs available to children is somewhat dependent on the time of year and a full timetable is published each term, but the school is open until 6 p.m. each day offering your child the opportunity to engage with activities and friends beyond the school day. Children are encouraged to join clubs, and to demonstrate commitment to those clubs once joined.

## **11. School Sessions**

In the interest of adequate supervision, safety and welfare of children, it is important that they do not arrive at school earlier than 8.30 a.m. The children may go to their classrooms on arrival. New reception children may be escorted into their classroom for the first two weeks, but after that please encourage your children to become independent by letting them come into school by themselves.

School sessions times are:-

<b>Infants</b>	<b>Juniors</b>
08.45 - 12.00	08:45 - 12:10
Lunch Break	
13.10 - 15.20	

The mid-morning break is from 10.30 to 10.45 a.m. On days when the weather is particularly wet the children have supervised indoor play but in light rain children put on coats and go outdoors. From 14.30 to 14.45 the infants have their afternoon play.

At the end of the day the Infants are collected from their classroom. Parents waiting for children to come out of school should keep small children with them and discourage them from running in the playground or onto the grass or flowerbeds. It is very important that parents and small children show consideration for the children who are still in class.

## 12. Pastoral Care

### a. Policy for Achieving Good Behaviour

We expect a very high standard of behaviour from our children as soon as they start school. We expect responsible, considerate and polite behaviour from everyone in our school. We praise and encourage positive attitudes. The school has one basic rule : **kindness**. This is an easy rule for children to remember and is deliberately more positive than a list of things you must not do.

Juniors are enrolled into four houses (Jukes, Parkinson, Bailey and Fletcher) and are encouraged to gain house points for excellent work, good effort and courtesy. Winter and Summer Sports Days along with an annual junior swimming gala all focus on the children developing a positive and supportive attitude through their team.

Each week an assembly is held when “Special Mention” awards are given to children who have achieved excellence in one form or another during the week either in school or with something they have achieved outside.

In the event of poor behaviour or lower standard of work than is acceptable for an individual pupil, a sanction will be given. This usually takes the form of a loss of privilege, or a “10.30”! Where a child’s behaviour or work causes concern over a period of time, we contact the parents so that we can solve the problem together.

### b. Medical Inspections

It is the duty of the local authority to provide for the medical examination of pupils in attendance at every school and the arrangements are as follows:-

New Entrants to Infant Department - a full medical examination

Year 1 to Year 4

- vision screening tests

Year 4

- routine hearing test and measurement of weight and height

Year 1 and 3

- dental inspection

Notifications are sent to parents prior to visits by doctor or dentist.

### c. Medicines in School

from a short-term illness, are well enough to attend school, but who are receiving a course of anti-biotics, cough medicines, hayfever, asthma or other medications. It is essential that the parents of such children send a note to the office with the medicine giving clear instructions concerning required dosage. The medicine must be clearly labelled with the owners name. It will be stored safely in the medical cupboard and will be administered in accordance with instructions.

## d. Absences

If your child is absent from school, please telephone the school on the first day of absence. All absences are recorded and reported under various legal criteria. Please send a note to the class teacher on return. If the illness is a contagious disease, notify the school immediately. Children should be kept at home until they have fully recovered from their illness.

Absence for reasons other than illness will be rare, but if you have a special and important reason, permission can be given. Currently, the law allows for up to ten days annual leave only in exceptional circumstances. In line with other schools, annual holiday does not constitute exceptional circumstances. Term dates are published well in advance to try and avoid this, as vacation during term time does have a negative effect on your child's education; put simply, absence makes the task grow harder.

## e. Illness or Accident in School

In the case of illness or an accident at school, it is vital that we have an emergency telephone number (home, work, neighbour, etc) to enable us to reach the parent. On the child's admission to school you will be required to fill in a Pupil Data Contact Sheet giving this information. Should circumstances change, i.e. New address or job, please inform the secretary by letter as soon as this occurs.

## f. Accident Procedure

It is the policy of the school that, whenever an accident occurs at school, the parents are informed as soon as possible. In the first instance, minor accidents are dealt with by a qualified First Aider. There are currently 4 qualified First Aiders on the staff. The school operates in accordance with its Health and Safety Policy, which incorporates all the most recent legislation and is available to be viewed by any interested parent.

## g. Road Safety

The safety of the children near the approaches to the school is of paramount importance. We, therefore, request your co-operation when delivering or collecting your children from

eases congestion, reinforces safe crossing of roads and acts as an important social activity. Year 6 pupils will have an opportunity to take the Cycling Proficiency course during the Spring Term.

## h. Health and Safety At Work Act

In order to comply with the regulations of this Act, parents are asked to note the following :-

**Smoking:** It is against the law to smoke on the premises

**Dogs:** In the interest of hygiene, dogs, with the exception of guide dogs, are not allowed in the school grounds or buildings.

## i. Valuables in School

Children should not wear jewellery at school as it is easily lost. Watches should be inscribed with the child's name. Children should not bring any valuable belongings to school except by special arrangement, as for example, when an item is being loaned for displays. Where ears have been pierced, only studs are allowed to be worn. These must be removed for P.E. and swimming activities.

## j. Lost Property

All items of clothing must be clearly named. Items of lost property are placed in the lost property box situated outside the Medical Room. This box is clearly marked and any unclaimed item is disposed of after a reasonable length of time.

## k. School Fund

In addition to the funding from the Local Authority the school generates a small amount of income which is held in the 'school fund'. Income into the School Fund accrues from commission on sales of photographs and other items, in addition to donations from a variety of sources. This fund is administered by the school for the benefit of the children and is audited annually in accordance with LEA regulations.

## 13. Lunch Time Arrangements

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lunchtime. The school meals' service is run by a private company who operate a two choice menu each day with payment being made in advance on Monday of each week or on a half-termly basis. The cost per meal is publicised in school newsletters.

Children may bring packed lunches to school. Please ensure that the food is brought in plastic containers and that drinks are stored in unbreakable containers or cartons. Packed lunches are stored on trolleys in or near your child's classroom.

If you think that your child may be eligible for free school meals, please apply to the office for a form to complete or contact the West Kent Area Education Office.

### *Mid Morning Snack*

The children may bring a healthy snack or a small carton of drink to consume at mid morning break. These snacks should be named and put in the snack box in each classroom. We do not eat crisps at playtime.

## **14. School Uniform**

School uniform is important in developing a sense of community in the school. We would ask you to help us to maintain the tradition by ensuring that your child is dressed in the correct uniform. It helps to create a corporate spirit, together with a sense of belonging and identity; more generally, it reflects the tone and ethos of the school. All items of clothing must be labelled, preferably with embroidered name tapes or iron on labels.

Shirts should remain tucked in and ties done up whenever children are in uniform on the premises, including after school. Sweatshirts and T-shirts with the school logo, ties and book bags may be ordered through the school office.

Boys	Girls	Games, PE and Swimming Kits
Grey Trousers	Grey Skirt or pinafore dress	White shorts for infants; White or navy shorts for juniors
White shirt	White shirt	White T-shirt with logo
Green pullover or Sweatshirt	Green pullover, cardigan or sweatshirt	Plimsolls for infants; trainers for juniors
School tie	School tie	Swimming trunks or bathing suit and cap
Grey socks	White socks, white or dark tights in winter if preferred	Towel
Dark shoes	Dark shoes	Shoe bag and swimming bag
Summer Alternative		
Short grey trousers	Green and white striped or checked dress, sandals	

## **15. Parents and the School**

and that school and home should work together for the benefit of the child. The Home-School Partnership Policy (Appendix 2) gives greater detail.

#### a. Parent Consultations and Interviews

You are invited and encouraged to visit your child's class at any time on an informal basis to see your child's work or their teacher. However, we also run three more formal occasions beginning in the Autumn Term with an open evening at which we share our priorities for the year. Parent consultations with teachers are arranged during the Spring Term and the Summer Term. These take place on two evenings each term and are arranged through an appointment system. During consultations, the child's progress, development and potential is discussed in detail with the parents. These summarise the child's development, understanding, skills, knowledge, neatness, behaviour and relationship with others. They give an assessment of progress and achievement as well as noting things which teachers and parents can help the child to improve.

Most important are the Learning Evaluation Sessions. These often follow class assemblies and are planned so that your child can show you in their learning where they have met their personal targets. Engaging with your child's learning in this way not only increases your knowledge of their progress but it increases the engagement they have with their learning through their ability to articulate personal objectives.

Most importantly, remember that if there's a problem don't let it fester, call in and see us so that together we can get it sorted. Likewise, do tell us about the things that are going well - we won't need to change those in a hurry. Teachers can be contacted via email on a standard address format of <first name>.<second name>@horsmonden.kent.sch.uk .

### b. Transfer into Secondary Education

During Year 5 parents of the children are informed about the options and procedures for their child's transfer to Secondary Education. Parents may opt to enter their child for assessment under the Kent Procedure for a place at a Grammar or High School in Tonbridge or Tunbridge Wells.

All Secondary Schools have open days during the Autumn Term and parents of the Year 5 and 6 children are encouraged to visit the schools during this period. Further details regarding transfer to Secondary Education are contained in the County's handbook "Opportunities in secondary Education" available from West Kent Area Education Office. Advice may also be sought from the Headteacher. When a final choice has been made in Year 6, all pupils will spend a day at their selected secondary school.

### c. Parental Help in School

There are many areas of school life where parental help is needed and valued.

Ø Many parents help in the classroom on a regular basis

- Ø Some assist with the class visits
- Ø Some help on the FoHPS Committee
- Ø Some are Parent Governors

If you would like to help in any way, please see the Headmasters, your child's class teacher, the Chairman of the Board of Governors or the PTA Chairman.

## d. The Friends of Horsmonden Primary School

Our Friends Association plays a vital role in the life of the school, enhancing opportunity through equipment, facilities and events. Every parent is automatically a member. FoHPS hold a number of fund raising and social events during the year, with the main fundraising event being the School Fete.

In recent years, money raised has been used for refurbishing projects such as the infant activity areas and Reception courtyard as well as providing new reading books.

## e. The Protection of Children

Procedures have been introduced by the County Council for checking with the local police on the possible criminal record of those who apply, or move to work, with children. The arrangements apply to all local authority paid staff and helpers in the school. Parents who would like to help at the school should consult the Headteacher in the first instance. The school is responsible for ensuring that all action taken with regard to Child Protection procedure is in line with Kent policy. The Deputy Headteacher is the Designated Child Protection Officer. Full details are available in our *Safeguarding Policy*.

## f. Complaints Procedure

To conform with the requirements of the Education reform Act 1988, the following procedure must be followed by any parent or guardian of a child.

The first port of call for anyone who is concerned about, or has a complaint, regarding the curriculum or Religious Education within the school, is the Headteacher.

If the situation is not satisfactorily resolved, the complainant may ask for the matter to be considered by the School Governing Body. Full details of the Complaints Procedure are available from the school on request.

## g. Circulars and Newsletters

We send home weekly newsletters and circulars to keep you informed about life in school. The school website holds an archive of letters if you miss a copy. We encourage

newsletter at your email address. This is sometimes more reliable than letters in bookbags and help the school keep production costs to a minimum. Paper copies are also displayed on the external front corner noticeboard and on the Headmaster's noticeboard in the main entrance hall.

Each week, teachers display a sheet entitled 'This Week's Learning'. This summarises the learning taking place in your child's class along with details of homework and any other classroom notices. It's important to keep well informed, so please take time to read the information we prepare.

We also have a text messaging service, which keeps you informed about a whole variety of activities in school and provides an alert should your child receive a small bang on the head.

If you find you are not receiving any of the above, please contact the school office and we'll seek to put it right.

## **16. Conclusion**

We do hope that you have enjoyed reading our Prospectus and have found it useful. More detailed policies on our work are available on request.

The information given in this document relates to the year 2010/2011. Though the details were current as at September 2010, it should not be assumed that there will be no change affecting these arrangements during the year in question, or in further years.

The school retains the right to amend the details in this Prospectus at any time.

