



# Chaddlewood Primary School



## Parent Handbook 2024-2025

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# Welcome

**Ofsted November 2022**

Pupils at Chaddlewood are curious and inquisitive. They are proud to attend the school. Pupils share many examples of teachers 'inspiring a love of learning'. One pupil commented 'school is like home', to exemplify the strong relationships that exist throughout the school community.

We believe that Chaddlewood is a special place to learn and work and the core of this is our belief that every child should be valued for who they are and be given as many opportunities as possible to shine.

We believe in offering a broad and balanced curriculum that supports children to become lifelong learners. Independence, an inquiring mind and a sense of citizenship are key skills our children acquire as well as making good progress with their learning of the national curriculum. We are proud of our children's positive attitudes as is our school community.

The development of the 'whole child' is underpinned by offering a creative and active school day which enables children to explore their interests and achieve their best.

In the Autumn Term of 2019, we joined the Westcountry Schools Trust. This has strengthened communication and collaboration with our trust colleagues and importantly has had a positive impact on the learning of the children at Chaddlewood as we align and share best practice across the trust while maintaining our unique identity. Welcome to Chaddlewood Primary School.

**Mrs Sarah King**

**Headteacher**

## Contact Details

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**Chaddlewood Primary School**

Hemerdon Heights, Plympton, Plymouth, PL7 2EU

**Telephone**

01752 337450

**Email**

[admin@chaddlewoodschool.org.uk](mailto:admin@chaddlewoodschool.org.uk)

**Website**

<https://www.chaddlewood-primary.plymouth.sch.uk/>

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## At Chaddlewood we believe that...

- Everyone should be inspired to love learning.
- Intelligence is not fixed but changeable  
– we encourage everyone to do the best they can.
- Mistakes are learning opportunities which should be embraced.
- Education is a team effort and we are on this learning journey together.
- Each child should be valued for who they are by encouraging trust, co-operation and individual talents.
- We should care for our community and the world around us.
- We should have respect and tolerance for each other and celebrate our differences.



# About Our School

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Chaddlewood is a two-form entry primary school with a capacity of 420 children.

Originally there was an infant and junior school on the school site and these amalgamated in 2007, forming the primary school. Shortly after amalgamation, a refurbishment and new-build project joined the two schools together and added an extended Year 5 and 6 area and larger reception area.

The benefits from 14 classroom bases, two libraries, a bespoke Foundation module, a children's kitchen and two halls. We also have extensive grounds which house a pond, forest school area, a large field, two playgrounds and a variety of large play equipment.

Chaddlewood Preschool and Woodies 'After School Club' share our site.

## Staffing Structure - 2024-2025

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### Headteacher

Deputy Headteacher

Phase 1 Lead and SENDco

**Mrs Sarah King**

**Mr Joe Hardman**

**Miss Stephanie Ash**

### Teaching Staff

Foundation: Miss Stephanie Ash

Miss Erin Edgell

Year 1: Mrs Kelly Leach

Mr Adam Jensen

Year 2: Miss Charlotte Daniels

Mrs Kelly Leach

Year 3: Mrs Anna Rees-Williams

Mrs Lizzie Fitzpatrick

Year 4: Mrs Sarah Curtis

Mrs Natalie Hoare

Year 5: Mrs Pamela Pearce

Mrs Nicola Dean 0.5  
Mrs Louise Sewell 0.5

Year 6 Mr Joe Hardman

Mr Joe Conway

### Teaching Assistants

Mrs Carla Price

Mrs Samantha Stonehouse

Mrs Linda Amery

Mrs Louise Moss

Mrs Amy Mackeen

Miss Trish Sparkes

Mrs Fiona Ingram

Mrs Sarah Lewis

Mrs Sarah Clarkson

Mrs Macarah Farnell

Mrs Julie Connell

Miss Chloe Moth

Mrs Alex Jacob

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**Office Staff**

Primary Operations Manager  
Administrators

Mrs Rachael Jones  
Mrs Carol Williams  
Mrs Samantha Lavill-Haris

**Pastoral Support Adviser**

Mrs Carol Jones

**Mealtime Assistants****KS1 Staff**

Mrs Holly Sharp  
Mrs Tracey O'Flynn  
Mrs Debbie Pidgeon  
Mrs Diane Pardoe  
Mrs Sammy-Jo Davey  
Mrs Samantha Stonehouse

**KS2 Staff**

Mrs Zara Howard  
Mrs Joanne Barnes  
Mrs Nicola Davis  
Mrs Louise Moss  
Miss Sarah Honeywill  
Mrs Emma Smith

**Site Manager**

Mr Andy Sterry

**Caretaking staff**

Mrs Debbie Pidgeon  
Mrs Alison Cross  
Mr Susan Pearson  
Mrs Helen Yuill

**Kitchen Manager**

Mrs Joanne Whitehead

**Kitchen Assistants**

Mrs Suzy Paul  
Mrs Sarah Smith  
Miss Lucy Allen

All staff have an e-mail address which uses the same format: [initialsurname@chaddlewoodschool.org.uk](mailto:initialsurname@chaddlewoodschool.org.uk)

## School Leadership Team

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The school has a leadership team, consisting of the Headteacher, Deputy Headteacher & Inclusion Lead (SENDco). The SLT meets regularly and has the task of reviewing processes and procedures, monitoring teaching and learning with the Headteacher and developing the strategic direction of the school.

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# The Local Advisory Board (Governors)

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A school's LAB is there to provide oversight of the management and operation of the school. The members of the LAB help the school take a strategic view of its activities and bring experience and expertise from other walks of life into the school. The school follows a Hub LAB model where representatives from local West schools within a hub lead governance for all schools within the hub.

## **What does the Hub LAB do?**

Every school has a representative on the hub board. The hub lab representative is a very important part of the school. They meet regularly and work alongside the School Leadership Teams to maintain the successful running of the school and drive school improvement work. The hub LAB has the overall responsibility for the way the school is run and needs to promote the highest standards of achievement for its pupils. The LAB holds the school to account, and monitors the effectiveness of its policies, vision and aims throughout the year. The body both supports and challenges the leadership team.

Hub members are volunteers who have been nominated by schools and have applied and been accepted for the role based on their skill sets.

## Term Dates 2024-2025

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### **Term 1 Autumn Term**

Wednesday 4th September 2024 – Friday 25th October 2024

### **Term 2 Autumn Term**

Monday 4th November 2024 – Friday 20th December 2024

### **Term 3 Spring Term**

Tuesday 7th January 2025 – Friday 14th February 2025

### **Term 4 Spring Term**

Monday 24th February 2025 – Friday 4th April 2025

### **Term 5 Summer Term**

Tuesday 22nd April 2025 – Friday 23rd May 2025

### **Term 6 Summer Term**

Monday 2nd June 2025 – Friday 18th July 2025

### **Professional Development Days when children are not in school**

Monday 2nd September 2024 and Tuesday 3rd September 2024

Monday 6th January 2025

Friday 27th June 2025

Monday 21st July 2025 and Tuesday 22nd July 2025

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**Bank Holidays**

Wednesday 1st January 2025 (in school holidays)

Friday 18th April 2025 and Monday 21st April 2025 (Good Friday & Easter Monday)

Monday 5th May 2025

Monday 26th May 2025 (in school holidays)

## Admissions

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Chaddlewood Primary is an Academy and part of the Westcountry Schools Trust; however, all admissions, including in-year admissions, continue to be dealt with through a common application form submitted to the Local Authority. The admissions procedure to Plymouth schools is clearly explained in the 'Starting School in Plymouth' parents' guide that is published by Plymouth City Council and can be found on their website at <http://www.plymouth.gov.uk/schooladmissions>

For children looking to make an in-year admission, further information about application procedures can also be found online on the Plymouth City Council's Admissions website in the 'In-Year School Admissions Parents' guide' and in the Westcountry Schools Trust Admissions policy on our school website.

**The Local Authority uses the following criteria for admissions:**

A child with an Education, Health and Care Plan or Statement of Special Educational Needs (SEN) which names the school will be admitted.

Where there are less applicants than the Planned Admission Number (for Chaddlewood Primary this is 60 pupils in each year group), all children will be admitted unless they can be offered a higher-ranked preference. In the event that the school is oversubscribed, the admission authority will apply the following oversubscription criteria in order of priority:

1. **A 'looked after child' or a child who was previously looked after** *A 'looked after child' is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in Section 22(1) of the Children Act 1989) at the time of making an application to a school.*
  2. **A child with exceptional medical or social grounds** *Applicants will only be considered under this heading if the parent/carer or their representative can demonstrate that only the preferred school can meet the exceptional medical or social needs of the child. This can be in the form of a testimony from a medical practitioner, social worker or other professional who can support the application on an 'exceptional' basis. Exceptional medical or social grounds could include, for example:*
    - *a serious medical condition, which can be supported by medical evidence;*
    - *a significant caring role for the child which can be supported by evidence from social services.*
  3. **Children with a sibling already attending the school at the time of admission** *Children are siblings if*
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*they are a full, half, step, or adoptive brother or sister, and live in the same family unit and household.*

4. **A child home address is within the designated school catchment area.** *A child's home address is defined as the address at which the child is normally resident or, where a child lives at more than one address, the address at which the child lives for the majority of the time.*
5. **Children whose parent/carer is a member of staff employed at the school for two or more years at the time at which the application for admission to the school is made.**
6. **Other children** *measured by a straight line on the map using Plymouth City Council's electronic mapping system – the shorter the distance, the higher the priority.*

Admission out of the normal age group: Places will normally be offered in the Year Group according to the child's date of birth but a parent may submit an application for a Year Group other than the child's chronological Year Group. We will make a decision on the basis of the circumstances of each case and in the best interests of the child concerned. This will include taking account of the parents' views; information about the child's academic, social and emotional development; where relevant, their medical history and the views of a medical professional; whether they have previously been educated out of their normal age group; and whether they may naturally have fallen into a lower age group if it were not for being born prematurely. We will also take into account the views of the head teacher of the school(s) concerned. Parents must not assume that the decision of one school will transfer with the child to a different school as the decision rests with the individual admission authority. Where a place is refused in a different Year Group but a place is offered in the school, there will be no right of appeal.

## The Induction Process

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### **Ofsted November 2022**

Pupils feel safe and secure. They do not worry about bullying. Pupils know that all adults in school are there to care for them. Playtimes are harmonious. Pupils act as play and sports leaders to help everyone get along, communicate well, and have fun.

Children in the early years get off to a successful start. They enter school each morning eager to learn. Leaders carefully design learning activities that spark children's interests. Children use their phonics knowledge to write sentences with increasing accuracy. They communicate well with each other and show resilience when they find something difficult.

### **SEPTEMBER 2024 FOUNDATION STAGE INTAKE**

We aim to make the transition into school as smooth as possible for both children and parents/carers. At Chaddlewood Primary, we run a successful transition programme to ensure that our new families are made to feel welcome and valued additions to our school community. Once we receive confirmation of our new Foundation intake from the Local Authority, you will be invited to attend our Introduction meeting and information sessions during the summer term.

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These will include:

- A welcome meeting and information session about the structure of the Foundation Stage and an opportunity to talk to the teachers
- The opportunity to take a tour of the school.
- Your child will have the opportunity to visit the Foundation Stage classrooms for either morning/afternoon sessions.
- Home visits.
- Parent workshops in the autumn term on the teaching of phonics, early reading and learning in the Foundation stage. A forest school workshop will also be held one afternoon.

Initially, in September, the children and yourselves are offered a transition period as detailed below. If this full transition period does not work for your family logistically, please talk to us about other options and we're happy to discuss how we can adapt this plan. These options can include full time provision, which your child is entitled to from the beginning of term, to a more bespoke transition plan.

**Week 1: Friday 5th September: Enhanced induction day for specific children.**

**Week 2: Week beginning 8th September - Monday 8th, Tuesday 9th and Wednesday 10th - Half day attendance, mornings or afternoons. 8:55-11:45am or 1:15-3:10pm**

**Thursday 11th September- All children morning only plus stay for lunch. 8:55am - 1:00pm**

**Friday 12th- Children in full time from this day**

To ease your child's passage into the foundation stage, please do encourage him/her to be as independent as possible. Experience tells us that children quickly learn the necessary skills to organise their own belongings if they are expected to do so from the beginning. Teachers and teaching assistants are on hand in the early days to show the children what to do. At the end of the school day, please wait in the playground and the teachers will see your child out.

## The School Day

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### **Foundation Stage and Key Stage 1**

Doors open	from 8.40am and close at 9am (9.05am in Foundation)
Registration (Foundation)	8.55am - 9.15am
Registration (KS1)	8.50am – 9.10 am
Morning Session 1	9.05am – 10.30am
Break	10.30am – 10.50am
Morning Session 2	10.50am– 11.45
Lunch	11.45am – 1.00pm
Afternoon Session	1.00pm – 3.20pm (3.10pm for Foundation children)

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## Key Stage 2

Doors open	from 8.40am and close at 9am
Registration	8.50am– 9.10am
Sessions 1 and 2	9.10am – 11.10am
Break (Years 3/4)	10.50am - 11.10am
Break (Years 5/6)	11.10am – 11.30am
Session 3	11.30am – 12.30pm
Lunch	12.30pm – 1.30pm
Sessions 4 and 5	1.30pm – 3.20pm

Children in the Foundation Stage and KS1 sometimes have an additional 15 minute playtime during the afternoon session. This varies in time depending upon the afternoon activities taking place.

## School Organisation

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The school is organised into Key Stages - Foundation, Key Stage 1 and Key Stage 2. There are 2 classes in each year group, making 14 classes in all. The classes at Chaddlewood Primary School are organised into age groups which consist of:

- Foundation Stage (4-5 years)
- Key Stage One (5-7 years) – Years 1 and 2
- Key Stage Two (7-11 years) – Years 3, 4, 5 and 6

Chaddlewood Primary is currently a 2-form entry school containing two classes in each year group. Each year group has designated Teaching Assistants to provide additional teaching and learning support. The School has the capacity to admit 60 children in each year group and into the Foundation Stage each September.

The white paper **Opportunity for all: strong schools with great teachers for your child** sets out an expectation that mainstream schools offer a school week of 32.5 hours by September 2023 at the latest. At Chaddlewood our school week is:

Key Stage 1: 32.5 hours

Key Stage 2: 32.5 hours

## School Uniform

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We believe that school uniform helps to promote:

- Good behaviour
- The children's sense of identity
- A positive school image

We also believe that school uniforms avoid comparison of often costly 'designer labels'.

At Chaddlewood Primary, it is the School's policy that all our children should wear our school uniform and

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take pride in their appearance. Our uniform is designed to be simple, smart and practical. We believe that presenting a smart and tidy appearance is a very important life skill and helps create a strong ethos within the school. Please support us by ensuring your child wears the correct uniform. We strongly advise that all garments are clearly named.

### **Purchasing uniform**

We have teamed up with Trutex Schoolwear at Unit 3, Sugar Mill Retail Park, Billacombe Road, Plymouth (Tel: 01752 491353) where you can purchase all uniform for your child. We advise that you place your orders with them as soon as possible to ensure that you receive delivery before your child starts school. Alternatively, you can order and purchase uniform directly through [www.myclothing.com](http://www.myclothing.com), previously Tesco.

### **Uniform requirement**

Grey trousers (Not leggings or pull up trousers)	Grey or black tights
White polo shirt (Branded are available)	Grey skirt (not a tube skirt) and length on or below the knee
Burgundy sweatshirt <u>When bought from a supermarket the colour is burgundy but from Trutex the colour is called maroon.</u> Burgundy fleece if desired.	Grey pinafore: length on or below the knee
Grey or black socks Long white socks	Maroon/burgundy check summer dress (during Summer term)
Black shoes or all-black waterproof trainers. Trainer material must be waterproof; therefore, it should not be porous nor made of webbing or fabric and must be completely black. This includes no white or coloured logos or laces. No boots.	

### **PE kit**

White T-shirt	Optional black tracksuit for the winter
Black shorts	Plimsolls or trainers

**\*\* Foundation children will not need their PE kit until the beginning of the Spring term.**

### **Backpacks/Book Bags/ PE Bags**

A book bag with the school logo is available. Parents are requested to note that storage space within school is limited. Please send your children to school with the smallest possible bags (containing packed lunch etc.). The school book bag is an ideal size and recommended for KS1 and Foundation children. All PE kit will be kept in school in a drawstring bag that has the child's name on it.

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**Lost Property**

We unfortunately have unnamed items of lost property, which are kept in a box near reception. Any outgrown uniform in good condition that could be donated to the school is always welcome.

**Hair**

Long hair should be tied back away from the face in accessories of school uniform colours. Hairstyles should be traditional without hair gel or colour. Wedges, tramlines, grade one cuts, undercuts or the beading of hair are not acceptable.

**Jewellery**

Jewellery should not be worn to school for reasons of Health and Safety. Jewellery is defined as rings, necklaces, bracelets and earrings (other than one pair of studs). This policy applies equally to boys and girls. Watches are permitted, but are not necessary. The school staff cannot be held responsible for lost items.

## Teaching and Learning – Our Curriculum

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**Ofsted November 2022**

Leaders have designed an ambitious curriculum that helps pupils to build knowledge over time. Teachers are clear about the key knowledge that pupils need to gain. The curriculum design enables pupils to regularly revisit previous learning. Teachers use assessment well to check what pupils know and remember. They make sure misconceptions do not develop.

We plan our curriculum in three phases. We agree on a long-term plan for the Foundation Stage, Key Stage 1 and Key Stage 2. This indicates what topics are to be taught in each term, and to which groups of children.

Our year group overviews and subject progression grids are shared on the school website and clearly show the progression of skills and knowledge the children learn as they move through the school, but also importantly the depth and breadth of learning opportunities on offer.

In addition, we enhance the curriculum offered to children by implementing a series of ‘focus weeks and days’. For example, last year we held enhancement weeks and days based around the themes of Scientific Investigation, Fitness and Health and World Book Day.

Throughout the year, children are given the opportunity to work with a range of specialist providers and experience a wide range of trips and visits to enhance the curriculum.

**The Foundation Stage**

The Foundation Stage makes a crucial contribution to children’s early development and learning. We provide children with a rich variety of teaching and learning experiences that are appropriate to their needs. The Foundation Stage is about developing key learning skills, such as listening, speaking, concentrating, persistence and learning to work and cooperate with others.

The curriculum for the Foundation Stage is underpinned by three prime areas and four specific areas of

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learning. They are:

#### Prime Areas

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language

#### Specific areas

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

All areas are delivered through a balance of adult led and child initiated activities.

At Chaddlewood Primary, we recognise that the environment plays a key role in supporting and extending the children's development. We aim to create an attractive, welcoming and stimulating learning environment which will encourage children to explore, investigate and learn through first-hand experience. We also aim to make it a place where children feel secure and confident, and are challenged to develop their independence. Activities are planned for both the inside and outside environment. Children have the freedom to move between the indoor and outdoor classroom throughout the school day.

You will have access to Tapestry, an online programme where we are able to share with you what your children are doing and learning about in school.

#### **Key Stages 1 & 2**

The National Curriculum contains 10 subjects: Literacy, Numeracy, Science, Computing, History, Geography, Art, Design and Technology (D & T), Music, RE and Physical Education (PE).

#### **English**

At Chaddlewood Primary, we are fully committed to providing high quality reading resources for our children. We have a well-resourced library that is continually being updated and all classes across the school have regular access to this rich resource. Our main aim is to foster a love of reading and to develop each pupil's ability, understanding and enjoyment as a reader.

#### **Accelerated reader (Renaissance Learning)**

This highly motivational reading programme is used right through the school from Year 2 – Year 6. Children take an online Star reading test at the beginning of each main term. This provides a range from which children can select books. Books are all graded and managed in the library. Children are initially guided to select reading books from the lower level of the band. After reading their book, they access an online quiz. Success is recorded as a percentage. Children are free to select books, however the librarian can advise on the next book to choose based on the outcome of the reading quiz. A designated teacher acts as AR manager and regularly provides teachers with updates on pupil progress. Statistics can identify specific areas of performance, which teachers can use. AR reading takes place once a day to allow children to access quizzes immediately after completing a book. Teachers use AR reading sessions to read with children, discuss progress or provide



motivational reminders. Parents are also able to access their child's reading platform at home to see which books they have read and progress made. Children are rewarded with certificates for making AR achievements and books.

We value the importance that you as parents have in the development of your child's reading and we hope that you will play an active part in sharing books with your child. Children can choose from a wide variety of books that include both fact and fiction. Each child is given a reading record booklet for you to use with your child to record their reading.

### **Read, Write Inc**

In addition, we use the Read, Write Inc (RWI) program to support the teaching of writing, reading and phonics in Foundation and Year 1.



Read Write Inc. Phonics teaches children to read accurately and fluently with good comprehension.

They learn to form each letter, spell correctly, and compose their ideas step-by-step.

### **Spelling Shed**

We use this motivational and fun site to support the learning of spellings across KS2.

### **Mathematics**

Maths is taught using the Abacus Scheme and White Rose resources. Lessons consist of mental and oral, main teaching/modelling of the key objective, activities and guided work and plenary session. Blocks usually last for 1 week and take the structure of:

- o revision of prior learning,
- o practise and consolidate new learning, including opportunities to apply understanding in different contexts (e.g. word problems, puzzles)
- o secure and extend learning
- o assess and review at the end of the term

The children work in their own classes for numeracy and are not in sets, although structures are in place to support all children appropriately. The teaching of mathematics follows the revised National Curriculum Framework. A strong emphasis is placed on the acquisition and consolidation of mental and oral skills and providing children with opportunities to use and apply their mathematical knowledge and understanding in real life situations.

During each term, children cover different aspects of number, shape, space, measure and data handling, building on prior learning. The school has an agreed calculation policy to ensure that taught methods of mental and written calculation are progressive and consistent across the school.

### **Times Table Rock Stars**

We support and embed times tables knowledge using the Times Tables Rock Stars website, where children compete against the clock and each other to improve tables knowledge and speed.

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### **Foundation Subjects**

Within the foundation curriculum areas, including Modern Languages, teachers plan units of work based on themes, and as far as possible ensure that cross curricular links are made. Themes are carefully chosen to be interesting to the children and to relate to the local area and their real life experiences. Further details about the themes covered in each year group can be found on the school website.



The humanities ( geography, history and RE) are taught using the Opening Worlds Curriculum scheme, which is a knowledge-rich humanities programme for teaching history, geography and religion in Years 3 to 5.

### **Religious Education**

We work hard to encourage our pupils to be thoughtful and tolerant, show respect to others and to help them develop a well-rounded understanding of the wider world outside of their local community. Through our RE scheme of work and Opening Worlds scheme, pupils are introduced to the beliefs of other religions and are provided with opportunities to share their own thoughts and personal beliefs. In some year groups we use the *Discovery RE and Understanding Christianity schemes*, which promote spiritual, moral and cultural development. If they wish to do so, parents may request that their child be excused from RE or other acts of collective worship.

### **Sex and Relationship Education**

At Chaddlewood Primary, the Trust have decided that Sex and Relationship Education should be a part of the curriculum and linked to other aspects of Personal, Social, Health and Economic education. As they progress through the school, the children are guided sensitively in matters of personal hygiene, cleanliness and aspects of body change. This is a natural progression from the work that they cover in Science and other subjects regarding the composition and functions of the human body. Parents are informed when this aspect of the curriculum is covered and its purpose. Parents have the right to withdraw their child from Sex and Relationship sessions but are advised to discuss this with the class teacher before making any decision. Further details about the school's approach towards teaching sex and relationship education can be found in the policy available on the website.

### **Remote Learning**

All year groups have access to a remote learning platform called Google Classroom. Through the virtual classrooms, children access practice and retrieval apps, activities, programs and lessons and can be taught remotely instantly. The space allows us to provide highly effective teaching and learning where children access resources, complete tasks and submit work which is marked and assessed - very much like in a real classroom. The children all access the space during lessons in school so move seamlessly between the physical and virtual classroom. We also use the Google Meet facility to virtually meet up with the children to talk through learning when they are working from home.

### **Computing**

At Chaddlewood we use Chromebooks across all year groups to support the delivery of our curriculum and to access the Google Classroom when appropriate. All modules combine a discrete and embedded approach. Coding activities are taught discreetly so children are given the opportunity to apply the fundamental principles and concepts of computer science. Information technology activities are embedded into topic lessons to support learning across the entire curriculum. We embrace digital literacy, ensuring children have a secure understanding of internet safety and are given

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the chance to self evaluate all of their work. Our approach is for the collaborative aspect of Google Apps for Education to be used wherever possible.

## Curriculum Enrichment

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The curriculum is enriched through a wide range of off-site visits, residential visits, themed days, visitors and practical experiences. Children consolidate their learning through opportunities to apply learnt skills across subject areas and in meaningful situations whenever possible. Written particulars of the visit are sent home to each parent well in advance with a Consent Form attached. No child may travel without the Consent Form having been signed by the Parent. Some of these activities are funded by the school to enable all pupils to take in a wide range of activities and enjoy new experiences; however, we do organise a number of educational visits and activities where we ask for voluntary contributions from parents and carers to support the cost.

As a school, we have adopted a cashless system for the payment of monies owed to school, for example dinner money, payment of trips, purchase of uniform, school disco entrance fees etc. An online account will be set up for you with Schoolmoney, once we receive your mobile telephone number and e-mail address. This will be your username and a password will be sent to your phone once your account has been set up in September, when your child is on roll.

The website address for our online payment system is: <http://www.eduspot.co.uk>. Please choose schoolmoney parent login.

If you have any problems logging on to your account, the office staff will be more than willing to help you.

## Extra-Curricular Activities

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We offer a wide variety of extracurricular activities mostly in the form of before- and after-school clubs, but some are held during lunchtimes. Our aim is to offer opportunities to as wide a range of children as possible. The range of clubs that are on offer includes: drama, singing, netball, rugby, gymnastics, football, athletics, tag rugby, cooking, craft, street dance and Military Kids Club. We use additional funding received through the School Sports Premium Grant to facilitate and widen the range of opportunities for children. *Please note that not all after school clubs are open to all year groups at the same time. Further information is provided to parents/carers on a termly basis through letters and the club termly timetable on the school website.*

## Special Educational Needs and Disability

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At Chaddlewood Primary, we welcome all children. Where a child has a recognised disability, we will make all reasonable adjustments to accommodate their needs in school. This will include the availability of resources and accessibility of the school building and site. We will make every effort to ensure that children with Special Educational Needs maintain their entitlement when they enter the school. Our SENDco (Special Educational Need Coordinator) is Steph Ash [sash@chaddlewoodschool.org.uk](mailto:sash@chaddlewoodschool.org.uk)

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At Chaddlewood Primary, we have high expectations of all our children and aim to offer excellence and choice to all, whatever their ability or needs. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Chaddlewood Primary School firmly believes in developing a strong partnership with parents/carers and that this will enable children and young people with SEND to achieve their potential. The school recognises that parents/carers have a unique overview of their child's needs and how best to support them, and that this gives them a key role in the partnership. Parents/carers hold key information and have a critical role to play in their children's education.

The school provides, in collaboration with parents and children, a Pupil Profile for each of the children who are on the Special Needs and Disability Register. This sets out the nature of the special need, and outlines how the school will aim to address the need. It also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals.

As of 2014, all schools were required to publish details of its school offer, detailing support for pupils with special educational needs and/or a disability to compliment the Plymouth LA Local Offer. Our school offer can be viewed on the school website.

## Equality

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At Chaddlewood Primary, we welcome our duties under the Equality Act 2010. The general duties are to

- eliminate discrimination,
- advance equality of opportunity
- foster good relations

We understand the principle of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity. At Chaddlewood Primary we firmly hold that all people are born equal irrespective of colour, race, faith or gender. As such, we consequently treat all associated with the school – staff, governors, pupils, parents - and the wider community with equal respect and dignity, regardless of ethnic background.

We understand the principle of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity. A protected characteristic under the act covers the groups listed below:

- age (for employees not for service provision),
  - disability
  - ethnicity
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- gender
- gender reassignment
- maternity and pregnancy
- religion and belief, and
- sexual identity
- Marriage and Civil Partnership (for employees)

## Pastoral Support Advisor

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We have a full time Pastoral Support Advisor working within the school called Mrs Carol Jones. Through her role she aims to provide independent and impartial advice and support for families of children through:

- Working in partnership with families offering listening, advice and guidance in order to develop and enhance parenting skills
- Supporting parents of children with early signs of social, emotional, health or behavioural issues, and work with them, school staff and other external support agencies to prevent problems worsening and interfering with the child's ability to engage with school and their learning.
- Providing impartial information and signpost parents to relevant local services available to children and families
- Delivering parenting programmes to support families within the school community
- Improving the quality of communication between the school and home, so that parents and carers actively support the school in the maintenance of good behaviour and attendance.

Mrs Jones is based within the main school and can be contacted via email at [cjones@chaddlewoodschool.org.uk](mailto:cjones@chaddlewoodschool.org.uk) or by calling 01752 337450 or 07923416435

## Behaviour

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### **Ofsted November 2022**

Pupils are polite and behave exceptionally well. They show an impressive level of respect and tolerance of others. Adults consistently model expected behaviours. Pupils say the behaviour policy is fair. They take responsibility for their actions. Pupils show very positive attitudes to learning. They strive to be the best that they can be. Older pupils sensitively guide younger pupils and show them how to behave well. Pupils attend well because they value learning.

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. Our school behaviour policy and relationship policy are therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

The school has a number of school rules, but the primary aim of the positive behaviour and relationship policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn.

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These rules arise through discussion with the children, and are learnt and understood by the children quite easily. There is, therefore, a positive approach that hopefully encourages self-discipline, a sense of responsibility and concern for others. Emphasis is put on the co-operation of the children although sanctions are sometimes necessary.

### **Promoting Positive Behaviour and Learning Attitudes**

Good behaviour, effort, achievement and co-operation are never taken for granted, they are recognised and rewarded appropriately. Praising children contributes to the feeling of being valued and raises self-esteem. Children are recognised and rewarded for demonstrating the school's expectations: **Be Ready, Be Respectful, Be Safe, Be Your Best.**

These include:

- Praise through verbal and written comments, stars, stickers, reward stamps and team points are used effectively in all aspects of school life. All staff are involved in the giving of praise.
- Recognition cards are for children who demonstrate behaviours that are 'above and beyond' the Chaddlewood expectations. When a child receives a card the class teacher may speak to or call the parent ensuring the child is present to share why the child received the card and their successes. Email is to be used for teaching and learning communication and only used to share successes when appropriate.
- Staff will call parents to share positive behaviours and successes.
- Children's efforts are also recognised and valued in celebration assemblies where staff share the child's successes and are awarded a certificate. A class cup is also given to a child, in assemblies, for exceptional behaviours and is selected by the class teachers.
- Recognising effort and achievement by individuals in their leisure activities is also seen as important in creating the 'feel good' factor. Children have a weekly opportunity to share their 'at home' and 'out of school' activities with the school and some of these are also shared through the newsletter.

### **Golden Time**

Golden Time is awarded on a Friday afternoon to reward KS1 children for hard work, good behaviour and effort during the week.

### **Lunchtime**

At lunchtime, the Meal-time Assistants (MTA's) are responsible for the children. The MTA's are trained in "Positive Play" and First Aid. They encourage the children to have good manners while eating their lunch, and to play thoughtfully and carefully afterwards. The same rules for good behaviour apply, and MTA's have the authority to give team points and stickers for particularly good behaviour.

### **Consequences**

In dealing with inappropriate/challenging behaviour, it should be made clear by every adult that it is the behaviour we are addressing, and not the child. (Trauma Informed Approach)

Staff need to ensure that positive and simple questioning strategies are clearly understood by the child.

Adults should be very clear that children should have the consequence that they 'need' and not those they 'deserve' and so their response MUST be proportionate for the child and should also not be led by an emotional response.

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## Safeguarding

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Chaddlewood Primary is committed to safeguarding and promoting the welfare of all its children. We will always take a considered and sensitive approach in order that we can support all our pupils and recognise that each pupil's welfare is of paramount importance. All staff and any volunteers who work within the school are given clear guidance in how to behave and work with children. They are highly vigilant and well trained to report any concerns they have about a child's well-being swiftly. At Chaddlewood Primary will always talk with parents if concerns have been noted and will keep them informed should we feel it is necessary for us to report these concerns to another agency. Children know they can talk about their worries to an adult they trust.

### **Key Personnel**

If you have any queries or concerns regarding the safety of a child either inside or outside of school, you can contact our designated safeguarding lead teacher who is Sarah King ( Headteacher). In her absence, you can contact the nominated deputies; Joe Hardman (Deputy Headteacher) Steph Ash (SENDco and Phase 1 Lead) or Carol Jones (PSA).

### **Key Information**

Our safeguarding procedures are monitored by the Trust and our Child Protection and Safeguarding Policy is updated yearly and can be downloaded from our website.

Chaddlewood Primary fully recognises its responsibility to safeguard and promote the welfare of children and to work together with other agencies to ensure adequate arrangements within our school to identify,

assess, and support those children who are suffering harm. We also follow safer recruitment practices when appointing new staff and volunteers. Our staff undertake annual training in this area to ensure the welfare and safety of our children remains paramount.

## First Aid

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Two members of staff are designated 'First Aiders at Work' and there are also five Paediatric First Aiders in Foundation. Their opinion is sought if necessary. Minor cuts and grazes are dealt with appropriately and you may be advised that a further check by you would be appropriate. A first aid letter will be sent home with your child at the end of the day if some minor accident has occurred or, if we feel it is necessary, we will contact you to come and collect your child.

A member of the school's teaching staff is responsible for Health and Safety supported by the West Health and Safety team

## Promoting Healthy Lifestyles

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### **School Meals**

School meals are cooked daily on the premises, and are available at the current rate of charge of £2.75 per day. Chaddlewood Primary employs a cashless system for the payment of school meals and school trips. [www.Eduspot.co.uk](http://www.Eduspot.co.uk)

Catering is run through Cater-Ed, a partnership between Plymouth Schools and Plymouth City Council, and menus are given out to the children as they change, available on request and available to view on the school website.

All Foundation Stage and Year 1 and 2 children are entitled to a 'universal free school meal' under new Government legislation introduced in September 2014. Information regarding procedures for ordering lunches online is available from the school office or can be viewed on the school website.

Parents who are receiving Income Support are entitled to free school meals for all their children attending school. All parents who qualify for free meals must complete an application form, available from the School Office. The completed forms may be returned directly to the School Meals Section of the Local Authority, or to school, where they will be forwarded on. The entitlement to Free School Meals expires annually and we will advise parents a short while before this to allow a new claim form to be completed each time.

If you prefer, your child can bring a packed lunch. Supervision for eating of packed lunches is provided. All children staying for lunch are expected to behave in an acceptable manner, and be courteous and obedient to the Meal-time Assistants.

### **Fruit and water**

To encourage healthy eating, children in Foundation and Key Stage 1 are given a piece of fruit or vegetable each day. Children in Key Stage 2 are also encouraged to eat fruit at break time. We do not allow children to eat other items at breaktime. We encourage pupils to bring fresh water into school to drink during the day and we have water fountains where they can refill their bottles.

### **NUT FREE**

Due to children with severe allergies to nuts we are a nut free school so parents are asked not to provide nuts or nut based products in children's packed lunches. The kitchen also do not use nuts in their meals. Jo Whitehead is our Kitchen Manager and can be contacted through the school phone number or e-mailed directly at [kitchen@chaddlewoodschool.org.uk](mailto:kitchen@chaddlewoodschool.org.uk) if you would like to discuss any aspects of your child's diet, discuss allergies or ask questions about lunch menus.

## **School Council**

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Throughout our school, we recognise the value of pupil voice and children having the opportunity to be involved in decision-making. Our School Council provides a way for the children to get involved in the important decision-making processes of our school and for them to feel that their ideas and opinions are listened to and valued through meaningful feedback. The Council is inclusive and so all children who are interested may join. The School Council meets regularly to discuss current issues or school projects and is essential in sharing the voice of the children at Chaddlewood.

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## Site Security

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Sadly, due to the risk of vandalism and damage, the school grounds are closed and locked out of school hours and during school holidays, apart from those times the facilities are being used by authorised persons, such as holiday club providers.

CCTV recording takes place at all times that the school is closed. It is illegal to bring dogs onto the school site at any time. Notices to this effect are positioned at the entrances to the school. There is also a “No Smoking” Policy in place throughout the school site and buildings.

We operate a ‘secure site’ policy, with all external doors locked once children are in school, access being via the main entrance only. Although we do not wish to change our policy of being an ‘Open School’, we are very much aware that the security of the children is of prime importance.

Therefore we request that parents:

1. Access the school through reception only.
2. Collect sick children from the main reception area - where they will be supervised until you arrive.
3. Make appointments to see their child's teacher. Staff are very accommodating but their busiest time is between 8.30am-8.50am so appointments are usually made outside of these times.

Entry to the school is via a controlled entry system at the Main Entrance. The ‘side’ gates are locked during the school day but opened for school drop off and collection. Please remember this if you need to collect your child from, or return your child to, school during school session times, as well as the need to report to the school office on these occasions. School staff will challenge anyone found on the school site without permission.

### **Car Parking and Vehicle Access**

It is the policy of the school not to allow unauthorised vehicles to enter or park upon the school site and this is controlled and monitored through the electric gate system.

## Secondary Transfer

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In Year 6, parents need to choose the secondary school to which their child will transfer in the September. The Local Authority makes the decision as to which school the child will attend, based upon its admissions criteria. These are published annually online in the booklet “The Next Step”, details of which are issued to parents of children when they reach the end of Year 5.

Many children who leave Chaddlewood transfer to Hele’s School and Plympton Academy, but parents have a right to state a preference for other schools, including the city’s Grammar Schools.

Close links have been established between the two Plympton Secondary Schools and their feeder Primary Schools. As part of the transition process representatives from the secondary schools visit Chaddlewood, meet the children and discuss their individual needs with teaching staff.

Enhanced transition is offered to children who we feel will need additional time in their new setting so as to reduce anxiety and to learn the new school site and procedures more thoroughly.

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## Parents Visiting the School

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At Chaddlewood Primary School, we operate a welcoming open door policy and look to encourage any parent/carer who may wish to come in and discuss their child's progress or any issues. If you wish to see the Executive Headteacher or Acting Headteacher it is advisable to ring the school to make an appointment.

Teachers are also willing to discuss problems which parents may have regarding their children. If a quick word is enough, then try to catch the teacher when you collect your child. Otherwise, appointments can be made for a meeting through the school office. Please remember that you do not have to wait until Parents' Evenings to discuss any matter concerning your child. We would like you as parents to learn how we work and you can only do this by regular visiting. Try to get to know your child's teacher. If you have a concern, please speak to a member of staff about it. If it is not brought to our attention, we cannot help. Rather than worry about something, come in and talk.

### **Helping in School**

We need your help in the classrooms and practical areas; in fact, we find it difficult to complete parts of the curriculum without your assistance! The ways in which you can help are cooking, needlework, art/craft; with reading or maths games; just talking with small groups of children; helping with Golden Time activities on Friday afternoons, and accompanying children on external visits. You do not have to be an expert in anything, and please do not feel afraid to volunteer, many parents give us invaluable help and it is fully appreciated.

## Parent Forum

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At Chaddlewood Primary School, we are committed to working closely with parents and carers to ensure their views are considered and reflected in important aspects of school life. The Parent Forum (the Forum) provides a means to strengthen the partnership between home and school in a way that adds value to existing governance and management structures.

### **Membership of the Forum**

- Parents and carers. The Forum aims to have one representative from each year group but can operate with a minimum of two parent/carer representatives.
- The Headteacher (Chair).
- The Deputy Headteacher (Vice-Chair and Secretary).
- The SENDCo.

### **Scope of the Forum**

The Forum provides a mechanism through which:

- Results of parent surveys can be analysed and discussed in order to inform actions and decisions taken by the school.
  - The school can consult parents on certain whole-school issues.
  - Parents can advise on the views and recommendations of the wider parent population.
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- Information can be shared between the school and the parent population, in conjunction with existing communication channels.
- Policies and other documents devised by the school can be reviewed to ensure they are clear, concise and comprehensive.

## Home School Agreement

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The Home-School agreement is an important form, which all schools are required to have in place, which helps clarify for parents, school and the children the expectations we have of each other. It enables us to outline the roles and responsibilities in the partnership between home and school to ensure your child's well-being and educational progress. When a child joins the school a copy will be given to their parents/carers to sign. A copy of the agreement can be viewed on the school website.

## Use of Images of Children and Internet Policy

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Our internet agreement is signed by both children and parents to ensure that everyone is aware of our policy and code of conduct in relation to access to the internet at Chaddlewood. While we cannot guarantee that children will not access unsuitable materials, we do use a very robust filtering system, managed by West through 'Smoothwall', which provides a proxy system to filter access to unsuitable sites. Children are also made aware of their responsibility in keeping themselves and our internet safety lessons reinforce this message in every year group.

Our images permission form allows us to share photos of the children's activities in school with you, through our website, and allows images to appear in the press. Children are unnamed.

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## Homework

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Homework is an essential way to build on the children's learning at school and parent's support in enabling their children to practise skills at home is vital. We suggest 'little and often' is a great approach to aid your child's progress; be that practising tables, spellings or listening to your child read.

At Chaddlewood homework is provided in order to:

- Enable children to extend and consolidate their learning in the classroom outside of school
  - Encourage children to be creative and independent.
  - Encourage children to be actively engaged in their own learning and take pride in their work.
  - Are child-directed, rather than teacher-directed and so give children 'ownership'
  - Are 'inclusive' and cater for all abilities and learning styles.
  - Help to develop a partnership between home and school.
  - Can be a useful revision tool for children and assessment tool for teachers.
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In addition to teachers setting homework tasks by sending sheets or activities home, homework can be accessed through the class 'google classroom' where teachers will post tasks to be shared on-line. This might be videos, online activities or suggestions of activities to reinforce and consolidate class learning. Children also have home access to Abacus and Times Table Rock Stars, both of which are fun ways to reinforce maths skills.

In KS1 children are given a termly homework sheet with suggestions of lots of activities which relate to the learning that term; and with a variety of learning approaches and styles to ensure all children have activities that will engage and enthuse them.

### Foundation

Year	Maths	Reading	Phonics Practice	Other
F	Numbots x2 per week on	Sharing a book every night	<ul style="list-style-type: none"> <li>Daily practise of new sounds. This includes handwriting practise of letters.</li> <li>Reading phonic book at least twice a week</li> </ul>	Half termly Topic based challenge sheets

### Key Stage One expectations

Year	Times Tables	Abacus Games	Maths worksheet	Spellings	Reading	Other
1	(Optional) at least x3 per week on - Numbots - Times Table Rockstars for 10 times table <b>from the Summer Term.</b>	At least 1 per week	-	10 spellings a week. Spelling Shed	<ul style="list-style-type: none"> <li>Read 'colour banded book' at least three times a week</li> <li>Read Read Write Inc 'book bag book' at least three times a week</li> <li>Practise 'Word Wall Challenge' sheet at least two times per week</li> </ul>	Occasional topic based homework tasks
2	At least x3 per week on Times Table Rockstars		-	10 spellings a week. Spelling Shed	At least three times a week	Termly Homework tasks

### Key Stage Two expectations

Year	Times Tables	Maths	Spellings	Reading	Other
3	At least x3 per week on Times Table Rockstars	Abacus	Weekly spellings with follow up test	Reading every night	Termly
4		Worksheet			Termly
5		Worksheet			Termly
6		Worksheet			Termly

Children are always given a 24 hour grace period to bring in any forgotten homework. If still not completed, children will be given the opportunity to complete at break and lunchtime.

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## Attendance

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Research has clearly shown that there is a link between attendance at school and achievement. Allowing a child to be absent without good reason is against the law and parents can be fined. Every half-day absence from school has to be classified by the school, as either *authorised* or *unauthorised*. This is why information about the cause of each absence is always required.

If a child is unfit for school, parents should make every endeavour to contact the school on the **first day before 09:30am**, in person or by telephone. Please contact the school by calling 01752 337450 and speak to a member of the admin team or follow the simple instructions to leave a message on the answer phone, stating your child's name, class and reason for their absence.

Other reasons for absence must be discussed with the school each time. Leave may be granted in an emergency (e.g. bereavement) or for medical appointments in school time, provided a written explanation is received.

Failure to notify the school of your child's absence will result in an unauthorised absence being recorded. Continued unauthorised absence may result in a referral being made to an Education Welfare Officer (EWO).

### Procedures for Investigating Absence

At Chaddlewood Primary we follow these procedures when dealing with absence:

1. Take the register.
2. Record absence.
3. If parents have not already contacted the school, we will seek an explanation for absence as soon as possible, by 10.00am on the first day.
4. If a satisfactory explanation is given, record absence as authorised.
5. If the child is going to be legitimately absent for a long period of time, ensure that the school provides work and maintains contact.
6. If no satisfactory explanation for the absence is received, record the absence as unauthorised and make contact with the parents to discuss the problem.
7. If this is unsuccessful in resolving the problem, we may consult with other relevant agencies, e.g. School Nurse, EWOs, Educational Psychologists.

### Late Arrivals

Classroom doors are locked after 9.05am each morning. After this time registration will be closed and so children arriving later must be taken to reception where they will be recorded as a late arrival.

Please do not bring children to class doors after 9.05am as teachers are not able to accept or register them at this point.

## Holidays in Term Time

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As from the 1<sup>st</sup> September 2013, all schools are unable to authorise any requests for absence relating to holidays being taken in term time. This has been brought about by an amendment to the Education (Pupil

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Registration) (England) Regulations 2006, which has removed reference to holidays and the ten day period. **The amendments make it clear that Head Teachers may not grant leave of absence during term time unless there are exceptional circumstances.**

These changes to the law reinforce the government's view following the "Taylor Report" on attendance, that regular school attendance is vital and that pupils should only be granted authorised absence by the school, in exceptional circumstances, e.g. illness, exclusions or due to other unavoidable causes.

Parents/Carers need to be aware that any unauthorised absence resulting from holiday taken in term time may well result in Plymouth City Council instigating parent responsibility measures which could lead to a penalty notice, or a fine being issued.

## Medical and Health Care

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Normally a child should not have any type of medication in school. However, if a doctor has prescribed a course of treatment which needs to be administered during the school day, could you please sign a 'Administering Medicine in School' form, which is available from the office, so that we can make the necessary arrangements. **Children may not, under any circumstances, take medicine unsupervised.** Detailed records are kept of any medicines administered to a child which will always be carried out by a member of the school's staff.

**After consultation with local surgeries and the school nurse, we accept pain relief medication when a child has a chronic pain condition such as a break or sprain. This will be strictly administered at 12.00 only, to ensure the child is not given additional doses within 4 hours. It will not be administered at any other time of the day or on demand.**

The School Nurse advises on any matter regarding your child's health. Minor cuts and bruises are treated at school, but should anything more serious occur, we would try to contact parents immediately. **It is important for us to know telephone numbers where members of the family can be contacted should there be no-one at home.**

### Infectious Diseases

The following extract is taken from 'Notes on Infectious Diseases in Schools' published by Plymouth Health Authority.

Disease	Normal Incubation Period (Days)	Minimum Period of Exclusion
Chickenpox	13-21	5 days from onset of rash
German Measles (Rubella)	14-21	6 days from onset of rash
Measles	7-14	4 days from onset of rash
Mumps	12-21	5 days until swelling subsides
Impetigo	4-10	until skin is healed
Head lice	until treated	(whole family to be treated)

If your child has a medical appointment during school hours please ensure that you provide the school with

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the appropriate documentation to ensure that we are able to grant the necessary leave to attend the appointment.

## Charging Policy

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The LAB (Local Advisory Board) at Chaddlewood Primary have agreed a policy on charging to ensure that there is clarity over those items which the school will provide free of charge and for those items where the school may ask for a voluntary contribution from parents and carers. This policy is available to view on our school website.

During the school day, all activities that are a necessary part of the National Curriculum plus Religious Education will be provided free of charge. Occasionally, we organise a number of educational visits and activities for which we seek voluntary contributions from parents and carers to support the cost of the activity. Unless sufficient contributions are forthcoming it may in some circumstances be necessary to cancel the trip.

In accordance with the law, the Governors reserve the right to charge for the following:

- Cost of materials where pupil/parents will become the owner of the finished article. More than cost cannot be charged;
- Board and lodgings on residential trips - up to, but not more than actual cost;
- For music or other curriculum activity, based on the current scale of charges;
- For optional extras, e.g. visits - as agreed with Parents.

## Data

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Schools, Local Authorities, the DFE, Ofsted and the Learning and Skills council all process information on pupils in order to run the educational system and in doing so comply with the Data Protection Act 1998 and GDPR May 2018.

Schools, Local Authorities (LAs), the Department for Schools (DFE), the government department for education, Ofsted and the Learning and Skills Council (LSC) all process information on pupils in order to run the educational system, and in doing so have to comply with the Data Protection Act 1998. This means, among other things, that the data held about pupils must only be used for specific purposes allowed by law. We therefore would like to inform you about the types of data held, why that data is held, and to whom it may be passed on.

The school holds information on pupils in order to support their teaching and learning, to monitor and report on their progress, to provide appropriate pastoral care, and to assess how well the school as a whole is doing. This information includes contact details, National Curriculum assessment results, attendance information, characteristics such as ethnic group, special educational needs and any relevant medical information. From time to time schools are required to pass on some of this data to LAs, the DFE and to agencies such as Ofsted and LSC, that are prescribed by law. Further information regarding these and other

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agencies and how they use the data is available from the school office.

If you wish to access the personal data held about your child, please contact the relevant agency in writing. In order to fulfil their responsibilities under the Act the organisation may, before responding to this request, seek proof of the requestor's identity and any further information required to locate the information requested.

Separately from the Data Protection Act, regulations provide a pupil's parent (regardless of the age of the pupil) with the right to view, or to have a copy of, their child's educational record at the school. If you wish to exercise this right please contact us.

## The Friends of Chaddlewood

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We have an active Parent Association, known as 'Friends' and all parents automatically become members when their child joins the school. You will be welcome at committee meetings, if you are able to attend, or you can pass your views on through another committee member. The Friends issue a regular newsletter, keeping the school community up to date with their activities.

A copy of the Constitution is available at the A.G.M. which is held in September, when the Committee for the coming year is elected. We try to encourage as many parents as possible to attend the A.G.M. so that you can find out more about what we have been doing during the past year and where the money is being spent!

The main aims of 'The Friends of Chaddlewood Primary School' are:

- to provide a link between home and the school where your child will be spending the next few years.
- to raise funds to provide some extra enrichment for children's learning but which can't always be purchased using the school budget.
- to arrange social events for parents and children so that we can all get to know each other better and to encourage a sense of community within the school.

If you have any ideas for social events or fund-raising, please do pass them on to the Committee and we will do our best to get them off the ground. Please see the school newsletter, which we update regularly with forthcoming events and PTA news.

We are always glad to hear from other parents, especially with regard to our Committee activities, so if you have any comments to make, either criticism or praise, please don't hesitate to contact us. You can talk to a Committee member you know, or get in touch through the school. We will always listen. **To contact a member of the Friends, please email [friends@chaddlewoodschool.org.uk](mailto:friends@chaddlewoodschool.org.uk) or visit the Friends of Chaddlewood Facebook page.**

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## Dealing with Concerns

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### **If you have a concern or complaint.....**

.....we would like you to tell us about it. At Chaddlewood we welcome suggestions for improving our work in the school. Be assured that no matter what you want to tell us, our support for you and your child in the school will not be affected in any way. Please tell us of your concern as soon as possible. It is difficult for us to properly investigate an incident or problem that happened some time ago.

### **What to do first**

Most concerns can be sorted out quickly by speaking with your child's class teacher. All class teachers are in constant communication with senior leaders and the majority of issues can be resolved quickly.

If you are still unhappy or feel that your concern has not been resolved, then the next stage is to make an appointment to speak to your child's Phase Leader:

**Foundation & KS1 Phase Leader and Inclusion Lead:** Miss Stephanie Ash

**Deputy Headteacher:** Mr Joe Hardman

If you feel that the issue is unresolved, it is usually best to discuss the problem face to face with the Headteacher or the Deputy Headteacher. You will need to make an appointment to do this, which can be done by phoning or calling in at the school office. A copy of the school's Complaints' policy and procedure can be viewed on the school website or obtained from the school office on request.

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