

HOLYWELL SCHOOL



Foundation Stage Parent Handbook



CONVENTION ON THE RIGHTS OF THE CHILD
As a school that respects the rights of the children and adults in our school family, community and beyond, we aim to adhere to articles from UNICEF's Convention on the Rights of the Child.

"Every child in the world has one thing in common, their rights".



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Staffing

Name	Responsibility
Mr Callaghan	Head Teacher and Designated Safeguarding Leader (DSL)
Mr Ball	Assistant Head Teacher, Deputy DSL (DDSL), Challenger Class Teacher
Mrs Warner	SENCO, Deputy DSL, Challenger Class Teacher
Mrs Poulter	Secretary
Mrs Snellings	Business Manager
Mrs Burch	Assistant Bursar
Mrs Shellard	Family Liaison Office, Attendance Officer and Deputy DSL
Miss Osborne	Mayflower Class Teacher
Miss Sheehan	Richmond Class Teacher
Miss Glass	Viking Class Teacher
Mrs Mittoo	Oak Class Teacher
Mr Hogan	Cambria Class Teacher
Miss Lassman	Pioneer Class Teacher
Mrs Jempson	Teaching Assistant and Midday Meals Supervisor
Miss Payne	Teaching Assistant and Midday Meals Supervisor
Mrs Horn	Teaching Assistant and Midday Meals Supervisor
Miss Bovis	Teaching Assistant and Midday Meals Supervisor
Miss Schopman	Teaching Assistant and Midday Meals Supervisor
Mrs Ingall	Teaching Assistant and Midday Meals Supervisor
Mrs Martin	Teaching Assistant and Midday Meals Supervisor
Mrs Vigar	Teaching Assistant and Breakfast Club
Mrs Eakins	Teaching Assistant and Midday Meals Supervisor
Mrs Webb	Teaching Assistant and Midday Meals Supervisor
Mrs Mace	Teaching Assistant and Midday Meals Supervisor
Mrs Crawley	Teaching Assistant and Midday Meals Supervisor
Mrs Divers	Teaching Assistant and Midday Meals Supervisor
Miss Lewin	Teaching Assistant and After School Club
Mrs Okhamesan	Cook
Mrs Frew	Assistant Cook
Mr Gull	Caretaker
Lisa Martin	Holywell Kids Club Leader
Miss Warner	Holywell Kids Club
Miss Snellings	Holywell Kids Club



Holywell School Governing Body

Governors

Name		Category/Appointing Authority
Mr Horton	(Chair)	Co-opted Governor
Mr Smith	(Vice Chair)	Co-opted Governor
Mrs Aldous		Parent Governor
Mr Kemsley		Co-opted Governor
Mr Murphy		Co-opted Governor
Mrs Walker Smith		Co-opted Governor
Mrs Scott		Associate Governor
Mrs Martin		Staff Governor
Miss Taylor		Co-opted Governor
Mr Callaghan		Head Teacher Governor

A Message from Mr Callaghan



At Holywell our vision is to “Recognise and Realise Aspirations”. We aim for all our pupils to be: Ready, Respectful, Responsible and Resilient, and we develop and nurture their learning journey so they become independent learners and thinkers in all areas of the curriculum and beyond.

At the heart of our vision is the drive to ensure children grow up to lead safe, happy, healthy and successful lives. We passionately believe children’s well-being and rights are important and that they have a voice in all matters which affect them. This is why we have been accredited with the UNICEF Gold Rights Respecting School award. This means we have embedded the United Nations Convention on the Rights of the Child within our whole school ethos. All adults in school are duty bearers who work hard to help our children learn about and know their rights and why they are important.

We believe learning should be engaging, creative and personalised so teaching and learning at Holywell is focused on developing rich dialogue between teachers and pupils, pupils and their peers and within the wider school community. We understand everyone learns in different ways and so our lessons and topics are planned carefully to enable children to be active participants in their learning.

We are committed to meeting the needs of all pupils including those with Special Educational Needs and Disabilities. We have a shared expectation that all pupils, regardless of their specific needs, should be offered inclusive teaching which will enable them to make the best possible progress in school as a valued member of the wider school community so no child is left behind.

We achieve this by developing a curriculum that offers children the opportunity to develop key thinking skills and learning habits on a daily basis.

Our curriculum is designed to allow pupils to revisit topics and concepts over and over again as they move through the school, each time looking at it through a richer and more challenging context, and therefore deepening their understanding.

At Holywell we encourage all children (and adults!) to jump into what we call the Learning Pit every day and to understand it’s okay to be stuck because that’s where the best learning happens. We believe in praising children for effort rather than achievement and encourage children to embrace challenge, be less frightened of mistakes and enjoy learning. Every lesson is an opportunity to learn something new and show hard work, resilience, perseverance and determination. As a result, children at Holywell make excellent progress as they build their knowledge and develop their long term memory.

A handwritten signature in black ink that reads "D Callaghan".

Darran Callaghan,
Headteacher

Our Values

At Holywell Primary School we are committed to providing an environment where excellent behaviour and attitude is at the heart of productive learning. We aim to provide a happy, safe and stimulating community where each individual is valued and respected and in turn takes responsibility for their actions. By working together we believe the whole school community can create the culture necessary for each child to achieve their full potential. Everyone in the school is entitled to three basic rights: the right to learn; the right to be treated with respect and the right to be safe. All class teachers have high expectations of the pupils in their care and play a very important part in promoting good behaviour, in line with the school's Behaviour Policy.

Our core values underpin everything we do and believe. We actively seek to consistently apply these principles and uphold them at all times:

Value	Behaviour we want to see
Ready	We make the most of every opportunity
Respectful	We treat each other as we would like to be treated
Responsible	We are in charge of our own actions and achievements
Resilient	We never give up, learn from our mistakes and always try our best

At the start of each year, a Class Charter is agreed with the children in each class based on our values. Positive behaviour management is a process by which a child's behaviour is improved by using reward, consequence and reflection. We believe the most effective way of achieving our aim is by recognising and encouraging achievement and effort by children either for learning or attitude and behaviour. Good behaviour is helped when everyone remembers to do what is expected of him/her. We believe that good behaviour should be consistently rewarded. This can be achieved by using the following strategies:

- Positive Comments
- Stickers
- Lunchtime Rewards
- Class Dojo
- Positive Notes, Shout Outs and Proud Clouds
- Achievement certificates
- 'Over and Above' Awards
- Headteacher Awards



EKC Schools Trust



Holywell Primary School is proud to be part of the East Kent College School Trust. We converted to a multi-academy trust in March 2020 with 3 other local schools; Briary Primary School, Bysing Wood Primary School and Queenborough School and Nursery. The Trust has now grown to 6 schools with Palm Bay Primary and East Stour Primary joining us in April 2022.

'As part of EKC Schools Trust's commitment to enhancing the outcomes for the communities we serve, we want to help our schools grow and develop, with enhanced central services that leave staff free to focus further on delivering an outstanding education to their pupils.

We offer a structure which ensures our schools still have the independence to make their own decisions and remain a core part of the community it serves. We believe wholeheartedly in the unique and individualised nature of these excellent educational establishments. EKC Schools Trust wants to help its schools to retain and grow local relationships, personalised approaches and curriculums while celebrating the distinctiveness of each of them.'

If you would like to find out any further information about the EKC Schools Trust, please visit their website www.ekcgroup.ac.uk/ekc-schools-trust.



A Rights Respecting School

At Holywell School we are committed to ensuring children’s well-being is at the heart of everything we do. We aim to help our pupils grow into confident, caring and responsible young people both in school and within the wider community and realise their potential.

We are a UNICEF recognised Rights Respecting School because we have embedded the UN Convention on the Rights of the Child (UNCRC) within our whole school ethos. We were lucky to receive our GOLD award recently due to our continued dedication as duty bearers to our children and their extensive knowledge of their rights as children. We are one of only 4 schools in Kent to have secured this.



What is the UNCRC?

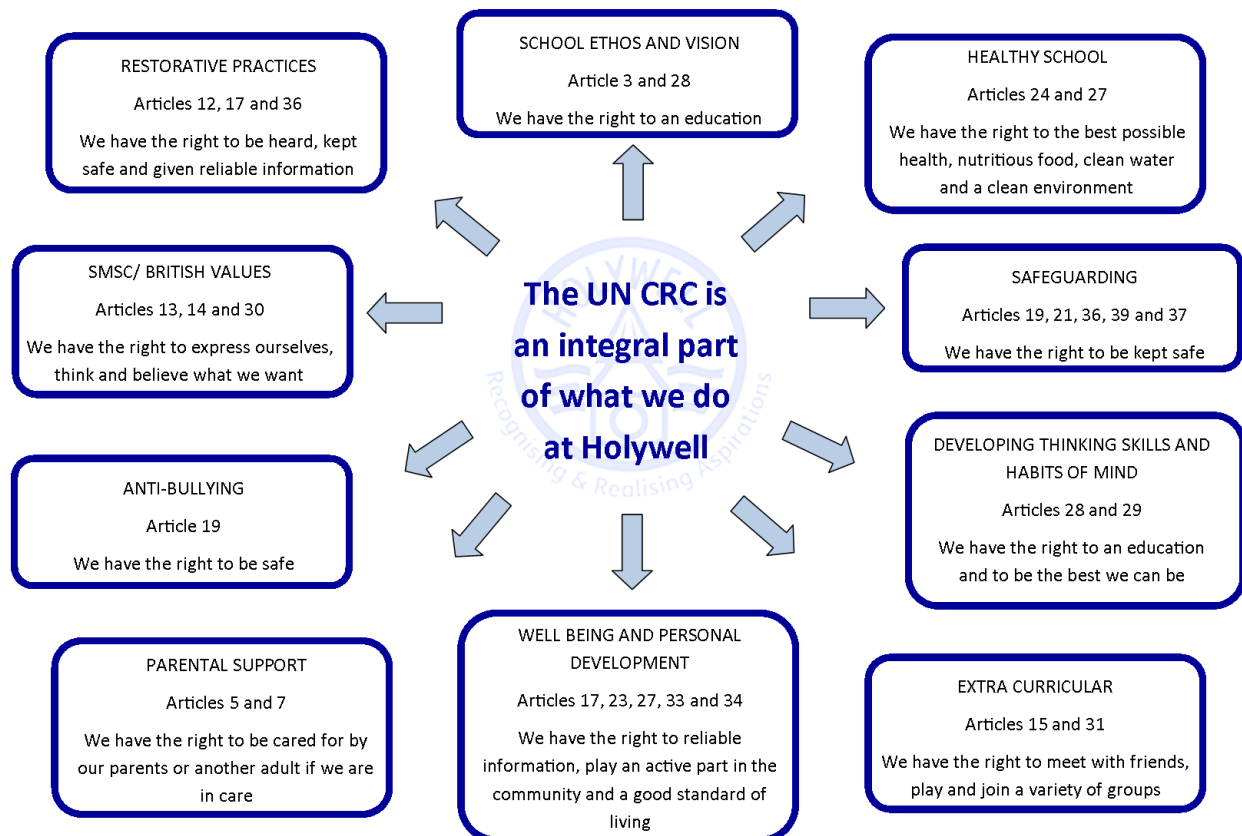
In 1989 UNICEF established a set of 54 Articles known as the Convention for the Rights of the Child. The convention applies to every child under the age of 18, without discrimination, whatever their ethnicity, gender, religion, language, abilities, whatever they think or say, whatever their family background. Almost every country in the world has signed this convention to uphold the Articles within their country and do all it can to protect children’s rights. The convention underpins everything UNICEF does around the world.



The convention recognises that all children and young people have the right to be treated with dignity and fairness, to be protected, to develop to their full potential and to participate. Every adult is a duty bearer and it is their responsibility to ensure children’s rights are protected.

What is a Rights Respecting School?

The RRSA focuses on children’s rights in schools and takes a whole-school approach to child rights and human rights education. A UNICEF Rights Respecting School is a community where children’s rights are learned, taught, practised, respected, protected and promoted.



The Curriculum

Foundation Stage

The Early Years Foundation Stage curriculum for our under fives uses the National 'Early Years Outcomes' curriculum.



Prime Areas

Personal, Social and Emotional Development
Physical Development
Communication and Language

Specific Areas

Literacy
Mathematics
Understanding the World
Expressive Arts and Design

Learning in the Foundation Stage is mostly play-based - the learning is therefore varied, with opportunities made using both indoor and outdoor spaces. Towards the end of the year, the teaching and learning introduces elements more familiar in Key Stage 1, so that the children are prepared to enter Year 1.

Key Stage Learning

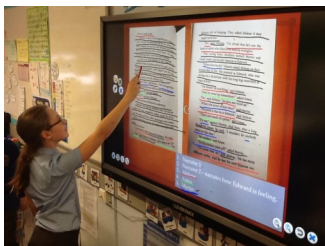
Children in Key Stage 1 and 2 will start to follow the school curriculum designed and adapted from the National Curriculum. This consists of:

English	Geography	Music
Mathematics	History	Art
Science	Physical Education	Modern Foreign Languages (KS2 only)
Computing	Design & Technology	

In addition, Religious Education, Personal, Social and Health Education and Citizenship are taught throughout the school.

At Holywell School, links are made between Curriculum Subjects to make learning more purposeful and relevant. The school follows 'cross-curricular' teaching and learning approaches.

The curriculum is enriched and enhanced by visitors to school and visits off site in Key Stages 1 and 2. The school also has links with a peripatetic music teacher from Kent Authority, offering clarinet lessons for Year 5 as part of the music curriculum and we also have a teacher offering guitar, drum and violin lessons after school for KS2 children (these are charged).



The Holywell Standard for Learning

At Holywell Primary we believe in the concept of lifelong learning and in the idea that both adults and pupils learn new things together. At Holywell Primary learning is defined as: The process of acquiring the essential Knowledge, Attitudes, Skills and Habits (KASH)

required for deep understanding.



Through a skills based approach to learning we encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing what strategies and tools help to learn and how well they have mastered their learning. We achieve this by developing a curriculum that offers children the opportunity to develop key thinking skills and learning habits on a daily basis.

To do this we have a clear 'Learning Model' where our school Learning Values of; Ready, Respect, Responsibility and Resilience are embedded. This gives a structure and method for learning on which everything at Holywell is based.

Progress through the Curriculum

Our Curriculum sets out expectations at the end of each key stage, including an assessment system which enables us to check what pupils have learned and whether they are on track to meet expectations at the end of the key stage. We report on this regularly to parents. At Holywell we use a programme called Tapestry in EYFS and Insight Tracking for Years 1-6 to assess and monitor your child's progress. Termly reports of progress are sent home to parents.



English

Reading

This is perhaps the most important skill your child needs to learn. We would like your child to enjoy reading and enjoy books. Reading is not simply about reading a book simply to get onto a more difficult one. All children have different interests and abilities; all children learn to read at different rates so it is important not to worry if your child is not reading the same books as another child.



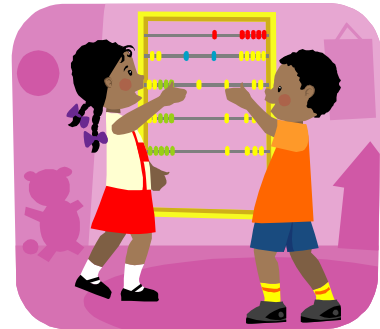
You play a very important role in helping your child to learn to read successfully:

- *Encourage your child to read with you things around you e.g. food packets, road signs, shop signs;*
- *Hear your child read regularly and in a comfortable place;*
- *Listen and talk about the books;*
- *Give lots of praise when your child reads well and reassurance when things go badly (e.g. being able to read a word one day and have forgotten it the next);*
- *Read when you have time to sit down comfortably and give all your attention. Try to switch off the television or read in another room.*
- *When your child cannot read a word ask him/her to read to the end of the sentence, when perhaps s/he may be able to guess the word or use a picture as a clue. If s/he still cannot read it, tell her/him*
- *Short sessions are best. About 10 minutes is ideal but you can gauge the length of the session by how enthusiastic your child is.*

Maths

There are also many chances for your children to learn about Mathematics in the everyday things you do. Many of the best times for early learning in Mathematics are found around the house.

- **Counting how many ...** *steps is it to bed?...toys are in the box?... chips are on the plate?... buttons are on your coat?...*
- **Looking for numbers** *on the telephone ... on a calendar On a microwave or cooker ... coins. The kitchen, meal times and bath time can offer ideal opportunities for developing early Mathematics skills.*



Writing Equipment

From time to time we are asked if pupils may bring their own pens and crayons etc. as some children like to use their own things. It would be helpful if children, as appropriate for their age, could bring their own crayons, rulers, felt tipped pens etc.

Our only proviso is these should be clearly marked with the owner's name or initials, (for ease of identification). In Key Stage 2, a blue handwriting pen is desirable as pupils are not permitted to write with a biro.



Physical Education

At Holywell, the PE and Sports Grant funding is used to improve the quality and breadth of PE and sport provision.



Physical Education contributes to the overall education of young people by helping them to lead full, active and valuable lives through engaging them in purposeful physical activity and begin to develop skills for life. In order to develop self-confidence, pupils are encouraged to achieve their personal best both as an individual and as a member of a team.

We aim to:

- develop physical competence
- promote physical development
- value the benefits of participation
- appreciate skilful and creative performance
- improve problem-solving skills
- establish self-esteem through physical confidence
- develop inter-personal skills
- develop decision making by selecting, refining, judging and adapting movements
- develop personal qualities of commitment, fairness and enthusiasm



Objectives

Our school objectives for physical education are the general requirements of the programmes of study as set out in the National Curriculum document. We work towards these objectives offering breadth and balance through:

- competitive and non-competitive activities/contact and non-contact sports;
- group, pair and individual activities;
- an emphasis on both the development of skills and of tactical understanding
- the use of different teaching and learning styles.



PE is taught *on average* for 1.5 hours a week. The school has a P.E. Subject Leader responsible for the delivery of the curriculum. The school is a member of the Sittingbourne and Sheppey School Sports Partnership (SSSSP), through which we utilise the expertise of specialist PE teachers and qualified coaches to coach and develop Staff in order to increase their subject knowledge and confidence in teaching PE. In Games lessons, a balanced provision is made for individual skill development and participation in traditional team sports. Football, rounders, hockey, cricket and netball are played at the school.

Working with SSSSP, we encourage a gift or talent when it is observed - such as gymnastics, football, swimming. If possible we provide enhancement activities, or if this is not possible then we direct parents to outside provision.

Some of our children participate in local competitions organised by the SSSSP.



In 2018 we were awarded the Silver School Games Mark Sportsmark in recognition of our commitment to providing a wide range of sport offered to the children. We are aiming to achieve our Gold award.



Health and Safety

Jewellery

Legislation introduced under 'The Children's Act' does not allow adults, whether they are teachers or parents, to arrange to put at risk the health and safety of a child (albeit your own child). Teachers cannot therefore accept responsibility for the increased risk of injury to any pupil wearing jewellery.

The Governors have implemented a **NO JEWELLERY policy** for the school, (other than for religious reasons). The only jewellery permitted is small stud earrings and watches. Any child arriving at school wearing any other type of jewellery will be required to take it off.



Teaching and Learning Times

We have a staggered start and end times of the school day.

Group 1 - children whose surname which begins with the letter A-L

Drop off at 8.30am and collect at 3.15pm

Group 2 - children whose surname which begins with the letter M-Z

Drop off at 8.40am and collect at 3.25pm

Lunch times is 12.00 to 1.00pm.

The staff would appreciate your co-operation in fostering a regard for punctuality. We ask you ensure the children set off from home with sufficient time to get here for the morning registration.

Foundation Stage

Parents of children in Foundation Stage will bring the children to the playground and wait to be greeted by their teacher. When the teacher arrives the children will say goodbye to their parents and line up ready to go inside. The children will then walk along the path to their outside gate and enter the classroom. The parents will then leave via the playground. There will be a staff member on the gate if you need to pass any short messages on and they will notify the teacher once all parents have left. At the end of the day the children will walk back to the playground where they will be collected.

Key Stage 1 and 2

As a school we ask parents of children in Key Stage 1 and 2 to encourage independence by leaving their children at the school gate on the playground from 8.30am, where they may enter the building safely through the classroom or cloakroom doors. Staff will meet and greet the children at the door. Once the children have entered the building, parents are requested to leave the school to enable quality learning to start.

To enhance the security and safety of the children The gates to the playgrounds are locked at 8:50am. Children arriving after 8.50am should enter by the main entrance, so that their attendance at school is recorded.

End of the Teaching and Learning Time

In the afternoons the security gates are unlocked from 3.15pm, allowing parents to collect their children.



Uniform

Holywell School uniform is as follows:

Uniform

Grey pinafore dress, skirt or trousers
White or light blue blouse, shirt or polo shirt
Royal blue jumper, cardigan, sweatshirt or fleece
Navy or black sensible shoes or all black trainers - no high heels or boots
White, black or grey socks
Black, grey or navy tights

Summer Uniform (optional):

Royal or light blue striped or checked dress
Grey shorts or culottes
White or light blue shirt or white or light blue polo shirt
White, dark blue or black sandals with socks
White or light blue polo shirt

PE Kit

Black or navy shorts
Red/Yellow/Green/Blue PE t-shirt according to team colour

School sweatshirts, cardigans, polo shirts, P.E. t-shirts, hoodies, school book bags and PE bags are all obtainable from the School Office. Many items of the uniform are generally available at most superstores.

What else your child may need

A Painting Shirt - Messy play is encouraged and paint, glue and water are constantly used in school. We have a stock of aprons for the children to wear but these become very dirty very quickly and so a large old t-shirt or shirt offers additional protection. These should be sent into school in September and any additional contributions would be welcomed.



Thank you for your support



Books

We have many hundreds of pounds worth of books at school which are available for the children to borrow to supplement their reading programme. Our only condition is that they must be carried home in a proper waterproof bag. Please do not encourage your child to place their water bottle in this bag as this often leads to ruined books. We try to impart a love of all books at school and show the children how to care for them. Please help further by encouraging this at home. A replacement charge is made for 'lost' books. School book bags may be purchased from the school office.

School Bags

In recent years there has been a tendency for pupils to bring rucksack-type bags to school in order to carry lunches, books and P.E. kit. Very large bags of this type cannot be accommodated safely. As a guide, therefore, nothing larger than 38cm x 28cm x 12cm should be brought into school. A stock of suitable bags for younger pupils is available from the school office.

Medicines and Emergency Procedures

What Happens If There Is An Accident?

On the Admission Form you are asked to give details of your address and telephone number and similar details of a friend, relative or neighbour. Should a serious accident happen at school which requires urgent medical attention or hospital treatment, an attempt will be made to contact the parent or the other person nominated on the form to inform them of the accident and arrange transportation to hospital if necessary. In the event that no contact can be made the child will be accompanied to hospital by a member of staff who will act 'in Loco Parentis' i.e. on your behalf.

What Happens If A Child Is Taken Ill?

Every effort will be made to contact you as soon as possible so that the sick child can be collected and taken home.

Medicines

YOU have to make the decision as to whether your child is well enough to come to school. It is unfair to the children and to everyone else to send them if they are not well. It is much better to keep them at home until they are fit enough to return to school.

However, if you choose to send your child to school, it is potentially dangerous to send them with pills or medicines. The **only** forms of medicine which we usually allow in school are those required for treating conditions such as asthma, diabetes or ADHD - where medication during the school day is necessary. In such cases the Head teacher must be informed of the circumstances and a proforma completed, detailing all relevant information (available from the School Office).

In exceptional circumstances it may be the case that a child is well enough to come to school, but still needs to complete a course of medicine.

Prescription medicines will be administered by the school. The prescribed medicine should be supplied in the **original bottle**; this should have the child's name and dosage recorded on the item. Parents will be required to complete a form which lists information the school needs to know e.g. the time the last dose of the prescribed medicine was given to avoid over dosing (form available from the school office).

Other medicines i.e. Calpol, cough medicines etc. if required by the child, will continue to be administered during break/lunchtimes to avoid disruption to lessons.

There is no requirement or legal duty on school staff to administer medication or supervise a child taking medication. However, some staff at Holywell School have agreed to provide this service to ensure a child can return to school as soon as possible after an illness and so that children with chronic health needs are supported at the school. This role is purely a voluntary one.



N.B. All prescribed medicines, must be brought **into the School Office** by an adult and should **not** be kept with the child. This is for Health and Safety reasons, in case other children suffer from allergic reactions to the item. This will also enable the office to keep an up-to-date and accurate record of any medical needs the child may have.

Head Lice

It is Kent County Council policy that letters are not sent home to classes to inform parents of cases of head lice in the class. Reminders are sent, but the best method of prevention is constant vigilance. Lice combs are available from chemists in Rainham and Newington for a nominal cost.

It is of utmost importance that all details on the admission form/data sheet are completed and the School Office is kept informed of any changes of home or works address/telephone number.

Pupil Premium

You may be aware the government allocates additional funding to schools in the form of the Pupil Premium Grant to enhance the educational provision for children from low income families. Money is allocated to schools based on a number of factors including:

- Number of children eligible for Free School Meals (FSM)
- Children on roll who are adopted, fostered or looked after
- Children on roll from Service families

The money is used by the school to support teaching and learning in a variety of ways. Please review our Pupil Premium policy on the school website or ask for a copy at the School Office for a full list of what we spent our Pupil Premium Grant on last year and what we are spending it on this academic year.

If you are receipt of Income support or Income based Job Seekers Allowance and believe you are eligible to apply for the Pupil Premium, please contact the School Office for an application form. Even if you do not wish for your child to receive Free School Meals, please consider applying as it would mean the school could still claim the additional funding to be used in school to provide good quality education. Please see below details about the new Government initiative on Universal Free School Meals.

Food

School Dinners

These are cooked and served on the premises by our in-house catering team. Each day there is a choice of nourishing hot and cold dishes.

Our in-house catering can also provide packed lunches for children, upon request. Please ask at the School Office for more information.

Universal Free School Meals

ALL children in Reception and Key Stage 1 are entitled to receive their midday school meal free of charge, this includes a packed lunch or a hot meal. In addition to this the Government are providing additional funding to our school for each pupil that is eligible for the Pupil Premium. To ensure we capture all funds that are applicable to us, which will enable us to provide additional equipment, support and activities for the pupils, we need to know which pupils are eligible. If you are in receipt of any of the following, please let us know:

- Income Support.
- Income-based Jobseeker's Allowance
- Income-related Employment and Support Allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- The Guarantee element of State Pension Credit
- Child Tax Credit, provided you are not entitled to Working Tax Credit and have an annual income of £16,190 or less, as assessed by Her Majesty's Revenue and Customs

Packed Lunches

Pupils who bring packed lunches eat them in the dining hall. Please ensure that your child is able to open/close drink containers. Glass bottles, vacuum flasks or containers of fizzy drinks are forbidden for **safety** reasons. We encourage parents to support our Healthy School status and pack healthy food for lunches, reducing the amount of sweet or salted items which are consumed, in favour of natural items, such as fruit or vegetables. *Please note that we are a NUT FREE school.* Pupils are expected to be responsible for their own lunch boxes at school.

Please ensure lunch boxes are marked clearly with the child's name and class.

Snacks

In order to promote healthy eating habits the children are **not** allowed to bring in sweets etc. for consumption during breaks. All children in Reception and Key Stage 1 receive a free fruit or vegetable snack and children in Key Stage 2 classes are encouraged to bring a fruit or vegetable snack for break times if they wish. Milk is available from CoolMilk and is free for pupils under 5 years old. It is then available for all children at school for a small cost. For more information please visit www.coolmilk.com

Parent lunches



Extra Curricular Clubs

We like to offer a range of after school clubs. These are run by staff. Clubs usually run for five weeks in each term. The choir runs at various times during the year because of participation in local music festivals.

Below is an *example* list of the After School Clubs which have been offered previously. Similar clubs are offered each term.

When	What	Who
Monday	Violin	KS1/2
Tuesday	Walk and Talk	All year groups
Tuesday	Knitting	KS1/2
Tuesday	Cheer Leading	KS2
Tuesday	Choir	EYFS & KS1
Wednesday	Art Club	EYFS & KS1
Wednesday	Cooking	KS2
Wednesday	Drums	KS1/2
Wednesday	Mindful Colouring	All Classes
Thursday	Rounders Club	KS2
Thursday	Gardening Club	Y1-Y6

We also have before and after school care called Holywell Kids Club. This provides wraparound care for children in our school and begins at 7:15am and ends at 6pm. This is run onsite with our staff. If this is something you would be interested in, please contact the school office for availability and costs.



Holywell Kids Club Breakfast and After School Club

We run our own wrap around care in the form of Breakfast Club and After School Provision.

Breakfast club

From 7.15am—start of school £5.50

From 8.15am—start of school £2.50

After School Club

From end of school—6.00pm £12

From end of school—4.30pm £7.50

To book a place for your child at any of these sessions, please contact Lisa or Sarah via email at kclub@holywell.kent.sch.uk or call / text 07706 002060 .

We also provide a Holiday Club during term breaks. Holiday club is charged at £23.00 per day or £12.00 per half day.



Attendance Matters

The school uses computerised attendance registers. Parents should ensure children arrive at school before registration at 8:55am. Any child arriving after this time, for whatever reason, will be marked 'late'. If your child arrives after the registration period, they must come straight to the office to be recorded in the 'Late Book' record.

We use ParentMail to communicate electronically with parents and carers. A text message or phone call is made on the first day of absence if we have received no communication from parents. This is to ascertain the reason for absence and is part of Holywell School's Safeguarding Procedures.

If your child is away from school due to ill health, you should telephone the school to inform us of the reason for absence. If no communication is received, the law directs this to be recorded as an unauthorised absence.

At the end of the school year, your child's report will include a summary of attendance showing your child's percentage attendance. It will also show how many hours of learning have been missed through absence.

Safeguarding Policy

The school, parents and Governors share a common responsibility to keep our children safe, and this is emphasised in the Children's Act 1989 and Working Together to Safeguard Children 2018 which says that the welfare of the child is paramount. The school has statutory responsibilities in the area of child protection, which make a vital contribution to the whole process.

As a school, we are particularly well-placed to recognise signs that a child may be being abused, because we have regular contact with pupils and get to know them well.

A child may tell someone at school that they are being abused or their behaviour may change in a way that could mean they are being abused. Sometimes, someone else tells a member of our staff they believe a child is being abused. This is always taken seriously. If this happens, we have a legal duty to tell the Social Services Department of any concerns we have about possible child abuse.

In some cases, we will be able to discuss concerns about a pupil with his/her parents and to tell the parents that we are going to talk to the Social Services Department about their child. Sometimes it is not possible to tell parents this beforehand. This is because it may put the child at risk.

If we talk to Social Services about your child before telling you, you will be told about our concerns as soon as possible afterwards. This will usually be by the Social Services Department. This may be the first time you hear about our worries for the child and it may make you angry. You may feel we have broken your trust but legally we have no choice in the action we have to take.

The people in school who have overall responsibility for child protection are Mr Callaghan (Headteacher), Miss Taylor (Assistant Headteacher), Mrs Shellard (Family Liaison Officer). Any member of staff, Governor or parent can contact them if there is a concern about a particular child.

As a School we aim to provide:

- an ethos in which all children feel safe, secure, valued and respected;
- a place where children can feel confident to talk openly and be sure of being listened to;
- support for children, parents and staff in difficult situations relating to child protection.

The School's full Safeguarding Policy can be seen by all parents wishing to do so. Please look at the policy section of the school website at www.holywell.kent.sch.uk or ask at the School Office.



Appropriate Use - The Internet

We place great importance on keeping the children safe. No more so than when we are teaching the children about using the potential of the internet.

It is our policy that children are able to access our online learning materials and website but also that it is safe for them to do so. We adhere to Kent County Council's Policy and E-safety is taught regularly as is 'Appropriate Use' so that all children, their parents/carers and the staff know the appropriate way to use the internet.

An example competition winner from E-Safety Week



Parents and Friends of Holywell School (PFHS)



'Our Mission Statement'

'The Parents and Friends of Holywell School (PFHS) aim to advance the education of the pupils in the school by the provision of opportunities and facilities which are not normally provided within the school budget. In addition, to advance the education of our children by developing more extended relationships between staff, parents and others associated with the school.' Mrs Kemlo, Chair

Governing Body Policy on Charging for School Activities

The school has a strong belief in the value of extra-curricular provision. In particular, it is committed to enriching the curriculum through arranging off site visits for all year groups and for visitors to come into school.

Schools are not allowed to charge for activities that take place during the school day, however, the school budget cannot realistically pay for *all* trips and visitors. We therefore ask parents to provide a voluntary contribution of £30 per child annually as part of the School Enrichment Fund. In the past we have usually been able to rely almost 100% on parental support. However, if it is clear that there is insufficient voluntary support for an event the school governors have decided that the event may not go ahead if parents are *unwilling* to cover the costs. If any parent is *unable* to pay the full amount for a day trip it is usually possible to agree a subsidy. We would normally only offer a subsidy to parents eligible for Free School Meals, but are willing to discuss any cases of genuine difficulty. Parents in financial difficulty should discuss the matter **in confidence** with the Headteacher.



Keeping in Touch with Parents

Parents Helping

We are fortunate we are able to call on the help of volunteer parents who assist in a variety of ways such as, listening to readers, leading group discussions, helping with supervision on educational visits and in many other ways throughout the year. Any parent helping in school regularly is required to have a current and up to date Disclosure and Barring Service Check (DBS). For more information on this, please ask at the School Office. The staff will explain the procedure and give you any necessary forms.



Letters to Parents/Carers

It is school policy to care for our environment and so we mostly send letters electronically to parents when we have a current email address. We use ParentMail for our communication. This includes letters and newsletter as well as text message reminders of school events coming up and Parental Consent for events taking place in school. This is also used to book appointments for Parents consultation appointments.

Twitter / Facebook

We encourage parents/carers to log in to our Twitter page @SchoolHolywell to keep up to date with their child's learning, and Holywell Primary School Upchurch for our Facebook page.

Parent/Carer-Teacher Contact

Each academic year opportunities are created for discussion between parents/carers and teachers. These can be formal meetings such as the Open Evening or privately arranged meetings to discuss specific problems. Parents/carers of pupils with Special Needs meet regularly with the class teacher and/or SENCo to review targets. During the Summer Term each year, parents/carers receive an annual written report of their child's progress and *where appropriate* their performance in the National Standard Assessment Tasks.

Visits to School

Parents/carers must report to the School Office **whenever** they visit school. This is so we know they are on the premises. They must sign the Visitors Book and wear a Visitors badge. Parents/carers who wish to speak with a member of the teaching staff should use the School Office as a point of contact. Staff duties immediately prior to or at the end of the school day may make it difficult to have a private conversation with a teacher; in such cases you will be asked to make an appointment to meet with the teacher.

Parking and Road Safety

If you bring your child to school by car, please park considerately and away from the school entrance, keeping the zigzag lines clear so as not to cause danger or obstruction to others. **We would like to encourage parents who are able to walk to school if they live in the village as this will ease congestion.** Governors have agreed persistent/inconsiderate parking reported to the school will be passed on to the relevant authority.



Following consultations with the School's Governors, parking in the school grounds is restricted to the following - **ONLY**

- Staff employed by the school.
- Official visitors to the school - (Governors, Health Visitors etc.)
- Parents of children with 'exceptional' medical problems—please discuss and agree with office staff on 01634 388416
- Disabled persons (for whom there is a reserved parking space).

To ensure the health and safety of pupils on site the main school gates are closed at 8:30am.

Parents with permission to park will be made aware they need to arrive *outside of the child pick up times*, as our highest priority is for the health and safety of the children and the Governors' current policy is that this must take precedence over disability concerns. Parents with disabilities are welcome to arrive early and wait in the car park or may wish to arrive slightly later. Please note parents wishing to visit school for any reason (other than delivery/collection of school pets, stock etc.) should use parking areas outside the school premises.

In addition, the school entrance is not suitable for parking or for cars to turn in. It endangers not only the children but other road users. It also blocks the drive entrance to emergency vehicles, if this were to become necessary. The local police regularly visit the area and have on occasions issued parking fines to those who ignore the yellow lines.

Road Safety

Periodic talks are given to all the children by Police and other Accident Prevention Officers, but we also ask all parents to instruct their children on the dangers of the road.



We encourage children, once aged 10 to undertake 'Bikeability'. If they complete this successfully a Bike Licence may be applied for to ride their bike to school. This should be applied for in writing by the child to the Headteacher, who will reply within 5 days with permission or reasons why permission has been refused.



COMPLAINTS PROCEDURES

Section 39 (1) of the School Standards and Framework Act 1998 requires the governing bodies of maintained schools to set up procedures for dealing with complaints. Our procedures are reviewed annually and formally agreed by the Governing Body of Holywell School.

Definition of a complaint

Kent County guidelines define a complaint as “an expression of dissatisfaction however made, about the standards of service, actions or lack of action by the school or its staff, affecting an individual parent/customer or group of customers”. Complaints relating to admission or exclusion appeals, the curriculum, child protection and matters relating to personnel, legal or finance should be referred to the education authority directly.

Stages of the school procedure

Informal stage:

Discussion between the complainant and a class teacher, Senior Staff and Assistant Head. At this stage, the complaint may be made either verbally or in writing.

Formal Stage:

If not satisfied, the complainant can put their complaint in writing to the Head Teacher who will investigate. Within 10 school days, the Head Teacher must either write to inform the complainant of a decision, or tell him/her when a decision will be made. Complaints about the Head Teacher should be made directly to the Chair of Governors at this stage.

Appeal stage:

If still dissatisfied, parents can then appeal to a committee set up by the governing body. The Governors' Committee will review the process and check that the appropriate procedure has been followed in the investigation of your complaint. Whenever possible, a written response will be made within 15 school days (dependent on Governors' availability). If the Chair of Governors has already responded to the complaint at the formal stage, he/she will not be included in the committee considering the appeal.

Further appeal:

Can be made to the Government Ombudsman. Further to this appeals may be taken to the Local Authority.

The good reputation of Holywell School has meant that the Governors rarely become involved in complaints. However, we are fully aware that this depends upon efficient responses at the informal stages and expect this to continue to be the case.

Mr Alan Horton
Chair of Governors



Hot Chocolate Friday with the Headteacher!



We invite lots of visitors into school to enrich the curriculum



Can Your Child....?

When your child starts school s/he should be able to do the following:



1 Dress and undress himself



2 Remove his coat, gloves and hat and hang each item up



3 Tie his own shoelaces



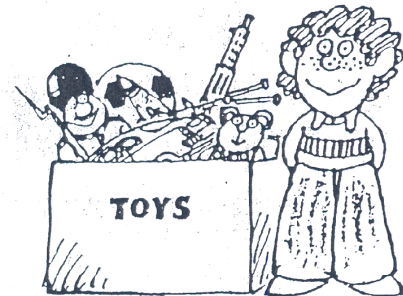
4 Use the toilet properly and flush the toilet after use



5 Wash and dry his face and hands



6 Use a knife and fork



7 Tidy/clear away his toys



8 Use a handkerchief efficiently



9 Share his toys and be prepared to 'take turns'



10 Act confidently and responsibly

HOLYWELL SCHOOL

How you can help get your child ready to start school

When children string together the names of the numbers in the correct order, many parents assume that their children can count. There is much more to being able to manipulate numbers than simply repeating a series of sounds.

An awareness of quantity is much more important. You may be surprised to know that most children when they come to school are unable to say how many objects there are in even a very small group. If you set out nine cubes, many are as likely to say there are two as ten. What is needed is plenty of practice in counting individual objects, one by one. Before a child has developed what is called 'one-to-one relationship' they can progress very little.

Much also needs to be done on comparisons, e.g. larger and smaller, thicker and thinner, taller and shorter, heavier and lighter etc.

Children should be able to recognise colours and be able to identify red, blue, green, yellow, black and white by the time they start school.

Plenty of sorting activities should be provided for the children. Collections of buttons and odds and ends (cotton reels, bottle tops etc.) are ideal for this kind of activity. Children need to be able to classify objects in all sorts of ways, often ways that they have determined themselves. Children will often spend hours absorbed in this kind of activity and every minute is time very well spent. All sorts of everyday activities can be used. Let them sort out the cutlery into its separate trays; and let them get it ready for meals on a one-to-one basis (a fork for mummy and one for daddy and one for...etc.).

They should spend time pouring liquids or sand into various sizes of container, and comparing the results. Building blocks of all sorts of sizes and materials are very useful toys. They do not have to be expensive and could very well be a basic part of every small child's possessions. Replacing all these objects back into their containers is an essential activity. **You are doing your child a great disservice if you always clear up and pack away after him/her.**

Mathematics is basically an orderly way of thinking, an attitude of mind. A sound foundation for ordered mathematical thought can only be laid by constant, regular and carefully thought-out activities and a good deal of talking with the child about what he is doing.

Recording numbers is also useful. However, it is vital that the numbers are written correctly. It is very difficult to eradicate poor writing habits once they have been established, such as starting to write the numbers at the bottom instead of the top (as is also the case when writing letters).

To summarise:

1. Saying the sound/name of the numbers is no indication that the child can really count.
2. Provide plenty of opportunities for counting up to ten objects one by one.
3. Compare objects of different size, thickness, height, weight and volume.
4. Make sure children know their colours.
5. Provide opportunities for sorting objects around the house.
6. Activities involving water and sand are invaluable.
7. Children should have building blocks and construction toys.
8. Materials should always be packed away by the children themselves.
9. Recording numbers should come later, but make a good start by making them write the numbers correctly, or not at all.
10. Let your child visit school to see the younger children at work.

HOLYWELL SCHOOL

In response to many requests from parents whose children are soon to start school, the following notes have been compiled with a view to suggesting tried and tested methods of encouraging their children to read.

LEARNING TO READ

This is one of the most important things that we aim to do at school; your help can make the difference between a confident reader and a hesitant one.

Reading does not start with written words; its beginning is in talk, play and ideas.

There are many ways in which you can help your child to succeed but the most important first consideration is that s/he should enjoy learning to read. Try to keep all that you do at the fairly light-hearted level and where possible make a game of it. If s/he gets very anxious or tearful, change what you are doing because otherwise you risk putting your child off reading.

Ways to help

- Talk as much as possible, explaining, describing, and asking things. Use proper words and full rather than short sentences. Help your child to give a full answer, not just one-word replies.
- Your child needs to be able to speak clearly in sentences before s/he will be able to write clearly.
- Read stories, especially at bedtime, sometimes showing what the words look like and say in the book.
- Borrow attractive children's books from the Public Library or buy some, whenever possible.
- Teach songs and rhymes.
- Draw a road and ask him/her to move his/her cars etc., across from left to right because writing and reading go from **left to right** children need to be trained to move hands and eyes in this direction.



- Read the words on cereal packets, the bus stop, no parking signs, T.V. programmes etc. that you see every day.
- Play 'I spy' games, first with something that is red/blue/green/yellow etc., later 'b' as it is said in "bus", 'c' as in "cat" etc.
- Help to read a word by giving the first sound cue, e.g. 'Rochester C.....' (Castle).
- Use picture cues to help recognise the words too.
- Encourage your child to pick up a crayon/pencil and draw, write or trace. Show them how to hold a pencil/crayon in the correct way, (between the thumb and first two fingers) as problems here can cause difficulties later on.
- Write some labels with small case letters like this to hang around the house:

chair

table

lamp

- Take the labels down and let your child put them back in the correct places occasionally.

Once your child starts school, there are many ways to support reading.

- Play games with words your child may see regularly or that they bring home from school, for example, lay them face down on the table, the child keeps what they know as they turn them over, if they do not know it, it goes down again. You could also 'hide' words under cushions etc. If they know it, they can have it.
- You could make a duplicate set to keep at home and play 'snap' with both sets. When your child knows a sufficient number of words, you could help him/her to make sentences with them.
- When a reading book is brought home, let them read to you and then ask questions about what has been read, because to read successfully you must know what you are reading. If 'stuck' on a word see if they can have a guess at it, the first letter sound will help. The pictures will also be a prompt as will the context. Questions like 'Does make sense or could it be?'

We teach reading with the help of many reading schemes and various 'sound' cards, 'writing' cards and books. Your child will have access to a variety of books and will be encouraged to bring home library books that you can look at, read and discuss together.

In addition to these schemes there is a great deal of verbal language work (including reading) going on in the classroom all the time.

A class teacher might only hear your child read the book they bring home once or twice a week. This is because a great deal of time needs to be spent helping him/her to master the skills that eventually lead to fluency.

Children need a good command of language to understand the world they live in, to communicate with others, to think, to reason, and in general to make sense of their experiences.

Please encourage your child to think and voice ideas in sentences rather than always giving them the answers.

