ALDER COPPICE PRIMARY SCHOOL

Achievement through Commitment

School Handbook

2026 – 2027

Introduction

Welcome

We are delighted to provide you with this Handbook which we hope will give you a better understanding of how we work and answer any questions you may have.

Every effort is made to provide a full and interesting curriculum, to prepare your child for future education and to give them the skills and enthusiasm to pursue learning for the rest of their lives.

We hope that you will encourage your child to contribute to the life of the School and take part in and enjoy the many opportunities afforded here.

Message from the Headteacher

Here at Alder Coppice Primary School staff care deeply for all pupils and their safety and well-being is our paramount concern.

The pupils are the focus of all our efforts, we want our children to be happy and enjoy their learning.

We value all children equally and will strive to enable pupils to achieve their full potential academically, whilst we also continue to develop the "whole person".

We develop self-worth and enthusiasm by encouraging independent learning for children of all ages and promote social interaction through developing communication, language and literacy skills from Nursery up to age 11.

We aim to prepare our pupils for the challenges and opportunities of a complex and technologically advanced society through creative, innovative and motivating approaches to teaching and learning.

We expect parents who choose to bring their child to the School to support the policies, rules and routines which are in place for the benefit of the whole school community.

Peter Mandelstam

Headteacher

Mission Statement

EMBEDDING EXCELLENCE

Every Lesson Counts

Lessons planned and delivered with attention to detail to ensure pupil progression.

Pupil Progress =
One year of visible learning progress for one year of input, regardless of academic achievement when they begin.

Vision Statement

A school renowned and acknowledged for its focus on all aspects of pupil development and excellent teaching, for the quality of learning delivered through an exciting and stimulating curriculum, based on high expectations of all.

Ethos Statement

We respect each other, expect our best and learn in a happy school.

Our Values

Respect - Responsibility - Honesty - Caring - Consideration

Respect & Responsibility Code

Stay Safe - Be Kind - Work Hard

School Organisation

Foundation Stage	Key Stage 1	Key Stage 2
Nursery Age 3 – 4 years Reception Age 4 – 5 years	Age 5 – 6 ~ Year 1 Age 6 – 7 ~ Year 2	Age 7 – 8 ~ Year 3 Age 8 – 9 ~ Year 4 Age 9 – 10 ~ Year 5 Age 10 – 11 ~ Year 6

Staffing

Senior Leadership Team

Headteacher	Mr P Mandelstam
Deputy Headteacher	Mrs M Shee
Assistant Headteacher	Mrs J Randall

Class Organisation

Miss M Woodward/Miss Millinchip	Nursery
Mrs J Bown	Reception
Mrs S Bott	1A
Miss Cain	2A
Mrs L Mason	2C
Mr J Lawrence	3A
Miss M Reynolds	3C
Mrs R Holdcroft	4A
Miss E Aldridge	4C
Mr G Wall	5A
Miss S Regan	5C
Miss H Rose & Mrs J Bown	6A
Mrs J Randall & Mrs S Baker	6C
Mrs Podmore	

Support Staff

Administrative Team

Headteacher's PA	Mrs S Linney
Admin Assistant	Mrs J Barwell
Admin Assistant	Mrs J Barratt

Higher Level Teaching Assistants (HLTA)

HLTA	Mrs S Baker
HLTA	Mrs H Gwynne
HLTA	Mrs H Clark

Teaching Assistants

Teaching Assistant	Mrs J Corns
Teaching Assistant	Mrs A James
Teaching Assistant	Mrs D Johnson
Teaching Assistant	Miss A Millinchip
Teaching Assistant	Mrs S Oliver
Teaching Assistant	Mrs J Pitt
Teaching Assistant	Mrs S Priest
Teaching Assistant	Miss L Smith
Teaching Assistant	Miss M Woodward

Pastoral Support Mentor	Miss L Price

Lunchtime Supervisors

Senior Lunchtime Supervisor	Mrs J Barwell
Senior Lunchtime Supervisor	Miss L Price
Lunchtime Supervisor	Mrs C Ceney
Lunchtime Supervisor	Mrs J Davies
Lunchtime Supervisor	Mrs A Gibbons
Lunchtime Supervisor	Mrs C Harrison
Lunchtime Supervisor	Mrs M Johnson
Lunchtime Supervisor	Mrs G Jones
Lunchtime Supervisor	Mrs J Summers
Lunchtime Supervisor	Mrs J Ward

Premises

Site Manager	TBA
Cleaner	Mrs J Atkins
Cleaner	Mrs D Hoult
Cleaner	Mrs G Jones
Cleaner	Mrs J Ward

Kitchen Staff

Head of Kitchen	Mrs J Safe
Kitchen Assistant	Mrs D Hoult
Kitchen Assistant	Miss T Merriman
Kitchen Assistant	Mrs D Turner

The Governing Board

The Governing Board carry out their functions in order to take a strategic role in shaping the direction of the School. The Headteacher is responsible for the internal organisation, management and control of the School on a day-to-day basis.

The Governing Board has a range of duties and responsibilities.

These include:

- deciding with the Headteacher and Senior Leaders the overall aims and policies of the School;
- deciding on the educational direction of the School;
- setting the overall School's budget;
- making sure the National Curriculum and Religious Education are taught;
- reporting on National Curriculum assessment and test results;
- acting as a link between the School and the community;
- ensuring health and safety issues are addressed.

The Governing Board is responsible for determining the aims and overall conduct of the School. This includes deciding, with the Headteacher, how the School develops in order to maintain and improve standards of education, and approving the broad policies, plans and procedures which will support that development.

Since the majority of the governors live within the catchment area of the School they are aware of the School's place in the local community.

The full Governing Board meets regularly. There are several committees which have delegated powers or make recommendations to the full Governing Board (such as Resources and Pay).

The Chair of Governors can be contacted

c/o Alder Coppice Primary School

School Term and Holiday Dates 2026 - 2027

Autumn Term 2026

Thursday 3 September	Term starts
Monday 7 September	Term starts (Reception)
Friday 23 October	End of half-term
Monday 26 October – Friday 30 October	Half-term holiday
Tuesday 3 November	School starts
Thursday 17 December	*Term ends for Nursery*
Friday 18 December	End of term 1.30pm
Monday 21 December – Friday 1 January	Christmas holiday

Spring Term 2027

Monday 4 January	Term starts
Friday 12 February	End of half-term
Monday 15 February – Friday 19 February	Half-term holiday
Tuesday 23 February	School starts
Wednesday 24 March	*Term ends for Nursery*
Thursday 25 March	End of term 1.30pm
Friday 26 March – Friday 9 April	Easter holiday

Summer Term 2027

Monday 12 April	Term starts
Monday 3 May	Bank Holiday
Thursday 6 May	**School may be closed for Local Elections**
Friday 28 May	End of half-term
Monday 31 May – Friday 4 June	Half-term holiday
Monday 7 June	School starts
Tuesday 20 July	*Term ends for Nursery*
Wednesday 21 July	End of term 1.30pm

Staff Training Days *(School closed to pupils)*

- Tuesday 1 September 2026
- Wednesday 2 September 2026
- Monday 2 November 2026
- Friday 27 November 2026
- Monday 22 February 2027

Notes: Primary/Secondary Liaison Week – w/b Monday 28 June – Friday 2 July 2027
Y6 Tests w/b Monday 10 May 2027 & Y1 Phonics Screening Check w/b Monday 14 June 2027

Attendance Matters

Rationale

Alder Coppice Primary School is committed to providing a quality education for all its pupils. For this to be successful and for your child to gain the greatest benefit from their education it is vital that they attend school on time and every day possible (unless they are genuinely ill).

The barriers to accessing education are wide and complex, both within and beyond the School gates, and are often specific to individual pupils and families. Good attendance begins with school being somewhere pupils want to be and therefore the foundation of securing good attendance is that the School is a calm, orderly, safe, and supportive environment where all pupils are keen and ready to learn."

Working Together to improve school attendance August 2024

Introduction and Context

We believe that;

- Improving attendance is everyone's business
- All absence, in any year group, affects access to the curriculum which may ultimately impact on a child's progress.
- Repeated and consistent lateness is an unsettling start to the School day for both the child and others in the School.

The Government expects:

Schools to:

- rigorously track local attendance data

Local Authorities to:

- have a School Attendance Support Team to provide the following functions:
  - communicate key messages to schools
  - hold conversations with schools and agree targeted actions and access to services
  - provide access to Early Help Workers to work intensively with families
  - to take forward attendance legal intervention where voluntary support has not bees successful or engaged with

Parents to:

- perform their legal duty by ensuring their children are registered at a school and attend regularly;

What the Law says about school attendance

By law all children of compulsory school age (between age 5 and 16) must receive a suitable full-time education. Section 444 (1a) of the Education Act 1996 requires children and young people of compulsory school age to regularly attend the School at which he/she is on roll. It states if 'the parent knows that his/her child is failing to attend regularly at school without reasonable justification to cause him to do so, he/she is guilty of an offence'. Upon conviction you may be fined up to £2,500 per parent, per child and/or up to 3 months' imprisonment. If you wish further information please see DMBC Education Investigation Service.

Roles and Responsibilities

Pupils

- To attend school regularly
- To attend registration promptly for both morning and afternoon sessions
- To arrive at lessons on time
- Be prepared for the School day and dressed in the correct School uniform and bring in relevant items (e.g. book bag, reading book, PE Kit, Homework, water bottle).

Parents and Carers

- To ensure that their child attends school regularly, punctually and properly equipped and in a fit state to learn every day that the School is open to pupils.
- To notify the School as soon as possible every day of absence by 9.15am. (01384 816610) unless circumstances specify that a child must be off for a longer period. (For example, 48 hours for sickness and diarrhoea).
- To follow the NHS Guidance, Is My Child Too Ill for School, when deciding whether their child should attend school https://www.nhs.uk/live-well/is-my-child-too-ill-for-school/
- To take family holidays in the School holiday period and not to take holidays during term time.
- To book any medical appointments around the School day wherever possible.
- To provide the School with up-to-date contact details and telephone numbers for every adult with parental responsibility and or care of their child.
- If a "Leave of Absence" is required for exceptional circumstances, it must be made in writing on the correct Form to the Assistant Headteacher, Mrs J Randall, **at least 10 school days** in advance of the proposed start date of the absence. The Form can be obtained from the School Website or the main Admin/Reception at the 'leaflets for parents' section. Parents should not assume that returning the Form guarantees that the absence request will be approved and should bear this in mind before booking holidays or attendance at other events.

  If a "Leave of Absence" is to be requested, it must be for **exceptional circumstances**. The circumstances that you consider to be "exceptional" must be detailed and made in writing to the Assistant Headteacher as detailed above.
- Work with school and/or the Local Authority to help them understand the barriers to their child's attendance and to proactively engage in any support offered.

The Education Act 1996 defines a Parent as:

- All natural parents, whether they are married or not
- Any person who has Parental Responsibility for a child; and
- Any person who has care of a child, i.e. lives with and looks after a child.

Teaching and Support Staff

- To keep accurate, timely and up-to-date attendance registers.
- To help celebrate pupils' attendance and punctuality.
- Monitor pupil absence.
- Liaise with the Admin Team and parents over punctuality, absence, collection of children and relay messages promptly.
- Inform the Assistant Headteacher of any concerns regarding attendance/absence and when it may be affecting achievement.

Senior Leadership Team

- To have a named member of the Senior Leadership Team with overall responsibility for championing and improving attendance. This is **Assistant Headteacher – Mrs Joanne Randall.**

The Education Support Service (ESS):

Once a referral is received from school due to unauthorised absence, the ESS will carry out statutory duties on behalf of the LA which may result in the following:

- A Warning Notice being issued for unauthorised absence
- A Fixed Penalty Notice being issued for unauthorised absence or if a child is seen in a Public Place during school hours whilst excluded
- Legal proceedings being undertaken for non-school attendance
- Apply for a Parenting Order
- Apply for an Education Supervision Order
- A parent agreement
- An attendance order
- Advice and support being given to the school over Attendance Issues

Penalty Notices:

If your child has 10 sessions of unauthorised absence in a 10-school week rolling period, you may be issued with a Penalty Notice. These 10 sessions may include any unauthorised absence, including leave in term time and do not have to be consecutive. This can also include unauthorised absences accrued for being late after registration has closed.

Penalty notices are issued to parents as an alternative to prosecution where they have failed to ensure that their child regularly attends the school where they have registered, or in some cases, an alternative provision.

A Penalty notice can be issued to each parent liable for the offence or offences.

From September 2024, Penalty Notices are increasing to £160. If this is the first Penalty Notice issued, it can be reduced to £80 if paid within 21 days.

Any second Penalty Notice, to the same parent of the same child, issued within three years of the first notice, will be charged at a flat rate of £160.

A third Penalty Notice will not be issued within a three-year rolling period, to the same parent for the unauthorised absence of the same child – alternative action or legal measures will be utilised for subsequent offences.

In some circumstances a 'Notice to Improve' may be issued. However, a Notice to Improve will only be used in cases where support is appropriate. They will not be issued in cases of unauthorised leave in term time for holidays, where information for parents is included on the School's Website or a simple warning by the School that a Penalty Notice could be issued if unauthorised leave in term time is taken will suffice.

Types of Absence:

Authorised Absence from School

An authorised absence may be granted at the discretion of the Assistant Headteacher or Headteacher where there are exceptional circumstances. Each application will be judged individually considering the specific facts and circumstances and background context. Where granted, the School will determine the number of days.

Unauthorised Absence from School

Unauthorised absence is where the School is not satisfied with the reasons given for the absence.

Safeguarding - Reporting Absences

We need to know that all children are safe.

It is the parents' responsibility to inform the School of their child's unexpected absence as soon as possible. Parents must either telephone or e-mail school on the first day of absence. If your child is ill, the School should be notified of the nature of the illness and when your child is expected to be able to return to school.

Please note that if we have not been contacted by you, it is part of our school policy for a member of the Admin Team to contact parents on the first day of absence to enquire about your child's absence, which also ensures that your child is safe and has not set out to School and failed to arrive. If we are unable to contact to ascertain the whereabouts of your child, this may be followed up by a text message, or a further phone call from the Assistant Headteacher. Where we are not able to gain a response, a visit to the child's address will be made, and/or you may be called to attend a Welfare Meeting to discuss the importance of contact and to consider any barriers to the child's attendance.

Visits to properties by members of school staff may also take place. These may be welfare checks or if it is felt that the reasons provided for absence may not be correct or misleading and need to be substantiated then for safeguarding reasons we will try and verify the reasons for attendance. If children are not in school we need to know that they are safe.

Where no contact is made, a referral may be made to Children's Services.

Planned Absences

Like all Local Authorities Dudley are concerned about the disruption planned absences in term time cause to a child's education. The key message is that good consistent attendance at school is crucial to giving a child the best chance of success and in fulfilling their true potential.

The School Term and Holiday Dates are published in January for the forthcoming academic year (September – August) giving plenty of advanced notice for parents of when school holidays occur.

The School publishes a Diary of Events informing parents of important dates and key events for each term. This includes, where relevant, details of Assessment Weeks for year groups, as well as the week of the statutory end of Key Stage Tests for Year 6 pupils. Please note that requests for absences will not be authorised during these weeks as it is vitally important children are in School to take part in these summative assessments.

Leave of Absence - Request for Permission for Absence during Term Time

There is no automatic right or entitlement for parents to take children out of school term time.

2013 amendments to the 2006 regulations make clear that Headteachers **may not** grant any leave of absence during Term time, unless there are **exceptional circumstances**. The DfE does not consider the need or desire for a holiday an exceptional circumstance.

Breach of Trust

If the School has reasons or evidence to believe that a child has been removed from learning and a false reason given for their non-attendance, School will consider this as a "Breach of Trust" and will, therefore, refuse to accept/authorise any future reasons given for non-attendance for the remainder of that academic year. If there is evidence that a child has been taken on a holiday for a duration of 10 consecutive sessions, then this will be referred to the Education Investigation Service for a Fixed Penalty Notice.

Deciding whether to grant a request

- Each case will be reviewed individually.

- The School will usually respond in writing within 8 working days of receipt of the Form informing you whether your request has been authorised as an exceptional circumstance.

- Should the School decide to grant the leave of absence but, the child does not return to school at the time he/she is expected to (i.e. following the expiry of the granted leave of absence period) and, no information is available to the School to explain/justify the continuing absence or, make known the whereabouts of the child, his/her place at the School could be withdrawn.

- Should the School decide not to grant the leave of absence and parents still take their child out of school the absence will be recorded as unauthorised.

- **Leave of Absence Requests must be made by the parent/carer with whom the child normally resides.**

Other Circumstances - Leave of Absence may be given for a child to attend a very special occasion, such as a close family wedding, funeral or award ceremony.

Children should never be absent from school for the purpose of shopping trips, looking after younger children/parents or birthdays or "days out".

As each case is considered individually, it is not acceptable to assume that your child can have days out of school for the following:

- Moving house
- Funerals
- New babies
- Holidays attached to family weddings
- Other child in the family is sick and parent cannot get other child to school.
- Parent on holiday and child staying with a relative and the relative cannot get child to school. It is expected that other suitable arrangements are made with family/neighbours/friends to bring your child and collect your child from school.
- Inclement weather i.e. snow, when school remains open.
- Because it is more convenient for the parent/carer.

Authorising Absence

Authorised absence will be granted when it can be demonstrated that:

1. The child was given permission for leave of absence by the School.
2. The child was ill or prevented from attendance by any unavoidable cause.
3. The absence occurred on a day exclusively set aside for religious observance by the religious body to which the child's parents belong.
4. A pupil has a genuine medical complaint for which we have received medical evidence from a health professional

Condoned Absence

It is all too easy for parents to phone in or write a letter to the School to cover a child's absence and in the majority of cases most parents are genuine in this regard, but sometimes because of a number of reasons this is not the case. Please understand that a school **does not** have to accept the reasons you give, and **only** the School can authorise the absence, it is not an automatic right.

Medical Absences/Illness

Appointments - may be given for the child to attend a medical or dental appointment.

As a matter of routine you may be asked to provide proof of an appointment.

Obviously appointments should be made out of School hours whenever possible and should not normally require more than a few hours/half a day absence from School. Afternoon appointments, avoiding morning English and Maths lessons, are less disruptive to your child's education.

Please be aware that it is not automatic that the School will authorise medical/illness absences. Factors such as the amount of time a child has been absent during the preceding 12 months and any patterns of absence may be taken into account, along with what affect the absence may have on a child's achievement e.g. is the absence during a key time (such as revision, assessment).

Unless there are exceptional medical circumstances the School would not usually expect to authorise more than 10 days for illness/medical reasons for any one child in a 12-month period.

Regular Attendance
The School expects all pupils to be punctual and in full time regular attendance at school for each session that the School is open and requires them to attend.

We use the following percentages to classify our attendance:

98%+ Excellent

95% - 97% Good

90 – 94% Poor

Below 90% Unsatisfactory – officially 'persistently absent. 90% is also the threshold for persistent used by the government.

Persistent Absence
Government regulations relating to attendance mean that a child becomes a "persistent absentee" if they miss **10%** or more of schooling across the year **for whatever reason**. Therefore, a pupil is considered to have persistent absence if their attendance falls below 90%. Absence at this level is likely to affect achievement. If your child is deemed to be a Persistent Absentee you may be notified of this by letter. You may also be asked to attend an Attendance Matters Meeting with Mrs Randall to discuss the School's concerns and ways of improving attendance and/or punctuality. This may include the suggestion of Early Help and the guidance of a Family Support Worker. If you do not attend a requested meeting or refuse support, such as Early Help, and attendance and punctuality continues to decline, this may be used as evidence in a referral to the Education Support Service.

Registration Period and managing Punctuality
Start of the day – *Registration*

- Arrival slot - Years 1 - 6 need to arrive between 8.30am – 8.40am and must be in their class for 8.45am when the register is taken.

Registers are taken between 8.45am and 8.50am.

<u>Children arriving at the gate 8.41am onwards are late to school.</u>

Children arriving between 8.45am and 8.50am are marked late within registration. Children arriving after that time will be marked by the office as an unauthorised absence, as lessons will have started.

- Reception children should arrive between 8.35am and 8.45am.

The register is taken between 8.50am and 9am.

Children arriving at the gate 8.46am onwards are late to school.

Children arriving between 8.50am and 9am will be marked late within registration and children arriving after 9am will be recorded as unauthorised absences.

Parents of children who are late to school will receive a text message informing them of this.

Afternoon Registration

The afternoon Registration Period may be completed at any point during that session.

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Registration happens in the classroom and not when a child arrives at school.

It is the responsibility of parents to ensure that children arrive at School on time. Any child arriving after the School's official starting time but during registration will be classified on the register as late during registration.

Any child arriving after registration closes will be classified as an **unauthorised absence**, as per the DFE guidance that arriving late for school, after the register has closed, is recorded as an unauthorised absence for the whole session.

Please note that we record children who are late into school and the reason for the lateness so these can be monitored.

Parents of children who are persistently late will be contacted by the School and may be asked to attend an Attendance Matters meeting and or may be referred to the Education Support Service.

Late within or After Registration

Parents are responsible for ensuring that their child is in school on time. It is a parental duty to ensure that your child is in school and ready to begin learning at this time. Irrespective of how many seconds or minutes they are late, they are late. If a child is late you may receive an e-mail notifying you that they have been recorded as late on the register.

After a period of 10 or more lates, not due to medical or other approved circumstances, parents will receive a letter from the Assistant Headteacher notifying them of these

lates, the reasons they have given for these and the need for improvement. You may also be asked to attend an Attendance Matters Meeting.

Unacceptable reasons for being late include:

- Traffic (unless we are notified of an accident, or extreme weather which affects the punctuality of a large number of pupils, in which case we will move the registration period back to accommodate this.
- Oversleeping
- Children not being able to leave electronic gadgets
- Time going too fast
- School clocks are wrong

The School gates are supervised from 8.20am each morning by members of staff and then gates open for entry. This provides an additional window for your child to be able to make their way into school on time.

If parents find that they are going to be late due to an unavoidable event, such as a road traffic accident, they should make contact and inform us of the situation as soon as is practicable.

Rewarding Attendance and Punctuality

The School values attendance and punctuality and promotes this in Key Stage 2 through the Attendance Premier League, Classopoly, and Amazon Experience. Achievements are reported back to the children in a weekly Attendance Matters Assembly and winning classes earn rewards such as additional playtime or other small treats as agreed by our Captains and Vice-Captains and the Assistant Headteacher. Results of these will be published on the School website and half-termly Newsletters.

Working with Parents

We aim to work collaboratively with families and local partners to treat the root causes of and remove barriers to absence and poor punctuality.

The School Day

Please note that although the standard day times apply in most circumstances, lesson and break times may vary according to the learning requirements of some individual sessions and special events and other activities happening around the School.

School opens for 32.5 hours per week.

Foundation Stage - Year R

8.35am – 8.45am	Gates/Doors open	
8.45am – 8.50am	Settling in	5 minutes
8.50am – 9am	Registration	10 minutes
9am – 9.20am	Reading Groups	20 minutes
9.20am – 9.40am	Phonics	20 minutes
9.40am – 9.50am	Fruit and milk	10 minutes
9.50am – 10.40am	Lesson time	50 minutes, open access, child initiated learning time. Adult led activities. Inside and out/free flow playtime
10.40am – 11.20am	Number time (Maths)	40 minutes
11.20am – 11.30am	Preparation for lunchtime	10 minutes
11.30am – 12.45pm	Lunchtime	1 hour 15 minutes
12.45pm – 12.55pm	Return to class & Registration	10 minutes
12.55pm – 1.40pm	Lesson time	45 minutes handwriting/Big Book time/English/Phonics
1.40pm – 2.40pm	Lesson time	1-hour open access, child initiated learning time, adult led activities. Inside and out/free flow playtime.
2.40pm – 3pm	Family Group Time	20 minutes (show and tell, assembly, singing, music time and reading groups)
3pm	Preparation for end of day	
3.05pm	End of day	

Key Stage 1

Year 1

8.30am – 8.40am	Gates open/Arrival		
8.40am – 8.50am	Registration and Do Now Activity	10 minutes	Registration at 8.45am
8.50am – 9.10am	Lesson 1	20 minutes	
9.10am – 9.50am	Lesson 2	40 minutes	
9.50am – 10.05am	Fruit/Milk & Preparation for play-time	15 minutes	
10.05am – 10.25am	Collective Worship	20 minutes	
10.25am – 10.30am	Preparation for playtime	5 minutes	
10.30am – 10.50am	Break	20 minutes	
10.50am – 10.55am	Transition	5 minutes	
10.55am – 11.25am	Lesson 3	30 minutes	
11.25am – 11.35am	Preparation for lunchtime	10 minutes	
11.35am – 12.45pm	Lunch	1 hour 10 minutes	
12.45pm – 12.55pm	Return to class/Registration	10 minutes	
12.55pm – 1.25pm	Maths/Phonics	30 minutes	
1.25pm – 2.10pm	Lesson 4	45 minutes	
2.10pm – 3pm	Lesson 5	50 minutes	
3pm – 3.15pm	Preparation for end of day/Story	15 minutes	
3.15pm	End of School		

Year 2

8.30am – 8.40am	Gates open/Arrival		
8.40am – 8.50am	Registration and Do Now Activity	10 minutes	Registration at 8.45am
8.50am – 9.40am	Lesson 1	50 minutes	
9.40am – 10.05am	Lesson 1A	25 minutes	
10.05am – 10.10am	Movement	5 minutes	
10.10am– 10.25am	Collective Worship	15 minutes	
10.25am – 10.30am	Preparation for play-time	5 minutes	
10.30am – 10.50am	Break	20 minutes	
10.50am – 10.55am	Movement	5 minutes	
10.55am – 11.45am	Lesson 2	50 minutes	
11.45am – 12.10pm	Lesson 2A	25 minutes	
12.10pm – 12.20pm	Lesson 3/Story	10 mins	
12.20pm – 12.25pm	Preparation for lunchtime	5 minutes	
12.25pm – 1.15pm	Lunch	50 minutes	
1.15pm – 1.20pm	Movement/return to class	5 minutes	
1.20pm – 1.25pm	Registration	5 minutes	
1.25pm – 2.10pm	Lesson 4	45 minutes	
2.10pm – 3pm	Lesson 5	50 minutes	
3pm – 3.10pm	Preparation for end of day/Story	10 minutes	
3.10pm	End of School		

Key Stage 2

Year 3

8.30am – 8.40am	Gates open/Arrival		
8.40am – 8.50am	Registration and Do Now Activity/ Thought for the Day	10 minutes	Registration at 8.45am
8.50am – 9.10am	Lesson 1A	20 minutes	
9.10am – 10am	Lesson 1	50 minutes	
10am – 10.50am	Lesson 2	50 minutes	
10.50am – 10.55am	Movement	5 minutes	
10.55am – 11.15am	Break	20 minutes	
11.15am – 11.20am	Movement	5 minutes	
11.20am – 12.10pm	Lesson 3	50 minutes	
12.10pm – 12.30pm	Lesson 3A	20 minutes	
12.30pm – 12.35pm	Preparation for lunchtime	5 minutes	
12.35pm – 1.15pm	Lunch	40 minutes	
1.15pm – 1.20pm	Movement	5 minutes	
1.20pm – 1.25pm	Registration	5 minutes	
1.25pm – 2.10pm	Lesson 4	45 minutes	
2.10pm – 3pm	Lesson 5	50 minutes	
3pm – 3.15pm	Preparation for end of day/Story	15 minutes	
3.15pm	End of School		

Year 4

8.30am – 8.40am	Gates open/Arrival		
8.40am – 8.50am	Registration and Do Now Activity/ Thought for the Day	10 minutes	Registration at 8.45am
8.50am – 9.10am	Lesson 1A	20 minutes	
9.10am – 10am	Lesson 1	50 minutes	
10am – 10.05am	Movement	5 minutes	
10.05am – 10.25am	Lesson 2A	20 minutes	
10.25am – 10.30am	Preparation for break	5 minutes	
10.30am – 10.50am	Break	20 minutes	
10.50am – 10.55am	Movement	5 minutes	
10.55am – 11.45am	Lesson 2	50 minutes	
11.45am – 11.50am	Preparation for lunchtime	5 minutes	
11.50am - 12.30pm	Lunch	40 minutes	
12.30pm – 12.35pm	Movement	5 minutes	
12.35pm – 12.40pm	Registration	5 minutes	
12.40pm – 1.25pm	Lesson 3	45 minutes	
1.25pm – 2.10pm	Lesson 4	45 minutes	
2.10pm – 3pm	Lesson 5	50 minutes	
3pm – 3.15pm	Preparation for end of day/Story	15 minutes	
3.15pm	End of School		

Year 5

8.30am – 8.40am	Gates open/Arrival		
8.40am – 8.50am	Registration and Do Now Activity/ Thought for the Day	10 minutes	Registration at 8.45am
8.50am – 9.10am	Lesson 1A	20 minutes	
9.10am – 10am	Lesson 1	50 minutes	
10am – 10.05am	Movement	5 minutes	
10.05am – 10.25am	Lesson 2A	20 minutes	
10.25am – 10.30am	Preparation for break	5 minutes	
10.30am – 10.50am	Break	20 minutes	
10.50am – 10.55am	Movement	5 minutes	
10.55am – 11.45am	Lesson 2	50 minutes	
11.45am – 11.50am	Preparation for lunchtime	5 minutes	
11.50am - 12.30pm	Lunch	40 minutes	
12.30pm – 12.35pm	Movement	5 minutes	
12.35pm – 12.40pm	Registration	5 minutes	
12.40pm – 1.25pm	Lesson 3	45 minutes	
1.25pm – 2.10pm	Lesson 4	45 minutes	
2.10pm – 3pm	Lesson 5	50 minutes	
3pm – 3.10pm	Preparation for end of day	10 minutes	
3.10pm	End of School		

Year 6

8.30am – 8.40am	Gates open/Arrival		
8.40am – 8.50am	Registration and Do Now Activity/ Thought for the Day	10 minutes	Registration at 8.45am
8.50am – 9.10am	Lesson 1A	20 minutes	
9.10am – 10am	Lesson 1	50 minutes	
10am – 10.50am	Lesson 2	50 minutes	
10.50am – 10.55am	Movement	5 minutes	
10.55am – 11.15am	Break	20 minutes	
11.15am – 11.20am	Movement	5 minutes	
11.20am – 12.10pm	Lesson 3	50 minutes	
12.10pm – 12.30pm	Lesson 3A	20 minutes	
12.30pm – 12.35pm	Preparation for lunchtime	5 minutes	
12.35pm – 1.15pm	Lunch	40 minutes	
1.15pm – 1.20pm	Movement	5 minutes	
1.20pm – 1.25pm	Registration	5 minutes	
1.25pm – 2.10pm	Lesson 4	45 minutes	
2.10pm – 3pm	Lesson 5	50 minutes	
3pm – 3.10pm	Preparation for end of day	10 minutes	
3.10pm	End of School		

Routines

Arrival at school

Our school gates open from 8.30am and we provide supervision from 8.20am. We ask that children and parents arrive no earlier than this. Entry through the gates is supervised and children are monitored carefully as they make their way to their classrooms.

Key Stage 1 children enter through the main pedestrian gate alongside the School drive. Reception children and Nursery children arrive through the side gate by our school's Main Entrance leading to the Nursery playground. Key Stage 2 children enter through the main gates to the Key Stage 2 playground. All entrances are attended by members of staff at arrival times.

A Breakfast Club facility is available from 7.45am and details can be obtained from the School Website of Admin Team.

Breaks and Morning Snacks

All children in Years 1 - 6 have a break mid-morning where they are encouraged to play and socialise.

Key Stage 1 children are provided with free fruit in the mornings and the governors allow Key Stage 2 children to bring in a healthy mid-morning snack from home if parents wish. **Children are only permitted to bring fresh fruit or vegetables to eat.**

If children bring in snacks other than these they will be removed and handed to either the child or a parent at the end of the day.

Water

Pupils are encouraged to bring in water and this must be in a clear, plastic water bottle to school, but this should contain only water and not juice or other drinks, for drinking during lesson times.

School House Team water bottles are available from the Admin Office.

Lunch Times

Packed Lunches

Children in Reception, Key Stage 1 and Key Stage 2 are welcome to bring a packed lunch from home if parents wish.

We encourage a balanced lunch so children benefit from a healthy meal.

- Children are welcome to bring a packed lunch to school.
- Sweets, fizzy drinks and glass bottles are not allowed.
- Food containing nuts must not be brought into school.

We avoid children throwing large amounts of left-overs into a bin and ask children to bring them home in their lunch box. This way any food that has not been eaten can be seen by parents. We have had occasions where children will throw their sandwiches or a large amount of food away and because the lunch box is empty parents believe the food has been eaten.

We do not encourage children to swap food with each other as this can cause problems between them and parents will assume their child has eaten the food they have provided and this may affect some children who have food allergies.

School Dinners

The Catering Service, which provides our school meals service, is independent from the School and is run by Stir Food, who provide fresh wholesome meals which are cooked on site, using local produce.

Water will be provided each day, however, your child is welcome to bring their own non-fizzy drink into school if they wish.

Free School Meals - Reception and Key Stage 1

As part of a current Government initiative, children in Reception and Key Stage 1 are entitled to a free school meal.

Children in Reception and Key Stage 1 will be asked each morning by their teacher if they require a school dinner.

Key Stage 2

Parents/Carers of children in Key Stage 2, who are in receipt of certain financial benefits, may be entitled to Free School Meals.

These include

- Universal Credit with a household income of **£7,400 a year or less.**
- Income-related Employment and Support Allowance.
- The guaranteed element of Pension Credit.
- Support under Part VI of the Immigration and Asylum Act 1999.
- Support as a family with **no recourse to public funds (NRPF).**

Further information can be obtained from the Local Authority via https://www.dudley.gov.uk/residents/benefits/free-school-meals/ or by contacting the School Office.

It is the responsibility of parents to ensure that they notify the School Office within a working week of a change of circumstance affecting their child's eligibility for Free School Meals i.e. that their child is now entitled to or is no longer entitled to a Free School Meal

Do not presume younger siblings will automatically be allocated Free School Meals status. Each child must be applied for individually.

Please be aware that all applications for Free School Meals are treated with the strictest confidence.

Key Stage 2

Payment for School Meals

- Parents are made aware of costs of school meals via home/school communication and also on the School Website.
- **Payment must be made in advance, via +Pay**. This should be for the intended lunches for the week ahead or may be for longer periods in advance, if that is more convenient.
- If children are absent, their dinner money is credited for future bookings.
- Refunds may only be given, for credits at the end of a school year, or if a child is leaving this school to attend another.
- If a child forgets their packed lunch and is given a school meal, parents/carers must pay for that meal as soon as possible, and within 7 school days at the latest (except for children in receipt of Free School Meals).

Debt Policy

- The Governors have adopted a strict **NO DEBT Policy** relating to school meals.
- The Kitchen will allow a 5 day "window" of non-payment, after which parents will be sent a text reminding them that they have an outstanding dinner money debt of £12.50. Please can you pay this amount today.
- If during the next week, the debt has still not been paid, or, is increasing towards or has reached £25.00, parents will receive a phone call from the Assistant Headteacher. Where the debt has reached £25.00, they will be informed that this no further meals will be served until this has been paid in full.
- **Unless there are exceptional circumstances, until a debt is paid in full, a child will not receive a school lunch. This means that paying a part amount or an amount to cover one day's dinner will not be acceptable - the owed amount must be paid in full before a child resumes school lunches.**
- If a parent/carer genuinely forgets to pay, the School may grant an exception and allow the parent/carer to pay the following day. This debt must be paid the next day and future meals must be paid for in advance before any meal is provided.
- If a debt is not cleared, parents/carers must either provide a packed lunch or take the child home for lunch. In a case when a debt payment is not received, nor a packed lunch provided, a member of the Admin Team will telephone the

parent or carer asking them to process payment, provide sandwiches before lunch or take the child home for lunch.

- **If the child/children is/are not provided with the requested lunch and/or the parent cannot be contacted the Kitchen will provide the child with cheese, biscuits and a piece of fruit only.**

Cheese and biscuits & fruit will be provided for the child if:-

- A parent has not responded;
- The debt has not been paid off in full;
- A parent has chosen not to provide their child with a packed lunch or take them home for lunch.

- Assistant Headteacher, Mrs Randall, may refer the issue to Dudley Social Services indicating that Parents/Carers are not carrying out their responsibility of care as they are not providing food for their child at lunchtime.
- If a reasonable arrangement to clear a debt cannot be made, the School reserves the right to begin legal proceedings to secure payment.

Please remember that unless your child is entitled to a free school lunch it is not the School's responsibility to feed your child and you are putting your child in a very awkward position if you allow your child's account to get into significant debt.

We hope that by implementing this Debt Policy we are able to help parents manage school dinner money and ensure that all money that is for learning is available for that purpose.

It is the responsibility of parents (other than those whose children are entitled to a free school lunch) to ensure that their child has a lunch each day and you are putting your child in a very awkward position if you allow your child's account to get into significant debt.

Any issues parents have relating to the payment of school dinners should in the first instance be referred to either the School Office or Assistant Headteacher, Mrs Randall.

End of the day

Please see the School day times for each year group. Children are brought outside by a member of staff.

Parents are welcome to wait within the entrance to the School grounds and should the need arise; we have After School Club facilities available. Bookings can be made through the School Office.

Medical Information

For the safety of the children we try to minimise the number of medicines in school. We, therefore, do not usually administer medicines in school. Children taking medicines three times a day should have it before school, after school and at bedtime. Any child requiring more than that dosage should usually be kept at home or a parent may make arrangements with the Admin Team to come into school and administer the required dosage themselves.

Please do not send any medication into school directly with your child – this could pose a health risk to your child and a safety risk to others. Should it be necessary for any medicines or tablets to be kept in school, they will be stored safely by the Admin Team and will usually be administered by one of the support staff.

If your child suffers from asthma and requires an inhaler while at school, you must inform us of your child's condition and the required treatment. Children should keep one inhaler with them at all times, as advised by the Asthma Association. This does not pose a risk to any other child. Emergency inhalers are also kept in school in case any child's inhaler fails.

If you have any queries concerning medicines in school please contact the Admin Team.

Accidents or Illness in School

It is essential that we have correct and up-to-date details of where to contact parents so if your contact numbers/address change, please let us know straight away.

Members of the teaching and support staff are trained in First Aid and will deal with accidents as far as they are permitted. Parents will be contacted should more serious incidents occur or if a child is unwell.

Should your child appear to be in need of treatment we will always try to contact parents first, but in an emergency we would take the child to the appropriate health centre.

Safeguarding and Child Protection

At our school we recognise the shared responsibility we have for keeping your child safe and for their well-being. We wish to work in partnership with you, share successes with you, and discuss with you any concerns that you may have.

There may also be rare occasions when we have genuine concerns for your child which means that we have to consult other agencies. We will endeavour, wherever appropriate, to contact you in the first instance and share our concerns and where possible, seek your consent for a referral being made to Children's Social Services. However, this will only be done where we believe that such discussion will not place your child at further or increased risk of significant harm. The welfare of the child will be paramount and will override any other considerations where we consider that to be the case. In cases where the School has reason to be concerned that a child may be subject to ill treatment, neglect or other forms of abuse, staff have no alternative but to follow the Local Authority Child Protection Procedures and inform Children's Social Services of their concern.

If you are having any problems at home and/or need some extra help/support or a "listening ear" please let us know and we can try and help before things get too difficult. Keeping children safe is our number one priority.

The School's Designated Leads for Safeguarding are Mrs J Randall and Mrs J Bown.

In an exciting extension to our Keeping Safe team we have seen the addition of Keeping Safe Guardians. Our Guardians are chosen to support the important work we do in school. They are an active part of the team, doing playground visits, a lunch time drop-in session and help us lead Keeping Safe assemblies e.g. exploring the theme of keeping safe in and out of school. Our Guardians are easily identifiable around school by a badge and are receiving ongoing training and support which has already helped them support a number of children. Feedback from both other children and staff has been fantastic and they are an incredibly valuable addition to our team.

School Uniform and Dress Code

Nursery

As parents you have the right to choose which school your child attends. Once you have chosen that school you and your child have the responsibility to follow the rules and guidelines of the School.

Rules help ensure that everybody understands their rights and responsibilities. It is the responsibility of parents to ensure that they are aware of the following rules relating to Uniform and Dress Code and that their child adheres to it.

Nursery

Nursery Clothing

- There is no set uniform for the Nursery – however parents are welcome to send their children in school sweatshirts/polo shirts etc. (with names on) if they wish.

- Suitable clothes for Nursery children are ones which are practical, safe and easy for the children to manage so that they can:

  - use bikes and climbing equipment safely;
  - use the toilet independently;
  - not worry about getting glue or paint on themselves;
  - put shoes on by themselves where possible.

Reception

Main Uniform			Summer Option (Summer Term only)
Shirt	♦ White polo shirt		Red and White Summer dress (This must be entirely red and white gingham with short or capped sleeves not sleeveless. It must be a dress with a skirt and not a playsuit style outfit with shorts). Please note dresses must be at least knee length.
Cardigan	♦ Red V-necked long-sleeved sweatshirt or cardigan **with school badge**		
Skirt	♦ Grey skirt (must be at least knee length) or pinafore	Not culottes	
Trousers	♦ Grey Trousers		Tailored Grey shorts
Socks	♦ Plain matching white, grey or black socks	No logos	
Tights	♦ Plain white, grey, black or red tights		
Shoes	♦ Plain Black shoes – ideally with Velcro fastening (no trainers, boots or high-heeled shoes) 	Not trainers, sandals, boots or high-heeled shoes, no canvas shoes, such as converse, no flashing lights. Not sports branded.	

	PE		
Shirt	♦ House Team T-shirt		
Shorts	♦ Plain black shorts		
Shoes	♦ Plain black pumps/plimsolls		

Years 1 and 2

Main Uniform			Summer Option (Summer Term only)
Shirt	♦ White collar shirt (worn tucked in)	Not a polo shirt	Red and White Summer dress (This must be entirely red and white gingham with short or capped sleeves not sleeveless. It must be a dress with a skirt and not a playsuit style outfit with shorts). Please note dresses must be at least knee length.
Tie	♦ Elastic School House Team Tie 		
Cardigan	♦ Red V-necked long-sleeved sweatshirt or cardigan **with school badge**		
Skirt	♦ Grey skirt (must be at least knee length) or pinafore	Not culottes	
Trousers	♦ Grey Trousers		Tailored Grey shorts
Socks	♦ Plain matching white, grey or black socks	No logos	
Tights	♦ Plain white, grey, black or red tights		

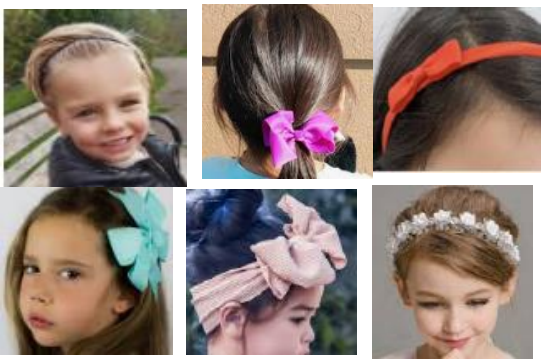
Shoes	♦ Plain Black shoes – ideally with Velcro fastening (no trainers, boots or high-heeled shoes) 	Not trainers, sandals, boots or high-heeled shoes, no canvas shoes, such as converse, no flashing lights. Not sports branded.	
PE (Indoor PE Kits should be in school at all times)			
Shirt	♦ House Team T-shirt		For Indoor PE
Shorts	♦ Plain black shorts		For Indoor PE
Shoes	♦ Plain black pumps/plimsolls ♦ Trainers (for outdoor PE)		For Indoor PE For outdoor PE
Tracksuit	♦ For outdoor PE - Optional School House Team Track-suit	Children may bring their own plain dark blue/black track suit, **but no other sportswear/items will be accepted**.	

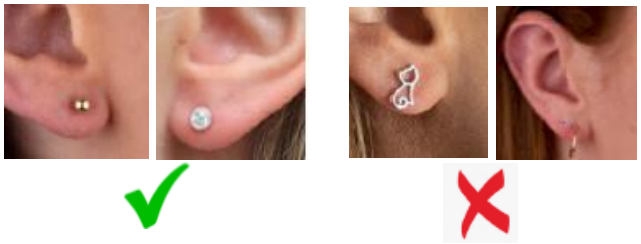
Years 3, 4, 5 and 6

Main Uniform			Summer Option (Summer Term only)
Shirt	♦ White collar shirt (worn tucked in)	Not a polo shirt	Red and White Summer dress (This must be entirely red and white gingham with short or capped sleeves not sleeveless. **It must be a dress with a skirt and not a playsuit style outfit with shorts).** Please note dresses must be at least knee length.
Tie	♦ Standard School House Team Tie 	From Year 3 children have a standard tie rather than the elastic tie.	
Cardigan	♦ Red V-necked long-sleeved sweatshirt or cardigan **with school badge**		
Skirt	♦ Grey skirt (must be at least knee length) or pinafore	Not culottes	
Trousers	♦ Grey Trousers		Tailored Grey shorts
Socks	♦ Plain matching white, grey or black socks	No logos	
Tights	♦ Plain white, grey, black or red tights		

Shoes	♦ Plain Black shoes – ideally with Velcro fastening (no trainers, boots or high-heeled shoes) 	Not trainers, sandals, boots or high-heeled shoes, no canvas shoes, such as converse, no flashing lights. Not sports branded. Children may have trainers which are kept in school to use at break and lunch times.	
PE (Indoor PE Kits should be in school at all times)			
Shirt	♦ House Team T-shirt		For Indoor PE
Shorts	♦ Plain black shorts		For Indoor PE
Shoes	♦ Plain black pumps/plimsolls ♦ Trainers (for outdoor PE)		For Indoor PE For outdoor PE
Tracksuit	♦ For outdoor PE - Optional School House Team Track-suit	Children may bring their own plain dark blue/black track suit, **but no other sportswear/items will be accepted**.	

Appearance and Personal Property

All Year Groups		
Hairstyles	Discreet hair bands, grips or small bows are allowed. These should not cause a distraction to learning. 	Hairstyles should not be extreme in cut or design or cause distraction within the classroom. ♦ No shaved patterns ♦ No full artificial colouring ♦ No fake hair accessories such as buns or extensions. ♦ Where hair is braided coloured beads or strings must not be worn
Make-up	None	**Make-up and Nail Varnish -** Children are not allowed to wear make-up or nail varnish in school. If children do have nail varnish on for a holiday or special event it should be removed before they return to school.

Jewellery	**Ear Studs -** For Health and Safety reasons the wearing of all jewellery other than one ear stud per ear and watches is not allowed. **Ear studs are limited to a pair of small discreet plain studs, not hoops, not of a brightly coloured or patterned design (only one in each ear lobe) and that no other body piercing is permitted.** 	Any parent of a child who must wear some form of jewellery because it is an essential part of a religious or cultural celebration must put this in writing to Mrs Randall.
Key Rings		Children may bring up to one key ring into school if needed.
Badges	Only badges which have been earned as part of the School's Reward System or which designate a role in school such as Ambassador, House Team Captain or Learning Forum member should be worn in school. These should be worn sensibly on the jumper/cardigan. Where a child is celebrating a birthday, they may wear a birthday badge for that day.	
Tattoos	None	Any form of tattoo is not permitted, other than those that are part of a religious or cultural celebration. If this is the case this must be put in writing to Mrs Randall.
Watches	Children may wear a simple analogue or digital watch to enable them to tell the time.	**Smartwatches, or watches which have internet connectivity are not allowed**

Fitbit Watches/Fitness Trackers	-	Not allowed
Water Bottles	This should be **a clear/transparent plastic water bottle** for use in the classroom. For those parents who have concerns about the health implications of micro-plastics, there is also **the option** to bring in **a stainless-steel bottle (not a cup)** as long as this is an acceptable size and does not cause disruption in the classroom. **If this option does cause disruption**, **or a child/parent uses it for drinks other than water**, **the right to use this option will be withdrawn.** House Team plastic water bottles are available via the Parent Mail/Plus Pay system.	Children are only allowed to bring in water for drinking during lesson time. All classes have access to water for refilling. A different bottle may be used for a lunchtime drink, but this should remain on the lunch trolley. **<u>No fizzy drinks or energy drinks are allowed</u>**
Stationery	Provided by the School	Not allowed
PE Bags	School PE bags can be kept in school throughout the week.	
Bags	On a day-to-day basis, children should **not** bring bags into school (e.g. rucksacks) other than the School Reading Book Bag or House Team colour Reading Bag which is provided for all children in Y1 – Y6.	All children in Y1 – Y6 will be given a free House Team bag at the beginning of each academic year. Other than this, any replacements, due to damage or loss by a child,

	Girls who require sanitary products in school may bring in a small purse/zip bag which can be stored centrally and discreetly in their year group area for them to access when needed. (Lunch boxes and water bottles should be brought in separately). If children are required to bring in trainers or bring in a separate kit for a sports club they can do this in a named carrier bag. For swimming in Year 4 children may bring their costume/towel in either a carrier bag or a rucksack. Rucksacks are encouraged for use during the Year 6 Residential Visit for children to use as a day bag.	will need to be paid for by parents.
Mobile Phones & Hand-held electronic items	-	The Governing Board do not allow children to **bring mobile phones onto school premises for any reason.** Any parent needing to send an urgent message to their child during the School day should contact the School Office, where a member of staff will relay the message. No hand-held electronic devices should be brought into school.
Items which connect to the Internet	-	Not allowed in school at anytime
Air Tags and other Tracking Devices		Not allowed for any reason. This includes in school, on day visits and the residential visit.

Guidance Notes

As parents you have the right to choose which school your child attends. Once you have chosen that school you and your child have the responsibility to follow the rules and guidelines of the School.

Rules help ensure that everybody understands their rights and responsibilities. It is the responsibility of parents to ensure that they are aware of the following rules relating to Uniform and Dress Code and that their child adheres to it.

The governors wish to encourage children to wear clothes that are appropriate for a place of learning. The Governing Board therefore decided that the wearing of School Uniform is compulsory for all children in Year R – Year 6. School Uniform helps to maintain general standards and the positive image of the School.

Stockists

Items of School Uniform may be bought from the School Office and a variety of other stockists. Details of stockists for Uniform can be obtained from the School Office. These include:

myclothing.com
Totally Uniform, Park Street, Kingswinford - by appointment only - 01384 270498
Bilston Market

We cannot guarantee the quality of any items bought from suppliers other than through School directly. Parents must make sure that items bought at other suppliers include the School logo, where appropriate.

Guidance

Children who do not have suitable plain black shoes in school for any reason may be given black pumps from the School's Uniform Box to wear during the time they are in school.

Art overalls – it is very useful if children can bring a named art overall or apron (an old shirt will do) to use for Art and Design work otherwise children find it very difficult to keep their uniform clean! Art aprons can be kept in school.

Outdoor Coat - A fleece/outdoor coat may be worn but should not be worn in school as a substitute for a sweatshirt or jumper.

Children are not allowed to wear varied sportswear (including football shirts and shorts) leggings/jeans/jogging bottoms/beachwear/cropped/sleeveless T-shirts.

Naming Items - It is really helpful if you can make sure that all items of clothing are named.

PE

For **Indoor PE** children must wear

- House Team colour T-shirt with the name of the child's House Team, available from the School
- **Plain** black shorts
- Footwear - Children should have **black pumps for indoor sports activities** other than Dance and Gymnastics, which will usually be barefoot

For **Outdoor PE** children can wear either

- House Team T-shirt and plain black shorts

or

- Optional - School Tracksuit with House Team Logo (available from the School) for use outside when appropriate and/or to wear to extra-curricular sports clubs. (Children may bring their own plain dark blue/black track suit, **but no other sportswear/items will be accepted**. If it is particularly cold, children without a school track suit will be allowed to wear their jumpers under their House Team t-shirt outside).
- Footwear - Trainers are useful for outdoor sports on the playground and/or field, however black pumps can be used for this if necessary.

PE Guidance Notes

- For Health & Safety reasons long hair should be tied back for all PE activities. This applies to both girls and boys. Parents should ensure that their child's hair is tied back on the days that they have PE or should provide a hair bobble for their child to put their hair into a ponytail before the PE lesson. A small supply of hair bobbles will be kept in school.
- **No Jewellery** is allowed in PE – ear studs should not be worn on PE days – these are Health and Safety regulations issued by the British Association of Lecturers in PE. Any parent of a child who must wear some form of jewellery because it is an essential part of a religious or cultural celebration, which cannot be removed for PE, must put this in writing to Mrs Randall.

It is a Health and Safety directive that no children wearing jewellery may participate in PE, therefore any child wearing an ear stud must either:

- take the ear stud out before coming to school;
- remove it before the start of the lesson; or
- cover it with a plaster, which should be supplied from home.

Otherwise they may not be able to take part in PE lessons.

- It is useful if the PE kit is kept in school in a named PE bag during term time.

If a child does not have their PE Kit in school and we have not received a written medical reason why they should not do PE, they may be given a PE Kit/pumps to wear for the lesson from the spare PE Kit box or they may have to sit out for that lesson. This decision will be made by the class teacher.

Confiscation of Items

Should a child be found to have an item which is banned from school, such as a Smartwatch or mobile phone, this item will be confiscated by an adult.

This item will be logged and then locked in a secure place and will either be returned to the child at the end of the day or will need to be collected by a parent at a specified date and time, usually at the end of that school week or the last day of the following next week.

Any parent needing to send an urgent message to their child during the School day should contact the School Office, where a member of staff will relay the message. Parents should ensure that children do not bring inappropriate items into school.

Our confiscation Policy takes into account the following:
https://www.gov.uk/government/publications/searching-screening-and-confiscation

Following the School's Policy

All parents of children who choose to send their child to Alder Coppice Primary School are expected to ensure that their child adheres to the School Uniform and Property rules at all times.

Any queries, questions or clarification regarding School Uniform and Personal Property should, in the first instance, be directed to either the class teacher or Mrs Randall, Assistant Headteacher.

A final decision upon the appropriateness of a hairstyle will be made by Mrs Randall, Assistant Headteacher. Where a hairstyle has been deemed to be unsuitable, we will expect it to be rectified.

Parents should not feel that they have to give in to their child's demands to look like their TV, pop or sports idols. There are plenty of ways to express individuality without resorting to fashionable hairstyles. School is not a fashion parade and we do not wish on a day-to-day basis to have the distraction of extreme hairstyles.

If you are unsure about any of the regulations or suitability of items, we offer an open-door policy and are happy to clarify the guidance with you first.

We reserve the right to ask pupils and parents of pupils who do not adhere to the School Uniform and Dress Code to do so. Any appeals regarding Uniform/Dress Code/Property Rules will be referred to the Governing Board, whose determination will be final.

House System

All children are allocated to a House Team during the Spring Term of their Reception year and remain in that House throughout their time at the School. We try to ensure that we place brothers and sisters who join the School into the same House Team as their siblings. The Houses are as follows -

Hawthorn Harriers

Willow Wallabies

Pine Panthers

Sycamore Sharks

Captains and Vice-Captains for each house Team are chosen from Year 6.

In addition to inter-house competitions, the points given out at Sports Day contribute to the House Team scores. Children place their class tokens in the Totaliser and each term we announce the winning House Team.

Behaviour – Respect & Responsibility

We pride ourselves on our levels of good behaviour and believe that positive and consistent behaviour management is crucial to the School's success. Parental support is of utmost importance to creating an ethos of mutual support for all children.

At Alder Coppice we promote respect – for self, others and property and also emphasise the importance of taking responsibility. This is reinforced with our Respect & Responsibility Code. The statements are all positive ones as in "Do" rather than "don't" and reflect the high profile give to personal development, respecting each other and securing the best possible learning climate for each child to succeed.

At Alder Coppice we aim to encourage children to demonstrate appropriate behaviour in accordance with the School's Respect and Responsibility Code which has three core principles.

Respect & Responsibility Code

Be Safe

"Prevention is better than cure."
Edward Coke

- **Do as you are asked to do FIRST time, EVERY time**
- **Do be sensible**
- **Do remember online safety in and out of School**

Be Kind

"Be kind whenever possible. It is always possible."
Dalai Lama

- **Do treat everyone with respect**

Work Hard

"Success is no accident.
It is hard work, perseverance, learning, studying, sacrifice
and most of all, love of what you are doing or learning to do."
Pele

- **Do try your best at all times**

First Time – Every Time

To help ensure good, polite manners – we have

STEPS

Say the name

"Good morning,
Mr Mandelstam".

Thank you

"I had a lovely lesson, thank you."

Excuse Me

"Excuse me, may I get past?"

Please

"Could I have pizza, please?"

Smile

This speaks for itself!

SLANT

Alongside Respect & Responsibility Code, children are expected to use ***SLANT***. These are key learning habits which will enable the children to be more successful succeed in their application to learning. Following ***SLANT*** will help the children to learn more, remember more, develop self-control and demonstrate that they are polite and well-mannered to both adults and their peers.

S – Sit up straight
Children are expected to sit up straight and never slouch. Children will sit in the seat given to them according to the teacher's seating plan. When not reading or writing teachers will expect children to sit up straight, eyes front and looking at the teacher. The same rules apply to all so that it is fair.

L – Listen
One Voice Everyone Listens. This ensures that whether it is the teacher that is talking or a child that is explaining, demonstrating or asking a question everyone is listening.

A – Ask and answer questions
We want every pupil to be able to ask questions when appropriate and also to be ready to answer questions.

N – Never give up
Children are expected to demonstrate positive attitudes to their learning, including developing resilience and also to recognise failure as a further opportunity to learn **FAIL** (**F**irst **A**ttempt **I**n **L**earning). They should always be seeking to do their best in all aspects of School life and never give up.

T – Track the speaker
Children are expected to keep their eyes on the teacher (or child) whenever they are speaking. Pupils are expected to focus on what their teacher is saying at all times, look at the board, listen and read carefully.

Children in Reception and Year 1 use a simplified version called **STAR** which introduces them to the expectations of SLANT.

SLANT

S it up straight

L isten

A sk and answer questions

N ever give up

T rack the speaker

LEARNING CLIMATE

1

INDIVIDUAL

Silent

Focused

2

PAIRS & GROUPS

Listening...

Participating

3

WHOLE CLASS

One Voice...

Everyone Listens

Track the Speaker

Please refer to our detailed Behaviour Policy on the School Website for information relating to the implementation of the policy, including rewards and sanctions.

The School Curriculum

The National Curriculum is made up of the following subjects:

Core Subjects	Foundation Subjects
English Mathematics Science	Computing History Geography Art and Design Music Physical Education (PE) Design Technology Modern Foreign Languages
Religious Education (RE)	

In addition, all children have a regular programme of Personal, Social and Health Education (PSHE).

Aim of our Curriculum

- *Know More*
- *Remember More*
- *Do More*

Curriculum Vision Statement

An ambitious, challenging and inclusive curriculum, which has a well-sequenced progression of knowledge.

KNOWING

Curriculum Content

Facts – Know that
Methods – Know how
Conceptual – Know why
Strategies – Know when

CURRICULUM RATIONALE

The new Knowledge Rich Curriculum at Alder Coppice, has been developed after completing a significant amount of educational research into secure and proven foundations referenced by Scientists, Cognitive Science and Educational establishments linked to the development of long term learning and memory. Whilst our curriculum is underpinned by the National Curriculum, it is also important to take note of the School's 'cultural capital', hence although we have been guided by the key knowledge laid out in the National Curriculum, we have planned to ensure that language, literacy and reading skills are embedded across the curriculum. This is important, due to the socio-economic area we are in:

*The **amount of people claiming out of work benefits in Dudley** as at July 2026 was found to be **higher than the average** for Great Britain and the percentage for those in **full time employment*** in Dudley *is **lower than both the West Midlands and Great Britain**, suggesting that finding a job in the local area maybe hard.*

Although our school has a statistically low number of pupils with Special Educational Needs and pupil premium, statistics in the local area suggest that it has an *economic* disadvantage and an *educational* disadvantage. It is therefore imperative that our curriculum takes account of this cultural capital and enables all our pupils to build the knowledge, skills and understanding needed to gain an advantage. Bromley (2019) refers to the Matthew Effect, stating that '*disadvantaged pupils shall get more disadvantaged because they do not possess the foundational knowledge they need, in order to access and understand the school and college curriculum'*. Ensuring vocabulary, literacy and reading skills are easily accessible in our curriculum therefore, continues to be a main component of our new knowledge rich approach.

Research has shown a good curriculum needs to empower children with knowledge, but also ensure that this knowledge is embedded in the long term memory. It should allow pupils to build up schemas that enables them to think deeply and make knowledge transferrable to a variety of contexts. Bransford, Brown and Cocking (2000), refer to knowledge building as connecting information and then building up a network of this connected information as a schema. It becomes easier to add new information and recognise its place within a discipline: new knowledge can 'stick to old knowledge'.

When designing our curriculum then, we have thought carefully about what we teach when, how we can ensure learning is layered in practice and stored in long term memory; ensuring the knowledge that we wish children to know, builds on previous knowledge and progresses over Units of work, so that children can create their own opinions based on factual knowledge and think deeply about how these concepts interrelate and how they may be relevant to a pupil's everyday life.

CURRICULUM INTENT AND IMPLEMENTATION

Curriculum Intent Statement

How our school's curriculum is designed to meet the needs of Alder Coppice pupils in our context to ensure that every pupil becomes knowledge rich. We want our pupils to not only remember facts, but to apply their knowledge across the curriculum to create a rounded and broad knowledge base, appropriate to their age, and to gain an extended schema of understanding.

Curriculum Intent and Implementation

Mastery: Pupils build knowledge of the key learning in a particular subject in a carefully sequenced way to develop a mental model towards a deeper level of understanding. Mastery of a concept takes time, after being practised and revisited many times. Mastery can be seen as linked to threshold concepts, '*It represents a transformed way of understanding, or interpreting, or viewing something without which the learner cannot progress… This transformation may be sudden or it may be protracted over a considerable period of time' (Meyer and Land, 2003).* Chris Quigley states, '*Threshold concepts come up time and time again in many topics and so prove useful in helping students to assimilate new information into growing **schema**. For example the concept that physical processes create and change environments comes up in topics such as rivers (in which case it is erosion and deposition that is the process); volcanoes (in which plate tectonics is the process); coasts (erosion and deposition) etc.*

Referring back to key concepts therefore, can help pupils achieve mastery, but when learning new concepts, a child will only have a basic understanding. They are *novice* learners and need to build a schema to become *experts*. Hence mastery takes time and it is not until concepts are revisited over and over that by the end of a two-year cycle for example, a child may move from a basic understanding to an advanced understanding, whilst some may have developed a deeper understanding during this time.

Our curriculum therefore aims to take account of this, hence the importance of subject specific vocabulary to aid understanding and depth of learning with key concepts. Subject specific vocabulary has been carefully planned for, referred to on Knowledge Organisers and planned to be specifically taught in lessons to aid mastery of knowledge and understanding and build schemas for transferring knowledge to other areas of the curriculum.

The lesson elements used in our short term planning, are also embedded in every lesson where appropriate, and ensure that children are engaged, challenged and think hard about what they are learning at all times during the lesson, whilst being supported and scaffolded where necessary. This allows for every child to achieve success and gain a deeper understanding of the concepts being taught.

4M's Planning Method: We want our pupils to have the best opportunities and choices when they move on to secondary education, therefore each subject is carefully planned for pupils to develop schemas of carefully organised knowledge by the time they leave Alder Coppice, which can be developed further when pupils study individual subjects in more depth. This has been sequenced by Subject Leaders to ensure a clear progression of knowledge and skills from year to year. When planning lessons, we used Lemov's (2015) 4Ms method of planning, whereby the objectives must be: Manageable, Measureable, Made First and Most important, and the steps to get there are planned backwards from this point.

Knowledge-rich: Subject Leaders, guided by the National Curriculum, chose the key knowledge they wished pupils to know, alongside knowledge that may take them beyond their own experiences. Key concepts have been carefully planned for and structured over time, challenging pupils and allowing them to establish effective mental models that they can continue to develop beyond their time at Alder Coppice. A knowledge-rich curriculum full of key facts can be a hugely powerful tool for giving pupils advantages in life by creating opportunities for them to become successful individuals and achieve our mission.

Knowledge is information that exists in the mind in long-term memory. Knowledge allows us to develop our mental models (which are what we know and how that knowledge is organised to guide perception, decision and action). To be confident, articulate and culturally aware pupils need to *'become initiated into the common language, whether they were born into it,'* (Hirsh, 2016) meaning not just the literal use of the words themselves but a deep understanding of the meaning of the words and their context – something that comes through the process of mastery to increase expertise.

Michael Young defines knowledge as powerful, *'if it predicts, if it explains, if it enables you to envisage alternatives.'* (Young, 2014) Michael Young says it is the educational right of a pupil to receive a comprehensive education committed to academic excellence, regardless of the pupil's background or social standing. Knowledge transmission (and its organisation into effective mental models) gives all pupils the chance to lead 'happy, healthy and fulfilled lives'. This *powerful* knowledge is planned and sequenced over time in each Key Stage. It is chosen and structured within key concepts. It is carefully planned as key learning and recorded on planning documents, on Knowledge Organisers and Resource Booklets, providing shared, high expectations for all teachers.

Assessment: Continual daily assessment in lessons through the use of retrieval practice, check its, quizzes and formal assessments allows for responsive teaching – checking for pupil understanding also helps to secure knowledge in the long term memory. We use regular low-stakes quizzes and opportunities for retrieval practice to help pupils transfer information into their long term memories. This is part of the process of mastery and helps build expertise through the organisation of knowledge into effective, subject specific mental models. Using the mastery approach teachers can re-teach and revisit knowledge to develop pupils' mental models of the curriculum content. Spacing, interleaving and metacognition are a key element and are built into our formative and summative assessments throughout the year. Teachers and Phase Leaders record and discuss assessment results, so that areas for improvement for individuals or key groups of pupils can be addressed through interventions or re-teaching and revisiting of concepts as necessary. Although, some pupils may not achieve as highly as others, we expect all pupils to improve with good teaching. End of Year assessments in the form of both quizzes and formal assessments check for the retention and application of knowledge that has been taught across the year, and may reference work that has been completed in previous years.

"The most important assessments happened during teaching, not after it". (Black and Wiliam, 1998). Dylan Wiliam has suggested that *'responsive teaching' might have been a better term for Assessment for Learning. Responsive teaching – or formative assessment – blends planning and teaching, based on an understanding of how students learn from cognitive science, with formative assessment to identify what students have learned and adapt accordingly* (Fletcher-Wood, 2018). Continual checking of pupil understanding and addressing of misconceptions facilitates the development of subject specific mental models.

Responsive teaching is giving feedback as near to the point of teaching as possible to amend and improve the pupils' mental model.

Revision built-in: "*Unless we are intentional, there is a significant risk that pupils will forget much of what they have learnt".* (Mccrae, 2018). It is therefore important to invest significant time, as part of the mastery approach, in consolidating connections between material. Our long term memory becomes stronger the more we retrieve information. *The more effort there is in retrieving information – providing the attempt is successful – the greater the strengthening effect* (Bjork and Bjork, 2006). Material can be revisited across lessons as well as within lessons (spaced practice). We use a variety of ways for retrieval including:

• Retrieval Practice – recalling information that has already been learnt. The exact method will vary depending on the subject, but low-stakes quizzing is particularly high-leverage (Learning Scientists)

• Elaboration – explaining and describing ideas with many details by asking 'why' or 'how' to make links between the different knowledge (Learning Scientists)

• Interleaving – alternate practice of different types of content e.g. if pupils are learning four mathematical operations, it's more effective to interleave practice of different problem type (Deans for Impact, 2015).

Reading: We recognise that the success of our pupils' ability to become proficient and fluent readers is to ensure reading is embedded across the curriculum. Pupils' capacity to build subject-specific mental models is bound through their capacity to read. Alongside our mastery approach to knowledge we ensure the 'Everybody Reads' element is included in lessons, where appropriate, to support pupils in reading more often and reading more challenging texts. Our pupils use rulers and follow along in the text; they hear the teacher modelling how to read with expression, clarity and intonation. They have the opportunity to read out loud, practice speaking unfamiliar words and practice reading skills including retrieving information from the text and inference skills – skills that emerging readers need to continually practice in order to develop their ability to discuss and critique texts. In order to support pupils' advantages in life, reading and addressing gaps in pupils' ability to read, '*is the single most powerful, cost effective contribution that education can make to society.'* (Murphy and Murphy, 2018).

Our English Curriculum has been written using the Reading Reconsidered reading spine by Doug Lemov, who champions the importance of pupils' abilities to access complex texts; *'the five plagues of the developing reader—five forms of text complexity that are especially challenging and important AND that all students need to have extensive experience with during their school years if they want to hope to compete in college'* (Lemov 2013). Our English Curriculum is planned across both Key Stages 1 & 2, around these five key text types, to ensure our children have the best opportunities for accessing language and to successfully navigate reading with confidence.

Because these books are '*complex beyond a lexical level and demand more from the reader than other types of books'*, this fits in with our mastery approach and ensures our pupils are ready for the next stage of their education. We also ensure we explicitly teach subject-specific vocabulary to further enrich knowledge and understanding of the world so that pupils have the opportunities they deserve and are able to better develop their understanding of key concepts that will help them when they move on to the next stage in their education.

CURRICULUM IMPACT

At Alder Coppice, our practice across the school provides a strong foundation and opportunities for children to collaborate and develop social skills both indoors and out. Pupils are able to work independently and collaboratively with their peers as inquisitive learners who are motivated to excel and who have a thirst for learning. The pupils will understand more and have a strong desire to embrace challenge and to be resilient learners.

Every Lesson Counts and this curriculum design ensures that the needs of all pupils can be met within the environment of high quality teaching and learning, in this way it can be seen to impact in a very positive way on pupils' outcomes; enjoyment of the curriculum promotes achievement, confidence and good behaviour. Developing pupils' independence and motivation as learners and their sense of responsibility as future citizens is at the heart of all our teaching and learning.

We will measure the impact of curriculum through: assessment results, attendance rates, behaviour, Extracurricular Club attendance, Pupil Voice, Parent questionnaires, Lesson observations and Curriculum Reviews.

Wider curriculum: Our pupil's entitlement to a rich and varied curriculum isn't limited to subjects. To widen our pupils' experiences we include a number of enrichment activities in each year, including providing a variety of after school clubs, residentials and educational trips and visits to enhance learning and allow children to develop interests and life skills. Pupils in Year 6 are given roles and responsibilities in order to play an active role in school life and the world around them. Academic, sporting, and personal development are all celebrated across the curriculum, from in and outside of school. We are glad that we can offer these opportunities. This gives pupils the chance to develop their interests and to facilitate choices that they may make in the future.

ENGLISH

Subject Leader: Miss L Cain

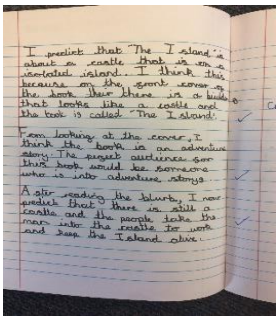
Language plays a key role in the child's schooling and in every aspect of educational development. Talking, reading, writing and an appreciation of literature are vital elements of language teaching in the School. We encourage the children to use their language skills to develop clear thinking strategies and the ability to put forward a reasoned argument. We promote language competence by using the child's direct and active experience. We extend this experience through themes or topics.

Speaking and Listening - Throughout the School we aim to involve children in interesting activities and build our language teaching on their attempts to explain and record their work. Children are given opportunities to express themselves through the spoken word. Listening is another fundamental skill in communication. It is only through listening actively that thoughts, opinions and appropriate responses can be formed. We aim to provide a wide variety of situations, which enable children to develop as effective communicators.

Writing - We place a wide range of writing demands on our children and expect that they will eventually be able to express themselves clearly and concisely whether they are writing a letter, a story, a report or a poem. We always try to give children confidence in their own ability to write, by respecting what they actually do and by using this as a basis to improve their work.

Spelling and correct usage are taught in the context of the child's work and the recommendations of the National Curriculum Programmes of Study.

Handwriting is taught throughout the School and it is developed from a print into a cursive script. Children are introduced to using pen, usually during Key Stage 2. We place considerable emphasis on neatness and presentation.



Reading - We encourage children to read a wide variety of reading material throughout their school life. We provide them with a range of purposes for reading and teach the skills necessary to support this. Due to the large emphasis given to whole class reading and guided reading activities during English lessons children are not, as a matter of practice, heard reading individually by a teacher each week.

We read aloud to the children throughout the School, so that they learn the lasting enjoyment of books and want to read themselves.

Alder Coppice have invested in the Accelerated Reader program, which is a computer program that helps teachers manage and monitor children's independent reading practice. This will be used for children in Year 2, once they have reached an appropriate reading level, and in Years 3 to 6, (Key Stage 2).

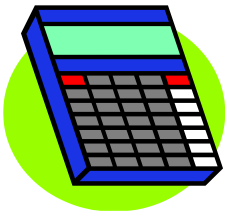
Teachers determine your child's reading level through a Star Reading test, which is a computerised reading assessment that uses computer-adaptive technology to respond to the answers the child is giving. This assessment gives your child a zone of proximal development (ZPD) and a reading age. ZPD is the range of books that will challenge a child without causing frustration or loss of motivation. Your child's reading age supports them with choosing books at his/her own reading level. Once a book has been read, the child takes a short quiz on the computer to check their understanding. Accelerated Reader gives both children and teachers feedback based on the quiz results, which the teacher then uses to help set reading targets and direct ongoing reading practice.

Children using Accelerated Reader choose their own books to read, rather than having one assigned to them. This makes reading a much more enjoyable experience as they can choose books that are interesting to them.

We feel it is important for the children to see that parents and teachers are working together to help their learning. We try to do this by encouraging children to take reading books home to share with parents. Children in all year groups are expected to take a reading book home each day to read at home. We hope you will spend time reading to, reading with and listening to your child. All we ask is that the book is transported to and from School in a book bag to prevent damage. Book bags can be purchased from School.

Children taking reading books home are responsible for their care and should they not be returned; we expect parents to pay for any replacements.

MATHEMATICS



Subject Leader: Mrs J Podmore

Maths is an essential skill in everyday life, and our aim, is to ensure that through implementing the Government's Mathematics National Curriculum, children learn and develop a range of mathematical skills.

The core elements of the Mathematics Curriculum are:

Number - which encompasses counting, Place Value, Addition and Subtraction, Multiplication and Division, Fractions and Algebra.
Shape, Space and Measures – which includes Properties of Shapes, Position Direction and Movement and use of Measures.
Statistics – Using data

In September 2015 the School adopted a programme based on Singapore Mathematics that focuses on Key Fundamentals and the Concrete, Pictorial and Abstract approach. The aim of this is to make children better mathematicians for life.

The core part of the lessons aim to teach and develop Maths skills in interesting and exciting ways. The children will not only practise written skills, but be involved in many practical activities and investigations using manipulatives (equipment), which also help develop their skills of problem solving and logical thinking. They will usually be involved in working actively with Learning Partners to develop their reasoning skills on a daily basis.

Throughout the School in all Maths lessons, there is an emphasis upon using the correct mathematical language.

Children are encouraged to be able to talk about the Maths they use and explain their ideas. More and more, they should also be able to raise questions about what they see or do and use this language to also prove or make a mathematical justification.

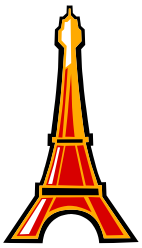
SCIENCE

Subject Leader: Miss M Reynolds

Our Science teaching aims to enable children to develop a systematic approach to problem solving. Children are naturally curious. They are encouraged to handle materials and look closely at their environment and to pose and answer scientific questions.

Through discussion, direct teaching of key knowledge and the testing of ideas, the children are helped to find answers and to reach conclusions. In this way, we aim to develop inquiring minds and support them with learning key scientific knowledge.

LANGUAGES



Subject Leader: Mrs M Shee

Children are given the opportunity to learn Spanish during Key Stage 2.

The learning of a foreign language in primary school provides a valuable educational, social and cultural experience for all pupils. Pupils develop communication and literacy skills that lay the foundation for future language learning. They develop linguistic competence, extend their knowledge of how language works and explore differences and similarities between the foreign language and English. Learning another language raises awareness of the multi-lingual world and introduces an international dimension to pupils' learning, giving them insight into their own culture and those of others.

HISTORY

Subject Leaders: Mrs M Shee and Mrs L Mason

Through the teaching of History, we aim to encourage the children's understanding of the past, the past's influence on the present and future, and the children's sense of identity. The children will use a range of primary and secondary sources, including artefacts, documents, visits and visitors to ask and answer questions about the past. Through the use of first-hand experience, we aim to bring the teaching of history to life and make it meaningful to the children.

GEOGRAPHY

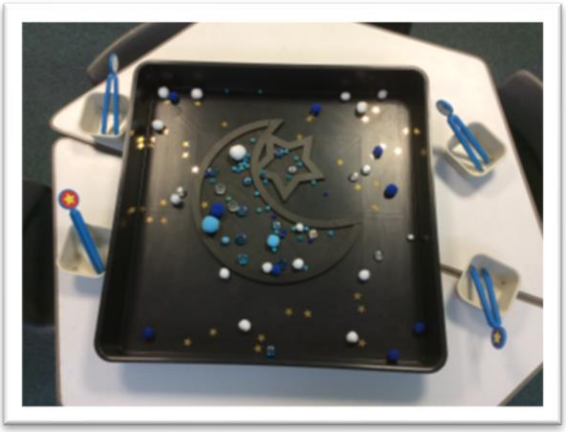
Subject Leaders: Mrs M Shee and Mrs L Mason

Geography is the study of people and places in a variety of locations. We aim to enable children to make sense of their immediate surroundings and the wider world by teaching a range of geographical skills necessary for the children to carry out an enquiry and/or interpret information. Fieldwork is also used where appropriate to enhance the learning experience.

RE
RELIGIOUS EDUCATION

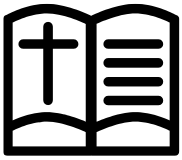
Subject Leader: Mrs S Bott

We are required by law to include Religious Education in our curriculum. Religious Education is provided in line with the Dudley Agreed Syllabus for Religious Education. We aim to help our children achieve a knowledge and understanding of religious insights, beliefs and practices, so that they are able to continue in, or come to, their own beliefs and respect the right of other people To hold beliefs different to their own.



Christianity has been of great importance in the shaping of British history, institutions and culture; therefore, children need to gain knowledge and understanding of this. Also, it is important that we consider other major faiths, which are held in contemporary British society, to help children to learn to live together in harmony with others.

COLLECTIVE WORSHIP



These are wholly or broadly of a Christian character. A variety of approaches are used, the whole school may join together, there are occasionally separate key Stage and Phase Collective Worship times and class based worship. This allows us to focus on different themes appropriate for that age range and to involve the children more actively. Through Collective Worship, we try to make children morally aware and to have more understanding of themselves and others.

Right of Withdrawal

Under the terms of the Education Reform Act 1988 parents have the right to withdraw their children from Religious Education and/or Collective Worship. Alternative provision would be made for any children withdrawn, which would be discussed with the parents concerned. Any parent wishing to withdraw their child should put this in writing to the Headteacher.

COMPUTING

Subject Leader: Miss H Rose

Computing is a subject which we integrate across all areas of the curriculum. We feel it is crucial for children to have regular exposure to up-to-date technologies, and wherever possible Computing is utilised on an individual, group and whole class level.

Key Skills are taught progressively in every year group. They carefully build on prior knowledge, and are updated regularly. Computer software used in school provides a stimulating and interactive platform for learning. Each classroom has a new i-board and we have recently purchased up-to-date iPad Airs, laptops and an active table for whole class, group and individual skills teaching.

ART AND DESIGN

Subject Leader: Mrs R Holdcroft

Art is an integral part of the children's day-to-day work. While they are, for example, painting or modelling they are learning not only about what they are observing, but also about materials and tools, about manipulation and the need for care, about pride and personal achievement in what they can do.

The children's work is often displayed in the class, corridor or hall to create a stimulating and attractive environment. It is important that children feel their work is valued and it encourages children to persevere with pieces of work, which may take a considerable period of time to complete. Art work requires concentration and attention to detail, which are qualities we wish to see in all areas of the curriculum, therefore art activities create good work practices.

During their Art programme children will have the opportunity to experience sculpture, collage, painting, print making, textiles and drawing.

DESIGN AND TECHNOLOGY

Subject Leader: Miss S Regan

Design and Technology draws on knowledge and skills from many other subjects; in particular, it is closely related with Science and Computing. We aim to provide children with the opportunity to acquire a range of skills, working with a variety of materials, designing and making working models and taking part in food technology and textiles. They are encouraged to develop the competence and confidence to identify, examine and solve practical problems involving the production of artefacts and systems.

MUSIC

Subject Leader: Miss E Aldridge

Music is an area of the curriculum which opens a range of opportunities to all children. All our pupils take part in a range of musical activities which include listening, composing and performing. They learn to identify the “elements” of music in the works of existing composers and gradually employ these in their own composition.

Children begin their exploration of music in singing. They learn to internalise melodies and can transfer these to a range of instruments for use in a performance. Regardless of ability, all children can take an active part in music making – Years 3 – 5 learn to play the recorder and we also have a School Choir which takes part in events such as our Carol Service and Musical Showcase evenings.

Instrumental Tuition

Tuition is offered by peripatetic teachers in a variety of instruments. Please contact the School Office for details.

PE

(PHYSICAL EDUCATION)

Subject Leaders: Mr G Wall & Mr J Lawrence

Physical Education forms an integral part of the education of every child and is an important and compulsory part of the School curriculum. We aim to use physical activity to encourage agility, co-ordination, fitness and confidence. It is hoped that through our programme there is a continuous development of body management.

Children's social skills and understanding of fair play are also developed by providing them with the opportunity to take part in a variety of team games and understand why rules are necessary.

Through taking part in various activities, children will become aware of their individual strengths and learn to cope with both winning and losing.

Children have the opportunity to develop skills in: gymnastics; dance; games (e.g. football, hockey, netball and tennis); athletics and outdoor activities (orienteering). Swimming is usually provided for children in Year 4. Priority is given to non-swimmers and those not reaching the requirements of the Key Stage 2 National Curriculum for Swimming.

We give girls and boys equal opportunities in all sporting activities.

All children take part in PE unless they are unable to for medical reasons.

Clothing for PE should be brought in on Monday and kept in school until Friday, when they can be taken home to be washed. These clothes are for PE lessons only - we expect children to change for this lesson. For children in Years 2 – 6, boys and girls get changed separately.

Health and Safety guidelines dictate that no jewellery should be worn during PE lessons, including ear studs for pierced ears. If your child wears ear studs, it is best for them to remove them at home before coming to school on a day on which they have PE, alternatively you can provide them with a named container for keeping them safe during PE lessons or send a plaster so that they can cover their ear.

If your child has long hair, it should be tied back for PE. Parents should ensure that their child's hair is tied back on the days that they have PE or should provide a band for their child to do this before the PE lesson. A small supply of hair bands will be kept in school.

Facilities for Sport

The School has a large playing field which is used for football, cricket, rounders, athletics and other outdoor games. There are also extensive hard play areas used for other games, such as netball. We use both the Lower and Upper School Halls for gymnastics and indoor games.

Sports Activity Days

Foundation Stage and Key Stage 1 have sports days at school and parents are invited to watch. Key Stage 2 children are taken offsite to a Sports Stadium to experience an exciting competitive sports activity day comprising of field and track events.

SPORTING AIMS

1. To ensure that each pupil has an equal opportunity to experience the many varied aspects of sport.

2. To help promote cultural, moral, aesthetic, intellectual and physical development.

3. To help every child to develop self-esteem and self-confidence through the experience of success in both individual and team sports.

4. To help every pupil work both independently and as a team member.

5. To promote good sportsmanship and awareness of the strengths and weaknesses of both oneself and others.

6. To encourage all children to evaluate both their own and other people's performances in order to develop their level of skill and enjoyment of sport.

7. To help children develop their skills.

8. To ensure that children have knowledge of the rules and safety aspects of certain PE and games activities.

9. To encourage children to participate in sports outside of School.

10. To contribute to the Health Related Fitness part of the School's Personal, Social and Health Education Programme encouraging a healthy lifestyle.

11. To help enable children to fulfil their full potential.

PERSONAL, SOCIAL, HEALTH & ECONOMIC EDUCATION

Subject Leader: Mrs J Bown

All children will have regular lessons of PSHE. The programme for each year group has been developed to include a range of activities to help develop the whole child. Areas include:

Circle Time Activities

Designed to work on co-operation, feelings, team-work and group skills and will also deal with other issues such as anti-bullying.

Well-being

Children learn how to ensure their physical and mental well-being are cared for.

Mindfulness

Children will take part in regular mindfulness activities to support their mental wellbeing.

Staying Safe

Specific PSHE topics look at Safety at Home, Safety at School, Road, Water & Rail Safety and all children consider Safety in the Sun and Online Safety.

We aim to:

- provide accurate information about drugs;
- to foster positive attitudes towards health and develop an understanding of the benefits of a healthy lifestyle;
- help children understand the difference between a “helpful” drug and a “harmful” drug;
- help children to know that no drugs are “safe” if they are misused;
- to enable the children to make informed and responsible choices and decisions for themselves regarding drugs;
- to enable the children to stand against peer pressure in situations where drugs may be available or offered.

Substance Use and Misuse will be presented to children as part of the Personal, Social and Health Education programme and will also address the requirements of the Science National Curriculum for Key Stage 2 children to be taught that tobacco, alcohol and other drugs can have harmful effects.

Relationships, Sex and Health Education

Relationships, Sex and Health Education should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils and is concerned with helping children make responsible decisions about the relationships that they form with others and helping them understand the changes and challenges which sexual maturity brings.

Sex Education will be taught as part of the Personal, Social and Health Education programme and also fulfils the requirements of the Key Stage 2 Science National Curriculum, concerning the main stages of the human life cycle and that the life processes common to humans and other animals include nutrition, growth and reproduction.

We aim:

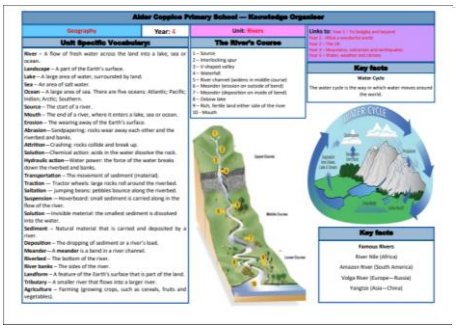
- to provide accurate information and challenge misconceptions;
- to clarify values and attitudes;
- to give understanding of the cycle of life process;
- to promote informed decision making and responsible behaviour;
- to foster understanding and positive acceptance of their own physical and emotional development;
- to foster and develop respect for self and others.

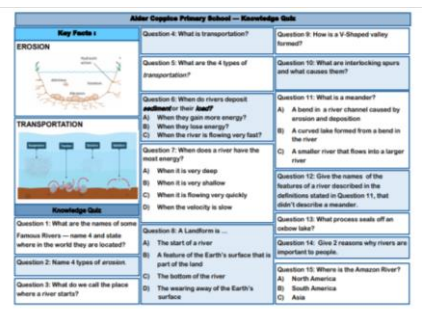
We recognise that "parents are the key figures in helping their children to cope with the physical and emotional aspects of growing up and in preparing them for the challenges and responsibilities which sexual maturity brings" *(Circular 11/87*). Our approach to Sex and Relationship Education in school will be complementary and supportive to the role of parents.

Parents have the right to withdraw their children from all or part of the Sex Education programme and any parents who wish to do so should complete the form found within the RSHE Policy and return to the Deputy Headteacher. Sex and Relationship Education is usually provided for children at the end of Year 5.

(Please note withdrawal is from all or part of the Sex Education but not from the teaching of the biological aspects of human growth and reproduction necessary to deliver the requirements of the Science National Curriculum).

Knowledge Organisers





As part of our Knowledge Rich Curriculum we use Knowledge Organisers to remind children of key knowledge they learn throughout each Unit.

What is a 'Knowledge Organiser'?
A Knowledge Organiser is a summary sheet for a Unit of work detailing all of the key facts that children will be taught: each one identifies the key information that pupils need to have learned by the end of a topic. It also acts as a tool to support pupils in retaining and retrieving knowledge for life-long learning.

How do they help Pupils?
They provide the essential knowledge that pupils need to cover in the Unit, shared at the beginning of a Unit of work so all pupils know what they are going to be learning.

Knowledge Organisers help them to remember:

- key dates
- key people
- key events
- key vocabulary and definitions
- key concepts

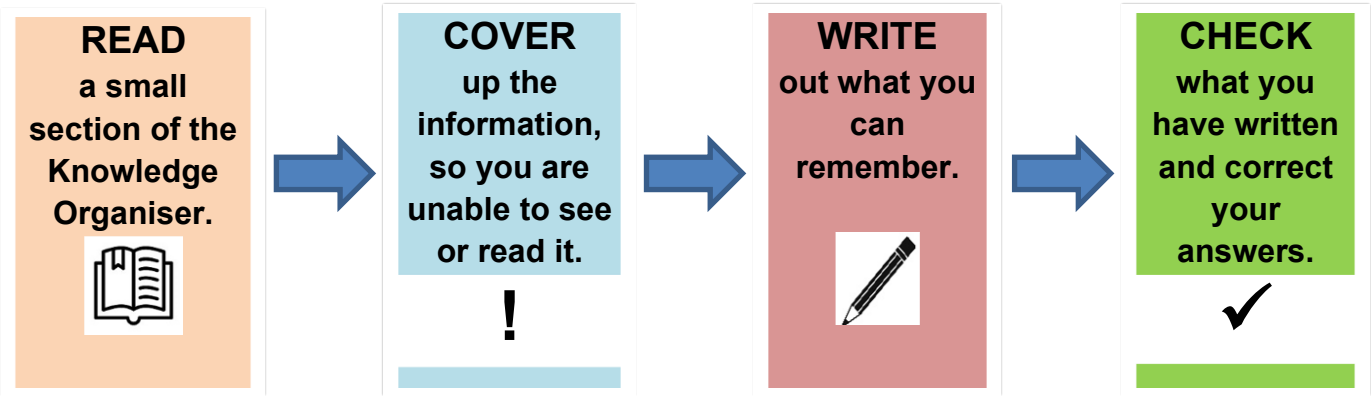
They can be used as a **fun assessment tool** to help remember the units and they will help improve the children's ability to remember. Knowledge Organisers help them to develop other skills too, for example, when writing a nonfiction report, if they already have the knowledge, they can focus on the writing skills.

How do they help parents?
It will enable you to have a better understanding of what the children need to know. The organiser will also allow you to build on your knowledge at home and provide an easy tool for you to quiz your children at home (and your children to quiz you!)

We have developed our own Knowledge Organisers to support the delivery of the curriculum, with each one starting with knowledge pupils should already know from previous learning. Each organiser also has a quiz to help pupils recall the knowledge and a list of technical vocabulary

with definitions. These knowledge organisers are designed carefully to match identified 'key knowledge and vocabulary' we want each class to know in each Unit of work.
This is a process which takes a significant investment in time and so Knowledge Organisers will be given out throughout the academic year as they are designed.

The following formula may be useful when trying to remember key information from the Knowledge Organiser:



Then practise the quiz questions – how many can you answer correctly?

We hope you will have as much fun learning key facts as your children will!

Homework

Homework and Home Learning
We define homework as referring to any work or activities which pupils are asked to do outside lesson time, either on their own or with parents or carers.

To be effective, homework needs to be part of a wider partnership between parents and schools. Schools need to be able to count on parents' support for their aims, and parents need to be consulted and informed about school policies.

In order for a Homework system to be successful it is essential that it receives the full commitment of parents.

Please see the current Homework Policy on the School Website.

Assessment

Day-to-day (Formative Assessment)

Formative Assessment is a continuous process, carried out by teachers in the course of their teaching through means such as informal observations, feedback from peer and self-assessments, questioning and written and oral responses to tasks. It is used to guide the progress of individual pupils and involves identifying each child's progress in areas of the curriculum, determining what they have already learned and what therefore should be the next stage of learning.

Summative Assessment

Summative Assessments are carried out throughout a child's time in primary school but become more common as a child gets older. Children in Year 1 undertake the government's Phonics Screening Check and children in Years in Years 2 – 6 are also periodically given more formal assessments to help them apply what they have learnt independently in test situations, to help monitor progress, and to inform teaching. Finally, in Year 6 children sit statutory end of Key Stage 2 tests.

Assessment

All pupils in Years 1 – 6 are working towards end of year or Key Stage expectations. These expectations are more challenging than the previous National Curriculum level descriptors, with the emphasis being upon secure understanding of concepts, developing mastery and that all children should move through learning at a broadly similar pace.

Children no longer move beyond expectations from their own year group, except in exceptional circumstances. Instead they are assessed and taught to ensure a depth of understanding. To ensure assessment is meaningful, we use nationally recognised Progress and Standardised Tests to inform planning, and to see how children apply their new learning to challenging questions.

We value the importance of Assessment for Learning and use Key Objectives to plan and assess in English and Maths. These objectives are used to help measure coverage, plot progress and plan next steps in learning throughout the School. At the end of Key Stage 2, children sit statutory Government tests in Grammar, Punctuation & Spelling, Reading and Maths.

Writing is teacher assessed and reflects how a child writes across all subjects.

Test results and/or Assessment information is shared with parents when appropriate and helpful.

Pupil Voice – Pupil Leadership Team

We have a range of opportunities for children to be actively involved in decision-making, to comment on important School issues and to raise ideas concerning day-to-day organisation or events.

Our Student Leadership Team consists of:

Learning Forum & R & R Ambassadors
Our Learning Forum representatives meet to review and evaluate learning and behaviour and make suggestions for improvements. There are representatives are encouraged to be reflective and honest in their opinions about how we can improve learning – what works and what can be better to help other pupils develop the knowledge, skills and understanding they need. Our Learning Forum Leaders consist of Curriculum Ambassadors who focus on the Foundation Subjects and English and Maths..

Keeping Safe Guardians, Digital Ambassadors & Well-Being
As part of our work on pupil safety and well-being we have a group of children who act as Keeping Safe Guardians. These children are supported by the Designated Safeguarding Leads to help pupils stay safe in and out of school. They help lead assemblies and make presentations which focus on Anti-Bullying, Staying Safe and out of School. They also run drop-in sessions at lunch times for children across the School to come and share any concerns they may have.

With the growth of technology in our everyday lives we try and support the children with understanding about their digital footprint and the opportunities but also dangers of the internet, the focus is on e-safety and staying safe online, at school and also at home.

House Team Captains and Vice House Captains
These children are chosen to represent their House Teams and take a lead role in organising inter-house competitions and our annual sports activity weeks. They also support their teams with the Reward/House Point token system.

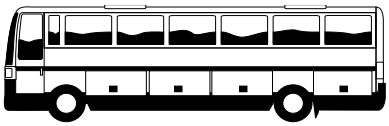
Charity and Community Event Ambassadors
These children support our annual Charity Market Stall Day for Children in Need, including a celebration of events such as Comic Relief and Sports Relief. They also help to organise collections for local charities in our community.

Environment Team
The Eco Team work on taking care of our environment and improving our approaches to “being green” and sustainability.

Other Responsibilities

Older children are also given the opportunity to take on additional responsibilities, such as being Playground Leaders or monitors. We also have a team of Ambassadors who help meet and greet visitors at school events.

Educational Visits



At times during each school year, children will make visits out in connection with their areas of study. We feel that these are a valuable way of bringing children's learning to life, and provide opportunities for extending and enhancing our curriculum.

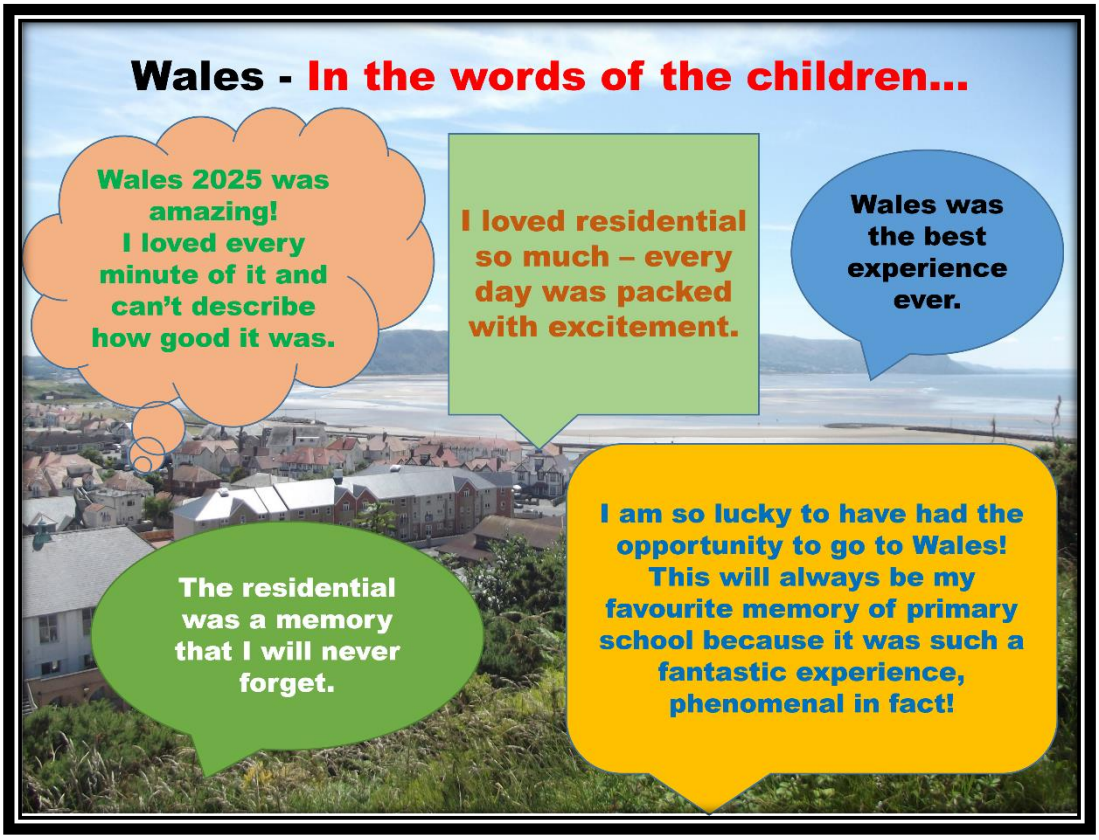
Often these visits are made by coach and the children's safety is of the utmost importance. Therefore, the School only uses coaches fitted with seatbelts.

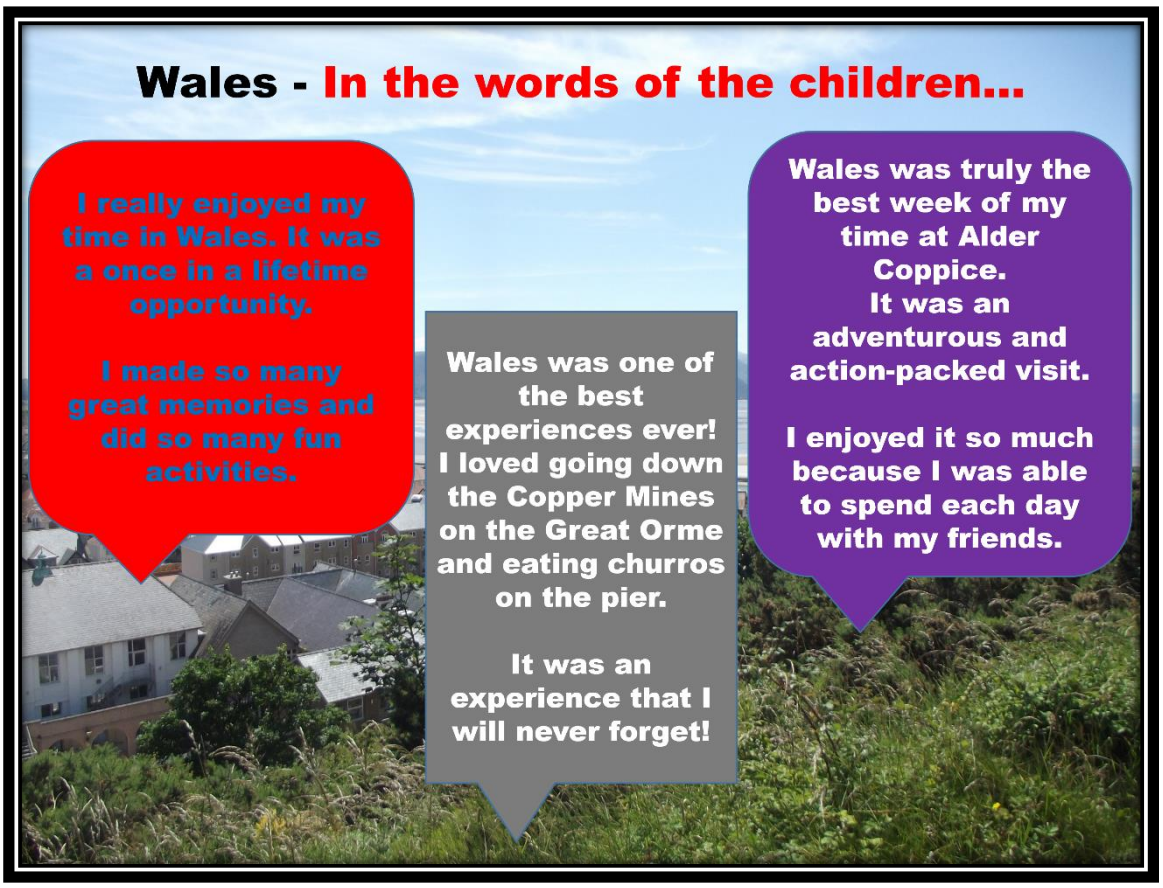
We reserve the right to remove from visits any children whose behaviour in school we consider to be a danger to either themselves or others.

SNOWDOME
SNOW, ICE & TERRAIN

Residential Visit

Following their unit of work on Wales Year 6 children have the opportunity to spend 5 days on a Residential Visit in Llandudno at the end of the Summer Term.


Wales - In the words of the children...
Wales 2025 was amazing! I loved every minute of it and can't describe how good it was.
I loved residential so much – every day was packed with excitement.
Wales was the best experience ever.
The residential was a memory that I will never forget.
I am so lucky to have had the opportunity to go to Wales! This will always be my favourite memory of primary school because it was such a fantastic experience, phenomenal in fact!


Wales - In the words of the children...
I really enjoyed my time in Wales. It was a once in a lifetime opportunity.
I made so many great memories and did so many fun activities.
Wales was one of the best experiences ever! I loved going down the Copper Mines on the Great Orme and eating churros on the pier.
It was an experience that I will never forget!
Wales was truly the best week of my time at Alder Coppice. It was an adventurous and action-packed visit.
I enjoyed it so much because I was able to spend each day with my friends.

Charging Policy

Under the terms of the Education Reform Act 1988, we are not allowed to charge for activities which take place during school hours. We can only organise educational visits if parents make voluntary contributions towards the cost of the visits. We are permitted to request voluntary contributions where appropriate, and the Governing Board has authorised us to do so. If a contribution has not been made the child will not be excluded from the activity. If, however, insufficient funds are raised then the visit may have to be cancelled. For residential visits, parents must pay for the cost of board and lodging (remission is available for those parents in receipt of Free School Meals, Income Support or Family Tax Credit) and will be asked to contribute towards the rest of the cost. The residential visits can only take place each year if sufficient funds are raised.

We expect parents to pay for any damage caused wilfully by a pupil.

School Fund

Parents and teachers are involved in raising money for this fund which provides for the "extras" needed in school and is used on occasions to help subsidise school visits, etc. The fund is, of course, properly audited.

Year 6 Prom Evening

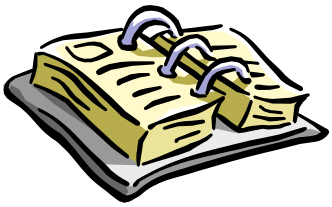
At the end of their time at Primary School all Year 6 children are invited to attend the annual Prom Evening.

Secondary Transfer

At the end of Year 6 children transfer to a range of secondary schools. The numbers going to each destination for the end of the last academic year are included on our School Website. As part of our transition programme Year 5 children spend a taster day at a local feeder school, to experience life at a secondary school.

During the Summer Term of Year 6 all children are usually invited to spend between 1 and 5 days at their new school in preparation for the start of Year 7.

Keeping in Contact



We very much see education as a partnership and wish to encourage all parents to take an active part in school life.

Letters

Messages may be sent out to parents via text or email. It is essential that the School has up-to-date information for contacting parents and so that parents receive updates and information in a timely manner. It is the responsibility of parents to make sure that they share relevant and up-to-date information with the School and access Parentmail.

The majority of letters and communication will be electronic, rather than via paper.

Most letters are also placed on the School Website.

Our colour code system for where we do use paper letters is currently as follows:

White	Termly Newsletters
Bright yellow	Term and Holiday Dates
White	Kitchen/School Dinners
Light green	Educational Visits
Cream	Year 6 Residential Visit
Light blue	Extra-Curricular Clubs and activities
Grey	Governor Information
Gold	Special Events Diary Dates for the Term
White	Curriculum & General Information/Other letters
Orange	Medical

Curriculum Information

The School Website contains detailed information about the whole school curriculum and relevant curriculum for each year group.

Diary of Events

At the beginning of each term a Diary of Events is published outlining the dates for the forthcoming term. This will include drama presentations, Parents' Consultation Evenings, sports days etc. This will help parents plan for future events. If there are any changes to the published programme, you will be notified as soon as possible.

Information for Parents

To help keep parents informed also have copies of key letters, Term Dates, Dinner Menu, School Uniform Order Forms, Absence Request Forms etc... in the Main Entrance Way, accessible via the office.

Information Evenings

On occasions, we will arrange Information Evenings on curriculum issues such as English, Maths, Phonics or about Health Education.

Shared Learning Experiences (SLE)

During the academic year parents of Year 1 and Year 2 children are invited to a Shared Leaning Experience where there is an opportunity to share a range of learning activities with their child. We also run some specific Maths Shared Learning Experiences in some year groups to focus on the strategies children use to help parents understand these and support them at home. In Key Stage 2, parents share in their child's learning through specific subject sessions e.g. History.

Year Ahead Meetings

Each year in the Summer Term or Autumn Term a Year Ahead Meeting for some year groups will usually be held for parents to outline the key information for each child's year group. This will include how to help your child at home.

School Website

The School website http://www.alder.dudley.sch.uk/contains up-to-date information for parents e.g. newsletters, term dates, curriculum information, class timetables and copies of forms e.g. uniform and absence requests to download.

Annual School Report

Children in all classes receive their Annual School Report at the end of the Summer Term. The Report details effort and achievements in all curriculum areas and will identify areas where future improvement can be made.

EYFS Stay & Play

EYFS run termly Stay and Play opportunities for parents to share and join in their children's learning.

Parent -Teacher Consultation Meetings

During the Autumn Term we use one of our INSET days, usually in November, to hold Parent Consultation Meetings. These may be via Teams.

During the Spring Term the more traditional Parent-Teacher Consultation Evenings are held to give you an opportunity to exchange information with your child's class teacher and discuss your child's progress. This includes looking at attainment, progress and curriculum targets.

At the end of the Summer Term following the distribution of Annual Reports an opportunity is given for any parents who wish to meet with teachers to do so.

Home-School Agreements

The Home-School Agreement is shared with all children from Reception onwards as part of their PSHE programme. Parents are invited to sign the Agreement. Any parents of children joining the School during the year will be given an opportunity to sign the Agreement and discuss it with their child's class teacher should they wish to.

Emergency Closure

In severe weather conditions or other instances where it becomes necessary to close the School in an emergency, information will be broadcasted on local radio, via a text message sent to them or checking the School Website. The Emergency Closure Policy is available on the School Website.

Open Door Policy

Parents are most welcome to come and see their child's class teacher at any time should they have any concerns or issues you wish to discuss. All teachers are available outside at the end of the School day should you wish to have a quick word or arrange to see them.

Class teachers should always be your first contact as they know your child best, however if you wish to discuss an issue any further you should arrange to meet with the Phase Leader who is in charge of your child's year group.

Phase Leaders are as follows:

Mrs J Bown	Nursery and Reception
Mrs S Bott	Years 1 & 2
Mrs J Randall	Years 3 - 6

Who to Contact

Area	General Enquiry	Specific Issue about your child
Attendance	Admin Office	Mrs Randall
Absence Requests	Admin Office	Mrs Randall
Assessment and Progress	Mrs Shee	Class Teacher (1st) Mrs Shee (2nd)
Uniform Enquiries/Purchase	Admin Office	
Dress Code/Uniform Clarification/Property Rules	Admin Office	Mrs Randall
Safeguarding	Mrs Randall/Mrs Bown	Mrs Randall or Mrs Bown
Welfare issues affecting your child		Class Teacher
Behaviour Policy	Mrs Randall	Mrs Randall
Behaviour issues affecting your child		Class Teacher (1st) Phase Leader (2nd)
Rewards and Sanctions including Indoor Supervision	Mrs Randall	Class Teacher (1st) Phase Leader (2nd)
Learning Support /Special Educational Needs	Miss Rose (SENDCo)	Class Teacher (1st) Miss Rose (2nd)
Curriculum	Mrs Shee	Class Teacher
Homework Policy	Mrs Randall	
Homework related to your child		Class Teacher
School Dinners and Payment	Admin Office	Mrs Randall
School Dinner Dietary Requirements	Admin Office	Head of Kitchen (via admin)
Payment for Residential Visits	Mrs Barwell	Admin Office
Extra-Curricular Clubs	Mrs Barwell	Admin Office
School Photographs	Admin Office	Admin Office
Phonics/English/Reading	Miss Cain	Class Teacher
Maths	Mrs Podmore	Class Teacher
Admissions	Admin Office	Admin Office
Medical/Medicines	Admin Office	Admin Office

ALDER COPPICE PRIMARY SCHOOL

Achievement through Commitment

PARENTAL BEHAVIOUR

What is expected of parents?

Code of Conduct

Treat all members of the School Community with respect and in a polite manner.

Why is it important?

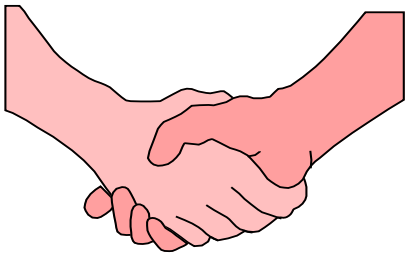
These expectations are in place in order to set a good example for pupils, showing them how to cooperate with, and work alongside, other members of the wider community.

What does the Law say?

The School has the right to remove individuals from the premises. It is a criminal offence to cause a nuisance or disturbance on school premises – this may result in the Police being contacted and a banning order implemented.

ROALD DAHL
101 DALMATIANS

We hope that you find this information useful and we look forward to working in partnership with you during the year.



This Handbook contains information which is accurate at the time of publication (Autumn 2026).

It should not be assumed that there will be no changes made before the start of, or during, this academic year or in subsequent years. The current School Handbook is correct at the time of publication. Changes may be made throughout an academic year. Parents will be advised of any relevant changes and the School Website contains the most up-to-date version of policies and procedures.

ALDER COPPICE PRIMARY SCHOOL

Northway ~ Sedgley ~ Dudley ~ DY3 3PS

☎: 01384 816610

Headteacher's PA: Mrs S Linney

✉: admin@alder.dudley.sch.uk

: Website: www.alder.dudley.sch.uk