

# Parent Information Pack

*for Reception September 2018*

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St Mary's School  
CAMBRIDGE

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## Term Dates 2018-2019

### Autumn Term 2018

Term begins	Wednesday 5 September
Half term	Monday 22 October – Friday 26 October
End of term	Friday 14 December (12 noon)

### Spring Term 2019

Term begins	Monday 7 January
Half term	Monday 18 February – Friday 22 February
End of term	Wednesday 3 April (12 noon)

### Summer Term 2019

Term begins	Wednesday 24 April
May Bank Holiday	Monday 6 May
Half term	Monday 27 May – Friday 31 May
End of term	Thursday 5 July (12 noon)

## Important Contact Numbers

Reception – **01223 311666**  
 After hours for late stay and twilight – **01223 222903**  
 Emergency number: **07921 897593**

## Dear Parents and Guardians,

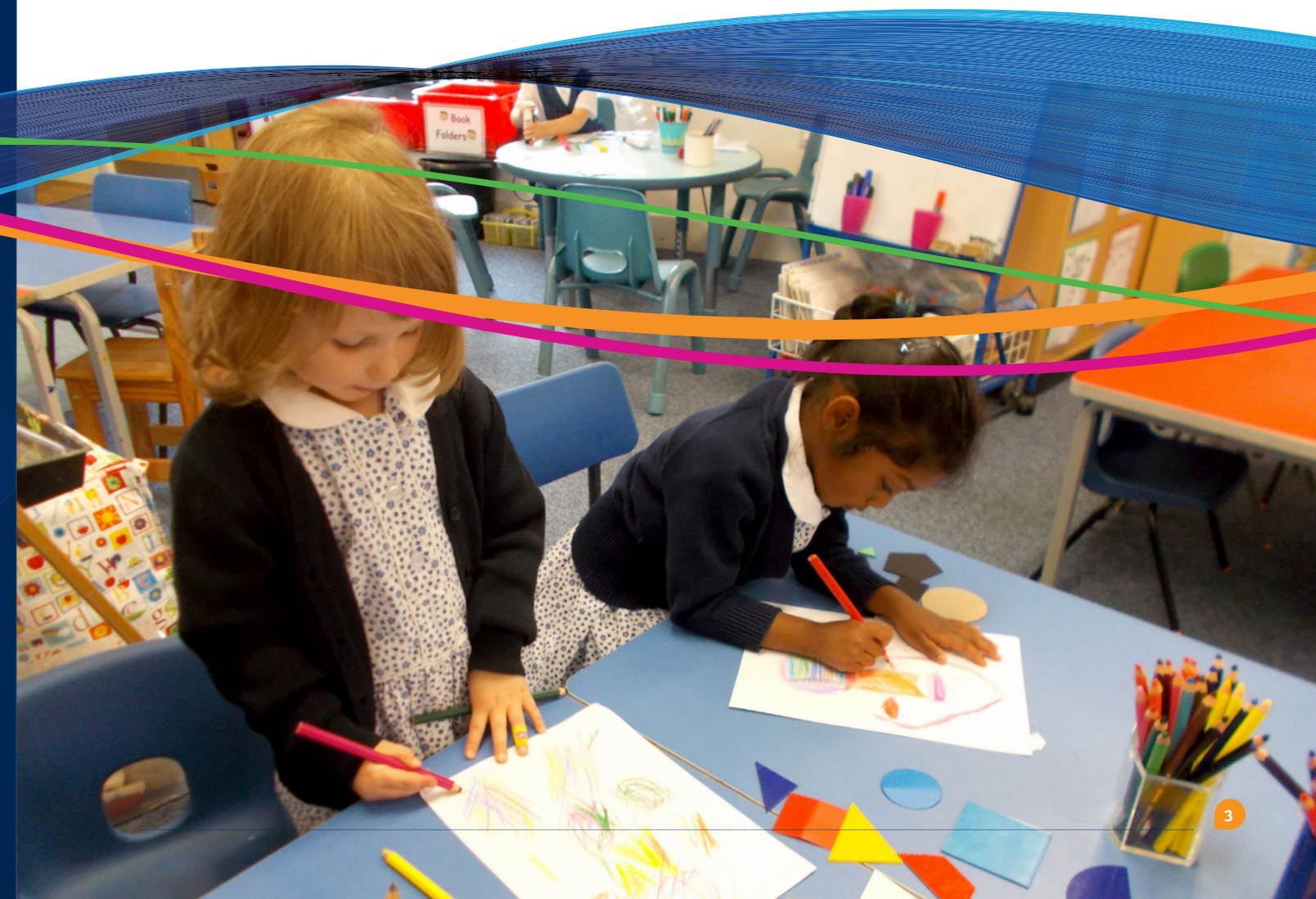
*Welcome to the Reception class at St Mary's Junior School, Cambridge.*

We firmly believe that all children should have the best possible start in school. If a child feels safe and secure while receiving high quality teaching then they will make the most of their abilities and fulfil their potential. The joy of learning and the fun of childhood exploration are shared throughout a welcoming community where every child is encouraged to try everything and do her best.

We know that starting school is an important and exciting milestone for your child but we are also aware that you may have lots of questions about this next stage in her development. This information pack is intended to give you some basic information to guide you and your child through her time in Reception. It should also be read in conjunction with the information found on the parent portal, which contains details relating to our ethos and other general matters.

We work in partnership with our parents and we welcome your involvement, mindful that you have a unique knowledge of your child's development. Parents and teachers should work together in an atmosphere of mutual respect so pupils in our care can feel secure and confident while at home and at school.

Matthew O'Reilly  
 Head of Juniors



## Our aims

### We aim to:

- provide a strong moral and spiritual framework
- promote a strong sense of responsibility towards others both inside and outside the school community
- promote independent learning in each pupil through encouraging a sense of her own worth and talents
- provide the highest academic education
- enrich the pupils' lives with creative, challenging and enterprising opportunities
- nurture core values of integrity, justice and respect for diversity and human dignity



## Learning and development framework

*The Early Years Foundation Stage (EYFS) is a statutory framework which sets standards for learning, development and care of children from birth to five years of age. This is mandatory for all schools, although independent schools may seek exemption.*

We sought and were granted exemption from the EYFS in 2012. We sought exemption from the learning, assessment and development requirements so that we were not constrained by rigid conditions that controlled the way we taught children and managed their assessment. We believe that no two schools have the same intake of children and that the statutory framework also limited parental choice.

We now have the freedom to teach the curriculum and monitor the children's achievements in a way that better suits their needs. However, we have chosen to keep many of the excellent principles, curriculum guidelines and assessment models from the EYFS within our own Reception learning and development framework.

No school can be exempted from the statutory safeguarding and welfare requirements and we ensure that the school complies with these requirements.

The education we provide is guided by the following beliefs:

- Each child is unique. All children learn in different ways and at different rates. We quickly establish your child's needs through assessments and observations and teach the pupils from their individual starting point.
- Every child has the potential to be a competent learner. We support each pupil individually because we get to know them before they start school, through visits to the classroom and from talking to you, the parents. Our small class size enables us to work on a one to one basis or in small groups.

Children learn to be strong and independent learners from secure relationships with parents and teachers. We value parents' contribution and support in their child's learning.

We provide an environment where the child's development is supported and their individual needs accounted for. Children develop and learn in different ways and at different rates. All children have equal access to the curriculum and resources in accordance with our Equality Policy.

We take our lead from you, the parents, because you know your child better than anyone. Parents are welcome to come into school in the mornings for an informal chat with the teacher or to see their child's work. If more time is needed an appointment at a mutually convenient time can be made.





## The Reception classroom and staff

*The Reception classroom is a welcoming environment. We encourage parents to come into the class and settle your child before the start of school.*

**Class teacher/key person: Miss Agata Wygnanska**

The key person is responsible for ensuring that each pupil's learning is tailored to her needs and to guide you about how to help her development at home. The class teacher is best suited to this role because she is with your child every day in the classroom. Staff have regular supervisory meetings with the EYFS co-ordinator and/or Pre-prep co-ordinator.

**Learning support assistant: Mrs Melanie Osmant**

The learning support assistant supports the teacher and works with individuals and small groups, both inside and outside the classroom. Learning support assistants often help to manage playtimes and lunchtimes.

We also have a number of specialist teachers who teach the pupils part of the curriculum.

**French teacher:**

Dr Marie-Geraldine Lea Mrs

**Gym teacher:**

Cindy O'Connell Miss Elise Hickey

**Music teacher:**

Mr Andrew Severy

**Computer Science teacher:**

Miss Helena Melich-Miret

**After-school club supervisors:**

and Mr David Del Rincon



## The curriculum

*Learning is highly practical and purposeful. We plan a challenging and enjoyable curriculum for key areas of learning to reflect the needs and interests of the pupils.*

*These areas are often related, which makes the learning more relevant and accessible to the children.*

The EYFS Curriculum Policy on the website gives further details.

There are seven areas of learning of which the prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

Specific areas of learning are:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

**Communication and language** allows pupils access to an environment which is rich in language. Children will develop the confidence and skills to express herself and to speak and listen in many different situations.

**Physical development** provides opportunities to be active and to develop co-ordination, control and movement skills. Children are helped to understand the importance of physical activity and to make healthy choices at lunchtime.

**Personal, social and emotional development** helps pupils to have a positive sense of themselves and others and is largely taught through the EYFS Personal, Social, Health and Economic Education (PSHEE) scheme of work. Children will learn to form positive relationships, foster their social skills, learn how to express and manage their feelings. Children are helped to understand appropriate behaviours and to have confidence in their own abilities.

**Literacy** involves the teaching of reading and writing. Pupils learn to link letters to sounds and they are given access to a wide range of reading materials to stimulate their interest, such as phonic and interactive games, a variety of books and classroom labels and signs. The children will also develop early writing skills through play, with a wide range of writing materials

always at hand, and through teacher directed activities. We listen to the pupils read individually three times a week and once during a group reading session.

**Mathematics** provides pupils with opportunities to develop and improve their skills in counting, understanding and using numbers and problem solving. Pupils will learn to calculate simple addition and subtraction problems and to recognise and describe shapes and to use appropriate measures in activities.

**Expressive arts and design** encourages pupils to explore and play with a wide range of media and materials. Pupils will be given the opportunity and encouraged to share their ideas, thoughts and feelings through a variety of activities in Art, Music, Dance, role play and STEM (Science, Technology, Engineering and Mathematics).

**Understanding the world** helps pupils to make sense of their physical world and their community by exploring, observing and finding out about people, places, technology and the environment. We help children to understand that a range of technology is used in places such as home and school. They select and use technology for particular purposes in creative play and in teacher directed learning.

Within the main areas of learning some discrete lessons are taught by specialist teachers: French, Music, Computer Science and gymnastics.

#### Religious Education in the curriculum

As a Roman Catholic school, Religious Education is taught as part of 'understanding the world' in the Reception classroom and also through discrete lessons. It includes development of knowledge of the Catholic faith and other world religions and underpins our school ethos. Each child's faith and cultural heritage is respected in line with our ethos and the Characteristics of a Mary Ward School. These characteristics play an active role in day to day teaching and learning so that children's social and moral understanding develops alongside their academic education.

Children also learn the Fundamental British values through the curriculum: democracy, rule of law, individual liberty, mutual respect and tolerance. An understanding of these values encourages children to develop a positive attitude to diversity and equality and to respect different cultures and beliefs. They develop a tolerant outlook and begin to understand their own and other's behaviour and begin to distinguish right from wrong.

Our ethos is reinforced in the interaction between pupils and adults in the classroom and playground, and further explored in assemblies and weekly House meetings. Prayer and worship is a part of daily school life. Where a pupil or member of staff is not a Christian, they are invited to think quietly during times of prayer.

For further information regarding the Early Years Foundation Stage, please access the website <https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>. For further information on the EYFS Curriculum at St Mary's Junior School, please read the EYFS Curriculum Policy on the school website.

#### Children for whom English is an additional language

If your child's first language is not English, the class teacher will plan a programme to provide opportunities to learn and reach a good standard in English language.

The teacher will communicate with you, using an interpreter if appropriate, so that the programme is understood and supported at home.

## Teaching and learning

*It is very important that when the pupils first join school, they are able to communicate, form relationships and manage the physical demands of school. As your child settles and these vital skills are mastered, we will begin to explore the other areas of the curriculum and the key areas have an equal focus.*

The key areas of the curriculum are inter-related and equally important in your child's learning and development. They are delivered through adult directed and child led activities through purposeful, well planned play.

We know that children learn in different ways and so the teacher will plan activities that involve a variety of methods and approaches. The class teacher will consider your child's individual needs and interests when planning activities in each area. The teacher plans activities so that there is a balance between planned play and child initiated learning.

We encourage play and exploration so that pupils have the freedom to investigate and to develop the confidence to 'have a go' without any fear of failure. Play is essential for development and for building their confidence while pupils explore and solve problems and relate to the other children in the class. The pupils often lead their own play but the teacher and learning assistants may also guide some play; whichever type of play, the teacher ensures it is always purposeful.

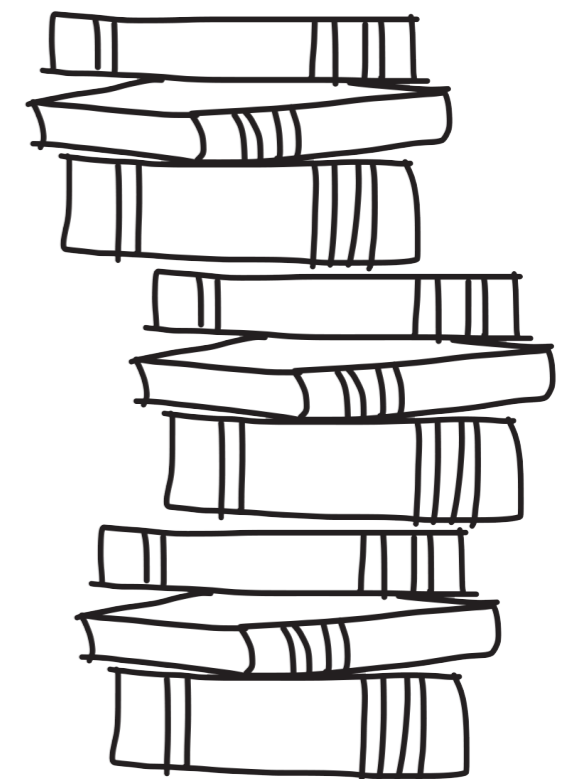
Learning is highly active because children learn more when they are involved in hands on activities. Children learn to concentrate, and to persevere when things are more difficult for them. Children also need to develop their own ideas and make links between them. We help them to develop strategies for thinking critically and creatively. Most of all learning should be fun and the children are praised and encouraged so that they enjoy their achievements.

#### Provision

We have an open door policy where parents are encouraged to come into school and talk about their child's learning and development. We develop very good relationships with parents and consider the partnership between parents and teachers to be invaluable. Our specialist teachers help us to provide a rich variety of learning experiences.

The Reception classroom provides stimulating and exciting indoor and outdoor areas where resources are clearly labelled and accessible to the children. Routines are established early so that children quickly gain in confidence and can access activities and equipment independently.

For more information on the EYFS curriculum at St Mary's Junior School, Cambridge please read the EYFS Curriculum Policy on the website.



# Assessment

*The progress made by pupils during their first year of school never ceases to amaze their parents and, quite often, the children themselves.*

At the start of the school year, the class teacher will assess your child's knowledge and understanding related to literacy and numeracy in a baseline assessment to establish an individual starting point for your child's learning and to inform her own planning.

Your child will be regularly observed and assessed in her daily activities and regular assessments will be made in all areas so that we can plan the next stage of teaching and learning.

Observations of each pupil are matched against expectations with a series of goals. The goals incorporate the knowledge, skills and understanding which your child should acquire by the end of the school year. Each pupil's level of development is recorded against Early Learning Goals (ELG) and these give a picture of what the child achieves. Your child's achievements will be fed back to you at parent/teacher consultations and more informally.

In order to keep parents informed about their child's experience at school, we will send home observations and photos of your child's learning and parents will be able to respond to the information they receive. Further information about this process will be sent out at the start of the year.

Each pupil has a separate Mathematics, Religious Education and Literacy book, which contains evidence of their work and photos/observations. Both parents and pupils are welcome to view these at any time.

The on-going dialogue between the teacher and parents is essential in the assessment process. We are keen to keep you informed on a daily basis and we will take the opportunity to talk informally about a particular achievement or to ask for your support if your child has found something challenging.

We send a Home Learning Journey booklet home for parents to complete when they feel their child has achieved a significant milestone at home. This booklet is to be kept in the pupils' communication/reading record as this book is checked daily.

In order to keep parents informed about their child's experience at school, we send home a focused Learning Journey booklet for your child once a term during the Autumn and Spring Terms. We send a feedback form home with this Learning Journey to enable parents to respond to the information they receive.

We record class activities daily through photographs and comments in our class activity book which, once again, is always available for parents and pupils to look at.

Parents' evenings and our written reports are based on the progress made against the ELGs. Parents' evenings take place in the Autumn and Spring Terms and, in the Summer Term, you will be invited into school to look at your child's books. Written reports are sent home in the Autumn and Summer Terms.

Pupils are encouraged to talk about their learning; what they like or dislike and what they find difficult. We encourage through praise, and we give them time to show work of which they are particularly proud. House points are regularly awarded and each child's name is recorded in our book of achievement when she achieves an academic or personal target. She is then awarded a Beatrice Bee certificate in assembly. Each week a child who has exemplified a particular Mary Ward value has a hot chocolate with the Head.

Please read the Marking, Assessment and Tracking Policy on the website for further information.

### How we support children with SEN or disabilities

Please refer to the Equality Policy, SEND policy, EAL Policy, Assessment Policy, EYFS Curriculum Policy on the school website or ask reception for a copy. The term Special Educational Need or Disability (SEND) refers to a wide range of

conditions including learning difficulties, physical disabilities, social, emotional and mental health difficulties. If a child has a greater difficulty in learning than the majority of others in the Reception class, or has a disability we will identify her individual needs in order to support her progression and to provide a safe and supportive environment. Where a disabled child requires special educational provision, she will also be covered by the SEN provision in school.

As the teacher is continually assessing and monitoring the children, she will identify any needs at the earliest opportunity. We always work with parents to discuss the child's particular needs and/or disability provision. For Reception age children, learning support usually involves small groups or 1:1 teaching with a specific target, sometimes out of the classroom. The learning support assistant may also support the child within the class lessons and work planned will be differentiated to meet the child's needs. Sometimes parents have concerns that their child may have a learning difficulty and their views are always taken seriously. A plan of action will be agreed between the teacher and parents. Our Special Educational Needs Co-ordinator (SENCO) is Mr Daniel Taylor who provides guidance and support to the teacher and learning support assistants who will be working with the child and planning her work and he will also help monitor the child's progress.



## Learning at home

*We strongly encourage you to keep up to date with your child's progress and development and we hope you will support her learning at home.*

We think it is very important to share our observations with you on an informal, day to day basis as well as at parents' evenings.

Homework begins with the sound book. Each week, different letters are put into the book with help given on how to sound the letter and how to form it. Ideas for extension activities are also given. Later in the school year, a homework book is sent home each week with simple literacy and numeracy activities

to complete. Any homework will be based on the learning that has taken place that week in the classroom. The class teacher will also discuss any homework with the parents because each child will have different needs at this early stage.

Advice is always available on how to help your child at home and the teacher will suggest games, books and simple activities to support your child's learning.



## The school day

### Travelling to and from school

Parents will appreciate how busy the roads around the city centre become in the mornings before school and in the afternoons at collection time. We do not offer parking for parents on the Junior School site but we run a drop off and pick up system on the front drive of school. In the mornings between 8.00am and 8.45am parents can enter the 'in' gate and follow the driveway to the front of the school. They can then walk their child to the main front door where she will be received by a member of staff who will arrange for her to be taken to the Coach House (Pre-prep building). Parents can also use this drive through system to pick up at 3.20pm, provided the class teacher is informed. A member of staff will then escort the child to the front of the school and hand the child over to the parent/carer waiting in the car. It is the parent/carer's responsibility to leave the car and receive the child to strap in safely.

Parents/carers may also park offsite and walk in to collect their child outside the Coach House at 3.20pm, or at any time until 6.00pm if their child is attending late stay or twilight club. They may enter the grounds via the front wooden gates or the back gates. Please ask the teacher for the code to the back gate. We ask you to be aware of our door safety procedure, where all doors are shut after entering and leaving and not operated by the children.

We offer a minibus service between Trumpington Park and Ride and the Junior School before and after school which also stops off at the Senior School. Children can be booked onto this service where a place is available by emailing the Junior School office at [juniorschool@stmaryscambridge.co.uk](mailto:juniorschool@stmaryscambridge.co.uk).

Please be aware that we are not responsible for any private arrangements you make to transport your child to and from school. Please also be aware that children are the responsibility of parents before they are handed over to the teacher at the start of the school day and once they are delivered to parents at the end of the day.

We politely request that parents show consideration for our neighbours in Chaucer Road when transporting children to and from school and do not block driveways or park on the verges or on yellow lines.

### Before school

The school is open from 8.00am and the pupils settle in to their chosen activities. Children are allowed in their classrooms at this time and are supervised by our learning support assistants. From 8.30am, teachers are readily available in the morning for a quick chat with parents. School begins at 8.45am with registration and our morning prayer.

### Morning lessons

Morning lessons usually begin with numeracy or literacy activities. Pupils may work together as a class to introduce the learning point and key skills before working in small groups directed by the teacher. There may also be self-chosen activities related to the areas of learning.

### Morning break

Morning break is from 10.10am to 10.30am. The pupils play outside, either on the grass if the weather allows or on the small, contained playground outside the Reception building. Morning lessons continue until lunchtime at 11.50am.

### Snack-time

Snack-time is before assembly or after playtime depending on the timetable. Fruit, milk and water are provided although some children like to bring their own snack. The snack comprises fruit or vegetables; either fresh or dried. Water is always available in the classroom.

### Lunch

Lunch is eaten in the dining hall at 11.50am. The younger pupils are served by their teachers and helped by pupils in Year 6, who help pupils to cut up their food and serve salad and dessert.

Children are encouraged to try new foods but are not compelled to finish if they have had enough. We will always let you know if your child is not eating well. We monitor what the children eat, and remind them about healthy eating and balanced diets. We always have high expectations for good table manners.

All food is labelled and wherever possible we cater for pupils with medical or religious dietary needs when possible. Please notify the school of any dietary needs. The weekly menus are displayed on the Pre-prep notice board and also on the parent portal.

Lunch is usually a happy and sociable time for the children and is followed by playtime in the playground.

### Afternoon lessons

Afternoon lessons begin at 1.30pm with registration. There are many activities related to the different areas of the curriculum. Pupils choose their own activities from a variety of planned and self-initiated play activities, inside or outside the classroom. Creative play sessions allow the pupils to explore and try out the skills they are learning and develop the areas that particularly interest them.

### After-school

We offer a late stay club until 5.00pm for children who need to stay after school finishes at 3.20pm. Pupils are collected by a learning support assistant and they are taken to tea in the dining room. After tea, the pupils choose from a variety of play activities prepared for them by the supervisors in the late stay room. If the weather is fine children play outside.

We also offer twilight club which runs from 5.00pm to 6.00pm for those children who cannot be collected at the end of the late stay club. There is a charge for after-school care.

Pupils can be booked in to attend these clubs on a regular basis or can be booked in on the day by phone, email or a note to the teacher in the contact book.

In Year 1, pupils are welcome to join a variety of activity clubs on offer after school each day.

## Daily routine

### Attendance

#### Absence for illness

Parents are asked to telephone the school before 9.00am to report pupil absence due to illness. Alternatively, an email can be sent to [juniorschool@stmaryscambridge.co.uk](mailto:juniorschool@stmaryscambridge.co.uk). If pupils are absent from school and the reason is not known to the school, the school will phone you as soon as possible to check on the whereabouts of your child. If pupils are unwell and unable to come to school they are not allowed to attend school social events the same day.

Please do not send your child to school if she is feeling unwell or is infectious. We rely on everyone in our school community to take responsible care to protect the health and well-being of all the other members of our community. Please remember that the period of absence from school for sickness and any other gastro-related illness is 48 hours after the last episode.

#### Absence for any other reason

For all other reasons, permission for absence should be sought from the Head of Juniors at least one week in advance. Such requests should be for educational reasons and come rarely; regular and punctual attendance is important for the work of individual pupils and classes. We expect parents, as a condition of acceptance of a place for their child at the school, to respect term dates and plan holidays accordingly within these limits since the school holidays are generous. Term dates are published well in advance to avoid such occurrences. This applies particularly to the final week of term.

Absences will be authorised for participation in representative games or activities and for unique family occasions such as weddings and funerals. Regular medical appointments (other than emergencies) should be arranged out of school hours. Unless there are exceptional circumstances, it is school policy not to authorise absences to accommodate additional holidays. The school monitors attendance closely and has a duty to report poor or irregular attendance.

#### Attendance statistics

Each pupil's attendance is recorded using an electronic registration system, twice each day. The attendance statistics are monitored by the Deputy Head and concerns will be discussed with parents.

Late arrival into school is registered. Please ensure your child arrives on time to start the school day in a calm, organised manner. We advise you to arrive at least 10 minutes before the start of the school day.

#### Adverse conditions (including extreme weather)

In the event of adverse conditions (e.g. extreme weather, travel issues, loss of electricity or fire at school) the school will attempt to notify parents in advance by a text message, updating the school website regularly and alerting BBC Radio Cambridgeshire and Heart Cambridge to broadcast a message. In most circumstances the school will remain open. If the school has to be completely closed, parents and staff will be contacted via the communication channels outlined above.

#### Assembly

Assembly may take place in the morning or afternoon, sometimes it will be with the whole Junior School and on other days it will only be with the pupils in Year 1 and Year 2.

Mr O'Reilly or another teacher leads a themed assembly which includes a hymn, a prayer and reflection.

A Beatrice Bee certificate assembly takes place weekly during which the pupils celebrate their achievements. Certificates are displayed on the star pupil board. Once a week children join in with a hymn practice. We invite visiting speakers to lead an assembly related to charity work or linked to areas of the curriculum. We are supported by priests from Our Lady and the English Martyrs Church who come to school to celebrate key events in the liturgical calendar. These include Mass to start and end the school year.

#### Toilet breaks

We encourage pupils to go to the toilet at break and lunchtimes but your child is allowed to go at any time during lesson time. Please reassure your child about this point. Sometimes accidents will happen so pupils should have a spare pair of underwear in their trays. Any accidents will be treated sensitively in keeping with our school ethos.

#### House meetings

There are four Houses: Brookside, Cavendish, Elms and Paston. The Houses are named after buildings owned by the school. Upon entry to the school, your child will be assigned to one of the four Houses. Within the House, the group is divided into five families, each one of these being comprised of children from Reception to Year 6. The Year 6 pupils act as the family leaders and are responsible for the pupils in their family. Every week children meet in their House families at House meetings or House assemblies. The Reception pupils are included in these meetings and the older pupils in their families welcome and look after them. This is a good opportunity for the youngest children to make friendships with the older pupils. This extends into lunchtime and playtime when pupils in Year 6 help to serve the younger children and play with them.

#### Outings and visits

You will be informed of any outings or visits we plan to take. The pupils in Reception usually go on one day-long trip each term, for example to Wimpole Hall Farm. They will also make local trips within walking distance of the school, for example to the Fitzwilliam Museum and the Cambridge University Botanic Garden.

When the outing is further afield a trip letter will be sent out in good time before the visit setting out the details of the trip and any specific requirements and risks associated with it. Parents/carers will be asked to confirm their child's medical information and to sign their consent for the trip.

The teacher will always carry out a risk assessment when taking children on a visit, or when visitors come into the classroom, and she will also decide on the safe staff/pupil ratios depending on the destination, type of visit and risks involved. A paediatric first aider will always attend the outing.

The risk assessment will also include the transport method. Children may travel by minibus or coach when the outing is further afield and the risk assessment includes the method of transport. For further details of outings and visits please read our Off-site Visits Policy and Visitors Policy found on the website.







## Communication

*(please refer to the parent portal for more information)*

### Communications from the school

In a bid to be efficient, cost effective and environmentally friendly, most communications from the school are sent electronically. Keeping parents fully informed about school events is a priority. Please check your emails daily. Emails are sent after 4.00pm by SchoolPost. If you require hard copies of letters and forms, please inform the school office. However, please check your child's bag each night in case we have sent a communication home with her as well. Details of the upcoming week's events are displayed on the wall outside the Reception classroom. There is also a wealth of information on the parent portal

### Communicating with the school

All major correspondence should be addressed to the Head of Juniors and notes about small scale matters of routine should go to the class teacher. Please keep your child's class teacher informed of any matter that might affect her progress at school.

### Fortnightly newsletters and blogs

Parents are kept informed about the general life of the school and the well-being of their child via fortnightly newsletters from the Head of Juniors. Otherwise, parents are sent messages as and when the need arises. We also publish a fortnightly blog to visually showcase the activities throughout the Junior School which can be found on the school website. Charlotte Avery, Headmistress, also writes a fortnightly blog about educational matters and how they impact the school community which can also be found on the school website.

### School calendar

There are a large number of events taking place at school. A calendar of events is produced each term and is available with key dates on the school website. Please note that sometimes events do need to be rescheduled and we will ensure that changes to the calendar are communicated in a timely fashion. Information about how we use your data and that of your child can be found in the School's Privacy Policy on the website [insert link]. Your attention is drawn to the Taking, Storing and Using Images Policy on the School website.

### Your details

Please keep the school informed about changes to your email address, home address and/or telephone numbers (including daytime contact numbers). Changes should be notified in writing to the school office at [juniorschool@stmaryscambridge.co.uk](mailto:juniorschool@stmaryscambridge.co.uk).

### Data Protection

Information about how we use your data and that of your child can be found in the School's Privacy Policy on the website. Your attention is also drawn to the Taking, Storing and Using Images Policy on the School website.

## Health

### Physical contact

There are occasions when it is entirely appropriate for staff to have physical contact with pupils. Such occasions might be when demonstrating an exercise or technique in a lesson, during the administration of first aid, if upset or distressed or where pupils with special educational needs or disabilities need more physical contact to assist their every day learning. Staff always use their professional judgement at these times and will always respect the child's wishes.

If your child has a toileting accident or needs first aid it will only be administered by trained staff. They will always explain what is happening and ensure that another adult is present or aware of the action being taken. The teacher will inform the parent of the type of accident and the actions taken at the end of the school day or as soon as possible if the accident is more serious.

For more information please refer to our First Aid Policy and Staff Behaviour Policy on the website.

### Health forms

You have already submitted information regarding your child's health to the school. Parents and their children need to be aware that information that is submitted can be passed onto relevant parties within the school i.e. the class teacher and those teachers responsible for pupils on trips or sports functions.

### Illness

If your child becomes unwell during the day we will keep her comfortable until you are able to pick her up. If there is a serious illness or emergency, every effort will be made to contact parents by the fastest means available. If parents cannot be contacted and hospital treatment is required, arrangements will be made to take the pupil. Please ensure that the school has up to date and accurate details of how you may be contacted. Parents are also reminded of the importance of vaccinations for the protection of the individual and the school community. Vaccinations should be arranged at the pupil's own GP surgery.



**First aid**

If your child has a minor accident in school and needs treatment a paediatric trained first aider will administer first aid. All accidents are recorded in the EYFS accident book and parents are informed of grazes, minor injuries and head bumps with an appropriate note, verbally by telephone or when the child is collected.

A number of teaching and support staff in the Junior School are first aid trained. In addition, our Medical Centre is located in the Senior School and staffed by registered nurses (or a qualified first aider in their absence).

**Medicines**

We ask that you do not give your child over the counter medicines to bring to school.

Written permission is needed if your child requires prescribed medication to be kept in school or if your child needs to carry her own medicines. You will need to complete the appropriate medical forms, giving permission for one of the trained staff to administer the medication.

The medication should be handed to the teacher in the prescribed container with the pharmacist's label. The medication will be prescribed as directed and with another adult present. Please remember to collect the medication at the end of the day if required at home. Disposal of empty containers or remaining medication is the responsibility of the parents.

Pupils with inhalers should have two inhalers in school, which must be clearly named. One will be kept in the locked medicines cabinet in the medical room and the other will be kept in a safe place by the class teacher and this will be known to your child. The class teacher will take the inhaler with her every time she leaves the school premises during the school day e.g. for school trips and games.

***For further details about health please read the First Aid Policy and the Day Girls' Medicine and Illness Policy found on the website.***

# Policies

*All of our school policies are located on our school website [www.stmaryscambridge.co.uk](http://www.stmaryscambridge.co.uk) and copies can be requested from reception. We have highlighted some key policies below.*

**Safeguarding and welfare requirements**

If a parent feels that the early years safeguarding and welfare requirements are not being met they should discuss their concerns with the class teacher in the first instance. If concerns are unresolved then the Independent Schools Inspectorate (ISI) should be contacted on 020 7600 0100.

At St Mary's School, Cambridge safeguarding children is everyone's responsibility. Safeguarding pupils describes the action we take to promote the welfare of pupils and protect them from harm. We believe that safeguarding is everyone's responsibility and that everyone who comes into contact with pupils and families has a role to play in keeping pupils safe. The school has a duty to consider at all times the best interests of the pupil and take action to enable all pupils to have the best outcomes.

Through their day-to-day contact with pupils and direct work with families all staff understand how to identify concerns they have about a child's welfare.

If parents have a safeguarding concern about a child they should, in the first instance, contact the Designated Safeguarding Lead (DSL) at the Junior School, Mr Matthew O'Reilly (Head of Juniors):

Tel: 01223 224149

Email: [moreilly@stmaryscambridge.co.uk](mailto:moreilly@stmaryscambridge.co.uk)

The Deputy Designated Safeguarding Lead (DDSL) is Mrs Kerry Owens (Deputy Head of Junior School, Pre-prep co-ordinator):

Tel: 01223 224141

Email: [kowens@stmaryscambridge.co.uk](mailto:kowens@stmaryscambridge.co.uk)

Further information is displayed on the safeguarding posters around the school. For more information on safeguarding and children's welfare please refer to the Safeguarding and Child Protection Policy on the website.

**Complaints Policy and Procedure**

Any matter about which a parent of a pupil is unhappy and seeks action is classified as a complaint and is subject to the Complaints Policy and Procedure. Parents are encouraged to bring any complaint/s to the school's attention as soon as possible. In the first instance parents should normally contact the class teacher, who will notify the Pre-prep co-ordinator. If the parent remains dissatisfied then the complaint should be put in writing to the Head of Juniors who will deal with the matter in accordance with the Policy. If the complaint is against the Head, parents should make their complaint to the Chair of Governors.

Parents may also contact Ofsted on 0300 123 1231 or 0300 123 4666 between the hours of 8.00am to 6.00pm, or the Independent School Inspectorate on 020 7600 0100 if the complaint refers to the EYFS requirements.

**Missing child and uncollected child procedure**

The safety of the pupils is paramount and we ensure that all pupils can be accounted for at any time during the school day. The main doors to the Reception building are

opened at 8.00am and are supervised until their closure at 8.45am. Admission to the building after this time will be by doorbell only. Teachers hand over each child to her parent/carer at the end of the school day. No pupil will be allowed home with any other adult, other than the designated parent or carer, unless the teacher has received notification in writing or by email.

If circumstances arise during the day that require another adult to pick your child up from school, please notify the school office by email and the message will be passed on to the class teacher.

During the day, pupils are supervised and no child can leave the building without an adult. In the unlikely case of a child going missing in school, the teacher would alert another member of staff and begin a search. If the pupil is not found in the school environment, the parents/carers would be called and the police informed. If a pupil were to go missing on a field trip, then a similar procedure would be implemented although the police would be called immediately.

If a pupil is not collected after 6.00pm and the parents/carers have not contacted the school, a member of the school's Senior Leadership Team will try to contact the parents or guardians. After a reasonable length of time, the Social Care Duty Officer will be called and their advice will be taken.

Full information regarding the Uncollected Child and Missing Child Procedure can be found on the website. Please also read Pupil Supervision and Duty of Care Policy.

### Equality policy

We pride ourselves on creating a supportive environment for all who attend our school. The school is committed to providing equal opportunities for all children, whatever their ethnicity, religious beliefs or cultural background. All classrooms promote an inclusive ethos where every pupil is valued. Where possible we make reasonable adjustments to the curriculum and facilities so that every pupil is given the opportunity to fulfil their potential in accordance with our Equality Policy. When English is an additional language, we provide practical learning support. We ensure pupils are treated as individuals and provide individual support within the classroom when it is needed. Advice is sought from the SENCO (Special Educational Needs Co-ordinator) when appropriate.

Our shared sense of belonging and collaborative approach is reflected in the Mary Ward values. These are promoted through our House assemblies and in our day to day learning. We actively welcome diversity and consider all our children to be special.

Further details of the Equality and SEND Policies can be found on the website.

### Behaviour

At St Mary's Junior School, Cambridge we want to praise and reward children for good work, effort and behaviour. The values set out by Mary Ward provide the basis for our ethos and coupled with the school rules are there to promote good behaviour. They are readily visible around the school as well as verbally reinforced. Our teaching staff offer every child a high level of individual attention, together with consistent and helpful advice. We celebrate success, emphasise the positive and deal with the negative in a sensitive and tactful way. Rewards include House points, which are awarded for all aspects of good work, effort and behaviour. Children's achievements of all kinds are celebrated in assembly with a Beatrice Bee certificate. At the end of each week a child is chosen from each class to enjoy a hot chocolate or lemonade in the summer with the Head as a reward for embodying the Mary Ward values in their behaviour and work.

All children need to discover where the bounds of acceptable behaviour lie, as this is all part of growing up. Where behavioural expectations are not met, the Reception class teacher will talk to the child to establish if there is a problem or a lack of understanding. She will always deal with behavioural issues in a caring, supportive and fair manner. If a verbal reprimand is appropriate the teacher will also remind the child of the expected behaviour. Occasionally, where deemed appropriate by the teacher, a sanction may be set such as a

'time out' from an activity or playtime. Teachers never use corporal punishment or physical punishment. Restraint is never used as a punishment but may be necessary in some circumstances to prevent the child harming herself, others or property. In such a case a same and minimal method of restraint may then be used. Parents are informed of any use of physical intervention on the same day or as soon as reasonably practical.

Parents will always be informed if poor behaviour persists so that they can work in partnership with the teacher to support the child. They can help by recognising that an effective school behaviour policy requires a close partnership between parents, teachers and children. It is understood that parents who accept a place for their child at St Mary's Junior School, Cambridge undertake to uphold the school's policies and standards.

Our Behaviour, Discipline and Exclusion Policy and Physical Restraint Policy can be found on the website.



## Uniform Reception to Year 2

We seek support and co-operation from parents to help us ensure their child is wearing the correct uniform each day. Please ensure all items are clearly named. John Lewis provides our school uniform, which can be purchased on-line. In addition, John Lewis Cambridge holds a full set of samples, so you can visit the store to try on sizes and create your order in-store. Further details of how to order school uniform from John Lewis will be sent to you separately.

All items marked <sup>(1)</sup> must be ordered from our dedicated page on the John Lewis website, items marked <sup>(2)</sup> are available from John Lewis but may be purchased elsewhere. Items marked <sup>(3)</sup> need to be purchased by you separately.

### Winter uniform

(to be worn from the second-half of Autumn Term until the end of the Spring Term)

- School blazer <sup>(1)</sup>
- School cardigan <sup>(1)</sup>
- School blouse OR roll neck <sup>(2)</sup>
- School pinafore dress <sup>(1)</sup>
- Tights (navy) OR socks (navy, knee-length) <sup>(2)</sup>
- Hairbands (black or navy, plain) <sup>(3)</sup>

(Hair should be tied back at all times)

### Winter outdoor wear

- School coat <sup>(1)</sup>
- School fleece hat <sup>(1)</sup>
- School fleece gloves <sup>(2)</sup>
- School fleece scarf <sup>(1)</sup>

### Summer uniform

(to be worn during the Summer Term until the end of the first-half of the Autumn Term)

- School blazer <sup>(1)</sup>
- School cardigan <sup>(1)</sup>
- School summer dress <sup>(1)</sup>
- Socks (white, knee-length) OR socks (white, ankle-length) <sup>(2)</sup>
- Hairbands (black or navy, plain) <sup>(3)</sup>

(Hair should be tied back at all times)

### Summer outdoor wear

- School sun hat <sup>(2)</sup>

### Shoes <sup>(3)</sup>

Shoes should be black or navy and of a plain style with a strap or laces to keep them securely on the foot and a flat heel. Sandals, slip-on pumps, trainers and boots are not permitted.

**NB: Parents of pupils in the Pre-prep are also required to ensure that their child has a spare pair of underwear in her sports bag.**

### School bag <sup>(1)</sup>

School book bag

If your child cycles to school then she may use the school ruck-sack instead.

### Sports kit

- School polo shirt <sup>(1)</sup>
- School fleece <sup>(1)</sup>
- School tracksuit trousers <sup>(2)</sup>
- Athletics shorts (navy) <sup>(2)</sup>
- White ankle sports socks <sup>(2)</sup>
- Trainers (predominantly white, Velcro straps are recommended) <sup>(3)</sup>
- School sports bag (draw string) <sup>(1)</sup>

### Other equipment

School painting overall (navy) <sup>(2)</sup>

### Cycling

We support safer cycling and therefore we suggest that parents insist their child wears a cycle helmet when cycling to and from school. We also suggest that pupils wear fluorescent belts or vests when cycling to and from school.

- School Safety Waistcoat (OPTIONAL) <sup>(2)</sup>
- Flashing Hi Vis Armbands (OPTIONAL) <sup>(2)</sup>

### Jewellery

Pupils are allowed to wear small, plain, stud gold or silver earrings. They must, however, be removed for PE/Games sessions or covered with micro-pore tape (provided by parents). Only necklaces with discrete, religious symbols can be worn and these will need to be removed for swimming/PE/Games sessions.

Matthew O'Reilly, Head of Juniors

St Mary's School, 6 Chaucer Road, Cambridge, CB2 7EB

Admissions: +44 (0)1223 224167

Reception: +44 (0)1223 311666

[stmaryscambridge.co.uk](http://stmaryscambridge.co.uk)



St Mary's School  
CAMBRIDGE

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