

School Prospectus 2020

including admission arrangements



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Policy amendments may occur at any time and you should consult the Policies page on the website for the latest update.

Contact Information

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Chair of Governors: *Mr Tony Ellis*

The information contained in this prospectus is correct at the time of printing. Due to a range of circumstances, changes may occur during the course of the school year about which parents will be notified accordingly. If you require any further information about our school policies or organisation, or if there is anything about which you are unsure, please do not hesitate to contact us.

WELCOME TO COATES WAY JMI SCHOOL

Dear Parents/Carers,

On behalf of all the children, staff and Governors, we would like to welcome you to Coates Way JMI and Nursery School, where your child is at the heart of everything we do.

At Coates Way, we aim to provide a calm, purposeful atmosphere where good behaviour, respect for others, moral development and positive relationships are encouraged in order that a secure and friendly place for learning is created and maintained.

We believe that education is a partnership between home and school and hope to strengthen links with you as your child moves through our school. Everyone who works here will strive to work with you to ensure that your child's educational, social, emotional, spiritual and physical needs are met and developed as fully as possible.

We are proud of our school and hope that you will be able to visit us and meet the people who work in it, as we appreciate that choosing the right school for your child is one of the most important responsibilities that you undertake.

We look forward to getting to know you and hope that your child's time here with us will be enjoyable, successful and memorable.

With kind regards,

Steven Wells
Headteacher

Tony Ellis
Chair of Governors

FACILITIES AND RESOURCES AT COATES WAY

The school was built in 1974 as a one-form entry, semi-open plan County primary school. Coates Way is set in attractive, spacious grounds in Garston, on the northern fringe of Watford, providing both hard-surfaced and grassed play areas for the pupils. The main building comprises of a number of classrooms, which have easy access to other facilities and readily monitored exits to the playground. The main building provides a library area, a dining area and a bright, spacious hall. The main entrance passes by the staffroom and the administration offices in order to provide a more secure environment.

Our Nursery is housed in a purpose-built brick building. The staff in the Nursery work very closely with each other and with the Reception class in order to provide an excellent start for the children within the Foundation Stage.

Our library offers an extensive range of reading materials through which children gain access to a variety of fiction and non-fiction books, materials and resources which reflect current topics being studied within each class. The main library also houses a computer linked to the internet. resources in all the library areas are reviewed regularly and continued investment in quality books remains a priority for the school.

Infant and Nursery classes have their own desktop computers. The rest of the school have access to laptops and iPads which are timetabled to each classroom. These are wirelessly networked. The school has purchased good quality software, enabling technology to be used as a resource across the curriculum. All classrooms have an interactive whiteboard which is used to enrich teaching and learning.

The main hall is used for a variety of activities including collective worship, physical education, music, movement, drama and school clubs. The adjacent dining area provides a clean and friendly environment within which children and staff can enjoy their mid-day meal.

We have attractive grounds and our field enables the children to take part in various sporting activities. We also have adventure play equipment, an outdoor gym and other playground games for them to enjoy.

The school is located in a busy residential road with on-street parking. We ask that all drivers park safely with courtesy and consideration towards our neighbours. **Please note that the car park is for staff use only.**

School Organisation

Coates Way is a county-funded community junior mixed and infant school with a morning nursery provision. There are currently 236 children on roll between the ages of 3 and 11 years old. The school has eight full-time classes each with its own class teacher; a nursery nurse and a number of teaching assistants or learning support assistants who provide additional support to each class throughout the school. Our teaching assistants are trained and are able to offer a variety of interventions, including early reading and writing support and special educational needs.

OUR NURSERY UNIT

Our nursery unit is housed in a secure, purpose-built brick building alongside the main school. It has its own entrance and outdoor play area with a telephone link with the main office. It caters for children aged between 3 and 4 years old and is staffed by a full-time equivalent nursery teachers and nursery nurse. The nursery has five morning sessions per week, with up to 26 children attending. The Nursery also offers afternoon sessions for those parents who are eligible for the 30 hours funding. There are two intakes of children per year; one in September for children whose birthdays fall between 1st September and the end of February and another in January for children whose birthday falls between 1st March and 31st August.

The Nursery unit implements the Early Years Foundation Stage Curriculum, which is child-based and centres on active learning where first hand experience is seen as crucial. The children learn through directed and free play and are offered a wide range of activities each day. These will typically include water and sand play, construction toys, imaginative play and the experience of creative activity. Children take home a library book two or three times a week to share with a parent. During each session children will have the opportunity to experience working as a whole class, within a group of other children, in pairs and/or by themselves. Throughout the week all children will experience some direct teaching input from the adults in the nursery in order to learn or practice a variety of skills and knowledge either on a one to one or small group basis.

A variety of topics are used as a focus for learning, and our nursery curriculum plans follow the Early Learning Goals criteria as set down by the Government. It prepares the children for entry into full-time school and Key Stage One National Curriculum. Children experience a daily fifteen- minute session on phonological awareness using the excellent Letters and Sounds programme. This work develops early literacy skills and prepares the children for Key Stage 1 by introducing letter sounds and other pre-reading and writing skills. In addition, children will be developing their mathematical skills through regular fifteen-minute numeracy sessions. Liaison between the nursery and reception staff ensures balance, continuity and progression throughout the Foundation Stage and on into Key Stage 1.

The children are given regular opportunities to visit and work in the main school. This enables them to become familiar with the layout, other staff and some of the routines of the main school, thus ensuring a smooth transition into full time education.

Admission to our Nursery is administered by the school in accordance to the criteria and time scales set down by Hertfordshire County Council. Application forms for Nursery can be found on the school website or from the school office.

Attendance at the Nursery does not guarantee a place in the main school and separate admission procedures apply for entrance into the Reception class.

STARTING SCHOOL AT COATES WAY

Admission Arrangements

Admissions for new entrants to Reception class are processed through Hertfordshire County Council. A primary admissions letter for admission to the Reception Class should be sent to you by Parent and Student Services at County Hall during the November preceding the academic year your child will start full-time school. You will be invited to apply for a primary school place online or to request a booklet from the Customer Service Centre (CSC).

Admissions for Nursery children are administered by the school in the January preceding the academic year your child starts their education. The school offers places for either 15 hours statutory education or, if parents are eligible, 30 hours education. The application form can be found on the school website or a copy can be requested from the school office.

All in year admissions are administered as follows:

Nursery is administered by the school. Parents can apply directly to the school of their choice.

For Reception, an in-year admissions form needs to be completed and returned to Hertfordshire County Council. The form can be downloaded from the Hertfordshire County Council website

<http://www.hertsdirect.org/scholearn/admissions>

Parents of all prospective pupils are encouraged to make an appointment to visit our school to see us in action and to discuss their child's educational needs prior to making their application. If children are not offered a place at the school because the class is oversubscribed, parents may wish to enter their child's name on the school's Continuing Interest List. If a space later becomes available in the appropriate year group, your child may be offered a place according to the local authority admission criteria.

SCHOOL AIMS AND ETHOS

Our School Vision – *‘Working together, learning together, achieving together – every child aiming for excellence’*

We shall achieve this by:

- *a commitment to the rules set down in the school’s Behaviour Policy*
- *a commitment to quality in teaching and learning*
- *making learning a positive experience where children can achieve success and learn from their mistakes*
- *setting challenging but achievable targets to develop children’s knowledge, understanding and skills*
- *assessing children on a regular basis to monitor progress*
- *providing feedback to children and their parents about individual achievement*
- *preparing children for the next stages of learning*
- *a commitment to life-long learning and professional development of all staff*
- *a commitment to promoting a community and caring ethos across all aspects of school life through British core values*
- *a commitment to promoting the importance of a healthy lifestyle, including healthy eating and regular exercise.*

Partnership with parents

At Coates Way we see education as a partnership between home and school. To this end we invite all parents to sign our home-school agreement. In order that parents are aware of what is being taught, an outline of the curriculum their child will be studying is provided by the class teacher at the beginning of each term. To maintain communications between home and school, regular newsletters and other information is sent to parents on a regular basis. Information is also available on our website: www.coatesway.herts.sch.uk.

We see any help which parents can give us during the school day as a welcome and invaluable resource. Parents use their particular skills in a whole range of activities from hearing children read to using the computer. If you would like to help please let us know. You will be required to complete a full police check prior to working alongside the children.

For the partnership to work most effectively we ask parents to:

- ensure their child attends school regularly and punctually
- support the school’s policies particularly those concerning behaviour, attendance and homework
- inform the school regarding changes in circumstances which may affect their child’s learning, behaviour or attendance
- speak to the class teacher or a senior member of staff if there are any concerns so that issues may be addressed without delay
- foster their child’s positive attitude towards school and learning.

SAFEGUARDING

At Coates Way we take the protection and safety of our children very seriously. Our Child Protection Policy outlines the procedures and systems in place to monitor the safety of our children and it is reviewed on an annual basis. The Headteacher is the Designated Teacher responsible for child protection issues. There is also a governor responsible for child protection. We work closely with parents and outside agencies in this matter. All staff receive regular child protection training. All adults working with children at Coates Way undergo an enhanced police criminal background check before they are allowed to work with our children. We follow national and local government safer recruitment guidelines. All safeguarding and child protection policies can be found on our website: www.coatesway.herts.sch.uk.

TEACHING AND LEARNING AT COATES WAY

Our fundamental aim is to recognise every child's potential abilities and to offer the appropriate experiences to develop these. We acknowledge that successful learning goes hand in hand with a sense of personal worth and an appropriate degree of self-confidence. We want our pupils to derive pleasure from achievements made within the framework of a broad curriculum, which is both relevant and challenging to their needs and interests. Based on the class teacher's assessments, pupil targets are set and reviewed each term. The targets set are intended to be challenging but achievable within a specified time limit.

Teaching Methods

Teachers may choose to teach so that children work as an individual, as part of a group or as a whole class with a range of teaching and learning strategies used, including the use of technology. Groups may be arranged according to different criteria depending upon the needs of the children involved, the demands of the subject being taught and the professional judgement of the class teacher. To ensure that individual needs are met, teaching methods will remain both flexible and appropriate. Through a range of teaching and learning strategies we aim to make our lessons as stimulating and enjoyable as possible.



Special Educational Needs and Inclusion

The term 'Special Educational Needs' (SEN) covers a range of requirements and may take the form of learning difficulties, medical needs, physical impairment and/or social, emotional and behavioural difficulties. Our Special Educational Needs policy is explicit in its aim that all

children are included and given equal access to a challenging curriculum regardless of ability and fulfils the requirements set out in the SEN Code of Practice 2014, the SEN and Disability Act 2001, The Disability and Discrimination Act 2006 and the 1996 Education Act. This policy of inclusion is a core element and focus when we plan our curriculum and lessons.

Some children are subject to an Educational Health Care plan (EHC), which specify their needs and levels of support. The EHC process is only carried out after consultation with and co-operation from the child's parents/guardian and other professional agencies. The required support may be implemented using classroom assistants, our Special Educational Needs Co-ordinator (Senco) or external professionals to support Pupil Passports. Occasionally the EHC plan may specify support which mainstream education is unable to provide and may therefore recommend that the child be admitted to a special unit or school.

Most children with special needs are not the subject of EHC plans but are identified using an audit process and teacher assessment. The school has adopted learning programmes, such as the Early Literacy Strategy, Toe By Toe, Reading Recovery, Drawing and Talking and Springboard maths. Class teachers and the Senco monitor children's progress against set targets on a regular basis. The provision of an appropriate learning programme is included in a written Pupil Passport which is discussed and agreed with the child and parents. The Passports are reviewed and updated at regular intervals. Additional support may be provided by our teaching assistants, the Senco or other professionals. The school has produced a Provision Map, which details the support and systems in place to ensure that we cater for a wide range of pupil needs. The above provision is funded from the school budget or, where a child's needs are particularly great, through additional county funding through the 'High Needs Funding' process.

Our policy of inclusion means that if a pupil has a disability, we ensure that they are able to access the curriculum where possible. This may mean that the curriculum is modified, special resources are purchased and external advisors work alongside the class teacher. The school has an Accessibility Plan which provides more detail of this.

Our Inclusion Policy is available from the school office and website.

THE NATIONAL CURRICULUM

We have introduced a number of exciting changes to our curriculum in line with the new national curriculum which came into effect in September 2014. These are designed to make the teaching and learning experience offered to our children as stimulating as possible. We want them to really enjoy learning and develop skills which will prepare them for the future. We have introduced a 'Thematic' based curriculum, where some subjects will be taught in a cross curricular manner. The school has also introduced two hours of Physical Education for all classes. The junior children will also be learning Spanish. We believe that these changes will really enhance the experience we are able to offer our pupils and support the high standards we strive for.

Core subjects

English

The English National Curriculum is divided into 3 sections: Speaking and Listening; Reading; Writing. At Coates Way, we strive to equip all children with the skills to become competent, confident users of language in all its forms, enabling them to attain high standards in literacy

and oracy. The main part of our English curriculum is based around English lessons that take place each morning. Each class has daily instruction in shared reading and/or writing, grammar, punctuation, spelling, comprehension and phonological awareness. We use Herts for Learning (HfL) materials to support teaching.

Speaking and Listening

Children are provided with a rich variety of opportunities to develop their verbal skills. They are encouraged to speak clearly and expressively; to sequence and develop information logically; use a range of vocabulary; ask questions; listen and respond appropriately to a speaker thus enabling them to explore and express their thoughts, feelings, emotions and opinions articulately. In Key Stage 2, the children perform a presentation to their class at the end of each term.

Reading

We use a range of reading resources such as the *Oxford Reading Tree* scheme and, in the Early Years and Key Stage 1 materials such as *Letters and Sounds*, pupils are provided with a progressive structure in which to develop a range of reading strategies. Alongside this, pupils are introduced to a wide range of other reading materials in a variety of styles. As the children progress with their reading, they will be taught to develop the skills of understanding, reading for meaning and information retrieval. They will be able to compare, evaluate, analyse and comment on texts, focusing on their purpose, genre, language, impact and structure.

Our aim is to enable children to develop as effective, fluent readers. We see the teaching of reading as a joint venture between home and school. It is expected that parents will support and encourage their children as much as possible by listening to them read on a daily basis. Each child has a reading record book which forms an invaluable means of communication between children, parents and staff.

Writing

Writing is an essential communication tool, and as such children are taught to write in a meaningful way for a variety of purposes and audiences, and in a range of styles and appropriate formats.

We aim to enable children to develop a range of spelling strategies, an understanding of correct grammar and punctuation and a clear, fluent handwriting style. Assessment of progress and target setting is a continual process between the child and teacher to enable children to develop as effective, successful writers. One way in which we promote writing is through our Handwriting Hero's Award. Each half term children who have produced an outstanding piece of writing are made Handwriting Hero's. Their work is shown in Celebration Assembly, they receive a special sticker and have their work displayed for the half term.

The children will learn to write in a variety of styles for different purposes, across the curriculum.

Mathematics

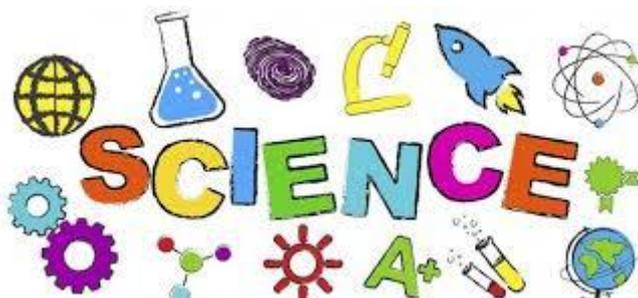
To ensure breadth and balance in the mathematics curriculum and progression in the children's learning, we have adapted teaching to meet the requirements of the new National Curriculum

(2014). Each class has a daily dedicated mathematics lesson with considerable emphasis being placed on the development of reasoning and mastering maths strategies. The learning of number bonds, including multiplication tables, is vital to mathematical confidence and we hope that parents will help support their children to enable them to become proficient in their use.

Our pupils learn to combine the practical experiences of touching, sorting, counting and investigative work with written and mental computation and problem solving in number, measure, shape and space, algebra and data handling. The emphasis is on the full understanding of the relevant concepts, their retention through work designed to consolidate and revise, the use and application of mathematics in everyday life, and the enjoyment of manipulating mathematical ideas.

Science

The National Curriculum for Science has four strands - Experimental and Investigative Science; Life Processes and Living Things; Materials and their Properties and Physical Processes. Knowledge and understanding is gained through practical investigations, which starts with the Nursery children and continues through to the Year 6. Topics are revisited to consolidate learning and to practise the skills of questioning, predicting, experimenting, recording and considering evidence to draw conclusions gained during investigations. For example, growing seeds with Nursery children will gradually progress to work at the end of Key Stage Two on pollination, germination and how plants adapt to their environment.



Foundation Subjects

Art

Children are introduced to the rich culture of art by studying the work of artists from different parts of the world both past and present. All children are given opportunities to experiment with a range of mediums through which they are taught technical skills. We place an emphasis on the quality of presentation and encourage pride in achievements by displaying children's best work around the school.



Design Technology

Children are taught the correct and safe use of tools before beginning any design project. A wide range of materials are used with which pupils are given the opportunity to learn, practise and develop appropriate skills.

Once children have identified the need for design activities, they are taught to plan their work carefully and realistically before making their finished product. Throughout their design work, children are taught to evaluate and modify the design where necessary.

Computing

Computing skills, including word-processing, data handling, modelling of information and the control of devices are taught. Pupils learn to use a variety of software packages, which are appropriate both to a range of subjects and the different ages and abilities of the children. Children are introduced to computers in the Nursery and begin to learn skills which are developed as they progress through the school. Children use a range of hardware including programmable robots, tablets and other devices.

As a school we use technology as a teaching and learning tool for the whole curriculum. Technology can stimulate and motivate pupils by enabling teachers to present information in interactive multimedia formats.

The internet is used to support the children's learning whenever it is appropriate e.g. to research topic work or communicate using e-mail. There is internet access in all classrooms. Infant classrooms have desktop computers and junior classes use laptops. All classrooms have interactive whiteboards. The school has a strict Internet Protocol so that pupils are able to use the internet safely. The Hertfordshire Grid enables our children to access the internet via a secure server.

Geography and History

Geography and History form the basis for topic work throughout the school. Both areas are taught so that children may progressively develop the discreet skills, knowledge and understanding associated with each subject. Studies involve much practical work, often based on first-hand experiences through the use of artefacts, educational visits, guest visitors and the school's immediate environment. Children are also given the opportunity to carry out research

using a variety of resources including non-fiction books, encyclopaedias, ICT, the internet and other factual sources of information.

Music

At Coates Way each pupil is encouraged to participate in all areas set down in the National Curriculum - listening and appraising; composing and performing. Children take part in weekly singing sessions in addition to regular class lessons. Visiting specialist music teachers offer clarinet, flute and guitar lessons to Key Stage 2 pupils. At Christmas, the school performs carols to parents. During the spring term we offer a musical performance where children entertain their parents.

Physical Education

The P.E. curriculum at Coates Way operates on a 'Sport for All' philosophy, where children participate and develop their own physical skills and strategies according to their own abilities. For more able and/or competitive children there are opportunities to compete against children in other Watford schools in a range of sporting activities. Children in all classes participate in the 'daily mile'. This is a national initiative to encourage children to develop a healthy lifestyle by ensuring they are involved in a physical activity every day.



Our aims are to:

- *involve our pupils in the continuous process of planning, performing and evaluating all areas of activity*
- *provide activities in which all children may participate with enjoyment*
- *provide appropriate opportunities for competitive challenge*
- *encourage the development of positive attitudes and a healthy lifestyle*
- *ensure safe practice during physical activity.*

At Key Stage 1, P.E. lessons include games, gymnastics and dance. In addition, at Key Stage 2, swimming, athletics, outdoor and adventurous activities are included. As part of our Healthy Schools work, all classes have two hours of physical education each week.

A range of team games are played with opportunities for older children to represent the school in football and/or netball in the local schools' leagues.

We are members of the Watford and Three Rivers Sports Partnership, which means that in addition to our PE lessons, children receive further training from external coaches and take part

in a variety of competitive and non-competitive sporting activities and events.

OTHER SUBJECTS

Religious Education

As required by the 1988 Education Reform Act, Religious Education is taught in accordance with the Hertfordshire Agreed Syllabus. Children are given the opportunity to learn about the six major religions of the world with the emphasis on Christianity.

Our aims are to:

- *increase pupils' knowledge and understanding of Christianity and other major religions*
- *reflect the spiritual and moral tenets of a caring community*
- *enable pupils to become increasingly aware of their own developing spirituality*
- *develop an understanding of what it is like to be a practising believer*
- *respect the beliefs children experience within the home*
- *develop pupils' respect for the beliefs and values of others within our multi-cultural society.*

Parents have the right to withdraw their children from Religious Education. If you wish to discuss this or any aspect of our Religious Education policy, please contact the headteacher.

Personal, Social and Health Education (PSHE)

Pupils learn about various aspects of PSHE, where appropriate, as an integral part of class topics or through specifically designated activities, especially those linked to science and citizenship. The well-being of the children is fundamental to their personal development. Children are encouraged to talk to an adult about their emotions or concerns in order that we may help them. The social ethos of the school is regularly discussed in circle time and each class draws up its own list of rules at the beginning of the school year. We aim to help the children to develop life skills by providing strategies which enable them to solve problems for themselves.

The services of the school nurse are enlisted to help deliver other PSHE topics which include Health and Hygiene and Sex Education. Sex Education is specifically offered to pupils in Year 6 and under the provisions of the 1993 Education Act, parents can exercise their right to withdraw their child from all or part of the Sex Education Programme which is outside any compulsory elements of the National Curriculum. Parents are fully briefed about the contents of the programme and are given prior viewing of any videos that are used.

Assembly

Assemblies are held every day. They reflect the broad traditions of Christianity and British core values yet celebrate traditions and festivals from other religions and cultures. We explore moral and spiritual themes such as community, forgiveness, sharing, personal responsibility, leadership, caring attitudes and the environment. During assembly, children are given the opportunity to take part in a Collective Act of Worship by reflecting for a few moments on a particular theme or by offering their own silent prayers or act of worship according to their own traditions. Under the 1988 Education Reform Act, parents have the right to withdraw their children from Acts of Collective Worship by arrangement with the headteacher.

An assembly may take the form of story telling, poetry readings, sharing, discussion, drama and/or singing and may be led by a member of staff, a whole class, a group of children or a specially invited visitor. Children in the Nursery, Reception, Year 1 and Year 2 classes have monthly birthday assemblies to which their parents are invited. Every week we hold a Celebration Assembly, where pupils are able to show and talk about work or achievements inside and outside of school.

Healthy School

We encourage our pupils to adopt a healthy lifestyle through assemblies, Science, PE and PSHE lessons. For break time snacks, the children in Key stage 2 may bring in a healthy snack every day. We also encourage our children to drink plenty of water. As part of a Government initiative, all children in the Infants and Early Years are offered a piece of fruit each day. Research has shown that snacks and drinks with high levels of sugar and salt can affect pupil behaviour and concentration in a negative way. They also have a detrimental effect on long term health. This can impact on the progress they make at school. A further way in which parents can support our healthy schools ethos is by walking either the whole or part of the way to and from school. This also helps our neighbours by reducing the traffic congestion in Coates Way.

The school does not allow children to bring in chocolate bars or sweets. Should parents wish to hand out sweets as part of a birthday treat or other celebration then they do so at the end of the day when children have been dismissed from school. The school does not accept responsibility should a child become unwell or be subject to an allergic reaction as a result of accepting something that has been handed out by a parent after school.



Visitors to Coates Way

Visitors to our school bring an extra dimension to our pupils' learning through their own expertise and specialist resources to support their work. We value these visitors as they help to promote children's sense of community or cultural awareness. Visitors may speak to the children during assemblies or within the classroom environment. We also receive visits from other professional agencies on a regular basis as well as sports or drama groups who may perform or work with the children.

Curriculum Assessment

As part of the process for teaching and learning, children are continually assessed in their class to monitor performance in all areas of the National Curriculum. Assessment may take the form of tests or unaided tasks. Assessment is used to ascertain the children's understanding of a taught unit and also their attainment within a whole or part of a subject. Assessment leads into planning which feeds into the teaching and learning programme offered to each child. In this way we can ensure that all children are challenged and supported whatever their ability. Children are also set group or individual targets in English and Mathematics, which are intended to challenge and motivate their learning. Targets are reviewed regularly.

To complement continuous assessment, standardised and statutory tests are used to monitor the performance of children within the school against national standards. These assessments form the basis on which we can evaluate the school's achievements, predict children's expected future attainment or as a trigger to implement support for groups or individuals. At the end of Year 6 children take the statutory Standard Assessment Tasks (SATs) in mathematics, reading and grammar, punctuation and spelling. At the end of Year 2, children take the statutory Standard Assessment Tasks (SATs) in mathematics and reading and a range of assessments are used by the class teacher to determine an overall level of attainment.

In Year 1 children take the statutory Phonics Screening Test.

Optional assessment tasks are taken in Years 3, 4 and 5 to monitor children's progress against national performance results in English and mathematics. These tests are undertaken during the Year 6 SATs Week.

On entry to and exit from our Nursery, pupils are assessed against criteria in the Nursery Record. In Reception, teachers assess pupils using the Early Years Foundation Profile.

Children complete self-assessment tasks so that they can explain their own view of their achievements across the curriculum.

Homework

The purpose of homework is for children to enhance and practice their learning or study skills. This may take the form of shared reading; spellings or tables to learn; individual research for a topic and may reflect any aspect of the curriculum. Children will be given instructions about how to do the work before they take it home but parents' co-operation is encouraged in assisting their children to develop a responsible attitude to homework. We recommend that you try to establish a homework routine in which children have a quiet place to work without distractions such as television, they have a set time to do their homework and that they allow enough time to complete their work by the given deadline. This reduces stress and negative attitudes towards homework. We want children to take pride in their homework and to hand in work, which is their very best.

Reporting to Parents

Parents are kept informed of their children's progress and achievements through formal consultation evenings and an annual written report. The first consultation evening takes place during the autumn term, followed by a second during the spring term. An individual written report is given to parents towards the end of the summer term when there are informal

arrangements for consultation if either the parents or class teacher request it. During the summer term, parents are invited to an Open Evening to look at all of the work produced in school during the academic year. This gives the children a chance to really show off their work and achievements.

Further information regarding individual progress is given to parents through the home-school reading record book and through meetings requested by either the parents or class teacher as the need arises. In addition, children who are subject to an Education Health Care plan have annual reviews with the opportunity for parents to consult with the class teacher, the special needs co-ordinator and/or the head teacher and educational psychologist. Children who have been identified as having a special need but are not subject to a statement will have a Pupil Passport drawn up. Pupil Passports are reviewed termly with parents and children.

If parents wish to discuss their child's progress across the curriculum, or any other issues, then please contact the school and an appointment will be made with the class teacher as soon as possible.

Key Stage 2 to Secondary School

The transition to secondary school is also of importance to us and we strive to prepare our children and equip them with the skills, knowledge and confidence to continue their learning journey.

Our children move on to a variety of schools – both selective and non-selective. We are lucky to have a number of good secondary schools in the area and are confident that all our children will find a school that meets their needs. Close liaison with all our secondary schools ensures that the needs of our older children are met accordingly. Year 6 teaching staff share their knowledge about each child with their future schools and provide detailed information in response to secondary school request.

School Clubs

We provide a wide range of activities that our children can participate in both at lunchtime and after school. Children who attend after school clubs need to obtain written permission from parents by completing a club letter from school. Clubs vary throughout the year and include:

- Choir
- Cycling Proficiency (Year 6 only, autumn term)
- Drama
- Football
- Netball
- Cooking
- Street Dance



- Recorders
- Gardening
- Creative Club
- Lego

CHARGING AND REMISSIONS POLICY

Government legislation states that schools may not charge for any activity which takes place wholly or substantially within school time and forms part of the curriculum. Schools may, however, ask parents for voluntary contributions to cover the costs of any such activities arranged for the children.

We have always considered visits by classes and groups to be extremely worthwhile and a great enrichment to the curriculum. However, it is not always possible to fund these trips from within the school's resources. The policy of the Governing Body is that, while we will not exclude any child from participating in an activity because his or her parents have not made a voluntary contribution, if the cost of the activity cannot be met in this way it may be cancelled or the cost of the trip per child may increase. This also applies to the swimming lessons arranged for children in Key Stage 2.

A school journey is arranged for the children in Year 6 during the summer term. This usually takes the form of a residential visit lasting several days, which is linked to curriculum course work. As with any visit, we do our best to keep costs to a minimum as we rely on parental support. The proposed arrangements are discussed with parents in the autumn term and arrangements are made to pay an initial deposit followed by instalments to pay off the balance or, if parents prefer, a final lump sum. The voluntary contribution rule applies only to the transport and activity costs, board and lodging costs are not voluntary.

Families in receipt of Income Support or Family Credit can receive a full or partial remission of costs by contacting the headteacher or school secretary if they are unable to pay. All such approaches will be dealt with sensitively and in the strictest confidence.

Recent visits by the children include trips to:

- Belgium and France – Year 6 residential school journey
- PGL – Year 5 short residential trip
- Newlands Park – Year 4 short residential trip
- Houses of Parliament
- Chiltern Open Air Museum
- Hazard Alley
- Pantomime theatre trip
- Beaconscot Model Village
- Titanic Museum
- St Albans Verulamium Museum and Cathedral
- Paradise Wildlife Park
- Legoland



Payments to School

The procedure for sending money into school is that it should be sent in a sealed envelope, which has the child's name, class and contents written on it. If you are making a number of payments, each needs to be in a separate envelope labelled as stated above. **Payments should be made by cheque – payable to Coates Way School. Small amounts such as individual Friday Fun Meals can be paid by cash.** Parents may also make payments using the Schoolcomms online payment system. Once a child has joined the school, details of how to access the Schoolcomms system will be sent to parents and carers.

Lunchtime

School meals are prepared daily on site by our head cook and staff. There is a good choice of healthy and nutritious meals. Alternatively, children may bring a packed lunch. Parents should note that chocolate spread is not permitted as it may contain nuts. All nut products are not permitted as we have a number of children and staff that have a nut allergy. All children in Reception, Years 1 and 2 are entitled to a free school meal as part of the Government's Universal Free School Meals initiative (UFSM). We do offer some flexibility where pupils can choose which days they may want a school dinner. Should parents wish their child to change from one to another the school office should be **informed in writing one week in advance**. Children eat together in the dining area supervised by our midday staff. If you are receiving income support your child may be eligible for free school meals. Please do not hesitate to ask at the school office for details about how to claim. All enquiries are treated in the strictest confidence.

Attendance and Punctuality

At Coates Way we are very keen to work with parents and the local authority Attendance Improvement Officer (AIO) to ensure that all children receive their full entitlement to education. It must be made explicitly clear that under current legislation parents are responsible for ensuring the attendance and punctuality of their child and only the school can authorise an absence, regardless of the reason. If children are late then this can seriously disrupt their education. Traffic or oversleeping are not acceptable reasons for being late. While we deal sensitively and sympathetically with any absence, authorisation will not be granted automatically except in genuine cases of a pupil's illness, family circumstance or accident.

Occasionally parents may experience difficulties getting their children to school due to family circumstances. Please speak to the class teacher or head teacher immediately. The school is committed to working with parents to overcome any such situation.

Should your child be unable to attend school for whatever reason, parents are requested to notify the school by telephone by 9.00 a.m. on the first day of absence. Upon your child's return, a written explanation of the absence will be required.

It is essential for your child's continued progress that absences are kept to a minimum. New legislation strongly recommends parents may not take family holidays during school time and to make routine dental or medical appointments after school hours, during the lunchtime break or school holidays. Parents may receive a Fixed Penalty Notice should a child be absent from

school for periods of time without sufficient good reason. Further details regarding procedures are in our Attendance Policy available from the office.

HEALTH AND SAFETY

For reasons of health and safety, we are reluctant to administer medicine to children during the school day. If your child requires such treatment we are happy for a parent, or any adult nominated by a parent, to come to school to ensure that the correct dosage is administered. In exceptional cases arrangements may be made but parents will need to complete a medical form. Children may not administer their own medicine other than a prescribed asthma inhaler. Medication such as Ritalin cannot be kept on the school premises or be administered by staff.

Illness

Should your child become unwell whilst at school we may need to contact you or a nominated adult as a matter of urgency. Please provide the school with emergency contact numbers together with any other relevant health information to assist us in this matter. An update sheet is sent home at the start of each academic year but if circumstances alter we would ask that you let us know immediately.

If your child has been physically sick during the night or morning prior to a school day please keep him or her at home for 48 hours after the last bout of sickness. It can be very distressing for a child to be ill at school and sickness quickly spreads around the school to staff and other children. Please inform us of any infectious diseases and seek medical advice regarding when it is safe for a child to return to school. This is particularly important if you suspect your child has German measles (Rubella), meningitis or other serious communicable diseases.

Asthma

Parents should indicate on their child's medical information form whether he or she is an asthma sufferer and sign to authorise the administration of an inhaler. Please ensure that all inhalers are correctly labelled with your child's name and class together with written details regarding dosage and frequency. Children will be expected to use the inhalers themselves under the supervision of a member of staff.

Headlice

Please check all your family's heads regularly and treat any infestations promptly. Children may return to school once they have been treated. To help prevent the spread of headlice all children whose hair is long enough should keep it tied back. If we detect that a child has headlice, then they will be sent home to have it treated.

Jewellery

Children may not wear jewellery to school with the exception of one pair of studs to be worn in the ears only. Watches may be worn but remain the responsibility of the owner. All earrings and watches must be removed by the child before P.E. lessons. **If you choose to have your child's ears pierced, then please do so at the beginning of the summer holidays to enable swellings to subside, enabling them to remove them at school.** The school is not responsible for your child's earrings or watches when they are removed.

GOLDEN RULES

Our Golden Rules were drawn up by the staff and children working together. They are intended to support the aims of the school.

- Keep hands, feet, objects and unkind words to yourselves.
- Follow instructions given by an adult the first time without arguing.
- Treat other people the way I would like to be treated myself.
- Treat other people's property with respect.
- Keep our school values.
- Tell an adult if something is worrying me.

SCHOOL VALUES

Politeness, trustworthiness, teamwork, forgiveness, fairness, kindness, self respect, sharing, honesty and helpfulness

Behaviour

Children were widely consulted when drawing up our behaviour policy and during the development of our value system so there is shared expectation about what constitutes appropriate behaviour. Formal rules are kept to a minimum and each year children agree a classroom code of behaviour with their new teacher. Children are expected to co-operate and behave in a sensible manner and to show concern and respect for each other and the environment. We believe that a reasonable but consistent framework of discipline provides security for each child. Motivational systems in the form of house points, where children can gain recognition for achievement, effort and good behaviour, is a powerful way to encourage positive approaches to learning and good behaviour. We also operate Golden Time. This means that all children start the week with fifteen minutes Golden Time in which they can choose activities on a Friday afternoon. However, if they behave inappropriately, Golden Time is lost in five minute intervals. The important part of the Golden Time system is that children can earn time back for good behaviour. This can be a positive means to motivate and encourage children to improve behaviour. In addition to this we operate a Buddy and Peer Mediation system.

When lapses in acceptable standards of behaviour or attitude occur, appropriate sanctions will be imposed. If a child's conduct continues to give cause for concern, parents will be invited to discuss the problem and to share any information which might have a bearing on the situation. Parents will be asked to assist in arriving at a decision on the course of action to be taken in order to regain an acceptable standard of behaviour. At Coates Way we have high expectations of behaviour.

The school will act firmly and swiftly if bullying or racism is identified. Parents of the perpetrator(s) and the victim(s) will always be informed of such instances. The intention of the school's behavioural policy is to make it clear to staff, children, parents and governors that bullying - in any form - is unacceptable and will not be tolerated at Coates Way. It is everybody's responsibility to prevent it.

GOVERNORS AT COATES WAY

All governors are elected volunteers who act collectively, serving a term of four years and have legal duties, powers and responsibilities. Statutory duties include:

- making decisions about how the school is run
- monitoring the quality of teaching and learning
- interviewing and selecting staff
- deciding how the school budget should be spent
- reporting information about the school to parents

School Governors are:

- parents
- teachers at the school
- local council representatives
- community and/or local business representatives

Parent Governors:

- have a child at the school
- are elected by the parents of the school

COATES WAY FUNDRAISERS

Every parent with a child or children currently at the school is a member of the parents' group called *Coates Way Fundraisers*. The group is a Registered Charity, which has a tremendous record of fund raising, averaging over £3,000 per year by organising events, which provide opportunities to get together socially, have fun and help the school at the same time. Although they are extremely active and enthusiastic volunteers, practical support is always welcome from the main parent body. Some of the activities organised by the parents' group during the last academic year have included:

- Quiz Nights
- Infant Easter Party
- Children's Discos
- Summer Fair
- Sponsored Events
- Raffles
- Cake Sales
- Year 6 end of year treat

All the money raised goes towards providing valuable resources, funding visitors to the school or subsidising many activities for the children. During recent years the parents' group has funded many projects including:

- Outdoor Gazebo
- curriculum resources

- outdoor play areas
- Dining Room tables
- Foundation Stage resources

COMPLAINTS PROCEDURES

At Coates Way we strive very hard to create a good working relationship with our parents. We strongly believe that it is vital that we work in close partnership with our parents and pupils and listen to all viewpoints. This positive relationship is one of the reasons that our school is so successful. However, if you need to complain about an incident or issue, our complaints procedure is summarised below.

The school follows Hertfordshire County Council's procedures for dealing with complaints. A full copy of this document can be obtained from the school office.

The complaints procedure has three stages:

- Any complaint should be discussed informally with the headteacher in the first instance, or relevant members of staff or Governor(s) as appropriate. We find that nearly all concerns or potential complaints can be resolved successfully through such discussions.
- A parent wishing to complain further should make a formal complaint in writing to the Chair of Governors. The chair will contact the complainant and discuss the issue with them. If the complainant wishes to pursue the complaint further then the issue will be referred to the Governors Complaints Panel and formal complaints procedures will be followed. This will involve written statements from all parties involved and may include interviews and a formal hearing.

After assessing all of the evidence, the Complaints Panel will make recommendations which will be sent to the complainant. The whole governing body will consider these recommendations and may decide to change school policy/procedures or to take further action.

- Most complaints are the responsibility of the Governing Body and will be resolved by them. In the case of complaints about special educational needs, the national curriculum or collective worship you can complain further to the local education authority.

Communicating with School

If you need to have a brief conversation with the class teacher, then they will usually be able to see you before or after school. There will be occasions where another member of staff may be asked to attend the meeting to ensure transparency and openness. If you need to have a more detailed meeting then please ring the school office to make an appointment with the class teacher, who will arrange to see you at the earliest opportunity available. Most issues can be quickly dealt with by speaking to the class teacher. However, if you need to discuss an issue that you feel cannot be dealt with by the class teacher, then please make an appointment to see the Headteacher, or either the Key stage 1 or Key stage 2 Assistant Headteacher.

If you can not speak to a member of staff in person, then please telephone, write or e-mail the school and we will contact you as soon as possible.

How We Communicate with Parents

It is extremely important to have good lines of communication between all members of our school community, this enables us to work in a positive partnership and meet the needs of our children.

We send regular newsletters home through the school gateway app which will provide important information. Our newsletter is also available on our website, where you will also find other useful information.

At the beginning of the academic term the class teachers write to you to communicate what will be occurring in your child's class and how you can support them in their learning. Specific letters will communicate other important information. We send most of these via e-mail. The school also operates a texting service, so that we can contact you quickly with important information, such as a school closure.

Over the year we hold a number of parent meetings, which will focus on particular issues. These may include curriculum workshops, reading or year group meetings. We hope that you can attend these as it gives us the opportunity to work closely with you and gives you a chance to ask any questions and discuss issues. These meetings are well attended and popular with our parents.

If we need to make you aware of an incident or concern involving your child, the class teacher may approach you if you collect your child at the end of the day or telephone you. In these circumstances we aim to have contacted you either during or quickly after the school day. Please ensure that all your contact details are up to date.

Our school website – www.coatesway.herts.sch.uk contains a large amount of information about our school.

Parental help in school

We are always very grateful to those parents who come in to school and help. If you have a particular talent or area of expertise, please contact your child's class teacher.

Art, music, sewing, reading or design and technology are all areas where support would be welcome. Even if it's for only an hour, please come in and help us to help your children.

If you'd like to help but are unsure of how, please come in and talk to us.

All regular volunteers will require a DBS check. Please ask at the office for more details.

Feedback

We welcome feedback about how we are doing as a school. Feedback enables us to improve. Please offer any information you feel would be valuable. At some points in the year we will send home questionnaires, some general and some targeted at various groups. This all feeds into our self evaluation and improvement process.

SCHOOL HOURS

Nursery

15 hours provision – Mornings 8.45am to 11.45am Afternoons 12.15pm to 3.15pm

30 hours provision – All day 8.50am to 3.00pm

Reception

8.45am – 3.10pm

Key Stage 1 and Key Stage 2 classes

8.45am – 3.15pm

Lunchtime is 12.00pm – 1.00pm early years and key stage 1 and 12.15pm - 1.15pm for pupils in key stage 2.

COATES WAY SCHOOL - SCHOOL UNIFORM 2020

GIRLS - Winter

Green sweatshirt or cardigan

Grey or black skirt

Grey or black tailored trousers (not leggings, jeans, track suit bottoms combats etc.)

White polo shirt

White formal shirt years 5 & 6

School tie years 5 & 6 **only**

White, grey or black socks (not trainer or ankle socks)

Black school shoes with low heel (not trainers)

Summer

Grey or black skirt or tailored shorts or tailored trousers (not sports shorts)

White polo shirt

White formal shirt years 5 & 6

School tie years 5 & 6 **only**

Green and white check summer dress

Black school shoes with low heel (not trainers) or white/black sandals worn with white socks (not trainer or ankle socks).

BOYS - Winter

Green Coates Way sweatshirt

Grey or black tailored trousers/shorts

White polo shirt

White formal shirt years 5 & 6

School tie years 5 & 6 **only**

White, grey or black socks (not trainer or ankle socks)

Black school shoes with low heel (not trainers)

Summer

Grey or black tailored shorts or tailored trousers (not sports wear)

White polo shirt

White formal shirt years 5 & 6

School tie years 5 & 6 **only**

White, grey or black socks (not trainer or ankle socks)

Black school shoes with low heel

P.E./Games Kit (A change of clothing for P.E./games is essential)

Black sports shorts

White T-shirt or polo shirt

Plain tracksuit for outdoor games (KS 2 children)

Trainers

A change of socks

Optional items

Coates Way Book bag

Coates Way P.E. Kit Bag

Coates Way Fleece (To be worn outside only)

Coates Way cap in the summer

Additional Information

Other jewellery must not be worn except for religious reasons

Only plain metal stud earrings are allowed, but these must be removed for P.E. If you are planning to have your child's ears pierced, **please do so at the start of the summer holidays to allow healing time.**

Long hair must be tied back with either a green, white or black tie/headband. This applies to both girls and boys.

If you are unsure about appropriate items of uniform, then please contact the school office for advice. All items of clothing must be named.



Coates Way School - Snack Policy 2020

This policy was devised by the Coates Way School Council after consultation with children across the school.

The aim of the policy is to promote healthy eating in a positive way, encouraging a healthy lifestyle.

Foundation Stage

Fruit or vegetables are provided for our Early Years children as part of the government's 'Five a Day' initiative. In addition, we also provide the children with a balanced range of snacks which promotes healthy eating and independence. Snack stations are set up each day, containing this range of snacks. We ask parents of Nursery and Reception children to contribute £1.50 per week towards our snack fund.

Key Stage 1

Fruit or vegetables are provided for our Key Stage 1 children as part of the government's 'Five a Day' initiative. Parents do not need to send any additional snacks in to school.

Key Stage 2

The junior children are permitted to bring in a healthy snack for break time.

Chocolate bars, crisps and sweets are not permitted at break times. Crisps are permitted at lunchtimes for packed lunches but chocolate bars and sweets are not permitted at any time.

Drinks

We ask that children come to school with a water bottle containing water, not squash or other drinks. They can refill these during the day from the school's water coolers.

We do not encourage children to bring sweets or chocolates onto the school premises. Should parents wish to hand out sweets as part of a birthday treat or other celebration then they do so at the end of the day when children have been dismissed from school.

Parents, please note: The school does not accept responsibility should a child become unwell or be subject to an allergic reaction as a result of accepting something that has been handed out by a parent after the children have been dismissed from class for the day.