

Welcome to Meadow Primary School

Dear Parents / Carers

Thank you for choosing to read our prospectus. This booklet is intended to be an introduction to our school and the information contained relates to the academic year 2022-23. Through our prospectus we hope that you will begin to gain an understanding of the experiences and education that we can offer your child.

We have developed a highly-motivated and enthusiastic team of staff and governors who are dedicated to ensuring that every child is provided with high quality, stimulating and challenging learning experiences which will help them to achieve high standards, develop skills for life, a love for life-long learning and who leave our school as achievers who value themselves and others. We view parents as partners in the educational process and appreciate your support in all aspects of school life.

If you require any further information please do not hesitate to contact us. We also encourage you to arrange an appointment for a visit so that you can see our school at work and ask any questions that you may have.

Nichola Pickford
Headteacher



School Contact Details:

Meadow Primary School

High Street

Balsham

CB214DJ

Headteacher: Mrs Nichola Pickford

Chair of Governors: Mr Steve Jordan

Tel: 01223 894400

Website: www.themeadowbalsham.co.uk

Email: office@meadowprimary.org

Twitter: @Meadow_Balsham

Meadow Vision

The Meadow is a school where pupils, staff, families and the wider community are all welcomed and feel a sense of belonging.

Our aim is for pupils to experience memorable learning through enriching provision, which includes and challenges all. By equipping pupils with skills and knowledge within an accessible, engaging and inspiring curriculum, our aspiration is for children to be independent and confident lifelong learners.

Our 3 Golden Rules that sit alongside our vision and values are:

- **We Respect**
- **We Care**
- **We Learn**

Aims of the School

The Meadow aims to deliver high quality education to children between 4-11 years from Balsham and the surrounding villages of West Wickham, West Wrating, Weston Colville and Streetly End. Specifically, we aim to:

1. Provide a learning environment that is safe, stimulating, happy and orderly to ensure effective teaching and learning.
2. Offer a curriculum that encourages all children to be:

Successful learners - who are resourceful, enquiring and self-reliant as well as being co-operative with others;

Confident individuals - who are able to live safe, healthy and fulfilling lives: valuing themselves and respecting others;

Responsible citizens - who are reliable and thoughtful and make a positive contribution to society.

3. Promote the school as a resource for the community of the villages and play a part in developing that community.
4. Maintain a working environment for all staff that is congenial, safe and challenging enough to offer opportunities for professional development.

About the School

Meadow Primary School is located in the village of Balsham which is situated in South Cambridgeshire, approximately 10 miles from the centre of Cambridge and also sits on the Essex/Suffolk borders.

Our school caters for pupils aged 4– 11 years. The school has a mixed catchment area and is not affiliated to a particular religious denomination. We currently have 8 classes in school. Our pupil admission number each academic year is 40. This means that our class structure can change each year. Some classes are mixed age, whilst others are straight year groups.

This academic year we have 4 Infant classes and 4 Junior classes. The school has 2 large playgrounds, one for the Infants and one for the Juniors. We also have a large field that joins the two playgrounds, a Forest School area and a separate secure outdoor area for the Reception children and the Infants which can be accessed all day long. We are fortunate to be able to use the local church and the recreation ground for other events too.

Staff

Mrs Nichola Pickford (Headteacher)
Mrs Nicky Butcher (Deputy Headteacher and Senior Leadership Team)

Teaching Staff

Mrs Faye Facer (Assistant Head, Early Years Leader and Senior Leadership Team) R/Y1 Butterfly Class Teacher (Maternity Leave currently)
Mrs Lizzie Beecroft-Sullivan (SENCO and Senior Leadership Team) Y2 Spider Class
Mrs Emma Rogers R/Y1 Ladybird Class
Mrs Dani Tinsley Y1/2 Dragonfly Class
Miss Victoria Evans Y3/4 Otter Class
Miss Hannah Burton Y3/4 Squirrel Class
Mrs Shannon Savage Y5/6 Kingfisher Class
Mrs Harriet Searle Y5/6 Kestrel Class
Mrs Kezia Anderson Y5/6 Kestrel Class
Miss Amy Battrick (Leadership Cover and PPA)

Teaching Assistants

Miss Stacey Taylor (Early Years Practitioner)
Mrs Yvonne Hahn (LTS)
Mrs Carolyne Ward (LTS)
Miss Erica Williams (LTS)
Mrs Lucy Bitten (LTS)
Mrs Kate Langford (LTS)
Mrs Nicki Elliot (LTS)
Miss Rebeka Sultana (LTS)
Miss Ellen Campbell (LTS)
Mrs Ruth Wilkinson (LTS)

Cooks

Mrs Serpil Gurses – Cook
Mrs Bernadette Battom – Assistant Cook
Mrs Patricia Perry - Assistant

Office Staff

Mrs Lin Mallyon – Finance Officer
Mrs Natasha Power – Admin Officer
Ms Liz Story – Admin Assistant

School Sessions

The timings of the school day are:

School starts:

The bell rings at 8.50am and the register is taken by 9.00am each day.

Lunch time:

All children have lunch between 12-1pm each day.

School finishes:

The bell rings for the end of the school day at 3.15pm.



In addition to the lunch break, all have a 15 minute break each morning. Children in Early Years also have planned access to the outdoor secure environment or Forest School throughout the day. Children in the Infants are provided with a piece of fruit each day as their snack. Children in Juniors may bring a snack for playtime. This should be a piece of fruit or vegetable, a cereal bar or similar. No crisps, biscuits or cakes please. Please note we are a NUT FREE SCHOOL. All children should bring a water bottle each day filled with plain water. We have 2 water coolers in school where bottles can be re filled.

Admissions

Admissions arrangements are conducted through Cambridgeshire County Council. If you would like to join our school, please apply through the Council's application website (you can also download forms to apply in writing, or ask to have them sent to you), if you have any difficulties or require any help, then please contact the school office:

We can admit 40 children into each year group. The school has adopted the Cambridgeshire Admissions policy.

Admissions Policy

We follow the County guidelines on admissions, Balsham, West Wrattling, Weston Colville and the surrounding villages make up our catchment area, but as it is a relatively small catchment area we usually room and welcome children from other areas. In the event that the school is oversubscribed, places will be allocated according to the following Cambridgeshire oversubscription criteria:

1. Children who are looked after, with a statement of special educational needs which names the school or for whom this is the only school that can meet their long term medical needs.
2. Children living in the catchment area with a sibling at the school at the time of admission.
3. Children living in the catchment area.
4. Children living outside the catchment area who have a sibling at the school at the time of admission.
5. Children living outside the catchment area who have been unable to gain a place at their catchment area school because of oversubscription.
6. Children who live outside the catchment area, but nearest to this school according to the shortest available travel route as measured by a straight line.

For admissions to year groups other than Reception, parents should apply to the Cambridgeshire Admissions Team. If the number of children in that year group does not exceed the published admission number, and there is no reserve list, a place should be offered.

Arrangements for starting school

You will be notified of your child's place at The Meadow at the end of the April before your child is due to start in September. We have an induction programme in the summer term when children are invited into school for a number of visits and there is also a 'new' parents evening.

All reception children born before 31st December usually start full time in September. Other reception children may also start full time in September or we can be flexible about part time attendance during the first half term if, after discussion with school, you or we feel this is more suitable.

The school year runs from 1st September to 31st August. We have a liaison programme with Buttercups and Daisy Chains Pre-Schools and other local nurseries and pre-school groups that runs throughout the school year. The reception teachers visit each pre-school setting before children start school to meet the children and keyworkers.

Visits to school by prospective parents and children are welcomed and can be made by prior arrangement with the school office. Telephone 01223 894400.



School Routines

There are 5 gates that can be used to enter the school grounds. These gates are locked at 9am each morning and unlocked from 3pm each afternoon. Children travelling on the school buses will be met in the morning and escorted into school by a member of staff, and registered by a teacher and taken to the bus each evening.

A member of staff will be present on each of the playgrounds from 8.45am to greet the children ready for the bell ringing at 8.50am each day. Although the gates are open from 8.30am, children should not be in the playground unaccompanied prior to 8:45am as the playgrounds are unsupervised.

When the bell rings in the morning, the teacher on duty on each playground will blow a whistle to signal to the children they need to line up in their class lines ready for the teachers to meet them and escort them into school.

During the school day the gates are locked for security reasons and access to school is through the main entrance only. A security system operates on this entrance. Access is gained by the main entrance and pressing the bell at the office hatch and waiting for the office staff to respond. Visitors entering school need to sign in and wear a visitor's badge.

At the end of the day, Reception, Y1 and Y2 staff will ensure that children are delivered to their identified adult at the individual classroom doors whilst Key Stage 2 staff will accompany children onto the Key Stage 2 playground and ensure they leave safely.

Children travelling on the school bus will be registered by a member of staff and accompanied to the school bus and handed over to the bus supervisor.

Playtime supervision is carried out by teachers and teaching assistants at break times and by the lunchtime supervisors and teaching assistants at lunchtimes.

School Lunches

School lunches are prepared on the school premises by Innovate, our catering company and meet the strict government recommended nutritional standards.

Copies of the menus are available for parents on the school website. The majority of children stay for a school lunch, others bring a packed lunch. All children in the Infants receive a free school meal each day as part of the government universal free school meal scheme.

We ask that you keep your dinner payments up to date. These can be made via the MCAS online payment system, Meals are currently £2.50 a day for KS2 children.



Children who bring packed lunches eat these in the dining hall (except for KS2, when in the summer they are allowed to picnic outside). We would ask for your support when giving children a packed lunch that it contains no chocolate bars, sweets or fizzy pop. The school will provide drinking water if required. Please note due to a number of severe allergies, we are a nut free school. The children are supervised at lunchtime, both in the Dining Hall and playground by a Lunchtime Supervisor.

Parents who believe that they are entitled to free meals should apply via Cambridgeshire County Council. Further details and application forms are available via the school office or the Council website.

School Uniform

The school uniform is worn by all pupils in school (Reception to Year 6) and parents are asked to support our uniform policy.

The uniform is as follows:

- White or light blue polo shirt/shirt
- School Logo royal blue sweatshirt or cardigan
- Grey or black trousers, skirt/pinafore or shorts
- Blue and white gingham dress (summer)
- Plain black sensible shoes or boots (no trainers or open toe sandals)
- No jewellery other than a wristwatch and stud earrings
- No nail varnish or make up
- PE kit is navy polo T-shirt or round neck t shirt, navy or black shorts and a suitable change of footwear (no football strips)
- A tracksuit for PE outdoors is also necessary
- Hairstyles should be sensible



It is essential that all children are dressed sensibly for school. Uniform bearing the school logo can be ordered from the link to our uniform provider, Price and Buckland on the school website. All uniform except the jumper and cardigan can be purchased, unbranded from other shops.

Please ensure all articles of clothing, particularly jumpers, cardigans and school coats, are clearly labelled with your child's name. This is the only way we can ensure lost items of clothing are returned. Please also encourage your child to look after their own belongings. Your support with this will be very much appreciated.

Jewellery is not allowed in school. The only exception to this is a watch, a religious piece of jewellery that is removed for PE and simple stud earrings but these too must be removed for PE. Children will be asked to remove any jewellery worn during the school day. The school does not accept responsibility for loss, theft or damage to any personal items of property, clothing or jewellery.

If parents/carers wish to have their child's ears pierced, it is suggested that this is done at the beginning of the Summer Holidays, so that by the time the Autumn terms starts, studs may be removed. Earrings in particular represent a considerable accident risk both in physical education and play and it is recommended that children should not wear them in school. School staff cannot accept responsibility for the removal of earrings.

Parents/carers in School

We appreciate the assistance that a number of parents/carers/Grandparents give us with classroom activities within school and with visits when needed. Extra pairs of hands and ears are always welcomed with a variety of activities including mounting pictures, listening to children read, craft work and accompanying groups on trips. If you feel you can contribute in this way, DBS clearance will have to be sought before you begin. Please ask at the school office for details. We also welcome parents and friends into school for class celebration assemblies on and to other events in school. Parents are reminded that they should sign in whenever they enter the school.

We have a very supportive parents group, known as the Meadow Parent Teacher Association. Meetings are held half termly. They organise a number of fundraising events throughout the school year. New members are always welcome.

The School Curriculum

Due to our admission number most of our classes are mixed ability and our class sizes range from 22 children to 30 children per class. Children are taught as a whole class, in small groups and occasionally individually depending on the type of learning experience.

The school aims to address the needs of all children, with provision for support and challenge for all abilities. The curriculum in its fullest sense incorporates all the opportunities for learning provided by the school. Ours is planned to reflect the fact that children learn best through practical activity and real life experience. Tasks aim to be relevant to children's present and possible future lives. It includes specific key areas of knowledge as well as skills, concepts and attitudes that children will experience, and provides for different styles of learning. The curriculum focuses on more than simply mechanical aspects of learning to read, write and calculate.

We approach these subjects in a creative way, encouraging knowledge and interest. All documents relating to the school curriculum and any published Ofsted report can be obtained via the school office or on the school website.

The Key Stage 1 and Key Stage 2 Curriculum

Throughout school we teach a broad and balanced curriculum. Through our curriculum we teach; English, Mathematics, Science, Computing, Religious Education (RE), Design Technology, History, Geography, Art, Music, Physical Education (PE), Personal, Social, Health Education (PSHE), Philosophy and Modern Foreign Languages (French in Key Stage 2).



English

All children will have experience in the following areas:

- Speaking and Listening
- Reading and Writing
- Grammar and Punctuation
- Spelling and Handwriting



The National Curriculum forms the basis of our English curriculum. English, whole class reading and phonics / spelling sessions are taught daily. In addition to this there are several opportunities to teach and focus on cursive handwriting within the week. Children are encouraged to communicate their ideas through speech, creative writing, and poetry and to read for meaning and enjoyment.

Whenever possible, strong emphasis is placed on teaching English through cross-curricular approach. Emphasis is placed upon the need to develop skills for reading both for pleasure and information.

Varied resources are employed to deliver the many facets of the English curriculum. We place great emphasis on the teaching of reading. We have invested significantly in a range of reading schemes which we organise using the Book Banding system. 'Letters and Sounds' forms the basis for our phonics teaching. We actively encourage parents to help at home with reading and use our home/school reading books to share ideas and comments between parents and teachers. The school also has a Library that is used by all of the children.



Maths

The mathematics curriculum is delivered through the National Curriculum and White Rose. Our aim is to use a practical approach to equip children with mathematical concepts and skills relevant to the world they live in. This includes the ability to solve problems, understand numbers, shape and relationships and predict likely results. A

wide variety of apparatus and resources are used throughout the school. The children have a daily numeracy lesson which is supported by additional times tables, number facts and mental maths sessions. We follow the mastery approach to maths in deepening learning with extensive reasoning and justifying.

Science



In science we follow our progression document to deliver the National Curriculum requirements. Through these lessons, children are involved in practical investigations. Individual and group skills of planning, decision-making, investigating and communicating results, as well as observing, classifying, recording, making and testing hypotheses, designing experiments and drawing information from evidence are vital to science-based activities, but also have a much wider application.

Computing

The children have access to Computing facilities both in their classroom and in the designated Computing suite. Specific skills are taught and used in pupils' work across the other curriculum areas. Each classroom is equipped with a computer and an interactive whiteboard. The school also has iPads to enhance further research and learning opportunities.



Religious Education and Collective Worship

The school provides Religious Education and a daily act of Collective Worship. Religious Education is taught to all children (unless parents have exercised their right to withdraw their child from attendance at RE and / or Collective Worship.) The school is not affiliated to any particular denomination but follows the agreed R.E. syllabus recommended by the Local Authority. The Education Reform Bill states that all pupils should take part in a daily act of worship and that this should be "wholly or mainly of a broadly Christian character". Children are also encouraged to have an awareness of, and sympathy with, other cultures and religions. We are also fortunate to enjoy visits from local ministers who take part in our Collective Worship regularly.

Personal, Social Health Education

All children take part in regular PSHE sessions, which are based around the development of personal, social and emotional skills and the value of healthy living. The themes are differentiated and appropriate to each year group. Opportunities are given to work as a whole class, in small groups, and individually. The children also take part in circle time activities, which encourage the development of self-esteem, communication skills and problem solving. Our school follows the Cambridgeshire PSHE syllabus.

Design Technology

Technology encourages children to understand the importance of design and technology in relation to the economy and the world in which they live. It involves designing and making things then evaluating the outcome.

Geography

Through Geography the children learn a variety of mapping and other geographical skills using maps, text and other materials. They also extend their factual knowledge of the local area and other areas of the world. Geography is also an important vehicle in developing a greater awareness in children of the richness and diversity of other cultures.

French

KS2 children are taught French regularly and we encourage use of languages throughout the school day, for example answering the register or greetings.



Physical Education

Children experience all elements of PE: Gymnastics, Athletics, Games, Dance and Swimming. In addition all children in Years 1-6 are taught PE by a qualified coach from Cambridge United. PE is complemented by extra-curricular activities. The school participates in a number of inter school events and competitions.



History

Using a variety of text material, historical artefacts, our locality, stories, poetry, pictures, festivals, the children's own lives and historical personalities, we aim to develop in our children an awareness of a sense of past and present, fact and fiction, through the passage of time.



Art

Art provides children with a variety of experiences in order that they can learn specific skills and techniques using a wide range of materials. Their own sense of originality is valued and encouraged. We draw upon the expertise of local artists and galleries whenever the opportunity arises.

Music

Children are encouraged to listen to and make music through singing and using a variety of percussion and other musical instruments. This develops their skills

and a wider appreciation of various types of music.



The Foundation Stage Curriculum

The Foundation Stage is the first stage of the National Curriculum focusing on the distinct needs of children aged three in Pre-School to the end of the Reception year in primary school.

In the Foundation Stage there are seven areas of learning and development that must shape educational programmes in early year's settings. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the *prime* areas, are:

- communication and language;
- physical development; and
- personal, social and emotional development.

As a school we also support children in four *specific* areas, through which the three prime areas are strengthened and applied. The specific areas are:



- literacy;
- mathematics;
- understanding the world; and
- expressive arts and design.



Communication and language

opportunities to experience a rich their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

development involves giving children language environment; to develop

Physical development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

Personal, social and emotional development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

Literacy development involves encouraging children to link sounds and letters and to begin to read and write. Our school uses 'Letter and Sounds' to guide our phonics teaching and once children have a secure phonic base they will begin to progress through our reading book bands (our way of organising a range of reading scheme books). Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.



Mathematics involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.

Understanding the world involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

Expressive arts and design involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

Our staff considers the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience for each child in all of the areas of learning and development. Planning is focussed strongly on the three prime areas, which are the basis for successful learning in the other four specific areas. The three prime areas reflect the key skills and capacities all children need to develop and learn effectively, and become ready for school. It is expected that the balance will shift towards a more equal focus in all areas of learning as children grow in confidence and ability within the three prime areas.

Each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. Play is essential for children's development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults.

Children will have opportunities to learn through: • **playing and exploring** - children investigate and experience things, and 'have a go';

• **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and

• **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Children are competent learners from birth and develop and learn in a wide variety of ways and at different rates. Staff will look carefully at each child, consider their needs, their interests and their stages of development in each area and use this information to plan a challenging and enjoyable experience across all the areas of learning and development. This period of life is really important both in its own right but also in preparing children for later learning. From the age of three to five, children grow, develop and learn rapidly. Most children go through the same stages but each child is different. They choose their friends and develop their own preferred ways of learning.



Children aged three, four and five are constantly encountering new experiences which they try to understand. As they do so they explore the world around them, ask questions, extend their skills, develop their confidence and build on what they already know. Well planned play is central to children's learning in the Foundation Stage. That way learning is both challenging and fun. The indoor and outdoor 'classrooms' are organised to give children plenty of space to move around, to work on the floor and on table tops, individually and in smaller and larger groups. Resources are well-organised and labelled so that children know where to find what they need and can be independent. This means adults can spend more time joining in with children's learning, extending their language and thinking and helping them to make progress. The role of the adult is crucial in supporting children's learning through planned play and extending and developing children's spontaneous play. Through this supported play children can explore, develop and use their curiosity and imagination to help them make sense of the world in a secure environment. They practise skills, build up ideas and concepts, think creatively and imaginatively and communicate with others as they investigate and solve problems.



Adults working in the Foundation Stage plan a wide range of opportunities for children to learn both indoors and outdoors. What they plan is based on what children already know about and can do. Plans recognise children's different interests and needs. Sometimes adults will plan activities to do with particular groups of children based on their particular learning needs and interests. Sometimes they will plan time and resources for children to initiate and develop their own learning. Both are important. Both provide opportunities for children to learn to work together and share resources and the attention of adults.

Our Early Years classrooms are led by teachers who have a specialism in Early Years along with Early Years Practitioners and Teaching Assistants.

Special Educational Needs Provision

In accordance with the national Code of Practice, the school may sometimes identify certain pupils as having special educational needs. These needs vary from Gifted and Talented pupils or pupils with disabilities, learning or behaviour difficulties. Children with particular learning difficulties or other special needs can benefit from specialist help. This may be because they experience particular learning difficulties. Any specialist help is given in the classroom, but there can be occasions when individual or small group work is appropriate.

For some children the school may need to involve other specialists, in a formal assessment of special educational needs. When this happens, there is always prior consultation with parents, who are involved in all assessment procedures. Parents are always regularly consulted and kept informed of their child's progress. Parents, who have concerns regarding their children's progress and development, should discuss this with the class teacher or the school SENCO.



Extra Curricular Provision

During the school year, staff, outside coaches and members of the wider community run a variety of extra-curricular clubs for children. Last academic year these included: dance, netball, multi sports, art and craft, g football, running club, , Code Club, Mad Science, board games, dodge ball and many more.

Children in Year 6 are given the opportunity to undertake road cycle training organised by the Local Authority.

The school also has a pre school and out of school club on the site. More details of these can be found on the school website or via the school office.

School Trips

We believe that every child in our school is entitled to enriching activities that will supplement the taught curriculum in school. Each class has at least one trip outside of school each year. As well as trips out we welcome theatre groups and visitors into school. Children in Year 5 attend a 2 night, 3 day residential trip to a local centre and children in Year 6 attend a 4 night, 5 day residential trip to an outward bounds centre.



Secondary School Liaison

As we are partnered with Linton Village College through our Academy Trust, Anglian Learning. Transition between the two schools aims to be seamless. To support the transition to secondary education, the children are given the opportunity to visit LVC or have members of staff from there visit The Meadow on many occasions through the school years. There are two transition days at the end of the summer term. Children gain confidence and even look forward to the move having met new friends and become familiar with the new school setting.

Behaviour

We follow a therapeutic approach to behaviour. Behaviour is maintained via a system of teaching of pro social behaviours. We also have some rewards and when needed, protective consequences. Our policy can be found on the school website. Consistent inappropriate behaviour is discussed with the parents and carers and a range of procedures for reporting and dealing with bullying have been developed. The school's ethos encourages and rewards the positive aspects of the children's work and behaviour through the school's celebration assembly.

The Head Teacher and all the staff share responsibility for the pastoral care of the children in school. If the Head Teacher is unavailable, the Deputy Head Teacher assumes responsibility.

Assessment, Monitoring and Targets

Teachers assess children continuously from the time they start school. This takes the form of informal monitoring during lessons throughout the year and termly assessments in the areas of the curriculum covered. In addition, pupils are formally assessed annually using SATs in Y2 and Y6, the Early Years Baseline and Foundation Stage Profile for children in Early Years.

It is a statutory requirement that all pupils are assessed formally at the end of each key stage. This occurs by teacher assessment in the Foundation Stage and Key Stage One (which is an ongoing assessment of pupils work) and by a combination of statutory assessment tests and teacher assessment in Key Stage Two. These statutory assessment tests (SATs) are currently held during a week in May for Year 6 pupils.

Child Consultations are held in the Autumn and Spring terms. The Autumn term meeting is to discuss how children have settled into their new classes. The Spring term meeting gives you a chance to see how your child is progressing. In the Summer term you will receive your child's end of year report.

Should staff or parents feel that there are issues to be addressed outside the timetable of these meetings then arrangements are quickly made to bring the relevant parties together to deal with any concerns.

Homework

Particularly with younger children, help given by parents with their children's reading is invaluable. This involves hearing them read at home, reading books with them if they cannot do this for themselves, as well as looking at, and discussing the book, its story and illustrations. Encourage your child to talk about the books they bring home. The children may also be given other tasks such as reinforcing new words learnt or practising their multiplication tables. These are valuable pieces of homework with which you can help your child. Children in Years 1-6 will also be set more formal homework. This is set each half term on Google Classroom.

Medical Matters

All of the teachers and support staff in school are qualified Paediatric First Aiders. In the case of your child becoming ill or having an accident that we deem sufficient to need to inform you before the end of the day, we will contact you immediately. We ask all parents/carers to provide us with emergency contact numbers so that they can be notified in such circumstances. Please inform school if contact numbers or names should change at any time.

If children are ill, please keep them at home until they are well again or their doctor says they can return to school. This is particularly important in the case of infectious diseases. If children have suffered from sickness or diarrhoea we ask that they do not return to school until they have been clear of symptoms for 48 hours. We also ask that you do not send over the counter medicines, tablets, cough sweets or lozenges to school. Parents are also advised to administer prescribed medicines at home wherever possible. However, if it is necessary for a member of staff to administer prescribed medicines (only ones prescribed 4 times a day), a consent form must be completed and signed with one of our First Aiders in line with our Medication in School Policy. Likewise, a care plan should be submitted if a child is to use an asthma inhaler or Epi/Jext pen in school. Please go to the school office if this is necessary and ask to speak to the office.

School Attendance

Regular and punctual attendance is crucial to each child's educational development and at The Meadow Primary School we recognise our part in helping parents to meet their legal obligations in this respect. If your child can not attend school because of ill-health, or for another reason, parents are asked to ring the school on the first day of their child's absence before 9.00am. We must investigate individual instances of unexplained pupil absence and these along with other absences will be classed as 'unauthorised absence' if school is not satisfied with the reasons given for absence. We are also obliged by law to monitor and report late attendance at school. Our aim is for all children to have attendance of 97% or better to enable them to make the most of all learning opportunities. Holidays taken in term time disrupt children's learning patterns and for this reason school does not authorise any holidays in term time. If families feel that they have no option but to remove their child for a holiday in term time this must be notified via a leave of absence form which is available from the school office. Upon application for any leave of absence, the Headteacher may be required to speak to parents about the importance of children being in school during term time. Unauthorised absence must be reported to the Local Authority who may decide to issue a warning letter or a fixed penalty notice of £60 per parent, per child. You can view your child's attendance on the MCAS app.

Information on individual attendance is reported to parents on the child's Annual Report, which is sent out every year in July. Concerns throughout the year will be raised with parents and if necessary, the Education Welfare Officer will become involved to support with attendance issues.

Safeguarding Children

At The Meadow we take the safeguarding of our pupils seriously. Parents should be aware that the school will take any reasonable action to ensure the safety of its pupils. In cases where the school has reason to be concerned that a child may be subject to any form of abuse, staff have no choice but to follow Child Protection procedures and inform the relevant services. Our Safeguarding Policy can be found on our website. We have 3 Designated Safeguarding Leads in school, Mrs Pickford, Mrs Butcher and Mrs Rogers.

Health and Safety

For the safety of our children, we would like to draw parents' attention to the following points regarding Health and Safety:

- We operate a 'no dogs' policy (with the exception of the school dog) and would ask that you do not bring them onto the premises or tie them unaccompanied to the school fencing.
- We would be grateful if any bikes or scooters are pushed whilst in the school grounds.
- We thank you for not smoking anywhere in the school building or grounds.
- We ask you to remember that you are in a school environment and any form of bad language or aggression is unacceptable and may result in you being asked to not enter the school site or premises.
- Please do not shout or behave aggressively towards children, staff or other adults whilst on the school grounds or at the school gate.

Charging Policy

The Education Act 1988 prohibits charging for activities during school time. We aim to provide a range of activities to enhance the children's learning therefore from time to time parents will be asked to make a voluntary contribution towards the cost. No child will be excluded from an activity through an inability to contribute however, neither will any child be expected to subsidise others. In the event of insufficient contributions being made, the activity may be cancelled. A copy of the Charging and Remissions Policy is available on our website.

Full payment is required for children wishing to attend residential trips. Parents/carers who may require financial assistance, should make an appointment with the Headteacher.

Complaints Procedure

If parents or others have any concerns about the school curriculum or other matters, these will continue to be considered and as far as possible, dealt with in informal discussions with class teachers in the first instance. It is not the intention that all such concerns should be considered as complaints. If there are concerns that cannot be dealt with informally, then parents should raise these directly with the Headteacher and these will be dealt with according to the Complaints Policy. A copy of this policy can be obtained from the school office or from our website.

Pupil Premium

The government believes that the pupil premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most. The pupil premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM').

Schools also receive funding for children who have been looked after continuously for more than six months, and children of service personnel. More details of how the school spent this allocation and the impact can be found on the school website.

If you require any further information then please do contact the school office

