

Dear Parent

We have much pleasure in inviting you to consider enrolling your child at the school. The staff and governors seek to offer an open and honest atmosphere in which pupils may fulfil their potential and grow in self confidence, respecting one another and the environment. Self esteem is vital in the learning process and positive affirmation of pupil effort is paramount. All members of the school community, whether pupil, parent or member of the school teaching team, have equal rights and will be treated with respect. Children are encouraged to speak up for themselves and others, in order to take their place in a fast changing world.

The curriculum is broadly based and can be tailored to most needs. Each pupil is assessed on entry and information shared at Parent Evenings each term. Teachers, pupils and parents decide on curricular targets, together, that are specific and measurable so that children may be involved in monitoring their own progress towards goals. Daily contact is maintained through a home to school Link Book and we appreciate information that allows us to understand how pupils are feeling, interests they may have and successes achieved outside school.

A regular weekly newsletter is sent home with your child and other family members may enjoy keeping in touch through our website. You, and your children, will be invited to help us gauge the level of customer satisfaction through questionnaires and you will be consulted about the School Improvement Plan and informed of progress each term.

With such emphasis on personal relationships, we offer the newcomer the challenge of helping us to develop a learning community that will never be complete or final. It is the sharing of knowledge and skills that makes this school the exciting place it is and, as long as those who join us are excited by the prospect of working together, going the extra mile will be great fun. Together, we can all achieve more.

Yours sincerely

Headteacher

Chair of Governors

OUR MISSION STATEMENT

"Together, we can all achieve more."

We believe that all members of the school community, children and adults are of equal value and should work to their best ability and support one another in the pursuit of excellence.

We aim that every member of this learning community enriches the curriculum with their skills and talents and that we provide opportunities and challenges so that pupils are equipped to live in a fast changing world. To that end we:

- offer a safe environment in which learners may take risks and grow spiritually, academically and physically;
- respect, enjoy and nurture the individual;
- give all members of the learning community a voice and a vision for their future development;
- celebrate achievements of all sorts;
- teach learners to be reflective, to think critically, make choices and develop independence;
- show learners the value of interdependence and how much further we can get by working as a team;
- work with the local community and with other schools to ensure common values and aims lead to continuous improvement for society.



ADMISSIONS POLICY

The school follows the Kent County Council Admissions Policy.

The school has a Standard Intake number of 60 pupils (30 in each of the two reception classes).

If the number of places requested exceeds this number, the following criteria are applied in selecting just 60 pupils:

1. Parental wishes i.e. those making the school their first choice;
2. Current family association e.g. an older sibling in the school at the time of entry;
3. Health reasons (for which a medical certificate may be needed);
4. Nearness to the child's home and ease of access.

Parents who are disappointed by an admission decision may appeal in writing to the Area Education Officer, Kroner House, Eurogate Business Park, Ashford. Kent. Further to that, there is an Appeal Committee set up under the 1980 Education Act.

PARTNERSHIP WITH PARENTS

We hope many of you will have time to help in the classroom sharing special talents such as art or crafts, or just enjoying books with children. This will give you an opportunity to get to know the school but, for working parents, the weekly newsletter is designed to keep you up to date. Your child will bring home a daily diary with photographs of their experiences and you are invited to write in it, too, about home experiences and events that are happening to your child outside school. If you wish to gain an NVQ in childcare, we can offer levels II and III. All pupils and 98% parents meet teachers each term to review progress and agree new targets for their Personal Learning Plan and there are regular PTA meetings, coffee mornings and questionnaires for sharing views informally.

STARTING OUT AT THE CHURCHILL SCHOOL

Starting school is an important time in every child's life. The Foundation Stage teacher will offer to visit every 4 year old in their home. This gives your child an opportunity to see you welcome the teacher as a family friend and allows you to discuss your hopes and fears for their progress through the education system.



The partnership with parents is very important to the ethos of the school. After the meeting in your home, your child will be invited with two or three other 4 year olds to work alongside the established reception class with their playgroup/nursery teachers. This allows him or her to see what happens at school in the company of others they know and trust. After several visits, your child will feel secure enough to take part in the activities and ask any questions they need to. At the end of July, the September intake will spend a morning with the teacher and you are asked to collect them at 12 noon and visit the dining area to see the standard of food on offer.

Starting is phased in gradually unless you are a working parent who needs full day care from the beginning. The ability to work and play cooperatively is fundamental to lifelong success.

BEHAVIOUR AND DISCIPLINE

The school rules are simply

- Listen and follow instructions
- Keep hands feet and objects to yourself
- No name calling or teasing

Teachers teach these rules and parents and pupils are asked to agree to abide by them by signing a Home School Contract.

Bullying (physical or verbal) is not tolerated and opportunities such as *Circle Time*, School Council meetings, questionnaires and the Rainbow Box in the foyer allow children who are being bullied to alert teachers to the fact. Parents are always notified if their child is being bullied or acting the bully and behaviour modification programmes put in place.

Good behaviour is rewarded by an entry in the Rainbow Book held in each class and *Golden Time* which the whole class works to earn at the end of the week. Rewards, eg extra time in the ICT suite, are chosen by the class. Self-esteem is vital in learning and pupils are helped to respect the views and opinions of each other through weekly philosophy lessons based on the Socratic principles eg "I disagree with what you say because..." or "I accept what you say but have you considered..."

Disruptive behaviour during lessons is dealt with firstly by a verbal warning and then, if it continues, the child is sent to work on their own for 5 minutes and, finally, for 10 minutes. After that, the child is sent to the Headteacher who invites the parents to meet and discuss a way forward.

Exclusions are rare and used only in the interests of health and safety of the child or others. Parents are notified of the reason at the earliest opportunity and by letter and a meeting convened. Any exclusion will follow KCC guidelines.

PROGRESS THROUGH THE RAINBOW

The school has 7 classes named after the colours of the rainbow and 7 parallel classes named after jewels. The 4 year old pupils enter either Red or Ruby classes and proceed through Orange or Amber in Year 1, Yellow or Gold in Year 2, Green or Emerald in Year 3, Blue or Sapphire in Year 4, Indigo or Jet in Year 5, and Violet or Amethyst in Y6.



The Uniform

Girls winter uniform is a grey skirt or trousers with yellow polo shirt and the navy school sweatshirt or fleece with rainbow logo. In order to allow some element of choice, girls may choose any colour gingham dress in the summer term.

Boys wear grey trousers and yellow polo shirts with the navy sweatshirt or fleece, too, but in the summer, they may wear any colour polo shirt.

PE kit is a white polo shirt with the rainbow logo and navy shorts. Plimsolls for outdoor sport and trainers or football boots for football or netball. A track suit is desirable for swimming and field sports in cold weather.

Please see the enclosed information sheet for stockists of uniform, book bags, rucksacks and swimming bags.

NATIONAL CURRICULUM AND RELIGIOUS EDUCATION

The DCSF recommends a minimum teaching time of 21 hours per week for pupils in Key Stage 1 and 23.5 hours for pupils in Key Stage 2. this time does not include registration, assembly or break times.

Morning session:	KS1	8.45 a.m. to 12 noon
	KS2	8.45 a.m. to 12.10 p.m.
Afternoon session:	KS1 and KS2	1.00 p.m. to 3.10 p.m.

All pupils work towards Early Learning Goals at the Foundation Stage (4 and 5 years of year) and in Y1, pupils follow nationally agreed programmes of study in English, Mathematics, Science, Information Technology, Art, Music, PE, History, Geography and Design Technology. Religious Education is taught according to the Kent Agreed Syllabus. In addition to the National Curriculum, the school curriculum includes Personal and Social Education, Health Education, Environmental Education, Citizenship, Philosophy and Multi-cultural studies.

On the back of the newsletter in the first week of each term, is printed an outline of the scheme of work to be studied by your child's year group.

Parents of pupils who are not Christian may withdraw their children from assembly and RE lessons.

The School's policies are available to parents on request. There may be a small charge for photocopying. Similarly, Statutory Instruments, DCSF circulars and administrative memoranda relating to the national curriculum, reports referring to the School and the syllabus for RE adopted by the LEA, are available from the School.

ENGLISH

We aim to teach children to communicate effectively and with enjoyment through spoken and written English. The National Literacy Strategy is followed as part of the National Curriculum in Key Stages 1 and 2. Pupils have opportunities within school to discuss, debate and relate events in order to be confident and skilled speakers and listeners.

Pupils are taught to read independently using a variety of methods and schemes. They are introduced to a wide range of attractive and stimulating books in class book corners and the school library including classical and modern literature from other cultures.

Pupils are encouraged to write for many purposes and audiences. They regularly compose stories, poems and descriptive passages, write letters, invitations and reports. The conventions of spelling, punctuation and grammar are taught systematically through their written work and specialized schemes. Written work is revised and redrafted, paying attention to meaning and clarity. Well-presented work is expected using a cursive style of writing.

MATHEMATICS

All pupils follow a balanced mathematics programme that will enable them to cope effectively and confidently with tasks at their own level of ability. Using the National Numeracy Strategy guidelines, a variety of opportunities are provided for pupils to use their mathematical skills and knowledge learned in tackling genuine problems and investigations, both through core curriculum and topic based work.

The broad range of mathematical topics include number, gathering and interpreting information, algebra, shape and space and the five aspects of measurement: length, area, capacity, weight and time. Pupils are taught addition, subtraction, multiplication and division, combined with quick recall of number bonds and tables, through the development of their mental agility, recording skills and use of both the calculator and the computer. Pupils are encouraged to choose their own methods of problem solving and to communicate their findings through a variety of visual and oral means.

SCIENCE

The School aims to help pupils develop their knowledge and understanding of the natural and physical world as well as to consider the impact that science has made. Pupils are encouraged to develop enquiring minds and the understanding of concepts through first hand experience, allowing them to transfer principles to unfamiliar situations. They develop their skills of imaginative, yet disciplined enquiry by predicting what they think will happen; attempt to test their ideas fairly; observe, measure and record accurately before drawing inferences from their findings. Much emphasis is put on planning and carrying out investigations safely and competently, encouraging original thinking as well as the qualities of leadership and teamwork.

DESIGN AND TECHNOLOGY

Pupils are taught the practical skills needed to design products to meet particular needs. In line with the National Curriculum, pupils will be taught to use materials, tools and techniques in accordance with health and safety requirements. At Key Stage 1 pupils will be planning, designing and making models using recycled materials and construction toys. All pupils will be taught the skills of cutting and sticking and will be taught about the properties of materials. They will be asked to evaluate their models and suggest improvements or changes.

INFORMATION COMMUNICATION TECHNOLOGY

The School is linked to the Internet and has a computer suite that allows pupils to access a range of technology. Each classroom has two PCs and an interactive whiteboard and ceiling mounted data projector and all are linked to the School intranet. Broadband allows the School to link with schools in Boulogne for the weekly French lessons using video conferencing.

Pupils from the Foundation Stage to Y6 are taught to use ICT equipment to communicate and handle information, support their problem solving, recording and expressive work. This is often cross-curricular and other subjects are supported by ICT.

Key Stage 2 classes are encouraged to extend their range of ICT tools for communication, investigation and control and are taught to use software to monitor external events. Pupils are helped to become more discerning in their use of ICT and to assess its value.

HISTORY

Pupils are helped to develop knowledge and understanding of the past and made aware of the varying interpretations of history. Through the use of a range of resources and experiences, pupils are given the opportunity to compile evidence, question reliability and make deductions.

At Key Stage 1 we aim to make pupils aware of the past through story telling of well known myths, legends, historical events, eyewitness accounts and fictional stories set in the past. Pupils are encouraged to develop a sense of their personal history and are given opportunities to sequence photographs, pictures, and artefacts. They are taught about the lives of famous people and of important local, national and international events.

In Key stage 2 the pupils' historical awareness is extended through units of study about Britain's past, such as invasions and settlements by Anglo-Saxons, Vikings and Romans, life in Tudor times and Britain since 1930. Similarly, they will study the ancient civilisations of the Greeks and Egyptians. Pupils are encouraged to develop a sense of chronology and to understand that the past can be divided into different periods, recognising similarities and differences between them.

GEOGRAPHY

The aim is to provide pupils with the knowledge and understanding of geographical processes, structures, places and peoples whilst developing the skills required for geographical investigations. The geography scheme of work ensures that all pupils develop the knowledge, understanding and skills required at a level appropriate to their ability. The study of place begins with the immediate school locality and is later extended to a comparison of an economically developing country and another area in the UK. There are also four thematic topics based on rivers, weather, settlements and environmental change. Pupils will acquire and develop a variety of skills to investigate places and themes including map reading, the use of simple instruments, observation and identification. As with other subjects pupils use ICT to apply their knowledge to social and political issues.

At Key Stage 2 pupils will begin to draw out and think about their designs in more detail before making their models. They will be taught how to use a variety of tools correctly and with safety. They will focus upon how improvements could be made and revise their models in the light of experiences and testing.

ART

Pupils are taught to explore art, craft and design for personal pleasure and expression to develop their creative, imaginative and practical skills and in order to understand art history in this country and in other cultures. This will be done through a range of media including ICT. They will experience working with artists and practise styles and techniques in specified art appreciation lessons. Work from both Key Stages is displayed in classrooms and the Hall and wherever possible in the community through local venues and organised art exhibitions.

In line with the National Curriculum, pupils will be taught to use materials, tools and techniques in accordance with health and safety requirements.

MUSIC

Teaching is aimed to deepen pupils' responses to music through the related activities of listening, performing and composing. All pupils are encouraged to compose their own music according to their age and ability. From Year 1 pupils are encouraged to represent, graphically, the sounds they are making.

Performance is an important part of the music curriculum and singing is fundamental to class music making. All children are encouraged to perform their compositions and opportunities are given for school and public performance through membership of the choir, handchime group and visiting music teachers who teach brass and woodwind instruments, the guitar and keyboard.

MODERN FOREIGN LANGUAGES

We belong to the European Community and whilst it is not a requirement of the National Curriculum, we feel it is important for our pupils to gain a basic understanding of French and the culture of France. Teachers use the Kent Primary French Initiative material: "Pilote" and participate in video conferencing with schools in Boulogne. Reciprocal visits to and from French schools further strengthen cultural links. Y6 learns German and Spanish for two terms.

PHYSICAL EDUCATION

The hall is well equipped for gymnastic activities and indoor games and the soft impact floor meets all health and safety requirements. Ceiling fans ensure a pleasant temperature even in the hottest weather. The large field provides one full size and one small football pitch and basketball and netball courts allow for all year round games lessons. All pupils follow a balanced programme of study for gymnastics, dance, games and athletic activities. Y6 pupils are offered a week at Arethusa, an adventure centre in Rochester, where they learn rock climbing, skills on the high wires, canoeing, survival and orienteering. Swimming is taught in Y4, 5 and 6 for one term in each year. Pupils in Year 5 and 6 have the opportunity to represent the School in football and netball matches and in athletic events. Our aims are to:

- provide an opportunity to take part in enjoyable physical activities
- help to develop physical competence and skills
- develop the concept of fair, honest competition and sporting behaviour
- provide opportunities to work co-operatively with others
- develop the ability to cope with success and failure
- promote the benefits of exercise through first hand experience

RELIGIOUS EDUCATION AND COLLECTIVE WORSHIP

We follow the Kent Agreed Syllabus for RE which gives knowledge of the Christianity whilst raising awareness of other principal world religions represented in Great Britain. Seven aspects of Christian teaching underpin the planning for assemblies which include the act of worship. These are:

- the belief in a loving God as seen in the life of Jesus
- the teachings of Jesus in His parables
- the meaning of Christian festivals
- the exemplary lives of saints and prophets
- the importance of Christian social action
- the value of love, forgiveness, compassion, gentleness and courage as shown in the life of Jesus
- the importance of moral action, responsibility and taking the consequences of our actions

Parents should apply in writing if they wish to withdraw their child from RE and collective worship.

PERSONAL HEALTH AND SOCIAL EDUCATION

Self-esteem and respect for one another is fundamental to the ethos of the School. We teach pupils how to look after themselves and develop meaningful relationships. We give opportunities for pupils to develop physically, mentally and spiritually, to resolve conflict and to react positively to the needs of others. Philosophy lessons are used to reflect and take on different viewpoints. Circle Time encourages debate and the School Council allows pupils to have some control of their immediate lives and to make decisions for the future in a spirit of democracy. Health Education eg drugs awareness is based on making informed choices and visiting speakers are used whenever possible. Y6 have cycling proficiency lessons and a 12 week First Aid course.

SEX EDUCATION

Sex education is taught in the context of relationships starting in YR with respect of our personal space, healthy bodies and loving families. Topics and themes are repeated each year in greater depth taking into account pupils' development. Parents are invited to view materials and informed as to the content of the lessons. Parents wishing to withdraw their child from sex education should let the school know in writing.

ENVIRONMENTAL EDUCATION

The school grounds are used to involve the pupils in developing understanding about life cycles and eco-systems. Pupils are encouraged to think carefully about the use of land and about conservation, recycling resources and pollution. We collect tin cans, paper and used ink cartridges for recycling and aim to install a solar panel to run an item of equipment for pupils so that they can evaluate whether recycling is a sensible way forward.

ARRANGEMENTS FOR THE ADMISSION OF PUPILS WITH DISABILITIES

The Churchill School aims to include all children from the immediate locality if staff skills and resources enable staff to cater for the needs of the individual. As a school, we have a representative group of pupils, parents, staff and governors who monitor the disability equality schemes and action planning to prevent disabled pupils being treated less favorably than other pupils.

The school is on one level with easy access to assist physically disabled pupils, staff and visitors. All classrooms have acoustic materials to allow hearing impaired pupils to access the curriculum. The Soundfield system with a microphone worn by the teacher helps pupils with poor or fluctuating hearing and saves teachers' voices.

Visually impaired pupils benefit from interactive whiteboards and those with Irlens syndrome may have coloured filters and work on paper of a hue that suits them. In very bright sun, the glass roof can allow too much light into the corridor so a dark strip on the walls allows the pupil with poor eyesight to travel safely. All staff are trained in teaching pupils with autism. A sensory room allows a trained therapist to provide a quiet, calming environment while classrooms are equipped with visual timetables and an Emotions Tree so that pupils can tell adults if they are anxious. A Parent Support Group is held once a month by a specialist teacher from Foxwood Special School.

Foxwood School also supports staff teaching pupils with ADHD and Downs Syndrome. Many pupils of at least average intelligence, have poor auditory or visual memory and special programmes can accelerate progress and build self-esteem. This *invisible* handicap is damaging if undetected.

Pupils are assessed for extra help in October, February and May and more often if required. Any concerns are reported to the SENCo. Pupils may be placed on the School SEN Register as needing interventions at:

- **School Action:** the teacher spending a few seconds encouraging or refocusing the pupil
- **School Action** plus support from an outside agency: specific intervention programmes devised by the teacher or supporting agency with additional time allocated to a pupil or group of pupils in order to help them access the curriculum at their level.
- **The Statementing Process** enables pupils with long term difficulties to access placement at a special school.

ASSESSMENT

Pupil Profiles

When children enter the Red and Ruby Classes on-going observation begins so that, by the end of July, teachers know pupils are prepared to begin the national curriculum. Parents will be informed of progress towards the Early Learning Goals in Pupil Profiles each term and advised what they can do to help.

Teacher Formative Assessment

Formative assessment is based on the teacher's knowledge and experience and allows him or her to make adjustments to daily planning to ensure all pupils make progress.

Summative Assessment

Tests at the end of units show the teacher what each child has understood and allows the next teacher to differentiate work and set new targets for high, average or low achievers.

Standardised Assessment and Testing (SATs)

Pupils undergo national testing at the end of Y2 and Y6. Pupils in Y3, 4 and 5 sit Optional SATs tests so that teachers can identify gaps in learning and ensure these are addressed.

Assessment for Primary to Secondary Education

At the end of Y6 all pupils transfer to secondary schools. At the end of Y5, parents meet to receive information on the Procedure for entry to secondary education (P.E.S.E) In the Spring Term, pupils wishing to enter Grammar Schools in Y7 sit the Kent Tests. Some Secondary High Schools are allowed to select 10% pupils by special aptitude. Criteria for awarding the remaining 90% places are explained in LEA guidance for parents. When a KS3 place has been allocated, secondary teachers visit the school to meet the pupils and liaise about special needs or gifts a pupil may have.

EQUAL OPPORTUNITIES

All pupils, regardless of gender, disability, ethnicity, social, cultural or religious background have equal access to the curriculum and the right to an environment which dispels ignorance, prejudice and stereotyping. All members of the school community have the right to protection from insult, abuse and bullying of any kind.

Discrimination on the basis of colour, culture, origin, gender or ability is unacceptable in this school. Pupils are encouraged to speak out against injustice and parents invited to contact the Headteacher direct. All such complaints will be dealt with immediately.

GIFTED AND TALENTED PUPILS AND

PUPILS WITH SPECIAL EDUCATIONAL NEEDS

The school provides for all children including those with additional need in learning, emotional and social behaviour or physical disability. All classrooms have the Soundfield system for hearing impaired pupils and a coloured strip in the corridors ensures visually impaired pupils can orientate themselves in bright sunny weather. The lavatories are equipped with handrails and bells to summon assistance.

Class teachers work closely with the Headteacher and other Kent agencies such as the speech and language therapy service, occupational therapy and the physiotherapy service, educational psychologists, the Learning Support Service, the sensory impaired specialist teachers, the pre-school agencies and Foxwood Special School. National agencies such as AFASIC, and the social services are also invited to meet with teachers and parents supporting children special needs.

All pupils are entitled to the full curriculum and lessons are differentiated according to high, average and low ability with realistically demanding targets. Wherever possible special gifts are encouraged and the school has enjoyed arrangements within the East Folkestone schools whereby gifted mathematicians and writers from KS2 and talented artists have worked together to stimulate thinking and raise attainment higher.

The SEN policy is based on the 2001 Code of Practice for pupils with additional needs and all pupils are reviewed each term, their Personal Learning Plans revised, support allocated and parents informed if their child is put on the SEN Register so that they may work closely with the teacher to ensure progress is maintained and accelerated if possible. The categories are as follows:

SCHOOL ACTION

At this stage the pupil has an identified need and the teacher monitors progress carefully. The teaching assistant may give more small group or individual support to pupils at this stage.

SCHOOL ACTION PLUS

Agencies e.g. Cognition and Learning Team, Occupational Therapy, Speech and Language Therapy Service, may be asked to provide resources or advice if the pupil's needs cannot be met solely by the school.

STATEMENTED

If the pupil's needs are so severe that, after formal assessment, the LEA decides to fund at a higher level for teacher, teaching assistant or specialist equipment, a Statement will be issued. This is reviewed annually by the LEA to review progress of the pupil and to ensure that the pupil's needs have not changed.

HOUSEKEEPING

1. Attendance and Punctuality

Teachers meet at 8.30a.m. to discuss the day and any pupils needing special care. At 8.35a.m. the classroom doors are opened and pupils may settle to do quiet work in order to avoid waiting in cold weather and queuing and congestion in the cloakrooms. Parents are asked not to leave children before 8.35a.m. At 3.10p.m classes are dismissed. Pupils in Key Stage 1 classes are handed to parents individually. Older children are expected to wait in the school until their parent arrives.

Please telephone the school if your child is unwell or has a medical appointment so the absence may be recorded as "authorised". Unauthorised absence is followed up by the Attendance Officer. If registers are closed, late comers names are recorded in the Late Log which is monitored by the LEA Attendance Officer. The School's percentage of authorised absence is under 5% and unauthorised 0.2%.

2. Severe weather closure

The school would be closed only if staff are unable to reach school or for exceptional health and safety reasons. Please see the enclosed information sheet for contact details. If you anticipate difficulty collecting your child please let us know what arrangements you have made.

3. Pupils taken ill during the school day

It is essential that you give the school a telephone number where you may be contacted at anytime in the event of an accident or sudden illness. It is also vital you let the school know about allergies or other medical conditions e.g. asthma.

4. Outdoor Clothes

There is a mid morning break of 15 mins and an hour for lunch. There is no afternoon break. 4 year olds have access to the outdoor playground all day so please remember warm coats and hats and gloves if necessary. Shoes should be sturdy and waterproof. Velcro fastenings allow very young children independence but boots or shoes with high heels and sling back sandals may cause twisted ankles and should not be worn.

5. Lost Property

All items of uniform **MUST** be named. Sewn in name tapes outlive all other types. Any lost property is immediately returned to its owner. Un-named items are placed in Lost Property and periodically put on a table by the front door for anyone to take on a first come, first served basis.

6. Jewellery

Jewellery is not allowed. Pupils with pierced ears should wear studs which they must remove or have taped over for PE.

7. Toys

Toys are not encouraged as losing them may be upsetting to the child and costly to the parent. However, special arrangements are always made for very young children.

8. Milk and snacks

Free milk is provided for children up to their fifth birthday if parents order it. After that time, parents may buy milk, please see the information sheet enclosed for prices.

Pupils are only allowed fruit for mid morning snacks. All pupils in reception classes and Year 1 and 2 receive free fruit every day. Pupils in KS2 classes are encouraged to continue this habit.

9. School Meals

School meals are freshly prepared and cooked on site. Payment is due weekly in advance and may be made on the first day of each week or half a term in advance. Unless money is paid in advance, meals will not be provided. Always put money or a cheque, made payable to "The Churchill School", in an envelope marked with your child's name and class. If your child is absent the cost of the meal will be credited to you for the following week or half term. Prices and menu options are available from the school office.

10. Picnic Lunch

If your child would rather bring sandwiches and fruit, remember to pack a drink. Sweets are not allowed but chocolate biscuits etc. are allowed at your discretion.

11. Tag Days

All schools need money for incidental expenditure on pupils so each term pupils are invited to leave their uniform at home and wear clothes of their own choosing, e.g. jeans or fancy dress, in exchange for a voluntary donation to school fund.

12. Educational Visits

All classes make off-site visits in connection with the subjects they are studying. Pupils travel, one to a seat, wearing a seat belt. Parents are invited to make voluntary donations in respect of travel and entrance fees but, in cases of hardship, parents should approach the headteacher in confidence. Please do so promptly as, if several parents were unable or unwilling to pay, coaches could be cancelled without incurring costs.

13. Parent Teacher Association

The PTA welcomes all new parents to the school and works hard to make every newcomer feel part of the school. There are termly fund raising events and opportunities to get to know each other.

ATTENDANCE

School is open for 190 days per annum and the curriculum designed so that 95% attendance is expected. Parents whose children miss more than 10% school lessons are routinely advised at the end of each term.

HOLIDAYS

Dates of term times for the forthcoming year are issued in September and may be requested during the summer terms.

Term time holidays

Family holidays during term disrupt not only your child's education but, if enough families follow suit, that of the whole class if lessons have to be repeated.

If work arrangements e.g. factory closing down at a particular time, means term time holidays are unavoidable, please ask for a Holiday Form from the School.

Reasons why holiday requests may be refused:

Holidays may not be authorised

- if the pupil remains in the village as this sends an adverse message to others about the importance of attending school;
- if pupil attendance is below 90%
- during the month of May when pupils take national Standardised Tests or optional SATs administered by the school.

HEALTH AND SAFETY

Accidents, Illness and Incidents

Please make sure you send current telephone numbers to school so that you may be contacted in an emergency. Accidents and incidents are recorded and any trends checked by the Head.

Car access

The access road is for dropping off pupils and is very busy. The School has adopted a Travel plan and the Community Warden is ready to help parents start Walking Buses from each road.

Data protection and Internet access

See separate sheet in Prospectus pack.

Fire drills

These are held twice a term, once during lessons and once at lunchtime. The School is evacuated in under 3 minutes.

First Aid

Trained First Aiders offer daily cover on a rota.

Medical records

Information on allergies and conditions are held centrally. Training is given and Care Plans understood by all staff. Medicines will be administered in accordance with DCSF Circular 14/96 "Supporting pupils with Medical Needs in School" and KCC Supplementary Guidance 1998.

Pupil insurance

KCC policy provides cover only where negligence on the part of an employee or defect in the premises can be proven. Parents may wish to cover their own children for personal accident.

No smoking on site and no dogs allowed for health and safety reasons.

LEGAL REQUIREMENTS

Charging

Parents should be aware that there are no compulsory charges for the curriculum. If any school wishes to offer extra curricular opportunities outside the budget, parents may be asked to make a voluntary financial contribution in order for that activity to take place. Parents in receipt of Income Support or Family Credit will not be expected to make such a contribution, however, should there be insufficient parental support, the planned activity would be cancelled.

Complaints

If you have any concerns about your child's education or welfare in the school, please talk to the class teacher or the Headteacher. If the matter is not resolved satisfactorily, you may ask to have it considered by the Governing Body. Complaints may be made under arrangements pursuant to Section 23 of the Education Reform Act 1988. Details are available from the School or Mid Kent Education Office.

Governor Responsibilities

Meetings are held each term and sub-committees meet regularly. Minutes are available on request and an Annual report is sent to all parents and meeting offered if requested.

National curriculum documents and School Curriculum Guidelines may be viewed by appointment with the School.

Ofsted

Inspectors from the Office of Standards in Education (Ofsted) visit the School every two to four years. A synopsis of the last Ofsted report is included in the Prospectus pack.