

COBHAM PRIMARY SCHOOL

CARING PROUD SUCCESSFUL

WE AIM TO

BE KIND

PERSEVERE

BE HAPPY

GET ALONG

BE RESPECTFUL

BE ENTHUSIASTIC



Caring

Proud

Successful



THE
**POWER
OF
TRUTH**



Tolerance

Respect

Unity

Strength

Truth

Tolerance means ...
appreciating and respecting
differences in people.



A Message from the Headteacher

Dear Parents

If you are reading this, it is either because you are thinking about sending your child to our school, or that you have already been offered a place at Cobham. Either way welcome to Cobham Primary School! We are fully aware that it is an absolute privilege to have your child attend our school and we take this level of responsibility very seriously. Our aim is to have every child running through the school gates excited about the day ahead!

Cobham is a lovely school where the warmth and care provided for your children stands alone as the best in the area! Our ethos of 'Caring, Proud & Successful' can be seen when you observe the children in and around school.

Cobham has a great team of teachers and teaching assistants whom provide high levels of teaching and learning which is engaging, active and fun. Children will be encouraged, nurtured and challenged to always give their best, to aim high and take real pride in who they are and what they achieve.

The prospectus tells you all you need to know about the school, its aims and objectives, curriculum, activities and links with the community. However the best way to get to know whether our school is right for your child is to visit and see it for yourselves. Once you have seen the children and the school, I am in no doubt that you will agree that children feel happy, safe and are learning in a creative, fun way!

Mrs J Saunders

School address:

Cobham Primary School
The Street
Cobham
Gravesend
Kent
DA12 3BN

Tel: 01474 814373

E-mail: headteacher@cobham.kent.sch.uk

School website: www.cobham.kent.sch.uk

School Staff: (September 2022)**Headteacher:**

Mrs J Saunders

Teaching staff:

Mr P Burns
Mrs A Dengate
Miss J Slade
Miss N Serantes
Miss D Chiarletti
Mrs E Joshua
Mrs R Resoda
Dr P Crowther
Miss M Pretious
Mrs L Brooker

SENCo:

Mrs E Heasman

Support staff:

Mrs S Styles – Office Manager
Mr P Jarvis – Finance Manager

Teaching Assistants:

Mrs A Simmons
Mrs V Jones
Mrs S Clarke
Mrs J Kelly
Mrs C Lyons
Mrs T James
Miss J Le Pavoux
Mrs T Usher
Mrs S Reynolds
Mrs J O'Neill
Mrs L Hamilton
Mrs J Sahota
Miss R Styles

Mrs T Dyer
Miss K Courtney
Mrs C Hargrove
Mr D Simmons

Mrs L Richmond - Cleaner
Mrs K Pritchard – Cleaner
Mr A Waterson - Caretaker

Midday Supervisors:

Miss R Grimwade
Mrs J Abela

Governing Body:

The Governing Body of the school currently (September 2022) consists of the following Governors:

Local Authority Appointed Governors:

Co-opted Governor

Mr S Dyer
Mrs K Cresswell
Mr A Leach
Mrs V Reid
Mr D Edwards
Mrs C Hargrove
Mrs J Sahota

Parent Governor:

Mrs L Saunders
Mrs R Newnes

Staff Governors:

Mr P Burns

Headteacher (elected to be a Governor):

Mrs J C Saunders

Description:

Cobham Primary School provides an all-round education for children between the ages of 4 and 11 years. There are currently 219 children on roll, being taught in 7 classes. The class sizes range from 30 to 32.

The school serves the rural area south of Gravesend and the A2 trunk road. It traditionally takes children from the local village communities of Cobham, Sole Street and Luddesdown, although many of our children live in surrounding towns and villages.

The school, a listed building, was opened in 1874 and given to the village by the Earl of Darnley, who lived at Cobham Hall, and whose coat of arms adorns the school crest. Previous to this, the school was housed upstairs in the Stone House, adjacent to the church.

The original flint building contains two spacious infant classrooms, self-contained with their own toilet facilities, and two outside play areas. The main school building has three further classrooms. The three oldest year groups are in a purpose-built modern block with their own toilets and changing rooms. The school hall is a detached building to the rear of the main school, adjacent to the village bowls green. The school offices are located in one of the two attached school houses.

The school occupies a spacious and attractive site in the historic village of Cobham, with its medieval and Dickensian links with the past. We benefit from having a full-sized playing field and two playgrounds and a well-stocked library.

Our Aims:

- Maintain the highest levels of attainment by aiming for outstanding standards of teaching and learning both in and out of the classroom, appointing the best possible staff and establishing a productive partnership with parents, thereby enabling our pupils to reach their full potential.
- Encourage our pupils to enjoy school and learning, to take that enjoyment on to the next stage of their learning and to become life-long learners, ready for the challenges of the 21st century.
- Maintain the character of a village primary school with a reputation for being happy, friendly, welcoming and child-centred, which enables our pupils to achieve and learn in a caring “family” environment.
- Encourage our pupils to make a positive contribution both to the school and to the wider community in which they live, through teaching and demonstrating the values of charity, tolerance, understanding, respect and consideration for others.
- Improve the life chances of our pupils by teaching them to use their initiative, make healthy life-style choices, stay safe and achieve future economic well-being.

Our Mission Statement:

CARING, PROUD, SUCCESSFUL!

All who work at Cobham Primary School aim to uphold the school's local reputation for being a well-ordered, happy and attractive learning environment; where the children are given every encouragement to become hard-working, considerate and polite future citizens; where each child is helped and encouraged to achieve the best that he/she is capable of; where the staff feel confident that they are working towards common goals and know that they have the support, opportunities and resources to allow them to realise those goals; and where the parents, Governors and local community are appreciative and supportive of what the school stands for, and what it is doing for its children.

Admissions Policy:

School places are allocated taking account of the County criteria, which are, in order of priority: **Looked After Children; Current family association (i.e. an older sibling in the school at the time of entry at the same address or closer than 2 miles); Health reasons; Nearness of children's homes and ease of access to the school.**

There is a statutory limit of 30 children in Key Stage One (Infant) classes. The Governors have agreed a limit of 32 in Key Stage 2 classes.

In the case of Reception class admissions, if we are over-subscribed and the limit of 30 has been reached, we will be unable to offer a place to additional children. Parents have the right to appeal against such a decision. Details of how to appeal are available from the Area Education Office.

Children are admitted in the September prior to their fifth birthday, in line with Kent's admissions policy. The children are initially admitted on a part-time basis, becoming full-time after the first three weeks of term.

Parents of pre-school children are advised to contact the School Office at the earliest opportunity in order to register their child's name with the school. Please note, however, that this does not guarantee a place being available at the school.

The Headteacher is always pleased to talk to prospective parents and to show them around the school. Also parents can attend one of our Open Mornings which are scheduled for the end of the Autumn Term, please refer to our website for dates.

Staggered Start for Reception Children:

When our new children finally start their learning journey at school, we stagger their start! For the first week we do NOT have any reception children in school as the teaching team undertake home visits. This is a crucial activity as it is a chance to formally meet you as new parents and see your young children in their home environment.

Week 2

All 30 children attend for the morning session from 9.00am -1.15pm.

Week 3

All 30 children now attend full time (9.00am – 3.15pm).

We appreciate that this arrangement can cause issues for many families; however it is the advice/guidance of the Early Years Specialists in Kent to have such arrangements. We wholeheartedly support this approach as it provides all children with the opportunity to settle into their new environment, safely and happily. It provides the reception team an even greater opportunity to get to know all the children's personalities, needs and interests very quickly. Historically it has also proven that the children settle well into school life with the minimal upset and stress. We want all our children to be happy and content to come to school, particularly our youngest and most vulnerable.

Pre-school Links:

We admit children from a variety of pre-school providers. We maintain a close link between the Reception class and the village pre-school, although we receive the children's transition records from most pre-schools. Children due to start in September are invited to attend two half-day familiarisation sessions in the Summer Term before they start school. Parents are also invited to come along to an evening meeting with the child's future teacher and the Headteacher. Home visits also take place, when the teacher and teaching assistant will arrange to visit the child and parents in the home environment, prior to the child starting full-time education.

Times of Sessions:

Children come straight into their classrooms from 8.45am. School starts at 9.00am and finishes at 3.15pm. The lunch break is from 12.00 noon until 1.00pm. There is a mid-morning break of 15 minutes for all of the children, and a mid-afternoon playtime of 20 minutes for the Infant (Key Stage 1) classes.

Length of Teaching Sessions:

The length of the teaching sessions (excluding registration, assembly and playtimes) is 4 hours and 20 minutes per day (21 hrs 40 mins per week) for the Infant (Key Stage 1) classes and 4 hours and 42 minutes per day (23 hours 30 mins per week) for the Junior (Key Stage 2) classes. **Please note** that children should not arrive at school before 8.45am.

Teachers' Planning, Preparation and Assessment Time:

Government legislation provides teachers with non-contact time for 10% of their teaching week, allowing them to spend time in school planning and preparing lessons and marking children's work. Staff and governors have agreed that at Cobham this will take place when our Higher Level Teaching Assistants are covering the classes. In this case the pupils' work will be planned and provided by the class teachers.

Talking to Staff:

The best time for you to talk to your child's teacher is after school or by appointment if it is likely to be a lengthy discussion. Please do not expect teachers to be available to speak to you before 9.00am as this is one of their busiest times, when they are carrying out final preparations for the day ahead. Your cooperation will be appreciated.

School's Positive Behaviour Expectations:

We aim to teach each child that they have social responsibilities towards the school community, and that they must learn to exercise self-discipline. Our expectations are based upon the need for the safety, happiness and well being of all. On occasions when school expectations are not adhered to and we feel it necessary to notify parents, we trust that they will support us in ensuring that the child learns from the mistakes made.

We use a range of systems to promote discipline. From top boy and top girl each day, to Stars of the Week having afternoon tea with the Head! Very often the teacher's or Headteacher's evident displeasure (a "telling off") is sufficient! If further reinforcement is required, the child may miss part of his or her playtime/s, he or she may be set a task, a lunchtime detention may be imposed or the child's parents may be contacted to help us to reinforce the message.

Bullying:

Cases of unkind behaviour do, unfortunately, happen occasionally in any school. When these are brought to our attention, we will respond immediately. We have a newly revised bullying policy that is designed to help prevent bullying from happening and to deal effectively with it if it does. We trust that we will receive parents' support in preventing a recurrence of the problem.

If you feel that your child is being made unhappy because of the actions or words of others in the school, please do not hesitate to notify the class teacher or myself at the earliest opportunity. We will then be able to deal with the situation before it escalates.

The Curriculum:

The National Curriculum is taught to all children of statutory school age. It comprises 5 "Core" subjects:

English
Mathematics
Science
Computing
Religious Education

and 6 "Foundation" subjects:

Design & Technology
History
Geography
Music
Art & Design
Physical Education

We also introduce a **Modern Foreign Language (French)** to the children in Key Stage 2. In addition, we teach the cross-curricular subjects of **Personal, Social and Health Education (PSHE)**, **Philosophy for Children** and **SMSC (Spiritual, Moral, Social and Cultural)**.

Whilst much of our teaching is subject-specific (particularly Maths, Science, History and Geography), some is based upon integrated Topic work, where, for example, the scientific, geographical and historic elements of the curriculum may be combined in an overall theme. This is particularly the case in the Infant (Key Stage 1) classes.

The teaching methods employed vary between a whole class, small group and individual approach, depending upon the subject, the type of lesson and the needs of the individual child.

The Core Subjects:

English:

In English, during Key Stage 1, pupils learn to speak confidently and listen to what others have to say. They begin to read and write independently and with enthusiasm. They use language to explore their own experiences and imaginary worlds.

During Key Stage 2 pupils learn to change the way they speak and write to suit different situations, purposes and audiences. They read a range of texts and respond to different layers of meaning in them. They explore the use of language in literary and non-literary texts and learn how language works. Each class has a daily dedicated literacy lesson, following the programme laid down in the National Literacy Strategy.

Mathematics:

During Key Stage 1 pupils develop their knowledge and understanding of mathematics through practical activity, exploration and discussion. They learn to count, read, write and order numbers to 100 and beyond. They develop a range of mental arithmetic calculation skills and use these confidently in different settings. They learn about shape and space through practical activities which build on their understanding of their immediate environment. They begin to grasp mathematical language, using it to talk about their methods and explain their reasoning when solving problems.

During Key Stage 2 pupils use the number system more confidently. They move from counting reliably to calculating fluently with all four number operations. They always try to tackle a problem with mental methods before using any other approach. Pupils explore features of shape and space and develop their measuring skills in a range of contexts. They discuss and present their methods and reasoning using a wider range of mathematical language, diagrams and charts. Each class has a daily dedicated Numeracy lesson, following the programme laid down in the National Numeracy Strategy.

Science:

During Key Stage 1, pupils observe, explore and ask questions about living things, materials and phenomena. They begin to work together to collect evidence to help them answer questions and to link this to simple scientific ideas. They evaluate evidence and consider whether tests or comparisons are fair. They use reference materials to find out more about scientific ideas. They share their ideas and communicate them using scientific language, drawings, charts and tables.

During Key Stage 2 pupils learn about a wider range of living things, materials and phenomena. They begin to make links between ideas and to explain things using simple models and theories. They apply their knowledge and understanding of scientific ideas to familiar phenomena, everyday things and their personal health. They begin to think about the positive and negative effects of scientific and technological developments on the environment and in other contexts. They carry out more systematic investigations, working on their own and with others. They use a range of reference sources in their work. They talk about their work and its significance, and communicate ideas using a wide range of scientific language, conventional diagrams, charts and graphs.

Computing:

During Key Stage 1 pupils explore Computing and learn to use it confidently and with purpose to achieve specific outcomes. They start to use computing to develop their ideas and record their creative work. They become familiar with hardware and software and learn to program simple instructions.

During Key Stage 2 pupils use a wider range of Computing tools and information sources to support their work in other subjects. They develop their research skills and decide what information is appropriate for their work. They begin to question the plausibility and quality of information. They learn how to amend their work and present it in a way that suits its audience. We have computers, projectors and interactive whiteboards throughout the school as well as a computer suite for whole class teaching of ICT. We have an extensive library of software and peripheral equipment including digital still and movie cameras and a digital microscope. Across the school we have a ratio of 1 computer to every 6 children. We use external experts in their fields to deliver areas of the new curriculum alongside providing training opportunities for all team members.

The Foundation Subjects:

History:

During Key Stage 1 pupils learn about people's lives and lifestyles. They find out about significant men, women, children and events from the recent and more distant past, including those from both Britain and the wider world. They listen and respond to stories and use sources of information to help them ask and answer questions. They learn how the past is different from the present.

During Key Stage 2 pupils learn about significant people, events and places from both the recent and more distant past. They learn about change and continuity in their own area, in Britain and in other parts of the world. They look at history in a variety of ways, for example from political, economic, technological and scientific, social, religious, cultural or aesthetic perspectives. They use different sources of information to help them investigate the past both in depth and in overview, using dates and historical vocabulary to describe events, people and developments. They also learn that the past can be represented and interpreted in different ways.

Geography:

During Key Stage 1 pupils investigate their local area and a contrasting area in the United Kingdom or abroad, finding out about the environment in both areas and the people who live there. They also begin to learn about the wider world. They carry out geographical enquiry inside and outside the classroom. In doing so they ask geographical questions about people, places and environments, and use geographical skills and resources such as maps and photographs.

During Key Stage 2 pupils investigate a variety of people, places and environments at different scales in the United Kingdom and abroad, and start to make links between different places in the world. They find out how people affect the environment and how they are affected by it. They carry out geographical enquiry inside and outside the classroom. In doing so they ask geographical questions, and use geographical skills and resources such as maps, atlases, aerial photographs and ICT.

Design & Technology:

During Key Stage 1 pupils learn how to think imaginatively and talk about what they like and dislike when designing and making. They build on their early childhood experiences of investigating objects around them. They explore how familiar things work and talk about, draw and model their ideas. They learn how to design and make safely and could start to use ICT as part of their designing and making.

During Key Stage 2 pupils work on their own and as part of team on a range of designing and making activities. They think about what products are used for and the needs of the people who use them. They plan what has to be done, and identify what works and what could be improved in their own and other people's designs. They draw on knowledge and understanding from other areas of the curriculum and use computers in a range of ways.

Music:

During Key Stage 1 pupils listen carefully and respond physically to a wide range of music. They play musical instruments and sing a variety of songs from memory, adding accompaniments and creating short compositions, with increasing confidence, imagination and control. They explore and enjoy how sounds and silence can create different moods and effects.

During Key Stage 2 pupils sing songs and play instruments with increasing confidence, skill, expression and awareness of their own contribution to a group or class performance. They improvise, and develop their own musical compositions, in response to a variety of different stimuli with increasing personal involvement, independence and creativity. They explore their thoughts and feelings through responding physically, intellectually and emotionally to a variety of music from different times and cultures.

Art and Design:

During Key Stage 1 pupils develop their creativity and imagination by exploring the visual, tactile and sensory qualities of materials and processes. They learn about the role of art, craft and design in their environment. They begin to understand colour, shape and space and pattern and texture and use them to represent their ideas and feelings.

During Key Stage 2 pupils develop their creativity and imagination through more complex activities. These help to build on their skills and improve their control of materials, tools and techniques. They increase their critical awareness of the roles and purposes of art, craft and design in different times and cultures. They become more confident in using visual and tactile elements and materials and processes to communicate what they see, feel and think.

Physical Education:

Physical Education includes games, gymnastics, dance, outdoor and adventurous activities, athletics and swimming. During Key Stage 1 pupils build on their natural enthusiasm for movement, using it to explore and learn about their world. They start to work and play with other pupils in pairs and small groups. By watching, listening and experimenting, they develop their skills in movement and coordination, and enjoy expressing and testing themselves in a variety of situations.

During Key Stage 2 pupils enjoy being active and using their creativity and imagination in physical activity. They learn new skills, find out how to use them in different ways, and link them to make actions, phrases and sequences of movement. They enjoy communicating, collaborating and competing with each other. They develop an understanding of how to succeed in different activities, and learn how to evaluate and recognise their own success. We work with Premier Sports and many external coaches to provide a wide and varied sports curriculum both in school hours and after school.

Swimming:

Children in Year 5 and 6 have weekly swimming instruction during school time at the Cygnet Leisure Centre, Northfleet, during the Autumn Term. Teachers and a qualified instructor teach small groups, and qualified life-savers are in attendance. As swimming forms part of the National Curriculum, children should bring a signed note to school if they have a medical reason for not participating. A voluntary contribution is requested to help cover transport and admission charges.

Religious Education:

R.E. is taught following the County's agreed syllabus. Whilst focusing on the predominantly Christian nature of our society, other major world religions are also featured. Daily assemblies are conducted for all children. We also use the BBC radio assembly series. Parents may withdraw their children from religious education upon request.

Personal, Social and Health Education and Citizenship & Social, Moral, Spiritual and Cultural Education:

During Key Stage 1 pupils learn about themselves as developing individuals and as members of their communities, building on their own experiences and on the early learning goals for personal, social and emotional development. They learn the basic rules and skills for keeping themselves healthy, safe and for behaving well. They have opportunities to show they can take some responsibility for themselves and for their environment. They begin to learn about their own and other people's feelings and become aware of the views, needs and rights of other children and older people. As members of a class and school community, they learn social skills such as how to share, take turns, play, help others, resolve simple arguments and resist bullying. They begin to take an active part in the life of their school and its neighbourhood.

During Key Stage 2 pupils learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of their communities. They become more mature, independent and self-confident. They learn about the wider world and the interdependence of communities within it. They develop their sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect local, national or global issues and political and social institutions. They learn how to take part more fully in school and community activities. As they begin to develop into young adults, they face the changes of puberty and transfer to secondary school with support and encouragement from their school. They learn how to make more confident and informed choices about their health and environment; to take more responsibility, individually and as a group, for their own learning; and to resist bullying.

Modern Foreign Languages:

Our Key Stage 2 children are introduced to French using “Language Angels”, an online learning resource. Foreign languages are also spoken informally in many of the other classes, for example when answering the register and greeting the teacher.

Relationships & SRE Education:

The Governors have agreed that sex education is taught in the context of family life and general health education. The programme covers the physical and emotional changes that occur at puberty, animal and human reproduction and the birth and care of a baby. Parents are given the opportunity to view the teaching materials beforehand. They have the right to withdraw their child from sex education lessons, but we hope that they will allow their children to take part with the rest of the class. Our policy on our school website very much demonstrates which aspects and the contexts used for this important area of learning.

Special Educational Needs:

Children are defined as having special educational needs if they have learning difficulties that are significantly greater than the majority of their year group. Children with significant physical or behavioural conditions may also be classified as having Special Educational Needs. These children are assessed, identified, placed on our Special Needs Register and given extra help by their class teacher in the first instance, with the advice and support of the member of staff with responsibility for special needs (the SENCO). Some children may receive additional classroom assistance from a teaching assistant. We may also request the intervention of the Educational Psychologist or Behaviour Support Service.

Homework:

Homework forms a useful link between home and school, and helps to prepare our older children for secondary school. Children in both Key Stages 1 and 2 will regularly bring home a piece of work for completion at home, a task to research or work (including spellings and multiplication tables) which they are going to be tested on. From the Reception class onwards the children also regularly bring home their reading books, for parents and teachers to log their progress in a Reading Record book. We ask all parents to monitor their child's homework, to ensure that it is being completed. We also regularly give whole school themed homework for the whole family to engage with.

Early Learning Goals:

The curriculum for the under-fives is organised into six areas of learning:

Personal, Social and Emotional Development
Communication, Language and Literacy
Mathematical Development
Knowledge and Understanding of the World
Physical Development
Creative Development

For each of these areas there are early learning goals that establish expectations for most children to reach by the end of the Reception class. By this time, some children will have exceeded the goals, while others will be working towards some or all of them

Early Years Foundation Stage Profile:

The Early Years Foundation Stage Profile is completed by the Reception class teacher in conjunction with the teaching assistant over the course of your child's first year in school. It forms a record of achievement and helps the teacher to plan the next steps in your child's learning.

Parents' Evenings/Annual Reports:

Parents are invited three times a year to formally meet their child's teacher in order to discuss their child's progress. In addition, they are free to make an appointment to see either the class teacher or the Headteacher at any convenient time, if they have a particular concern. Written reports are presented to parents annually and test results and teacher assessments at the end of the Academic Year. Reports cover all aspects of the child's development and progress within the National Curriculum, and will include statutory SATs scores at the end of a Key Stage (Y2 & Y6).

Extra-Curricular Activities:

Team members, outside agencies and parents provide a range of after-school activities throughout the year. These may include football, dodgeball, rounders, cricket, performing arts and choir. These activities usually finish around 4.15 p.m. The range of activities has grown over the last few years as the school council voice the children's interests vehemently in this important area!

Sports Day:

We hold an annual Sports Day in June. All of the children are involved in a range of races taking place all around the field, culminating in some track events. Parents and grandparents are invited to come along and cheer! We host a giant family picnic after the event, as long as the weather is kind to us.

Transporting Pupils:

We occasionally ask for parental assistance with transport to an away fixture or a local school visit. All offers of help are gratefully received. We do insist, however, that seat belts are used by all of the children, and that the driver has the necessary insurance cover. Also following national regulations under the Safeguarding of Children Policy our volunteers must have a current CRB disclosure check in place. Please enquire in the school office if you wish to help at school on a regular basis during your child's time at Cobham Primary School.

School Uniform:

- Grey trousers for boys and girls
 - Grey skirts for girls
 - White polo tops or shirts
- Navy sweatshirt (v neck or round neck) or Navy cardigan
 - Light blue checked dress for girls (summer only)
 - Plain grey socks for boys
 - White socks for girls or navy tights
- No decorative colourful hairbands/flowers/clips in hair. (Keep it plain and simple please!)

Uniform requirements will always be flexible and sensitive to cultural wishes/disability/faith & gender.

P.E. & Games Kit:

Boys: white/navy blue t-shirt; blue shorts; plimsolls; waterproof trainers and socks for outdoor games (Key Stage 2); jogging bottoms & sweatshirts for cold weather.

Girls: white/navy blue t-shirt; blue shorts; navy blue leotard if preferred; plimsolls; navy blue wrap-around skirt, waterproof trainers and socks for outdoor games (Key Stage 2); jogging bottoms & sweatshirts for cold weather.

P.E. and games kit should be kept in a named drawstring bag and hung on the child's peg whilst at school. Please do not send your child to school with oversize sports bags, as cloakroom space is extremely limited. As well as the above, a painting smock / apron or old shirt is useful for messy art and craft activities. **Please ensure that all items of clothing are clearly marked with your child's name, as neither the school nor KCC can accept any responsibility for articles lost or damaged on the school premises.** A lost property box is situated in all cloakrooms. Occasionally items of school uniform are mislaid, or accidentally taken home by the wrong child. Please check your child's uniform, returning any items belonging to somebody else.

When you take your child to the hairdressers, please ensure that they don't emerge with patterns cut into their hair or with a Mohican-style crest, both of which are inappropriate for school. As a health and safety measure, do not allow your child to come to school wearing sleepers in their pierced ears. If your child has to wear a stud, they must either remove it for PE / swimming or have it covered with tape.

School Meals:

School meals will be available from September 2022 at a cost of £2.40 prepared at a local schools kitchen and delivered hot to our canteen. All of KS1 children are entitled to a universal free school meal. They provide a nutritious and balanced midday meal. Alternatively your child may bring a packed lunch to school. These are eaten in the hall and classrooms, or on the field in fine summer weather.

Parents in receipt of Family Income Support may be able to claim free school meals for their children. please register at <http://www.kent.gov.uk/education-and-children/schools/free-school-meals>. Please give the school adequate notice if you wish to change your child's eating arrangements.

The children are also allowed to bring a mid-morning snack of fresh fruit or vegetables. School milk is supplied free to all under-5s, and is available to all others at a small cost. Fruit is supplied daily to our Key Stage 1 classes. Drinking water is available from water filter machines in all cloakrooms, and the children are encouraged to bring a water bottle to school so that they have access to drinking water throughout the day in class.

Healthy Packed Lunches:

Most of you send your child to school with a balanced and nutritious packed lunch, but we are aware that this is not always the case. As a Healthy School, we want all of the children to have a good meal at lunchtime. The following is taken from the Food Standards Agency's website (www.eatwell.gov.uk) which contains a lot of useful ideas. Follow the links to ages and stages / children / school meals and packed lunches:

“As your child grows older, they will tend to follow the eating habits you've established at home. If your child has school dinners, talk to them about what they eat and try to encourage them to vary their meals. If you give your child a packed lunch, it can be a challenge to keep them varied, interesting and healthy. But remember, about a third of our diet should be made up of starchy foods like bread, so sandwiches are a good choice. To make them healthier, make sandwiches using thickly sliced bread or rolls, and choose wholemeal varieties.

We should all be eating at least five portions of fruit and vegetables each day. Eating fruit and vegetables as snacks between meals as well as part of main meals can help to achieve this. So include salad and vegetable sticks (e.g. carrots, celery, cucumber, pepper) in your child's packed lunch. You could also add fresh fruit or some chopped fruit salad. Dried fruits such as raisins or dried apricots are a good addition to a packed lunch. Every Year we host a healthy eating week where all the children are taught to make a nutritional meal for the family. We also host 'Roots to Food' Workshops for the children where they work together to create a meal!

Parental Assistance:

Offers of parental assistance are always welcomed. Parents can assist in many ways; for example, supervising cooking or a group activity, assisting with swimming, transport and after-school activities. A number of parents also hear children read on a regular basis. If you are available to help in any way, please let the class teacher know. Also following national regulations under the Safeguarding of Children Policy our volunteers must have a current DBS enhanced disclosure check in place. Please enquire in the school office if you wish to help at school on a regular basis during your child's time at Cobham Primary School.

Parent Teacher Association:

The PTA organises a wide range of social and fund-raising activities throughout the year. These have enabled the school to purchase many items for the educational benefit of the children. The Committee welcomes all offers of assistance.

Cobham Primary School PTA is affiliated to the National Confederation of PTAs, and all parents of children at the school are automatically members. The Committee is elected at the Annual General Meeting held early in the Autumn Term. We are always keen to welcome new members to the committee.

Cars:

Parents are asked to please use the village car park at the rear of the school. **Do not drive into the school back playground at any time.**

Parking Safely:

Please remember not to park or wait in the following locations:

- in the passing bay directly opposite the school gate; this makes it difficult for cars to pass through the narrow part of the road, and it makes it very difficult and potentially dangerous for the children to cross the road;
- opposite the lane leading to the car park at the rear of the school i.e. on the corner of Lawrence Drive. Parking here makes it extremely difficult for cars turning in, cars coming out, and cars moving up and down The Street.

Confidentiality:

We are always grateful to those parents or grandparents who are able to come in to school during the working week to assist the teachers. However, this is a privileged position in which to be placed, and we do ask those helpers to respect the confidentiality of what goes on in the classroom by not discussing matters relating to the children with other parents. As you will also appreciate, school classrooms and offices contain a lot of sensitive and confidential documentation, and we would therefore ask parents not to enter classrooms or the school office if they are

unattended, but to wait outside or seek assistance from another member of staff. Could I also respectfully remind parents that a lot of hurt can be caused to other parents and staff through things being said on the playground and false assumptions sometimes being made. We work hard here to create an atmosphere of mutual respect, and parents are asked to help by maintaining confidentiality and following the correct procedure.

Jewellery:

Children should not wear items of jewellery to school. Studs in pierced ears should either be removed or taped over during P.E. lessons if the teacher feels that they constitute a potential hazard.

No Smoking:

In the interests of the children's health education, we operate a No Smoking policy throughout the school site.

Medication in School:

If your child is unwell, he or she should be kept at home until well enough to return to school. Children should NOT return to school before **24 hours** has passed since vomiting or diarrhoea. If your child is well enough to attend school but needs to complete a prescribed course of medicine, then please arrange for the child's medication to be taken in dose frequencies which allow it to be taken out of school hours e.g. before and straight after school. If it absolutely essential that medicine is taken at lunchtime then we would prefer it if you could arrange to come to school and give the medicine yourself.

Headlice:

Head lice are, unfortunately, a common nuisance among schoolchildren. If a child is found to be infested with head lice, we will alert parents so that they may examine their child's hair and treat them with the appropriate hair lotion if necessary.

Emergency Contact Numbers:

Please ensure that we have an up-to-date list of emergency contact numbers, including mobile phone numbers, in case we need to get in touch with you urgently

Absences:

Parents are asked to phone the school on the first morning of their child's absence, and to send an email to school on their child's return. **If an explanation is not received, the absence will be counted as unauthorised and recorded as such.** In the interests of the child's health and safety, we will phone/text you after 9.00am if we have not received an explanation for a child's absence. Parents who need to take their child out of school during the day need to show medical appointment cards or proof of reason for non-attendance at school. Ofsted's target for attendance is 97% and we would love to achieve this and higher!

Accidents:

If your child becomes ill or has an accident during the day, we will contact you or the emergency contact number you have given, to arrange for the child to be taken home if necessary. In the event of serious accidents (e.g. suspected broken limbs), the child's parents will be contacted, and/or an ambulance will be called. All teaching members of the team hold a current First Aid certificate.

Occasionally your child may bring home a note explaining that they have received a bump on the head or had a minor accident. This is so that you may contact your doctor if you feel that this is a necessary precaution.

Pre-School Children and Health & Safety:

Parents of pre-school children should please ensure that they do not allow them to climb on the wooden play equipment adjacent to The Ship or the outdoor gym equipment. The scale and nature of this equipment, it is not suitable for pre-school and infant children, and we do not want any accidents or injuries.

Sun Protection:

In the summer, please ensure that your child comes to school with a suitable sunhat to wear when outside. We try to get the children to stay in the shade as much as possible, but if you are concerned about over-exposure to the sun, please apply a sunscreen before they come to school. They may bring it to school in their bags to apply themselves during the day, if necessary, but please note that staff cannot be responsible for applying sun cream to a child's skin.

Please also remember to send your child to school with a drinking bottle of chilled water, which they can keep in their classrooms and which they can refill when necessary.

Holidays During Term Time:

At the end of each term we report the number of our pupil absences to the DfE. We have a target figure for authorised absences of below 5% over the year, but we aim for the actual figure to be less than this. Therefore, please note the following:

- Your child's education will be adversely affected by absences caused by you taking holidays during term time, so these should be avoided at all costs;
- We cannot provide extra lessons for children who have been absent, and we will not provide your child with schoolwork to take with you on holiday;
- You are not entitled to take your child on holiday during term time and could be fined if this happens;

- Any exceptional circumstances can be requested, but may not be authorised depending on the reason for absence. 'Any exceptional circumstance' is defined as any unavoidable cause, for example a one off emergency situation.

Reporting Absences:

If your child is not going to be in school one day for any reason, it is vitally important that we know about it. Therefore please ensure that:

- You telephone, text or email the school before 9.00 a.m. if your child is not going to be in that day – leave a message on the answer phone;
- If your child is not present when the register is taken, and we have not received an explanation for the absence, we will phone you to find out where your child is. **Please avoid this happening by telephoning us first.**

Lateness:

The school session officially starts at 9.00 a.m. However, we have a significant number of parents who deliver their children to school after 9.00 a.m. on a regular basis. Please note the following:

- All children arriving in class after 9.00 a.m. will be recorded in the register as 'Late';
- The registers are taken to the office by 9.10 a.m. If your child arrives at school after this time, he/she should report to the office so that they can mark him/her in the register as 'Late';
- The registers will be officially closed at 9 a.m. This means that any child arriving at school after 9 a.m. will be recorded as an 'Unauthorised Absence' for that session. These absences will be recorded on your child's records;
- If lateness is persistent and avoidable, it will also be counted as 'Unauthorised Absence' and recorded on your child's records as such;

If you arrange for someone else, or somebody not known to the class teacher, to collect your child at the end of school, please let us know. We will not hand your child over to a stranger or someone else without your authorisation.

Library:

We have a well-stocked central school library with a computerised library system. The children are able to borrow books without the need for library cards. Our software recognises the individual children when they borrow or return a book through their thumb-print – they don't have to enter their names. The books are scanned with a hand-held scanner. Please be assured that it is not the children's actual thumb-print that is stored, only a digital numeric code that the software associates with each unique print.

Safety on Site:

Parents are reminded that they are responsible for the conduct and welfare of their pre-school children whilst on site. Please do not allow them to disturb the children working in class, and do not allow them to climb on the adventure playground apparatus.

Please note that your children are not covered by the County's Accident Insurance Policy, and it is advisable for you to have your own policy. Details of a Personal Accident Insurance Scheme for schoolchildren are available from the office.

Entering School:

We ask parents not to come in to the classrooms or cloakrooms before school to hang up their child's coat or bag, as this creates severe congestion, and we want the children to become independent as soon as possible.

Parents' and Pupils' Questionnaires:

We send out a parents' questionnaire, 'What do you think about your child's school?' annually. The pupils also complete an anonymous questionnaire. The results are analysed and reported back to governors, parents and pupils, and the findings are acted upon as part of our self-evaluation and school improvement processes.

Rules and Responsibilities:

The children are all issued with a copy of our 'Caring Cobham Code' booklet, produced by the children themselves, which forms the basis of our code of conduct. I hope that you will read it with your child.

School Photographer:

The school photographer usually visits on two occasions each year, once to take individual and family portraits, and once to take the whole class. If you would like a pre-schooler included in a family photo, please come to the hall from 8.30 a.m. with your children.

Children's Photographs in Newspapers:

Like most local schools, we occasionally have visits from press photographers, and it is good for the children to be featured in local newspapers. However, we now have a blanket policy whereby the names of children will not be given with general class / school photos, unless it is for a particular achievement, and then only with parents' express permission. *If you would rather not have your child's photograph appearing in the media at all, please notify the office as soon as possible.*

Secondary Education:

Our aim is to ensure that all Year 6 children eventually transfer to the type of Secondary School that best suits their ability. This may be a Non-Selective School (e.g. Meopham School, Northfleet School for Girls, Thamesview) or a Grammar School (e.g. Gravesend Grammar Schools for Boys and Mayfield Grammar School for Girls). We also send a significant number of our children to secondary schools in Medway (e.g. Rochester Girls' Grammar School, Strood Academy). Children applying for a place at a Grammar School currently take tests in Mathematics, Verbal and Non-Verbal Reasoning, and they also have a written English task. Parents have the right to opt in or out of this assessment process, and we provide professional advice to help parents make this difficult choice.

Alternatively, children may be admitted to one of the two 'wide-ability' Church Aided schools in Gravesend (St. George's C.E. School and St. John's R.C. Comprehensive School).

Other secondary school options include the Longfield and Leigh Academies in Dartford, and Grammar and non-selective schools in Northfleet, Dartford and Wilmington. Further details of all of these options are available from the school. They are supplied annually to the parents of Year 6 children.

Secondary Schools to which Year 6 Pupils transferred to in September 2022 (number in year group: 32)

- Gravesend Grammar School for Boys (4)
 - Mayfield Grammar School (6)
 - Meopham School (10)
- Rochester Independent College (1)
- Fort Pitt Grammar School for Girls (2)
 - St George's C E School (3)
 - Holmesdale School (1)
- Northfleet School for Girls (1)
 - Trinity School (1)
 - St John's (3)

Secondary Choices Information Evening:

Parents of children in Year 6 (and Year 5 if interested) are invited to come along to this talk in June, when I explain the process for choosing your child's secondary school, and answer any questions parents might have.

Charging Policy:

The school's charging policy, agreed by the Governors, states that:

Pupils will not be charged for activities which take place wholly or mainly within school time, but parents may be asked to send a **voluntary contribution** to help cover expenses e.g. coach travel and admission charges. The children will be treated similarly, irrespective of whether or not their parents have agreed or are able to give a voluntary contribution. However, the activity may be cancelled if insufficient contributions are forthcoming.

Charges may be made for activities which take place wholly or mainly **outside** school hours e.g. residential visits, after school clubs, etc

Parents may be asked to pay for the cost of breakages or losses to school property where this is the result of a pupil's behaviour.

In cases of genuine financial hardship or where voluntary contributions cannot be regularly made, parents are asked to approach the Headteacher to discuss the matter or put the reasons in writing. All such cases will be treated sympathetically and in confidence.

Parents in receipt of state benefits, and the carers of Looked After Children, will not be expected to pay the charges listed above.

Complaints Procedure:

If parents have a general complaint or a specific complaint about the curriculum or religious worship in the school, they are firstly asked to discuss the matter with the child's class teacher. If they feel that the class teacher cannot resolve the matter, then they are asked to discuss it with the Headteacher. It is hoped that the majority of issues may be satisfactorily dealt with in this way.

A parent who is still dissatisfied may refer the matter to the school's Governing Body via the Chair of Governors (Mrs K Cresswell). There are also further appeal stages to a panel of the Local Education Authority and, finally, to the Secretary of State for Education. Further details are set out in the leaflet "The Curriculum and Religious Worship in Schools: Arrangements for Considering Complaints". Copies are available free of charge from the school or from the Area Education Office.

Standard Assessment Tasks (SATs):

Children reaching the end of Key Stage 1 (6-7 year olds) will be assessed in Maths, English and Science. Children reaching the end of Key Stage 2 (10-11 year olds) will take national tests in English and Maths, and will also be assessed by their teacher on their levels of attainment in these subjects. These levels will be reported to the child's parents. In addition, we also use a range of assessment tests in Years 3, 4 and 5.

Arrangements for Pupils with a Disability:

Parents of children with a disability are asked to give the Headteacher details of the disability as soon as they are offered a place at the school. The Headteacher will arrange a meeting at a mutually convenient time to discuss the ways in which the child's disability might hinder her/him from taking a full part in the life of the school, and the ways in which such difficulties will be overcome. The Headteacher will then make any arrangements necessary to enable the child to participate fully in all lessons and activities. These arrangements may include briefing staff, obtaining special equipment, making minor adaptations to the building, rearranging classroom furniture and/or employing support staff.

These may take time to put into place and may require advice and assistance from the Area Office or specialist agencies, so parents are urged to see the Headteacher as soon as possible so that everything can be ready for the child's first day at school.

Home-School Agreement

Parents and their children are asked to sign and retain a copy of our Home-School Agreement, which is also signed by the school, and which summarises the productive partnership we expect between the home and the school.

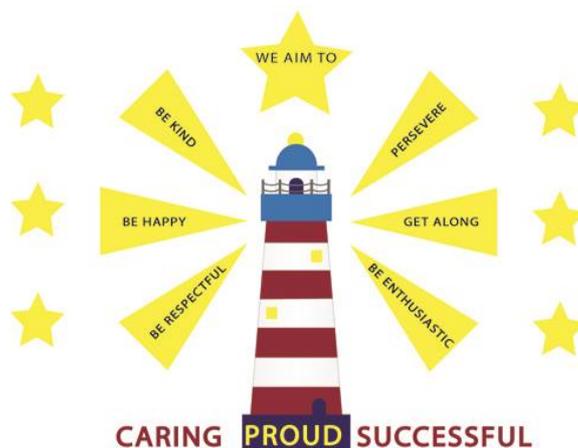
The School will:

- provide a safe, friendly, caring and dedicated learning environment
- enable each child to make the most of her/his talents and skills
- provide a personal creative curriculum which meets the needs and interests of all children
- set regular and age appropriate homework
- inform parents about their child's progress at termly meetings and through the child's Annual Report
- contact parents over any concerns regarding work, behaviour, attendance or other matters
- value and treat each child equally, celebrating race, faith, background and gender
- keep parents informed about school activities through regular newsletters

The Parents / Guardians will:

- understand the importance and impact that good attendance and punctuality has on a child's progress
- support the school's policy and guidelines on positive behaviour management
- support their child in homework and other opportunities for home learning
- attend parent evenings to discuss their child's progress
- let the school know about any concerns or problems which might affect their child's work or behaviour as quickly as possible
- ensure that their child wears school uniform and is proud to be at Cobham Primary School

The Child will do her/his best to be:





COBHAM PRIMARY SCHOOL

CARING | PROUD | SUCCESSFUL

Academic Year September 2022 – July 2023

Term Dates

(All dates inclusive)

Term 1

Start: Monday 5th September 2022
Finish: Friday 21st October 2022 (35 days)

Term 2

Start: Monday 31st October 2022
Finish: Friday 16th December 2022 (35 days)

Term 3

Start: Wednesday 4th January 2023
Finish: Friday 10th February 2023 (28 days)

Term 4

Start: Tuesday 21st February 2023
Finish: Friday 31st March 2023 (29 days)

Term 5

Start: Tuesday 18th April 2023
(May Bank Holiday Monday 1st May 2023)
Finish: Friday 26th May 2023 (28 days)

Term 6

Start: Monday 5th June 2023
Finish: Friday 21nd July 2023 (35 days)

The following are Staff Development Days, when the school will be closed to the children:

Thursday 1st September 2022

Friday 2nd September 2022

Tuesday 3rd January 2023

Monday 20th February 2023

Monday 17th April 2023

**** PLEASE RETAIN THIS LIST FOR FUTURE REFERENCE ****