



The History of Limes Farm Junior School

Limes Farm Junior School is situated within the Limes Farm Estate in Chigwell, Essex. Accessibility to London and the surrounding Essex countryside including Epping Forest and Hainault Country Park gives our school location a wealth of resources for study through first-hand experiences.

In The Beginning

Our school began as 'The Limes Farm County Primary school' in 1969, supporting the local community as a merged infant and junior school on one site.

Five years later in 1974 a new building was built within our grounds; this was to house the infant school children.

The Limes farm county primary school then became two separate schools sharing one site. The schools were then known as Limes Farm Junior School and Limes Farm Infant School & Nursery.

In 2019 our school celebrates its 50th birthday and we look forward to celebrating later in the year with our school and the local community.

Limes Farm Junior School

Our school has eight well-furnished classrooms all equipped with up to date technology to support modern learning.

In addition, we also have a bright spacious Atrium area full of library resources which are available to all pupils. Within this area, there are tables and chairs ready for intervention support when required. This area is a very attractive feature of the school.

We have a large assembly hall which is well equipped for Physical Education and this area is also used at lunch time as a dining area.

Our playground consists of upper and lower school areas; a physical area equipped climbing facilities and a creative play area allowing children to express their performing arts abilities within theatre and music whilst enjoying their outside break times.

The playground is currently open to the local community during evenings and weekends giving local children the opportunity to come together and use the tennis and basketball courts. This area is looked after by our school caretaker.

STAFF

Senior Management

Mrs S Pardalis Headteacher
Ms D Symes Deputy Headteacher, Inclusion Leader and Head of Curriculum
Mrs S Vajushi Business Manager

Teaching Staff

Year 3

Mrs A Sharma
Mrs A Patel

Year 4

Miss N Stock
Mr S Keeley

Year 5

Mrs J Linard/Miss D Symes
Mrs S Chatha

Year 6

Mr H Freeman
Mr Z Sideras

PPA Teachers

Mrs S Riaz
Mrs A Akhtar

Learning Support Assistants / Midday Staff

Miss D Heath
Mrs S Mathers
Mrs K Kalley
Miss C Jenkins
Mrs F Peerbux
Mrs R Mandalia
Miss C Williams
Mrs S Malik
Mrs S Mughal

Office Staff

Miss C Andrews
Miss K Bishop Family Support Worker

Mr G Geraghty Caretaker



ACHIEVING IS BELIEVING

STATEMENT OF INTENT:

I would like to be the **best** that I can,

A **happy, confident** and **caring** person, who is **content** to be me,

I want to **love** learning and be **inspired** to learn for life

To **discover, develop** and **share** my interest and talents with others

I will **treat** others the way I would like to be treated

With **respect, kindness** and **tolerance**



I will **care** about the environment and my place in the world around me

I will know that with **rights** come **responsibilities**

I will always be **proud** to have been at our school

I want to be **brave** to take on **new challenges** and **experiences**

I want to make a **difference** in the world.

OUR FOUR DRIVERS – We have four drivers that are the foundation of our school development,

STAMINA **ORATORS** to **AUTHORS** **Well-Being** **THE ARTS**



CORE PRINCIPLES

OUR VALUES

We will know and value each child and look for the best in them. We will raise and respect each member of the school community and everyone will be encouraged to take responsibility to make a contribution and to reach the fullest potential.

The core values of **integrity, trust, care, tolerance** and **forgiveness** will spread across all aspects of school life.

We will be an **open, responsive**, and **caring** school with clear lines of communication.

TEACHING AND LEARNING

We will ensure that every learner finds and experiences success. We will be an inclusive environment where the learning needs of an individual are **recognised**.

We will make learning **vivid, exciting** and **real**. We will strive to ensure that the whole school is an **excellent** learning environment that **excites, inspires** and **celebrates achievement** and **effort**.

There will be a broad curriculum that allows learners to make links, to make choices and take responsibility of their learning.

OUR SCHOOL

We will work together to create an **inclusive, creative, happy, healthy** and **safe learning** community in which children's natural **enthusiasm, curiosity** and **enjoyment** in learning will be **nurtured** and where children will be **inspired** to think BIG!

We will have high expectations for ourselves and for each other. The school will be at the heart of the local community.



Welcome to Limes Farm Junior School

The school, governors, staff and pupils would like to welcome you to Limes Farm Junior School. We recognise your child's welfare and development is important and we aim to create positive, life time memories for all children. We are proud of our school and stand by our motto "**Achieving is believing**"

We work closely with parents and believe strongly in a partnership between school and home.

But don't take our word for it- come and see for yourself how our school community works. We would be delighted to show you around!





ADMISSION POLICY

Limes Farm Junior school admit children to Year 3 onwards to year 6.

All admissions are dealt with by **Essex County Council**, you can apply via their website www.essex.gov.uk and following the section 'School Admissions' alternatively you can call them on 0345 603 2200 and request a paper booklet to be sent directly to you.

Under the provisions laid down by the 1980 Education Act, the indicated admission number of pupils to be admitted at Limes Farm Junior School is 60 per year group.

In the first instance these places must be offered to children living within the school's catchment area, any subsequent available places will be offered to siblings of pupils in the school and thereafter priority will be determined by straight line distance between home and school.

In the event of unsuccessfully gaining a place, parents must follow the appeals procedure in order to try and secure a place at Limes Farm Junior School for their child/children. Please refer to our Admissions Policy on our website for further details: www.limesfarmjuniorschool.co.uk

***Parents considering sending their children to our school would be most welcome to visit, ask questions and experience the friendly ethos of our school. The head teacher will do her best to show visitors around the school however at very short notice it is advisable to make an appointment in advance of calling.**

On occasions, we pride ourselves in allowing our Head Pupils to join in the process of showing new/ potential pupils around our school.





TEACHING AND LEARNING

CURRICULUM PROVISION, CONTENT AND APPROACH

Our aim is to provide a broad, balanced, and creative, skill based curriculum for all of the children during their time at this school so that we help each child to reach his or her full potential. We hope to achieve this by providing a stimulating, well-structured yet caring learning environment in which children meet with success.

The National Curriculum core subjects are English, Mathematics, Science and ICT with the other foundation subjects consisting of Technology, History, Geography, Music, Art and Physical Education. Religious Education and Citizenship is also taught. The curriculum is enhanced through visits, visitors and special events throughout the year.

The children cover a set number of topics which enable them to do much work involving the National Curriculum subjects. Each aspect of the curriculum is taught at the appropriate level for the children in each class (and for each individual or group within each class). Theme weeks are set throughout the year to extend children's learning experiences. Learning Trailers are posted on our website each term, highlighting key learning taking place in each year group.

NUMERACY: Through the highly structured Framework for Maths and our Mathematics Scheme we ensure that the children gain the necessary skills to enable them to tackle all other aspects of the subject confidently and competently. To this end we also stress the importance of learning number bonds and multiplication tables. Having acquired the skills the children are more able to cope with the measuring, recording and problem solving within the National Curriculum topics. Mental Starters are embedded in each lesson. Short, focused activities are planned to prepare children for the main teaching activity by getting them to think mathematically. This is normally the first 10 minutes of the lesson. During this time the children have the opportunity to answer mathematical questions using mental skills. They practice to quickly add, subtract, multiply, divide, recognise shapes and angles and find percentages of numbers without using a pencil and paper.

Main Lesson

This is the longest part of the lesson. The children are given a learning objective which is linked to the National Curriculum. During the main lesson the children are taught a variety of methods to enable them to use Mathematics in everyday life.

Plenary

Mini plenaries occur throughout the lesson to assess children's understanding, extend children's learning and prepare them for the next lesson.

ENGLISH: Much of the English taught evolves from the Framework for English.

In addition to developing key skills in English, we set creative writing tasks for pupils to complete independently and also, encourage them to improve the quality of their work using feedback provided. We place a great deal of emphasis on writing across the curriculum, including the depth of vocabulary used across the curriculum.

Speaking and Listening-

Children are given a variety of opportunities to listen: as a whole class, within a small group, to a partner and individually. They are encouraged to respond to a variety of questions adapting their answers to their listeners. Drama also plays an important part in developing these skills. Pupils now take part in our annual public speaking event where they prepare, deliver and answer questions relating to a specific topic set.

Reading

Raising standards in reading is one of our main school improvement priorities this year. Children are encouraged to become fluent and confident readers who show good understanding of the variety of texts they read. The texts studied in English follow given topics, such as instructions or myths and legends, but are increasingly challenging as children move up the school. By reading together in English sessions all children are helped to access the texts. The teacher will also read to the children, so that they are provided with a good role model for reading aloud. Catching up on a good read is important at our school and we encourage all pupils to come to school from 8.40am to build their reading stamina and their reading enjoyment.

Shared Reading- VIPERS

Reading VIPERS is our way of supporting children with their **reading** comprehension skills. VIPERS stands for the following-

- **vocabulary** (give/explain the meaning of words in context)
- **infer** (make inference from the text/explain and justify using evidence from the text,
- **predict** (predict what might happen from the details stated and implied)
- **explain** (identify/explain how information/narrative content is related and contributes to the meaning as a whole. Identify/explain how meaning is enhanced through choice of words and phrases)
- **retrieve** (retrieve and record key information/key details from fiction and non-fiction)
- **summarise** (summarise main ideas from more than one paragraph).

Individual Reading Intervention

There are interventions to support children who have not yet achieved at least an average standard in reading. We provide children with one to one or small group support to develop their phonics skills both in reading and spelling. This is supported by Word Shark computer programme and Project X reading scheme. Scheduled times are allocated for LSA support for target children in each class. Speech and language intervention work is provided by a trained LSA who uses programmes set out by the Speech and language therapist.

Home Reading

It is really important to read as much as possible with children. Research shows that children who are helped at home make better progress in school, so by enjoying books together and sharing a love of stories from the earliest age, you are helping your child to develop. Children regard reading as a special kind of sharing because they have your personal attention, and reading with your child can be fun and very rewarding.

We encourage the children to choose their own books and to take them home on a daily basis. Reading will be far more pleasurable where parents are able to read with and to a young child. With the help of parents our aim is that children will become confident and successful readers and above all enjoy reading. While teachers and learning support assistants do their best to encourage reading at school, it is up to parents to encourage reading where it matters most - at home.

Free Readers- Until children have developed the reading skills and stamina to become fluent free readers, each child is given a reading book from our reading scheme. The books are graded and contain fiction and nonfiction books suitable for individual needs. The children take these books home to read. It depends on the child's individual need in how often he or she is heard to read from these books in school.

*Basic skills in Maths and English are also taught through other subjects and as part of our cross curricular topics.

The teaching and learning of English is also supported by the use of ICT.

SCIENCE

We aim to generate real interest in science and to develop scientific knowledge and investigative skills. Science is a core subject of the National Curriculum and all pupils are involved in some science activity. Children are taught about living things, materials and physical processes. They learn to investigate these things at first hand, using the school environment when appropriate. Activities encourage children to find out about the world around them and to help them raise their own questions. The children have opportunities to develop these skills in planning investigative work, selecting equipment to use, carrying out activities safely and making decisions on how to present their results.

We want the children to leave at the end of year 6 with a confident enthusiastic approach to science.

Computing

Computing is used to support learning across the curriculum. E-Safety is a high priority at Limes Farm Junior School. The school has a computer suite with at least one computer per child for class lessons. In addition there are 35 laptops and 35 IPADS with wireless connection which can be used in classrooms.

Our Learning Platform provides pupils with many Computing opportunities.

HUMANITIES

Humanities are covered through a series of topics studied.

In History, we want children to develop an understanding of people and events from the past. We believe it can give a stronger sense of identity and their place in the world around them if they can make sense of how the past has affected the present. Their learning is enhanced by the varied content of lessons and experiences that are offered. The children may take part in special "History Days" at school or go on visits.

In Geography, we want children to develop a knowledge of people and places in order to understand the natural and human forces that shape their lives and others. We want to broaden their world beyond their everyday experiences. We want them to develop a concern about the environment and consider the future. Each child will experience a geographical experience beyond the classroom.

DESIGN AND TECHNOLOGY

Technology takes place throughout the topics with one large technology project each term, supplemented with smaller projects where appropriate. Projects cover a variety of topics including designing and making.

ART

The Art curriculum offers children the opportunity to develop their understanding and use of a variety of media and processes in order to record, communicate and express their own ideas in many different ways. Through Art, our children are encouraged to develop and express their creativity and imagination. The children take part in activities which allow them to explore, enjoy, discuss and respond to Art in its many forms that has been produced by a range of artists, including themselves and their peers.

PERSONAL, SOCIAL AND HEALTH EDUCATION

PSHE is a highly valued subject within the school. It holds a precious place within the school's ethos and is a subject that is delivered carefully in each class every week. The children are very much encouraged and helped to develop the skills necessary to listen to and value the views of others. As the children progress through the school, more sensitive issues are discussed, in a way that meets the needs of the children. Policies are in place for the teaching of drugs and sex education. Children are encouraged to think about their responsibilities and the consequences of their actions upon others.

Promoting British Values is also embedded within PSHE as well as emphasised in our Whole School Assemblies. The four strands include:

Democracy- Democracy is part of our working practice at the school. Pupils are always listened to by adults, and are taught to listen carefully and with concern to each other - respecting the right of every individual to have their opinions and voices heard. Pupils have their own voice, and are able to air their opinions and ideas through our School Councils. The election of the School Council members is based on pupil votes, demonstrating democracy in action. Candidates put themselves forward for the position of Head Pupil and following a selection process run by the Head teacher, have to make a presentation to the whole school to receive their votes.

The Rule of Law- The importance of laws whether they are those that govern the class, the school or the country, are consistently reinforced. Our core values are reflected in children's routines every day. Each class follows school rights and responsibilities that reflect our strong ethos. Our behaviour policy, as well as promoting good behaviour and effort, also makes it clear that if rules are broken there are consequences. Children take part in reflecting and identifying how to make amends. Our children are also taught that there are laws to protect us, and when these laws are broken we are potentially putting ourselves in danger, and could find ourselves in trouble. Pupils put themselves forwards to be one of our Bullying Intervention Group (B.I.G.) and to work with senior leadership to make the school an even happier place.

Individual Liberty- within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for our pupils to make choices safely, through the provision of a safe environment and an empowering education. Our pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely; examples of this can be clearly seen in our assemblies, PSHCE and safe internet use procedures. Whether it is through choice of challenge in maths, of how they work in groups and record their work or their choice to participate in one or more of our numerous extra-curricular activities, our pupils are given the freedom to make choices.

Mutual Respect- Respect is one of our core rights. Through our use of Assessment for Learning, and use of talk partners, the children are taught to work in harmony with others regardless of differences in attainment, race or gender.

We emphasise the right and responsibility of every child to learn, ensuring that children understand that they need to consider their actions carefully so that they do not detract from learning and therefore affect others rights to learn.

Respect of Those with Different Faiths and Beliefs- This is a significant area of our work as we have to overcome the entrenched attitudes of some of our parents towards those of other faiths. We enhance pupils' understanding of different faiths and beliefs through religious education studies, P.S.H.C.E, assemblies and topic work. This is further enhanced through carefully planned educational visits and by welcoming parents and visitors from outside the school. Through this our pupils gain an enhanced understanding of their place in a culturally diverse society. We make every effort to highlight important events such as Ramadan, Eid and Yom Kippur.

SEX EDUCATION

Each aspect of the curriculum is taught at the appropriate level for the children in each class (and for each individual or group within each class). Children with special learning needs are given extra help subject to availability of staff. Parents are allowed to withdraw their children. We encourage parents to communicate with school in how provisions will be made for information to be available for their children.

RELIGIOUS EDUCATION

RE is about helping children to understand how people with different beliefs make sense of life, and to have confidence to think through big questions for themselves. We find out what people do in different religions. We learn through shared stories, drama, creativity, study of artefacts, visits and visitors or virtual experiences through ICT. We also talk a lot because we are developing our thinking skills. We need to know how we fit into the world around us, what is important to us and how what we do will make a difference to other people-and to ourselves.

FRENCH: Introduction of a Foreign Language

Children have the opportunity to learn French on a weekly basis by a specialist French Teacher. We also take opportunities to celebrate other languages particularly those spoken within our school community. The teaching of languages is very active and fun in its approach using songs and activities.

MUSIC

Music is taught to each child by their class teacher. Music lessons allow children to listen to a range of music thus developing their music appreciation skills, to sing a variety of songs and to compose and perform music with a wide range of musical instruments. Music is a

key feature of our assemblies providing children with the opportunity to listen to many different types of music from around the world.

For the last 5 years, Essex Music Services has offered pupils from years 3-6 the opportunity to learn to play the piano, guitar or violin.

PHYSICAL EDUCATION

Physical Education is an important aspect of the curriculum. In general, only those children who are genuinely unfit to take part will be excused. **It is usually the case that if someone is too ill to take part then s/he is too ill to be at school.** If you wish to have your child excused from any of these activities we should receive a written request and explanation from you.

Children are involved in a varied programme of physical activities, including dance, gymnastics, games and athletics. In addition to this, the children in year 5 have a course of swimming lessons each year at Fullwell Cross. During PE sessions, the children are encouraged to set challenges for themselves and to improve their own performance. PE sessions also provide opportunities for group work and team building. Throughout the school, the children are encouraged to see participation in physical activities as enjoyable and beneficial to their health and well-being. Children have the opportunity to be involved in a variety of after school club activities during the year and the older pupils also take part in sports events involving various other local primary schools. A specialist PE teacher covers one of the two hours of P.E. per week where the class teacher covers the other hour.

In the summer, the children are all involved in sports day events to which parents are invited.

It is essential for health and hygiene reasons that each child has the appropriate equipment. For games and P.E. **a complete change of clothing is recommended** including socks. P.E. kit should include a green T-shirt and black shorts. Extra layers of clothing for winter games may be worn if desired. Plimsolls or bare feet are required for indoor use and plimsolls or trainers for outside lessons.

Children are not allowed to wear ear-rings during P.E. If ears are newly pierced, then ear-rings may be worn with the teacher's permission, but they must be covered with medical tape/plasters.

- **A complete curriculum overview for each year group is available of our school website**

SPECIAL EDUCATIONAL NEEDS

Some of our pupils may require additional support so that they can access the curriculum and make progress at their own level. We are committed to early identification of pupils

who have special educational needs in any curriculum area. Pupils will often receive support in the classroom through quality first teaching using a variety of strategies, but will sometimes be given further intervention support either individually or in small groups, outside the class by trained learning support staff. Intervention programmes are planned and closely monitored by our Inclusion Leader.

The majority of pupils' needs are met within the school; however, we are fortunate to be able to seek advice and help from various support services, including Educational Psychology Service, Counselling and Behaviour Support.

ASSESSMENT

Children's progress is regularly assessed each term against attainment targets and this informs the type and level of work that each child is set at school. Children's individual targets are based on what band and step they are and these are increasingly being shared with children allowing them to take ownership of their learning and progress. An annual 'Pupil Progress' report is given to parents in the summer term and three pupil consultation meetings per year are held where parents will be invited to. Informal consultations may take place at other times by arrangement.

ONE TO ONE or SMALL GROUP TUITION

Tuition is a government funded scheme which targets pupils who require individual support outside of school hours. Targeted pupils are registered to take part in tuition sessions across years 4 to 6. Each child completes up to 10 weeks of one hour sessions in either Literacy or Maths.

To date, 95% of our pupils who have received tuition have eliminated barriers in their learning therefore achieving their end of year targets!

HOMEWORK

Children are set homework on a Friday. There is a mixture of tasks set each week through Mathematics, Rockstar Timestables, SPAG.com and Spelling Shed (online homework). A half termly homework task is also set and is based on a topic theme.

***Pupils must not wait for the last day to complete homework tasks as this will be too overwhelming for them. It is important for pupils and parents to build in time to complete quality homework.**



ENRICHING AND EXTENDING LEARNING

In addition to the compulsory National Curriculum, our school has a comprehensive programme of enrichment activities. These include:

- A residential trip in Year 6
- A programme of day trips, visits and visitors in every year group
- A wide range of after school clubs (a small charge may be made)
- Tuition
- A daily Computing session held at dinner time
- Individual musical instrument sessions (for which an extra charge is payable)
- Cycle training for Year 6
- Themed days such as World Book Day
- Themed weeks such as International Food Tasting Week
- Inter house competitions, for example best attendance
- Inter school activities with other local primary schools
- Activities linked to topical events such as the Olympics and the Golden Jubilee.
- Opportunities for pupils to take on positions of responsibility such as our Head Boy/Girl, Head of Years, School Council, Monitors, Learning Tutors, Play Leaders and Librarians

- Advanced maths programmes for Yr6 pupils

GIFTED AND TALENTED

Every year, class teachers identify their gifted and talented children in different subject. The gifted children are the top 5-10% in their class, academically. The talented children are the top 5-10% in their class, in foundation subjects, such as Art, Music and PE. This ensures that those being identified varies from year to year as the children grow and develop.

Class teachers provide challenging, extension tasks across the curriculum for highlighted children. The subject co-ordinators also provide extracurricular activities such as:

- Football, netball and gymnastics teams
- Choir and instrument lessons
- Art projects around the school
- Enterprise projects
- School magazines/newsletter and investigations, which extend the children's abilities further

CHILDREN'S INVOLVEMENT IN THEIR OWN LEARNING

Wherever possible, our school looks to involve children in their own learning. Our school considers that this motivates and inspires children to achieve their best and to develop positive attitudes to future learning

We do this for example through:

- Setting and sharing individual targets with the children
- Interactive marking and feedback which means that children understand their next steps to learning and make improvements where expected
- They discuss and debate and vote for issues in their learning and related to their learning
- They lead "Whole School" meetings
- They help plan and deliver themed days and weeks as well as fund raising events
- They use their self and peer assessment of learning to help develop their understanding of how to make progress
- Involved in our B.I.G group

Time is built into lessons for pupils to modify their thinking and to make their “blue pen responses” to teacher’s feedback and marking.

Preparing pupils for the next stage of their education:

- Limes Farm Junior School prepares its children very well for the next stage of their education. Feedback from the secondary schools to which most of our pupils go speaks well of the ease with which they settled in and their academic successes.
- Among the provision we put in place to ease transition are the following:
 1. Visits to local secondary schools during Y5 and Y6
 2. Visits to our Y6 by some secondary teachers (our pupils go to four secondary schools) for detailed handover.
 3. Examination preparation and practice.
 4. Additional homework in Y6 requiring independence and time management.
 5. Building self-confidence though taking additional responsibilities such as Y6 pupils taking responsibility for taking whole school assemblies and planning and implementing fundraising.
 6. Participation in a character and team building residential visit.





PARENT INVOLVEMENT

PARENT CONSULTATIONS

There are 3 parent/teacher consultations held during the year. Parents are invited to meet with your child's teacher, with your child present and discuss his/her general progress and targets. **It is very important that parents attend these meetings**, or make alternative appointments so that we can keep you up to date with your child's progress.

Once a month we also hold celebration Friday's, this is where we welcome and encourage parents to come into school at 8.40am until 9am to view their child's work.

We also hold special assembly's where parents are welcome to witness their child receiving a certificate in front of the school.

Please do not hesitate to contact us if you are in any way concerned about your child's education.

FUND RAISING

As per other local schools, we have special events throughout the year to raise money for the school fund. This fund is used entirely for the benefit of the children.

An example of our fundraising last year included a 'sponsored read' which enabled us to purchase large beanbags for each classroom's reading areas. This event was a huge success.

We also raise money for certain charities throughout the year and are proud of our school community for participating for such occasions.



WHAT CAN YOU DO?

Parents often ask what they can do to help their children. There are several ways in which you can support us and some of those ways are:

- (1) To let us know if your child is unhappy or distressed about anything to do with school. Let us know straight away so that it can be dealt with as soon as possible.
- (2) By giving you the information in this booklet you will know how to support us in the general running of the school. Please help your child to fit into this pattern which has been worked out for the benefit of everyone.
- (3) Please establish a regular routine for your child at home, especially with regard to homework and a realistic time for bed. Tired children cannot be taught efficiently and we know that far too many children go to bed too late to prepare them for a fresh start in the mornings.
- (4) Please make sure that your child eats a healthy breakfast before s/he comes to school. A hungry child is unable to concentrate or do their best work. Also, limiting the amount of sugary food in their lunch boxes and replacing them with healthier options will help children maintain their focus throughout the afternoon session, therefore giving them every opportunity to succeed.
- (5) Unrestricted television viewing of unsuitable programmes also limits children in many ways preventing them from spending time in other profitable ways such as reading, playing games with others, etc.
- (6) Above all, children need to learn to enjoy looking at books and reading them. Please find time to sit and share a book or newspaper etc. with your child. Helping and encouraging your child to read is one of the most important ways in which you can assist your child's development. It is recommended that all children should belong to the Public Library and that if possible every home should possess a dictionary to help with vocabulary work and spelling. This is important in helping children to understand what they read.

(7) The learning of multiplication tables is also very important and a few minutes practice each day at home will produce results. Handwriting practice is beneficial and this can be used in a practical way in the writing of 'thank you' letters after birthdays and religious festivals.

Please talk to your child's teacher if you would like further guidance on how to help your child. There are countless ways in which we can help each other to do the best for your child. However, please remember one of the most important things that you can give your child is time.

CODE OF CONDUCT FROM PARENTS

As we expect a high standard of behaviour from our pupils, we also expect the same high standard from our parents. Inappropriate behaviour and aggression towards staff, other adults or pupils will not be tolerated and will lead to a ban from school premises or during school events/performances. We are a "listening school" and we strongly value the importance of working together with our parents to ensure that our pupils develop "life-long positive memories".



