



St. Mary's
Catholic Federation

PROSPECTUS 2021/22



St Mary's Nursery & Infants' School
West Street
Carshalton SM5 2PT
Tel: 020 8647 5711
Email: office@stmarysinfschool.org.uk
Website: <https://www.smcsc.org.uk/>

St Mary's Junior School
Shorts Road
Carshalton SM5 2PB
Tel: 020 8647 4342
Email: office@stmarysjunior.org.uk
Website: <https://www.smcsc.org.uk/>

Executive Headteacher: Mrs S Hulme

Executive Deputy Headteacher (Nursery & Infants School): Mrs M Quinn

Assistant Headteachers: Mrs H Nicholls, Miss F Sullivan and Miss E Bryant

Safeguarding Statement

This school takes notice of and adheres to all the national and local policies and guidance in regard to Safeguarding Children and Young People.

Lead Safeguarding Person Junior School: Mrs S Hulme

Lead Safeguarding Person Nursery & Infant School: Mrs M Quinn

Safeguarding Deputy: Miss E Bryant-infant school & Miss F Sullivan-junior school

Governor designated safeguarding officer: Mr. T Richmond

CONTENTS

Page No	
2	School Governors
3	Introduction, Parishes and History of St Mary's
4	Mission Statement & Vision Statement
5-6	Aims and Policy to promote Equality of Opportunity
7-12	The School Day, Teaching Time & Curriculum
12-13	Sports, Additional Educational Needs & Homework
14-15	Internet Permission, Google Drive, Extra Curricular Activities and Holidays
16	Term Dates
17-20	Pastoral Care & Behaviour, School Council, The School and Parents, Friends of St Mary's & Access to School
20-24	School Uniform
24-25	Health & Welfare
25-26	School Dinners, Milk, Charges for School Activities, Breakfast & After School Club & Transfer to High School
27	Complaints & Data Protection

MEMBERSHIP OF THE GOVERNING BODY

Foundation Governors

Mr B Tomkins (Chair)
Mr A Freeman (Vice-Chair)
Mr A Tierney
Mr P Grady

Headteacher Ex-Officio

Mrs S Hulme

Staff Governors

Mrs N Birch

Co-opted Governor

Mr T Richmond

Associate Governors

Local Education Authority Governors

Vacancy

Parent Governors

Mrs K Daly
Mr B Trim

Clerk to the Governors

Mrs P Garry

- Parent Governors are appointed for a period of 4 years. At the end of their term of office they may stand for re-appointment as long as they have a child in the school
- Foundation Governors are appointed for a period of 4 years
- Local education Governors are appointed by the local authority and serve for variable amounts of time

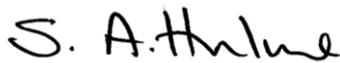
WELCOME TO ST MARY'S Catholic Federation - Nursery, Infant and Junior Schools

Dear Parents,

If you are new to our school community, we welcome you as parents and look forward to a happy and successful association over the coming years. If you already have a child in school, we are pleased to continue to share the school prospectus with you which contains important school information.

In the prospectus, we aim to give information regarding school life at St Mary's Catholic Schools but if you have any further queries please do not hesitate to ask. We want you to be confident in choosing St Mary's as your child's learning community as a result of knowing and understanding what happens within it.

Yours sincerely



S A Hulme MA NPQH NLE
Executive Headteacher

Introduction

St Mary's Catholic Nursery, Infant and Junior Schools are both three-form entry, Voluntary Aided Catholic schools for girls and boys between the ages of 3 and 11 years. The total number of pupils on roll at the Nursery and Infants School is 322 and a further 360 in the Junior School. The school lies within the Archdiocese of Southwark and in the pastoral area of South West London.

Parishes

The schools lie within the parish of The Holy Cross Carshalton, whilst also serving the parishes of Our Lady of the Rosary in Sutton, The Holy Family in Sutton, and St Margaret's in Carshalton Beeches.

History

In 1890, a Catholic school was opened in Sutton where it was attached to the Church of Our Lady of the Rosary. Four years later, the numbers of pupils having increased, new accommodation was provided in the grounds of Carshalton House in Shorts Road. The School thrived in these premises until 1966 when the infants were separated from the juniors and the infant school was established on its present site in West Street. The junior school remained in the Shorts Road premises until 1980 when the school moved to its present modern location, which was originally St Philomena's Preparation School. In September 2016, St Mary's Nursery & Infant School and St Mary's Junior School entered into a hard federation with the school name changing to St Mary's Catholic Federation, Carshalton



ST MARY'S CATHOLIC FEDERATION, CARSHALTON - MISSION STATEMENT

Learning, playing, and growing together in the love of Jesus

MISSION STATEMENT

"Love one another "John 1.

St Mary's is a welcoming school based on our shared Gospel values where we give witness to God's love, knowing that every child is embraced with the **love of Jesus** as they pray, **play** and grow together as friends.

Every child is unique and we are proud of our inclusive and supportive **learning** environment, where we celebrate each other's achievements. Children have the opportunity to reach their full potential as we guide them to become lifelong learners.

We all aspire to do the best we can within God's family, living Christian values and sharing spiritual links with those in our home, parish and wider community.

VISION STATEMENT

Our vision is for life long 'learning' to be at the heart of St Mary's Catholic Federation, Carshalton.

A school where there are high expectations and a striving for excellence in all that we do.

A community where every child, member of staff, parent, governor and visitor is treated with respect and valued as a unique individual in the image of Christ.

A place, which maintains a high level of creativity, enquiry and challenge with a sense of adventure and enjoyment.

Inclusion

At St Mary's we aim to develop the whole child spiritually, morally, emotionally, physically and socially to their full potential. These aims intend to be inclusive by offering equality of opportunity to all children regardless of gender, disability, colour, ethnic or national origin or social circumstances. The school's Inclusion Policy gives greater detail on our aims, objective and practice and can be found on the school's Google Classroom.

Aims of St Mary's Schools

St Mary's Schools promote high achievement and learning for life by working with children to:

Be inspired by gospel values, educated in our Catholic faith tradition through attitude and example, and have opportunities for celebration, prayer and reflection to ensure future spiritual growth and development.

Provide the necessary skills and knowledge that will help them to grow in the knowledge and love of God and of one's neighbour.

Encourage in our children an understanding of their own value and importance as individuals, to promote their spiritual growth and social development so that they can learn to give and share as well as receive.

Encourage their sense of awe and wonder so they develop enquiring minds, a capacity to question and argue rationally and the ability to collaborate and apply themselves to independent tasks with perseverance, thereby becoming motivated lifelong learners.

Have high self-esteem with a sense of responsibility - respecting themselves, others of different cultures and abilities, backgrounds and faiths and the environment.

Become effective communicators with the ability to express themselves with confidence.

Provide a broad and balanced curriculum in which high standards are achieved.

Become flexible and adaptable, gaining appropriate technological skills to prepare them for adult life in the modern world.

To ensure equality of opportunity for all.

To safeguard children. [This school takes notice of and adheres to all the national and local policies and guidance in regard to Safeguarding Children and Young People.](#)

Policy to promote Equality of Opportunity

At St Mary's Catholic Schools, the overarching ethos is that no child will be disadvantaged in any way because of their race, disability or gender. It concerns the self-esteem, aspirations and achievement of all our children. Emphasis is placed on the value of everyone's contribution and an atmosphere of mutual respect and care, fostered to encourage the full participation of every child.

Every child has the right to receive an appropriate educational entitlement in line with all the statutory duties to promote equality as detailed in the following legislation at;

The Race Relations (Amendment) Act 2000

The Duty to Promote Disability Equality 2006

The Gender Equality Duty 2007

It is the responsibility of all staff to promote equality in accordance with the school's Mission Statement. Staff support the ethos of a truly Catholic Christian school and enhance the school's contribution to community cohesion. There is a clear referral system to the Headteacher where this is a concern/issue and appropriate action is taken in cases of harassment and discrimination.

All materials and equipment used are appraised against equality criteria as being fit for purpose.

All schemes of work and materials used in curriculum delivery are monitored by subject leaders to ensure they promote equality.

Educational outcomes and experiences are monitored against equality criteria and remedial action taken where equality is not being addressed.

Home languages and Bi-lingualism are celebrated at St Mary's Schools. Children who have English as an additional language and have been exposed to another language from birth are assessed termly in their acquisition of the English language / in their mastery of the English language. This enables us to support their speaking, listening, reading and writing in acquiring English.

The Principles of "Every Child Matters"

Every Child Matters, prompted by the tragic death of Victoria Climbié, aims to protect, nurture and improve the life chances and wellbeing outcomes of all children.

The five outcomes are interdependent and show the important link between educational achievement and well-being:

☞ **be healthy:** enjoying good physical and mental health and having a healthy lifestyle;

☞ **stay safe:** being protected from harm and abuse;

☞ **enjoy and achieve:** getting the most out of life and developing the skills for adulthood;

☞ **making a positive contribution:** being involved with the community and society and not engaging in anti-social or offending behaviour;

☞ **achieve economic well-being:** not being prevented by economic disadvantage from achieving their full potential in life.

ECM outcome	ECM success evidence in school
Be healthy	Regular exercise taken incl. 2 hours PE per week. Make informed healthy lifestyle choices. Eat and drink healthily. Engagement in School Travel Plan. Recognise the signs of personal stress and anxiety and develop strategies to manage it. Commitment to active learning. Daily Mile
Stay safe	Display concern for others and refrain from intimidating and anti-social behaviour. Feel safe from bullying and discrimination. Confident to report bullying and racist incidents. Physical activities undertaken in an orderly and sensible manner. Adhere to Safeguarding policies
Enjoy and achieve	Have positive attitudes to education. Behave well. Have a good attendance and punctuality record. Enjoy their learning very much and be pro-active. Good personal development, high self-esteem.

	High aspirations and increasing independence. Make good progress in their learning.
Make a positive contribution	Understand their rights and responsibilities. Show social responsibility and refrain from bullying and discrimination. Able to express their views at school and are confident their views and 'voice' will be heard. Involved in school and community activities. Inclusive education. Follow school rules
Achieve economic well being	Develop basic skills in literacy, maths, Computing, developing self-evaluation and setting personal targets. Develop their self-confidence/ team working skills. Become enterprising and able to handle change in their lives. Take initiative and calculate risk when making decisions.

The School Day

<u>NURSERY</u>	
<u>Nursery (am) drop off</u>	<u>8.55am</u>
<u>Nursery (am) collection</u>	<u>11.55am</u>
<u>Nursery (pm) drop off</u>	<u>12.15pm</u>
<u>Nursery (pm) collection</u>	<u>3.15pm</u>
<u>RECEPTION</u>	
<u>Drop off</u>	<u>8.45am - 8.55am</u>
<u>School begins</u>	<u>8.55am</u>
<u>Lunch (Small Playground)</u>	<u>12.00pm - 1.00pm</u>
<u>Day ends</u>	<u>3.15pm</u>
<u>KEY STAGE 1 (YEARS 1 AND 2)</u>	
<u>Drop off</u>	<u>8.45am - 8.55am</u>
<u>School Begins</u>	<u>8.55am</u>

<u>Playtime (Big Playground)</u>	<u>10.35am - 10.50am</u>
<u>Lunch time</u>	<u>12.10pm - 1.10pm</u>
<u>Playtime (Big Playground)</u>	<u>2.00pm - 2.15pm</u>
<u>Day Ends</u>	<u>3.15pm</u>
<u>KEY STAGE 2 (YEARS 3 AND 4)</u>	
<u>Drop off</u>	<u>8.35am - 8.45am</u>
<u>School Begins</u>	<u>8.45am</u>
<u>Playtime (Big Playground)</u>	<u>10.25am - 10.40am</u>
<u>Lunch time</u>	<u>12.10pm - 1.10pm</u>
<u>Day Ends</u>	<u>3.15pm</u>
<u>KEY STAGE 2 (YEARS 5 AND 6)</u>	
<u>Drop off</u>	<u>8.35am - 8.45am</u>
<u>School Begins</u>	<u>8.45am</u>
<u>Playtime (Big Playground)</u>	<u>10.45am - 11.00am</u>
<u>Lunch time</u>	<u>12.30pm - 1.30pm</u>
<u>Day Ends</u>	<u>3.15pm</u>

Teaching Time

Allowing for registration, collective worship and breaks, the time spent on teaching during each week is 21 $\frac{1}{2}$ hours for KS1 and 25 hours for KS2.

We think that it is important to establish punctual habits in children. The children should be arriving at least 5 minutes before school starts. Entrance doors will be open from 8.35am at the Juniors and 8.45am at the Infants allowing pupils to come into school, get settled and prepare for their school day. There is no teacher on duty until this time. A teacher is on duty from 8.35am and 8.45am respectively.

CURRICULUM

Curriculum Overview

Intent:

The curriculum at St Marys is two-fold. We teach the national curriculum interwoven with our school experiences and opportunities, to enable children to take their learning further than the classroom and into their future education. Please also refer to our school **mission statement and vision** that set out our Catholic ethos, which encompasses every part of school life. It explains how we set out to fulfil the purpose of Catholic education, providing our pupils with the knowledge, understanding and skills to think spiritually, ethically and theologically.

Our curriculum is fixed however we make adjustments where necessary; we aim to ensure that each child has equitable exposure to learning opportunities. This means that adaptations are made for each class or cohort with reference to the needs of the children in a way they can embrace curiosity, awe, wonder and joy of learning within the outline set by the national curriculum. In this way children become fulfilled life-long learners.

We are committed to equal opportunities for all pupils and follow the Bishop's statement in following several Key Principles in the planning and delivery of our curriculum: (CES 1997)

This is clear that every learner:

- Has a divine origin and is a unique individual
- Is gifted by the Holy Spirit
- Has the right to be included fully in the life of the Church community
- Has the right to education and to have potential identified and developed
- Has the right to be regarded as having equal value and worth
- Has the right to a broad, balanced, relevant and differentiated curriculum
- Has the right genuine access to the whole curriculum
- Has the right to be challenged by and to achieve in the learning situation
- Has the right to share with and learn from others

We intend that through our curriculum children experience:

- A special relationship with God
- Prayer which reflects the essence of our lives
- The Gospel values of love, justice, tolerance, kindness forgiveness
- Opportunities to develop an understanding of their own values and importance as individuals
- Respect for themselves, others, other faiths and all cultures
- Opportunities for worship and reflection
- Joy
- Success
- Mistakes, and learn from them
- Independence
- Frustration, and ways to cope
- Curiosity
- Resilience
- Motivation
- Disappointment, and determination to continue
- Leadership and followership

- As much outdoor learning as possible

Implementation:

Our teachers are leaders of a curriculum area, we work together to ensure a broad and balanced curriculum. Teachers lead continuous professional development for their subject championing it, so that all staff grow their subject knowledge and understand our shared pedagogy.

The St Mary's curriculum is taught in subject areas - follow the links to each subject page.

Our school overview of curriculum topics can be accessed [here](#).

The school uses a layered format of planning that enables links across subject areas, to enhance the taught curriculum by overlearning skills. The long term plans for each year group are formed from the long term plans of each curriculum leader, so that each subject has detailed skills and knowledge progression. The curriculum design at St Mary's carefully considers what a child has already learned and what they need to know next.

Impact:

Our curriculum is measured in many ways, but most importantly by the opinions of children. During each topic, children complete reflective thinking work and comment on the best parts of their learning. An end of year survey is held annually to allow every child in school to get quantifiable feedback on their most memorable learning experiences. These are carefully analysed by teachers for their yearly curriculum reports. Subject leaders also use these for their termly subject leader review.

The school analyses data half termly to ensure knowledge skills and understanding are met, this can take many forms including daily assessment, regular moderation and consistent formative and summative assessments. All assessments and analyses feed back into curriculum planning to inform all layers of staff of how best to support and educate the next generation.

Early years

The Development Matters Curriculum

Whilst in Nursery and Reception the children are working within the Foundation Stage and follow the Early Years Foundation Stage Curriculum. This curriculum has four key themes and principles. These are:

A Unique Child:

Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.

Positive Relationships:

Children learn to be strong and independent through positive relationships.

Enabling Environments:

Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.

Learning and Development:

Children develop and learn at different rates. The framework covers the education and care of all children in early year's provision, including children with special educational needs and disabilities.

Foundation Stage

Within the Foundation Stage curriculum, there are seven areas of learning and three key characteristics of effective learning.

The seven areas of learning are:

Prime Areas

- Personal, social and emotional development - Making relationships, self-confidence and self-awareness, Managing feelings and behaviour
- Physical development - Moving and handling, health and self-care
- Communication and language - listening and attention, understanding, speaking

Specific Areas

- Literacy - reading, writing

- Mathematics - numbers, shape, space and measure
- Understanding the world - people and communities, The World, technology
- Expressive arts and design - exploring and using media and materials, being imaginative.

The Three Characteristics of Effective Learning

1. Playing and Exploring
2. Engagement Active Learning
3. Creating and Thinking Critically

The curriculum is planned in a very practical way, and is based around topics that are of interest and are both relevant and meaningful to the children. Adult and child directed activities take place both in the classroom and outside in the secure outdoor learning area. The reception children have direct access to the outdoor area, which they use throughout the year and are encouraged to decide where they work and learn.

KS1 & KS2

Intent

A curriculum which is delivered by means of a mixed approach incorporating topic work, discrete subject teaching and cross-curricular themes. Schemes of work are planned to provide a framework, which ensures continuity and enables children to progress according to their capabilities.

Implementation

EYFS & KS1 follow a creative curriculum that focuses on differing curriculum areas for each half term e.g. YR1 Moon Zoom, YR2 Street Detectives. KS2 centre their learning around a theme which most subjects feed into, making lessons cross-curricular and enabling the highest levels of over-learning.

National Curriculum Documents and the school's own schemes of work are available in the school and on the website for reference. As the Juniors is an accredited "Thinking School", we have made the commitment to use a range of tools to promote higher-level thinkers and independent learners. Thinking tools are also used across the curriculum at Infant school also included in methods in the rebuild and repair process for positive behaviour development that continues in KS2. A creative curriculum is fully embraced and regular lessons outdoors promoted.

Impact

The children enjoy engaging lessons that extend beyond the classroom, they become increasingly self-reflective to the thinking techniques expected.

Religious Education - 'Learning, playing and growing together in the love of Jesus'

Religious Education is taught in the light of the Gospel values and permeates itself into every aspect of school life. The school recognises that parents are the first messengers and teachers of their children's faith and the Home - Parish - School link plays an essential part in our school's Religious Education programme.

In school, the children follow the National Scheme recommended by the Archdiocese of Southwark called 'Come and See'. This is a scheme that has a strong academic challenge whilst also strengthening the religious education of the pupils. Whilst following the expectations of the Catholic Curriculum Directions.

Religious life in the school includes daily prayer, assemblies, and regular celebration of Mass supporting the preparation for the Sacraments in the Junior School, which is led by our feeder parishes.

Personal, Social, Health Education (PSHE) - 'Children have confidence in who they are and how to interact with school life and the wider world positively and safely.'

Relationship and Sex Education (RSE) "Life to the Full" is an age-appropriate, developmental programme for 4-11 year olds, rooted in the teaching and wisdom of the Catholic Church, and guided by the Catechism, which we use to deliver much of our RSE curriculum.

These two titles form the basis for the personal and pastoral aspects of the school, emerging primarily from the Religious Education curriculum. Much of this learning however, takes place beyond the curriculum.

"Personal, social, health education (PSHE) help to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens" The National Curriculum

PSHE is taught both discretely and integrated with other subjects. The school council discusses matters of interest with the elected pupils who convey the agenda and decisions to the rest of the children in the class through Class Council.

Relationship education lays its emphasis upon loving relationships. Parents are consulted and given the opportunity to watch the relevant videos prior to the children being shown and we accept that they have a right to withdraw their children from seeing videos and subsequent follow-up sessions, however certain parts of the learning will be included in Science lessons too.

"Life to the Full" is an age-appropriate, developmental programme for 4-11 year olds, rooted in the teaching and wisdom of the Catholic Church, and guided by the Catechism which we use to deliver much of our RSE curriculum.

English - 'Pupils grow in their love for reading and writing, surrounded by a rich language environment to develop the confidence and skills to express themselves, both as authors of many purposes and to explore inspiring texts from all over the world.'

We love books at St Mary's and enjoy studying them in the daily literacy lessons. We use real books to help the children understand texts and to help with their own writing. Through sharing books and screen-based texts as a class, the pupils get to know the characters and this helps them to understand their behaviour in the stories. Sometimes we use films, pictures by artists or drama to help in the writing processes. In addition to reading and writing, we also investigate and learn phonics, spelling patterns and punctuation and classes have weekly dictation spelling tests in KS2. Books are provided for children to take home and read alone with their families and we have a school diary in which to record these. Pupils read regularly with their teachers in Guided Reading in small groups.

Mathematics - 'Through a mastery approach pupils become confident and independent mathematicians growing strong fluency and problem solving skills that are applied to maths lessons and daily life'

Mathematics is a vital component of the curriculum providing a way of viewing and making sense of the world. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. We aim for every pupil to become confidently numerate and to develop mathematical skills and understanding for life.

As a core, subject mathematics is taught daily in class groups and is based on the national curriculum with a strong emphasis on the "Maths Mastery" approach. All pupils learn through the concrete - pictorial - abstract approach; the aim being to ensure that all pupils:

- become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately

- reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions
- acquire the necessary skills and fluency to recognise and make links between areas of mathematics and to move between representations of mathematical ideas
- apply their mathematical knowledge to science and other subjects

Science - 'Igniting pupils' curiosity, encouraging exploration and discovery of the world around them, developing a deeper understanding of the world we live in.'

We aim to encourage children to explore and investigate their world, to understand key concepts and use scientific methods of investigation. Pupils will be given opportunities to learn through active engagement in order to develop knowledge, understanding and skills in the areas explored. Through activities, we encourage certain attitudes such as respect for living organisms and the physical environment and a willingness to tolerate uncertainty and co-operation with others. We also encourage an exposure to scientific vocabulary.

Design and Technology - 'Pupils are inspired to design, build, critique and evaluate products through a variety of technologies.'

Our aim is to provide pupils with the opportunity to design and make, in activities, which span the curriculum, and for pupils to apply knowledge and skills to solve practical problems. Children develop independence and have access to all basic materials and a range of tools and equipment. They are encouraged to take responsibility for their work and to draw on their knowledge and understanding, to devise a method or solution in order to create, and then evaluate during and at the end of the process.

History - 'Igniting pupils' curiosity so that they can learn from the past to understand the present and inform the future.'

Through History lessons, children are given the opportunity to develop their skills of exploration and analysis. They ask and answer questions and learn how to interpret evidence and draw their own conclusions. Children learn about the past through topic days, workshops, visits, research and enquiry.

Geography - 'Pupils grow in their love and knowledge of the world god made.'

In our teaching of geography, all children are given opportunities to use geographical enquiry and skills when developing knowledge and understanding of places, patterns and processes, and environmental change and sustainable development. These are taught through studies of local areas as well as other countries.

Computing - 'To inspire pupils' to be critical thinkers, responsible digital citizens, apply and embrace new technology to empower pupils to be lifelong learners.'

As Computing underpins today's modern lifestyle, it is essential that all pupils gain the confidence and ability that they need in this subject, to prepare them for the challenge of a rapidly developing and changing technological world. The use of ICT will enhance and extend children's learning across the whole curriculum whilst developing motivation and social skills.

Our aims are to:

- *Allow staff and children to gain confidence in and enjoyment from, the use of Computing. Additionally, to allow staff to develop professionally by enhancing their teaching, management and administrative skills;*
- *Allow children to achieve specific computing skills as set down in the school's scheme of work;*
- *Allow children to appreciate the relevance of computing in our society and that they see it as an essential tool for learning, communication, finding information and for controlling and understanding their environment.*

Children have lessons in the ICT Suite in addition to shared use of laptops and iPads. These are used to enhance other curriculum areas. They have access to a wide variety of software to support every step of their learning. Children are asked to bring in their own set of earphones for use in this subject when entering the Junior School.

Art - 'Art and Design allows children of all ages and abilities the opportunity to communicate, explore and experiment in a creative and varied manner.'

Children at St Mary's experience a range of art activities and encounter the work of a range of artists. They work alone, in groups and as a class on a curriculum, which includes drawing, colour, textiles, collage, three dimensional work, printmaking and painting. Each child has a sketchbook, which informs their work and provides a record of how ideas have developed.

Our **Creativity days** allow the children to work on shorter art activities unconnected to the class curriculum. Previous themes have been Easter, Artists around the World, Artists from Many Cultures and Olympics. On these days, the children work in groups, some of mixed year groups giving the opportunity to work alongside other children and extending the skills of all pupils including those with a talent for art. All pupils have the opportunity to complete all activities.

Modern Foreign Languages (Junior School) - 'Pupils to experience french culture and become linguists.'

At St Mary's Catholic Junior school, we aim for the children to be aware of the multi-cultural world through teaching a modern foreign language. This ensures an early start towards competence in a foreign language and to develop their cultural knowledge and awareness, extending the children's horizons. We provide all of our pupils the opportunity to learn and experience languages and other cultures. French is taught for 30 minutes a week with this learning being supported by short inputs throughout the week; for example, during the register.

Music - 'Pupils building confidence and creativity through a love of music.'

Music plays an active and important part in the life of the school. The music curriculum offers pupils the chance to explore and enjoy music at appropriate levels in a variety of ways including Computing.

Singing is at the centre of the curriculum. It enhances their musical skills, develops their aural awareness and their ability to apply their knowledge and understanding in their compositions. Project work includes music from different cultures and times including the use of musical instruments. In Year 4, all children learn to play a string instrument with an introduction to reading music. Year 2 also learning to play specific instruments. Choir is open to all children across all year groups as an after school club at the Junior School and as a lunchtime club for year 2.

Children have musical opportunities in the school Mass and assemblies.

Several peripatetic teachers provide extra-curricular lessons in guitar, violin, trumpet, trombone and piano during class time in the Junior School and piano during class time at the piano during class time in the Infant School. **(There is a charge for these lessons and parents who wish their child to learn a musical instrument should place their names on a waiting list in the school office.)**

However great or small your child's talent, the emphasis in music is on enjoyment and building confidence. Everyone's contribution is valued.

Physical Education - 'Developing pupils' love of physical activity, for life.'

The key objective in this area is the full participation of all pupils in a broad and balanced programme of activities, which are accessible and challenging. We endeavour to teach children to develop positive attitudes,

to observe the conventions of fair play, honest competition, and good sporting behaviour as individual participants, team members and spectators.

We are committed to using the additional Government PE Grant in developing high quality PE lessons, alongside greater opportunities for sporting competitions and clubs for all our young people.

Sports Facilities

The schools each have large halls. The hall is used for gymnastics, dance and indoor games. Both schools have use of playing fields situated behind St Mary's Infant School in West Street. The field has a football pitch in the autumn and spring terms and a grass running track during the summer term. Games activities also take place on the two playgrounds, and the playing field in addition to benefiting from some of the sports facilities at St Philomena's. The pupils at the Junior School compete in a wide range of sports competing against other schools. The Junior School also has a Multi Usage Games Area (MUGA), which is used for Netball and PE, and both schools have a Trim Trail for climbing.

Swimming

Swimming is an important part of the curriculum. Children have swimming instruction at Westcroft Swimming Pool. We are most grateful to the parents, upon whose assistance we rely, for escorting children. Pupils have the opportunity to take part in competitive swimming activities.

Additional Educational Needs

Children with Additional Educational Needs are provided for as part of the continuous range of provision for all pupils. Each teacher has the responsibility to provide High Quality Teaching building confidence and self-esteem allowing every child to experience success and feel respected as a member of the school community. All children are integrated within the school in activities both in and beyond the classroom. The needs of the majority of children are met by differentiated provision within the classroom. If appropriate however, children may be withdrawn in small groups irrespective of ability to receive teaching specific to their needs.

Additional support is also provided by a range of outside agencies.

Homework

Homework is given to the children on a progressive basis so that by the age of 11, they are completing a reasonable amount of work each week that will prepare them to meet the demands of High School.

Purpose

Parental involvement and link between home and school;

Supporting class work;

Teaching independence and study skills;

To encourage self-discipline;

Preparation for secondary school.

Activities include daily reading (10-15 mins). Weekly mental math's, weekly spellings, half-termly research and projects related to topics.

It is important that the learning of spellings, tables and number bonds forms part of children's homework on a daily basis. Spellings for the term can be found on Google Drive. Supportive topic work research may also be requested.

Additional learning activities may be sent home to support learning targets.

If a child is consistently taking a lot longer than these suggested times or having difficulties with any aspect of the homework please contact the class teacher or attach a note to the homework.

Learning Journal (Junior School)

This work is set once a term. The purpose of this activity is to promote independent learning and research across the curriculum using a themed approach. It gives the children the opportunity to make a choice of their recording methods.

Extra homework as revision will also be sent home for Year 6 before the SATs. Homework may include computer based activities and if a child does not have computer access at home they may use the ICT suite, with permission, at lunchtime.

Illness

Homework will be set, at parent's request for any child who has prolonged absence from school while recovering from an illness e.g. a medical procedure, on the understanding that it is monitored and marked by the parent.

Homework will not be set for pupils taken out during school time as unauthorised absence.

Internet Permission

As part of pupils' curriculum enhancement and the development of computing skills, St Mary's Schools School provides supervised access to the Internet including e-mail.

Before the school allows pupils to use the Internet, we must obtain parental permission. This will be requested prior to the child starting school.

Various projects have proven the educational benefits of Internet access, which will enable pupils to explore the schools Google Drive, thousands of libraries, databases and bulletin boards. During school, teachers will guide pupils towards appropriate material. Outside school, families bear the same responsibility for guidance as they exercise with other information sources such as television, telephones, films and radio.

In school, our Internet access provider operates a filtering system that restricts access to inappropriate materials. Parents should be aware that this might not be the case at home. Parents should also be aware that although every endeavour is made to ensure that suitable restrictions are placed on the availability of children to access inappropriate materials, this cannot be guaranteed and the school cannot be held responsible for the nature or content of materials accessed. We believe however, that the benefits to pupils from access to the Internet, in the form of information resources and opportunities for collaboration, exceed any disadvantages.

As with any other area, parents and guardians of minors are responsible for setting and conveying the standards that their children should follow when using media and information sources. The school therefore supports and respects each family's right to decide whether or not to apply for access. If you decide to support your child's application for access to the Internet, you must tick this on the permission form given when your child starts the school

Google Drive

Google Drive and Google Classroom are a managed file storage service developed by Google. It allows users to store and share assignments in a paperless way. It is a tool used to enhance your child's learning and improve access to your child's studies both in school and at home.

In order to access Google Drive, every child has been designated a unique Username and Password that will give access to their class and year group only. In addition, **you too** can use this Username and Password to see vital information for Parents and Carers on forthcoming events and access information about the school, after school clubs and communication such as newsletters.

If your child is transferring from the infant school to the junior school the Username and password will stay the same, as the new term starts and they are registered on roll at the school they will shortly have access to the pages appropriate to them.

To gain access to the Google at home please log in to <https://www.google.com/drive/> and use Google Chrome as your web browser.

Enter your child's unique Username and Password and you will gain access to the appropriate class and year group.

Extra-Curricular Activities

Music Lessons

Lessons are currently offered in piano at the Infants' School and guitar, violin, trumpet, trombone, viola, cello and piano at the Junior School. All of these lessons are chargeable and are carried out throughout the school day. Please note this was accurate at the date published and may vary year by year.

If you wish your child to participate, please contact the school office who will advise you if there is a vacancy and put your child's name on the waiting list if necessary. **Access to music lessons is operated on a strict first come first served basis and contact should only be made directly with the school, not with the Music teacher in relation to places. Each child will only be allowed to learn one instrument at a time outside curriculum music lessons.**

The music teachers will advise you on the requirements for music instruments, books and payments. All payments are made directly to the music teacher and **not** the school.

After School Clubs

Many of the after school clubs are held by teachers who give up their time for extracurricular activity. These are in addition to those set up by external providers and are chargeable.

You will be advised in writing of any after school clubs and activities. These are changeable and varied throughout the year.

Parents' permission is essential if a child is to remain at school for a club or activity. Dismissal/ Collection arrangements from clubs will be explained when a place in a club is offered.

Parents are not permitted to drive into the school grounds to collect children from after school clubs and we also request that you observe strictest courtesy in respect of the grounds of St Philomena's and local residents and adhere to parking restrictions as well as respect to our neighbours in the community.

Children Who Go On Holiday in Term Time

Authorisation for absence may only be granted by the Headteacher, however leave of absence will not be granted during term time unless there are exceptional circumstances.

Although we sympathise with a number of requests, it is the duty of the school to ensure all children receive the maximum access to learning achieved by good attendance. Obviously, this takes into consideration those times when a child needs to be at home due to illness. In the interests of safeguarding, children need to be in school to enable all children to have the best outcomes. "Keeping children safe in education" DfE January 2021.

To be read in conjunction with the Attendance Policy: Pupils whose attendance falls below school expectations of 96% will receive a letter each term to remind parents. The school is committed to tracking attendance with respect to safeguarding and achievement and will ask for evidence of all absences. **Authorisation for absence**

is only given by the Executive Headteacher for very exceptional circumstances.

Pastoral Care and Behaviour

Chaplaincy

Chaplaincy at St. Mary's serves the spiritual and pastoral needs of pupils, staff and parents. It provides opportunities for prayer, stillness and reflection in an otherwise busy environment. In addition to beautiful grounds, we are fortunate to have a dedicated Chapel area at the Juniors and a Marian Grotto in the Infants' Quiet Garden and a reflective area dedicated to Mary.

The Chaplain is ably assisted by pupil Chaplaincy Team members who provide a range of liturgical experiences within school and a pupil Liturgy Group, which leads liturgical music in the Juniors. The Chaplain accompanies all members of our school community and is available for individual meetings as needed.

Behaviour

At St Mary's Schools we are committed to our Mission Statement, notably that of developing "the whole child spiritually, morally, emotionally, physically and socially to their full potential". We aim to develop every child's behaviour from the basis of Jesus' teaching:

“ Love one another “ John 1.

We create an atmosphere of respect, co-operation, consideration for others and a feeling that everyone matters.

Pupils at St Mary's schools enjoy the freedom to work and play together without being hindered by the actions of other children. In any community there are however, always differences and occasionally difficulties arise. Pupils here can expect a fair and consistent approach to discipline, and distinction is made between serious and minor misdemeanours. Procedures can be found in the school's Positive Behaviour Policy. The schools have a published behaviour ladder that clearly defines the consequences of unacceptable behaviour. Teachers refer to the behaviour ladder when issuing sanctions and talking to the children about their behaviour. Each school uses a restorative approach to rebuild and repair.

Bullying

Bullying of any form is not acceptable. Staff monitor pupils' well being constantly and all allegations of bullying are investigated. Procedures for dealing with bullying are in place and appropriate action is taken. (See the school's Positive Behaviour Policy & Anti Bullying policy on the school website and GoogleDrive). Each class has a worry box for children to post their concerns in and these are monitored by the class teacher to address with an individual child or the whole class as appropriate.

Class Groups

The class teacher is responsible for the welfare of their pupils, and parents who have concerns should make an appointment to see the teacher in the first instance.

Achievement Awards

The staff and pupils in the Infant School recognise significant achievements on a weekly basis. "Star of the Week" is awarded and children are congratulated in assembly.

There is a certificate awarded at the Junior School called the St Mary's Award each half term to congratulate children and celebrate their achievement in each class who have made, or maintained, progress with class work or behaviour. There is also a Class Award each half term, which is voted for by all members of the class. The Infant School celebrates "The Star of the Week" each week in assembly.

School Council

Two children (one boy and one girl) from each class are nominated by their classmates to represent them at the School Council. They meet regularly with the Headteacher or Deputy to discuss issues relating to the school.

The School and Parents

The School aims to build on a successful "Home - School" partnership that is mutually supportive, to help the child develop their full potential.

A Home School Agreement is sent to the parents each September to read and sign. This is used as a teaching tool each term. When parents apply for a place at St Mary's they are confirming their adherence and support to school policies.

Information for Parents

We thank parents for their help and support given to children. We like to begin the school year in September with a "Welcome to St Mary's" evening. This is a time when parents can meet their child's class teacher who will give them information about general class matters and expectations for the year. Later in the autumn term, parental consultations are held to discuss individual progress. In the spring term, we have our Pupil Assessment and Review (PAR) meetings when the child is present as part of the consultation discussion and targets are set. This is followed by a written report in the summer term.

Staff inform parents about problems with work and behaviour or parents are asked to contact the teacher if they have cause for concern. If a proper discussion is required, then parents are asked to make an appointment with the class teacher in the first instance. The Senior Leadership Team are also happy to talk to parents on any issues or concerns that have been unresolved and appointments can be made through Ms Nicol - PA to the Headteacher.

Weekly Newsletters are emailed home on a regular basis and are also displayed on the school website and via email. These contain news about forthcoming events and achievements. Parents are urged to read them carefully particularly for School dates. We urge parents to look out for dates relating to their child.

Google Drive is also used to communicate with the children and parents of both schools through the Parent and Carer's rooms and Google Classroom.

We use an email communication system to communicate with parents over all types of issues and we encourage you to read the emails as they may affect your child. If, however, you do not wish to have communication by email, you can opt to have a hard copy, which will be sent home with your child.

Each year groups have their curriculum forecast sheets posted on the School website and Google Drive each half term informing parents about areas of the curriculum or topics being covered including the spellings for each week.

Parental Involvement

We warmly welcome parents who wish to help or support the School in some way and value the contribution they make.

Staff are most grateful for parents who help with such activities as reading, the library, cookery, sewing and craft activities, supervision on class outings and the swimming rota. Any further suggestions or offers of help are always appreciated or if you have some spare time available during the week your child's class teacher would be pleased to hear from you.

In accordance with the school's Safeguarding Policy, it is essential for helpers to have a Disclosure & Barring Service (DBS) check depending on the activity. The school will arrange this with volunteers.

Class representatives are appointed to be a central point of contact for parents in their child's class to relay information and suggestions.

Parent Forum

The Parent Forum is formed of one nominated parent representative from each class. An election is held each September and the representative will stay in place for the duration of the academic year. The forum meets each term with the Executive Headteacher to discuss issues relating to school life.

Class Parent Reps for the PTA enables the school to provide further enhancement to each pupils learning experiences whilst encouraging community cohesion.

All parents are automatically members of the PTA when their child joins the school. These organisations contribute greatly to the life of the School and hold many social functions throughout the year which parents are urged to support. The AGM is held in the Summer term when committee members are elected.

The PTA holds a number of fundraising events and in consultation with the Headteacher, money raised is spent on school projects, educational equipment, theatre groups and outings, which are part of the National Curriculum. Many of these activities would not be viable without this financial support.

The PTA nominates class reps for help with the school fundraising events.

Parent Governors

Parent Governors are able to serve office for a period of 4 years. These governors are appointed following a parent election. This role is very different to both Parent Forum members and PTA Class Representatives. As a Parent Governor the responsibility is very much contributing to the strategic vision of the school as opposed to direct operations of the school.

School Access

The entrances to the Nursery & Infants Schools are:

- a) Through the gate on West Street (main entrance to the school office)
- b) In the alleyway between West Street and Shorts Road. Gate 6 is for Year 2 and gate 4 is for Reception and Year 1 children. Nursery children enter through the gate between gates 4 and 6.

The entrances to the Junior School are:

- a) Through the gates in Shorts Road (St Philomena's main entrance)
- b) Through the gate from the alley adjacent to St Mary's Infants School
- c) Through the gate in Pound Street

All gates apart from Shorts Road are locked between 9.30am and 3pm.

Please note: No family or pupils should enter the junior school grounds before 8.30am. This is due to respect for allowing St. Philomena's pupils to arrive at school and for service vehicles to be clear of the road leading to the junior school.

All year groups enter the school from the playground.

CHILDREN MUST KEEP STRICTLY TO THE PATHS

Cars

It is not permitted for parents to drive into the school grounds. Parents should not drive into or down to the schools for after school clubs.

St Mary's car park in the grounds of St Philomena's is a staff car park and is not to be used for parents **at any time.**

Parents can only drive to the school when they are picking up a sick child or have appointments and need to have been given special permission. We encourage parents and children where possible to walk to school. If you bring a car, we ask you to park safely and respect our neighbours by not parking across their driveways.

A disabled parking bay is available at both schools and priority is given to parents of children at the school when arranged through the school office with confirmation of a mobility badge.

Waiting for children

Infant School, children are released from their allocated playground and will only be released to a parent or nominated person.

At the Junior School, parents pick children up from the lower playground at the end of the school day unless parental permission has been given to release the child. We ask that parents:

- 1) Walk with their children to the school exit and not allow them to run on with friends, keep young children by your side. (Remember the path is also a roadway for the Junior School)
- 2) To always use pathways to and from St Mary's Infants School and not to cut across St Philomena's playing fields at any time.

Please remember **no smoking** and **no dogs** are allowed within the grounds.

In addition, no bicycles or scooters are to be ridden in the grounds by adults or children of any age.

After school clubs - Parents are **not permitted to drive** into the school grounds to collect children and parents are asked to wait at the designated meeting point as detailed in the club letter.

THANK YOU FOR YOUR CO-OPERATION

School Uniform

Nursery School	
BOYS & GIRLS WINTER UNIFORM	BOYS & GIRLS SUMMER UNIFORM
PE Navy blue jogging bottoms only	PE Plain navy blue shorts or PE Navy blue jogging bottoms
Pale blue polo shirt	Pale blue polo shirt
School sweatshirt/cardigan with school logo	School sweatshirt/cardigan with school logo
white socks (not trainer socks)	white socks (not trainer socks)
St Mary's navy school hat	Navy or light blue sun hat (baseball style)

Sensible black Velcro school shoes - no boots or trainers allowed

Plain dark blue or black coloured coat,
scarves and gloves

Plain dark blue or black coloured coat

Hairstyles and accessories should be sensible.
No Mohicans. No shaved patterns. No hair gel

INFANT SCHOOL - Reception, Year 1 and Year 2

GIRLS WINTER UNIFORM

GIRLS SUMMER UNIFORM

Navy tunic or skirt- No split skirts are allowed

Light blue check dress - No split skirts are allowed

Pale blue polo shirt

School sweatshirt/cardigan with school logo

School sweatshirt/cardigan with school logo

White socks (not trainer socks)

Blue or white socks or navy tights (not trainer socks)

Navy or light blue sun hat (baseball style)

St Mary's navy school hat

Sensible black school shoes - no boots or trainers allowed

Sensible black school shoes - no boots or trainers allowed

Plain dark blue or black coloured coat,
scarves and gloves

Plain dark blue or black coloured coat

Hairstyles and accessories should be sensible.
No mohicans. No shaved patterns. No hair gel

BOYS WINTER UNIFORM

BOYS SUMMER UNIFORM

Grey trousers

Grey shorts

Pale blue polo shirt

Pale blue polo shirt

School sweatshirt with school logo

School sweatshirt with school logo

Plain grey socks (not trainer socks)

Plain grey socks (not trainer socks)

St Mary's navy school hat

Navy or light blue sun hat (baseball style)

Plain dark blue or black coloured coat, scarves and gloves	Plain dark blue or black coloured coat
Sensible black school shoes - no boots or trainers allowed	Sensible black school shoes - no boots or trainers allowed
Hairstyles and accessories should be sensible. No mohicans. No shaved patterns. No hair gel	

P.E. Kit
School PE shirt
Plain navy blue shorts/ skorts
White or black sports trainers - not plimsoles (no coloured laces and minimum decoration or logo)
Plain navy blue jogging bottom
Plain grey sweatshirt (no logos or motifs)
Navy or light blue sun hat (baseball style)
St Mary's Infant School blue sun hat or plain blue/ navy sunhat
A spare pair of socks (for girls wearing tights)

JUNIOR SCHOOL - Years 3, 4, 5 & 6	
GIRLS WINTER UNIFORM	GIRLS SUMMER UNIFORM
Pale blue shirt (long or short sleeves)	Light blue check dress - No split skirts allowed. (Year 6 pupils may wear winter uniforms if preferred).
School tie	School sweatshirt/cardigan
School sweatshirt/cardigan with school logo	Plain white socks (not trainer socks)
Navy tunic or skirt	Navy sunhat (baseball style)
St Mary's navy school hat	Sensible black school shoes - no boots or trainers allowed
Plain dark blue or black coloured coat, scarves and gloves	
Blue or white socks or navy tights (not trainer socks)	
Sensible black school shoes - no boots or trainers allowed	

Hairstyles and accessories should be sensible.
No Mohicans. No shaved patterns. No hair gel

BOYS WINTER UNIFORM	BOYS SUMMER UNIFORM
Grey trousers	Pale blue shirt (short or long sleeve)
Pale blue shirt (long or short sleeves)	Grey shorts (except Year 6)/ trousers
School sweatshirt with school logo	School sweatshirt with school logo
Plain grey socks (not trainer socks)	Plain grey socks (not trainer socks)
School Tie	School Tie
St Mary's navy school hat	Navy sunhat (baseball style)
Plain dark blue or black coloured coat, scarves and gloves	Sensible black school shoes - no boots or trainers allowed
Sensible black school shoes - no boots or trainers allowed	Pale blue shirt (short or long sleeve)
Grey trousers	
Hairstyles and accessories should be sensible. No Mohicans. No shaved patterns. No hair gel	

P.E. Kit
School PE Shirt
Plain navy blue shorts
White or Black Sports Trainers- not plimsoles (no coloured laces and minimum decoration or logo)
Plain navy blue jogging bottom
Plain grey sweatshirt (no logos or motifs)
Plain navy sunhat
A spare pair of socks (for girls wearing tights)

Swimming (Junior School Only)	
Boys	Navy Blue Swimming trunks & hat
Girls	Navy Blue one-piece swimsuit & hat
Goggles (optional)	Towel

As you are aware, the school prospectus outlines the standards expected for both boys and girls summer and winter uniforms and we ask that parents ensure their children strictly follow these guidelines and come to school suitably dressed.

The following applies to both boys and girls at both schools.

Footwear

Proper school **shoes** should be worn - Black Shoes - **no** platform soles, boots or open toes. Trainers may NOT be worn with school uniform On snow days / very wet days: boots may be worn to school with school shoes brought in a carrier bag.

The Wearing of Jewellery is Forbidden

In no circumstances must children bring or wear jewellery in school. This includes the wearing of earrings. This measure is put in place for health and safety reasons and we would ask all parents to respect and follow our school policy. Children wishing to have their ears pierced must do so at the beginning of the summer holidays and at no other time. Watches in school colours (white, blue or black) and only watches strictly telling the time with no other additions allowed and are only permitted from year 1, but must be removed for PE. **No child is allowed to do PE or a sports club whilst wearing earrings.**

Hair

All hair shoulder length and over must be fully tied back with blue or white fastenings, hair should be secured away from the face. This applies to both boys and girls. Hair gels are forbidden in the school for safety reasons. From time to time hairstyles change but children should not come to school with 'fashion' hair styles e.g. dyed hair colours, shaved or No1 haircuts, tramlines, Mohican style etc., cuts that have extreme lengths-shaved sides and fringes flopping over the face etc.

Lost Property

Children's belongings that are lost will be placed in the cupboard outside the school office. The cupboard is cleared at the end of each term. **N.B. PLEASE MARK ALL ITEMS OF CLOTHING AND EQUIPMENT**

Toys

No toy or ball should be brought to school. We are lucky enough to have a selection of toys for the children to play with at lunchtime. School does not take responsibility for any toys that are lost in school if they are brought in.

Health and Welfare

Illness in School

Children who become unwell in school are cared for by the staff until they recover, or in more serious cases, parents are contacted and asked to collect their child.

Water Bottles

We recommend that all children come to school with a water bottle (with a sports cap and clearly marked with their name) to keep in class. This enables the children to have regular drinks and is particularly important during hot weather.

Administering Medicine

The school has a policy on the administration of medicine for children, which can be found on the school website. Where possible parents should request that any antibiotics are prescribed with a dosage of three times a day to avoid this being brought to school. In the rare case that antibiotics have to be given 4 times a day, a form must be completed and returned to the school office before medicine can be given. In some cases, parents may be asked to come into school to administer the medicine to their child. The form is available from the school office. All medication needs to be brought to the school office (at the start of the term) to be registered including inhalers, epipens, etc. It is the responsibility of parents to ensure medication is in date. The school takes no responsibility for the monitoring of this.

Health Care Plans

Health Care Plans are required for those children who have ongoing medical conditions. Parents will be provided with a template for completion to be returned to school. For more severe cases, the school nursing service may offer advice for completing the form.

Sun Glasses

Sunglasses are not permitted to be worn in school. For any child needing to wear these for medical reasons, an appointment will need to be made to discuss with a member of the leadership team.

Umbrellas

Umbrellas are not permitted in school. An appropriate coat with a hood should be worn for days of indecent weather.

Emergencies

Parents are asked to ensure that the school has up to date information, which will help speed contact if there should be an emergency or illness. Names, telephone numbers and email addresses are vital, together with the name of the person to be contacted. It is important that the contact person is known to the child and within easy access of the school.

Change of Address

Any change of address and/or telephone number should be notified in writing to the School Secretary as soon as the family has moved into a new house or changed their home phone number. In addition, changes of parental work telephone numbers and mobile numbers should be made available to the school and kept updated. We also request a priority email address so that communication may be made in the future direct to parents.

Clinic and Dental Appointments

A child can be released for hospital or clinic appointments during the course of the day **only** when a **written** explanation is received in advance with a copy of the medical appointment documentation. The parents should come to the school office to collect the child. Children may not leave school alone during school hours.

Absence from School

Holidays should not be organised during school term time as this disrupts the children's continuity of learning. In exceptional circumstances, if a parent has to take a child away they must write to the **Executive Headteacher** requesting the absence and explaining the reason for the intended absence. The Headteacher will consider the request alongside attendance and progress of the pupil. Only exceptional circumstances will be authorised.

If a child is absent the school must be advised by 9.30am by calling the school office on 020 8647 4342 (Junior School) or 020 8647 5711 (Nursery & Infant School). A note of explanation must be given to the class teacher on his/her return even if you have already called the school. This helps to prevent truancy and support safeguarding procedures. The Governors have set a target for attendance to be above 97.4% in each school. Parents should note that a late mark in the register counts as an unauthorised absence and that attendance letters are given to parents at the end of each term where attendance falls below 96% with a greater concern for those below 93%. A meeting for parents with the Safeguarding lead may be requested to pupils whose attendance falls below 90%.

If a parent is requesting to collect a child early without evidence of a medical or previously approved appointment, for safeguarding reasons, the parent will be asked to meet with a member of the Senior Leadership team before the child can be released. The office staff are not permitted to release a child before this requirement has been met.

School Dinners

All children in the Infant School are currently entitled to Universal Free School Meals. We would assume that all these eligible pupils would take up this offer as we promote school meals as being the healthy option whilst being most convenient for parents and for free!

For those children who do not wish to take meals for the whole week, Monday to Friday, they may choose to have hot dinners on a Wednesday and Friday only. We will assume all children will take school dinners unless you wish to take the option of providing a healthy packed lunch in which case will need to be informed by writing. The choice is made at the beginning of each term and can't be changed until the start of the next term.

At the Junior School, children can either have hot school dinners all week from Monday to Friday or choose to have hot dinners on a Wednesday and Friday only. Alternatively, they can bring a healthy packed lunch. The choice is made at the beginning of each term and can't be changed until the start of the next term.

At the infant school the children in reception to year 2 all receive Universal school meals.

Dinners are available for all children and menus can be viewed on the Parentpay website. Dinner money must be paid on line through ParentPay or by a Paypoint card, (these can be ordered from the school office). Children may have packed lunches, which are consumed in the dining hall. We ask the parents to ensure that the packed lunch is healthy and that no sweets, confectionaries or chocolate are included. **Bottles and cans of fizzy drink are not permitted; water is available on the table.** If a child wishes to change from packed lunches to dinners or vice-versa, they may only do so at the beginning of each half-term.

In addition, children at the Infants' School are provided with a piece of fruit at morning break, this follows the government initiative and is supplied from external agencies. This varies from apples, pears, carrots etc. Children at the Junior School may bring a piece of fruit for morning break (grapes need to be cut in half). As part of our 'Healthy School' initiative, we encourage children to bring a healthy packed lunch avoiding food with a high sugar or salt content. Please note that if a child is to be brought to school after 10.00am and wishes to have a dinner ordered, then please call the school office to ensure your child receives dinner that day.

If a child has been in school and dinner has been ordered and they leave to go home due to illness, the school dinner will be charged at the normal rate.

A Parentpay Username and password will be issued to your child prior to them joining the school.

At the infant school parents often ask what they can do to celebrate their child's birthday. As a healthy eating school. We do not allow sweets to be distributed in school, however a book donation for the class to enjoy is most welcomed.

Milk-

Small cartons of milk may be ordered for children on a weekly basis to have at break time. Payments are made via registration with Cool Milk at www.coolmilk.com. Full details of the cost per day will be supplied by Cool Milk upon registration. There is no refund if a child is absent or does not drink the milk ordered.

Charges for School Activities

1. Education Visits/ Events

Schools cannot charge for educational visits within school time and therefore we ask for voluntary contributions. If the voluntary contributions however, do not cover the cost of the trip, the visit may have to be cancelled. (Parents who are experiencing financial difficulties are invited to make a confidential appointment with the Headteacher to discuss the matter.)

2. Musical Activities

Fees will be charged for the visits of peripatetic instrumental teachers who teach piano, keyboard, trumpet, trombone, guitar and violin. Instruments can be hired directly from Sutton Music Centre. Refer to the section on Extra Curricular activities for more information on how to put your child's name on the waiting list.

3. Governors' Fund

Parents are invited to make voluntary contributions of £35 or £50 per annum to the Governors' Fund. In a Roman Catholic Voluntary Aided School, Governors are responsible for 10% of the cost of most repairs and improvements to the school buildings. As you may imagine with ever increasing costs, this becomes quite a burden. We, therefore, ask for your support in helping to maintain the excellent standards at St Mary's by making a donation of at least £35.00 per family, per school.

Payments can be made on line at www.parentpay.com

If you are a taxpayer, please could you also sign the **Gift Aid Declaration** so that we can reclaim from the Inland Revenue the tax you have already paid on your donation to the Fund. This rebate adds another £8 to each £35.00.

4. Breakfast Club & After School Club

A breakfast club and after school club is currently available on the site of St Mary's Nursery & Infants' School. This is run through Orchard Childcare for children in both the Infants' and Junior schools. For further details for availability and cost, please contact Orchard Breakfast Club on 07944043250.

Transfer to High School

At the age of eleven children transfer to High School. St Mary's holds a parents meeting in the summer term about transfer to High School. Each school has its own admission policy and in addition, selective schools have an entrance examination.

Complaints Procedure - Curriculum and Related Matters

It is important that parents let us know about any concerns or complaints about the school. In the first instance, the parent should contact the teacher concerned to discuss any concern. If you are not satisfied, then the matter will be looked into by the Headteacher. If it is not possible to resolve your concern at that stage, then there is a formal complaints procedure. The Complaints Procedure is available on the school website and in hard copy if required.

The information and particulars in this document relate to the school year beginning September 2021 and were correct in relation to that year in June 2021. It should not be assumed however, that there will be no change

(a) Before the start of, or during the school year in question

(b) In relation to the subsequent year.

Data Protection

Under data protection law, individuals have a right to be informed about how the school uses any personal data that we hold about them. We comply with this right by providing 'privacy notices' (sometimes called 'fair processing notices') to individuals where we are processing personal data. Privacy notices are available to view on the school's website.

The privacy notice explains how we collect, store and use personal data about pupils.

We at St Mary's Catholic Federation, Carshalton, are the 'Data Controller' for the purposes of data protection law.

Our Data Protection Officer is Judicium Consulting Limited. The Data Protection Officer is responsible for overseeing data protection within the school so if you have any questions in this regard, please do contact them:

Email: dataservices@judicium.com

Telephone: 0203 326 9174

Address: 72 Cannon Street, London EC4N 6AE