



PHOENIX PRIMARY SCHOOL



“Be proud, work hard, achieve your dreams!”



School of
CHARACTER



Values-based Education
VbE Enhanced Quality Mark



**We're working
towards Artsmark**
Awarded by Arts
Council England

WELCOME

As VbE underpins everything we do, we have carefully designed a relevant curriculum driven by excellence, which prepares the pupils for the world in which they will live and work. Through our curriculum, we aim to provide the pupils with the knowledge, skills, habits and character traits that can be applied across all traditional academic subject areas in all educational, career and social settings throughout their life.

We provide rich opportunities for the pupils to explore citizenship and real-life issues, which at times they may have to grapple with and make sense of, working together to develop 'real life' values such as collaboration and communication, respect, justice, courage, compassion and forgiveness. As these values and skills shape the way that we live together and our response to the issues that we will encounter through our global curriculum.

We place a strong emphasis on building relationships with our students, parents and their families. At Phoenix there is a dedicated team whose job it is to support students and their families so that all students can attend school and receive an education. We operate an open-door policy and if there is anything we can do to support your child, or you have any concerns, please come into school for a chat with myself or one of my team.

Primary school days should be the best and most memorable of a young person's life. A time to make friends, to sing, dance, laugh, run, jump, play as well as learn. We hope every student that attends our school will leave with these positive happy memories.

Pupils at the school are safe, happy and an active part of their community. The pupils at the school embody the school's philosophy of 'valuing self, others and the environment'. Parents support the school's effective work in securing pupils' mental and physical well-being. There are high expectations for pupils' learning and behaviour. Pupils have warm and nurturing relationships with staff. They show good manners and consideration to adults and peers alike. When pupils become upset or do not behave as they should, they know there is support available. They are also aware of the consequences of any poor behaviour. They are also aware that they get the chance to repair relationships and that everyone is treated fairly. Pupils are enthusiastic about learning, and interactions in class and around the school are positive and caring. They value their learning and the opportunities the school provides. Pupils are proud of their school and what they are achieving. - Ofsted June 2023

Mrs M Ireland
Headteacher

We appreciate that starting school is a big step for both you and your child. At Phoenix we aim to make this a positive and happy event, where your child will enjoy a caring, stimulating environment. We value a good relationship with you, the parents and carers, as we believe this is a very important part in the settling in process and throughout the rest of your child's time in school.

We are aware that when your child joins Phoenix, they will have already learnt a lot from you at home. We want to build on that knowledge and take them further on to the next stage of learning.

We strongly believe that your child's education is a partnership between home and school, therefore, parents/carers are always welcome to come and see us.

Parents as Partners

As you are your child's first educators, we value the opinions and information that you can share with us. We, as a school, will try and involve you whenever we can and hope that you will share observations that you can with us.

We use Class Dojo, to give regular updates on what is happening at Phoenix.

Parents in School

When families support their children with their learning, they make better progress, therefore, we are very keen to get everyone involved in school life wherever possible.

For Reception pupils, at the beginning of the day, we encourage parents to bring their child into the classroom which enables daily opportunities to share a book together, as well as other activities.

How you can help your child

- Encourage and praise them because they need to feel successful
- Look at their work and help them with their home learning where necessary
- Come into school whenever you can - such as celebration assemblies, open days, come and play sessions and parent/carer workshops. Children really love to see you in school!
- Always encourage your child to take pride in their work
- Take time to share a book with them - take them to the library regularly. Talk about what they are reading at school
- Encourage good manners and respect at all times to everyone in and out of school
- Especially the younger children - help your child to become independent with:
 - Taking their school jumper on and off
 - Fastening their coat zip
 - Removing their coat and hanging it up
 - Taking their shoes on and off

How you can help the school

- Ensure that all contact information is up to date
- Make sure that we are aware of any medical issues
- Let us know immediately if your child is absent
- Let us know if you have a change in home circumstances - this information will be kept confidential
- Make sure your child is in school on time every day
- Send your child into school in the correct school uniform
- Ensure that reading books are returned to school daily
- Ensure home learning is returned to school weekly
- Make sure that your child's belongings are named clearly, e.g. jumper, coats, packed lunch box, PE kit
- Check your child's hair regularly for head lice
- **If there is a change in the person collecting your child, please let us know!**



ESSENTIAL INFORMATION

Contact Details

Phoenix Primary School
Glencoe Road
Chatham
Kent
ME4 5QD

Telephone Number: (01634) 829009

Text line: 07860 002495

Email: office@phoenixprimary.com

Parents email: parents@phoenixprimary.com

Website: www.phoenixprimary.com

Executive Principal:	Mr A Minchin
Director of Primary:	Mr Gavin Evans
Head Teacher:	Mrs M Ireland-Hubbert
Deputy Headteacher:	Mrs J Studniarz-Thring

School Staff and Classes

Diamond 1	Reception	Miss R Page
Diamond 2	Reception	
Opal	Year 1	Mrs B-L/Miss Harris
Topaz	Year 1	Mrs J Spillett
Amber	Year 2	Miss K Trotman
Onyx	Year 2	Mrs S Dhaliwal
Emerald	Year 3	Miss G Evans
Garnet	Year 3	Miss H Smith
Jade	Year 4	Miss S Line
Ruby	Year 4	Miss S Farne
Aquamarine	Year 5	Miss E Callow
Sapphire	Year 5	Mrs W White
Peridot	Year 6	Miss Lakha
Turquoise	Year 6	Mrs L Page
PE Teacher:		
Family Liaison Officer:		Miss C Beer Mrs Barnwell
Inclusion Manager (SENCo):		Ms J Studniarz
Pastoral Support		Mrs S Groom
		Mrs E Barnwell

TAs & HLTAs

Mrs N Gifford
Mr Shawsmith
Ms McCormack
Mrs Jenner
Miss S Cairns
Mrs K Wells (HLTA)
Mr B Hodges
Mr J Vine
Mrs M Kakol
Mrs G Vickery
Ms L Cocianga
Mrs G Vickery
Mrs T Coulson (HLTA)
Ms S Kapija

The Local Governing Body

Chair: Mr N Smith
Vice Chair:

The Local Governing Body has representatives from the Trust; our partner schools; parents and members of the community. They meet once a term to make decisions regarding school policy.

The School Day -

8.00 am	Breakfast Club
8.35 am	Gates open. Students line up in classes
8.55 am	Registration
9.00 - 12 pm	Lessons
11.30 - 1.00 pm	Staggered breaks & Lunchtimes :
1.00 pm	Registration
1.00 pm - 2.30 pm	Afternoon lessons
3.10 pm	End of school day

Breakfast Club

A breakfast club is offered to all pupils each day between 8.00 am - 8.40 am. At the end of the club pupils go into the playground, to join their classes.

The breakfast club offers:

- Cereals and milk
- Toast
- Fruit Juice
- Hot food (beans or spaghetti on toast) on certain days

The Breakfast Club is a very reasonable £1 per day. This can either be paid daily, weekly (£5) or termly (6-week term = £30). This should be paid at the beginning of the week/term, not in arrears. If you are entitled to Free School Meals, it is free.

Students should line up in an orderly manner from 7.55 am. A member of the breakfast club team will be on the door to welcome your child. Can I please remind parents that students will not be admitted to breakfast club before 8 am. All students are their parents' responsibility until they enter school. Parents dropping off students before 7.55 am in inclement weather will still have to wait until 8am before they are admitted.

In the instance that your child doesn't follow the school's behaviour policy, the school has the right to refuse them entry to breakfast club. This disqualification could be for a day, week, term or even permanently at the Head teacher's discretion. You will be informed by telephone or letter.

Commented [SMJ1]: Should 8:35 be changed to 8:40

School Term Dates

CPD Day: Monday 2nd September 2024 (Pupils not in school)

Start of Term 1: Tuesday 3rd September 2024

End of Term 1: Friday 18th October 2024

Half Term Break: Monday 21st October to Friday 1st November 2024

Start of Term 2: Monday 4th November 2024

CPD Day: Friday 22nd November 2024 (Pupils not in school)

End of Term 2: Friday 20th December

Christmas Break: Monday 23rd December to Thursday 2nd January 2025

Start of Term 3: Friday 3rd January 2025

End of Term 3: Friday 14th February 2025

Half Term Break: Monday 17th February to Friday 21st February 2025

Start of Term 4: Monday 24th February 2025

End of Term 4: Friday 4th April 2025

Easter Break: Monday 7th April to Monday 21st April 2025 (Easter Monday)

Start of Term 5: Tuesday 22nd April 2025

Early May Bank Holiday: Monday 5th May 2025

End of Term 5: Friday 23rd May 2025

Half Term Break: Monday 26th May to Friday 30th May 2025

Start of Term 6: Monday 2nd June 2025

End of Term 6: Wednesday 23rd July 2025

Dates are subject to change.

Other events take part during the school year and parents are notified via the school's Newsletter, Class Dojo, letters or on the school website.

The school photographer is in twice a year: September individual photographs; May/June for whole class photographs.

School Uniform

School uniform is an essential part of being a member of Phoenix Primary School. It symbolises that you belong and are part of the Phoenix family. All students are required to wear the uniform and regular checks are carried out to see that all students are wearing the correct uniform.

- Purple Jumper/Cardigan
- Polo shirt - EYFS & KS1 only
- White 'cotton' school shirt - both boys and girls (Years 3 - 6)
- Tie (Years 3 - 6)
- Black knee length school skirt
- Black trousers
- Black or white socks*
- Black school shoes

Black school shoes need to be worn all year round for all year groups.

**Socks can have additional lace of no more than 2 cm*

Summer (from Term 6 - after May holiday until end of July):

As above but with the addition of:

- Black school shorts
- Purple gingham or striped dresses

It is advisable that long hair is tied back. Hair decorations should be small and discrete bows no more than **7 cm**.

If your child has pierced ears - 1 pair of plain stud earrings can be worn, however these must be removable for PE, for safety reasons.

PE Kit:

- Black shorts
- White T shirt
- Plimsoles/trainers
- Dark tracksuit bottoms (for cold weather) & sweatshirt

PE kit to be worn in on the days of PE and Fitness.

PE is an important part of the school curriculum, just as important as literacy and numeracy as it is a way of keeping healthy and being active. Failure to wear the correct uniform may result in a letter sent home. If a student does not have their PE kit the student will spend the lesson completing work and will complete a lunchtime detention.

School uniform can be purchased in person from School Time, Military Road, Chatham, or via their website <https://schooltime.co.uk/phoenix-junior-academy-en/>

If you wish your child to wear a plain white polo shirt, these can be purchased, along with black trousers/skirts from your local supermarkets /shops, i.e.: Tesco, Asda, Primark.

PLEASE ENSURE ALL ITEMS ARE NAMED!

Reception and Year 1 children should also bring to school:



Waterproof coat/jacket.



Your reading book and book bag every day. No rucksacks as we do not have space to store these.



Spare clothes and underwear (just in case you have an accident or get wet).

A winter and summer hat to keep your head safe.



Please return home learning every week.

Attendance Information

The Law

Your child must receive full-time education. As parent or carer, you are responsible for making sure this happens. Irregular attendance will undermine your child's education. Statistics show that students who miss school can become victims of crime and some are drawn into anti-social behaviour.

We are constantly working on pupil attendance and this emphasis needs constant reinforcement and support from parents. We are grateful for the cooperation of parents who are asked to adopt the following procedures:

- Please use Studybugs (<https://studybugs.com/about/parents>), telephone, send a note in, or pop into reception giving the reasons for absence by 9.15 am on the first day of absence. If we have not received a reason for absence by this time a Studybugs message will be sent out as part of the first day absence procedures for your child's safety. If absences are frequent a home visit will be made by the Attendance Officer, or the Attendance Advisory Service will be notified.
- If a pupil is receiving treatment from a doctor or dentist and needs time out from school, please give the school at least 24 hours' notice. On the day of the appointment you will be able to pick up your child from reception. Your child will then be 'signed out' giving a reason for leaving school during session time, then 'signed in' when your child returns.
- If your child arrives in the morning after the bell has gone, up to 9 am they are to enter via the normal entrance. After 9 am they will need to enter via the main entrance into the Reception where they will be signed into the late book.
- If a child is late more than 3 times during one week, the parents/carers will be invited to a meeting with the headteacher.

Authorised Absence

Only the Head teacher can authorise absence. The Head teacher is not obliged to accept your child's absence. Absence can be authorised for the following reasons: sickness; a one off event such as sibling graduation; family bereavement; a public performance.

Absences will not be authorised if:

- It is for a family holiday
- Another member of the family is ill
- The family have overslept or had a late night
- There are problems with uniform/clothing
- You have forgotten school dates
- Your child attends a medical/dental appointment for more than half a day without written proof that this is necessary. If they have a medical/dental appointment in the morning, bring them straight back afterwards. If the appointment is in the afternoon, pick them up beforehand.

- There is an annual family event such as a birthday - a lot of students have the day off to celebrate - staff still come to school on their birthday, **students** should too! Students dress in non-uniform when it is their birthday so that they feel extra special. If their birthday falls on a weekend or in the holidays, they can come in in non-uniform on the Friday (if birthday on Saturday); Monday (if birthday on Sunday) or if during the holidays they can wear either day before or after the break.
- You take your child shopping

Any pupil, whose attendance is **below 96.4%** the previous academic year, will be required to provide medical proof for all absences (such as: a copy of the prescription; label off medicine; doctor's certificate; appointment card). Those pupils who have unauthorised absence and their attendance drops below 90% during the year will be called in to Attendance Clinics, this could result in being fined or taken to court.

You should only keep your child off school if they are genuinely too ill to attend. Good attendance is rewarded weekly, termly and annually. Please make every effort to ensure that your child attends regularly.

MISSING SCHOOL IS MISSING OUT!

Holiday in School Time

It is part of the Trust's Policy, alongside the Government's Policy, not to authorise time out of school for family holidays.

Requests for leave of absence should be made in writing to the Head teacher at least two weeks or more if possible, explaining why you want the time off. All requests will be followed up by a meeting with the Headteacher.

If the leave requested is for a holiday, and you know that the Head teacher will not approve it, it is strongly advisable that you make an appointment to speak to the Head teacher, as without your co-operation it will be recorded as an unauthorised absence which could result in a Fixed Penalty fine, especially if your child's attendance is below 96.4%. It is at the Head teacher's discretion as to whether or not he advises the Attendance Advisory Service not to issue a penalty notice.

Currently the fine is £120 per student per adult with parental care responsibility if paid within 28 days of the notice. This is reduced to £60 if paid within 21 days. You could end up with an automatic referral to the Magistrates court if not paid.

Monitoring Attendance

The school has a 'five-step' approach to monitoring absence and lateness. It will not always be appropriate to progress through all of these steps or even to carry them out in the order listed.

'Five Steps'

1. Telephoning / Text messaging home on the first day of absence. If we do not receive communication, there will be a home visit by the Family Liaison Officer and the Attendance Officer

2. Fortnightly checking of attendance with the Attendance Officer and the Head Teacher, followed by regular checking by the Attendance Advisory Practitioner (AAP)
3. Referring low attendance to the Attendance Advisory Practitioner
4. Inviting parents/carers to a school Attendance Clinic with a member of the Senior Leadership Team (Headteacher) and the Attendance Advisory Practitioner.
5. Prosecution.

Lateness

Lateness will also be referred to the Family Liaison Officer. Persistent lateness will be referred to the Attendance Advisory Practitioner. Students must be encouraged to walk directly to school as quickly as possible in order to keep themselves safe.

Helpful Hints

- Report absences via the Studybugs app OR Telephone reception on 01634-829009 before 09:15am on the first day of your student's absence.
- Notify the school well in advance of any medical appointments
- Respond to school enquiries about unexplained absence
- Provide evidence, such as a letter from the hospital, for whole day medical appointments
- Keep us well informed of any ongoing medical conditions your student has that may affect their attendance
- If possible, try and make appointments outside of school or during school holidays
- Make sure you have alternative arrangements for a friend or relative to get your child to school in an emergency
- If you do not have an alternative contact, we may be able to help
- If you are not sure whether your child is well enough to attend school, bring them anyway. They often perk up during the day, but we will contact you if they do not
- If your child has a well-known childhood illness, contact the school for advice on recovery time. We have all the up to date information.
- Head lice - If your child has head lice please treat and bring your child into school the same day once treated. There is no need to keep children off for head lice.

GENERAL INFORMATION

The School Building

We have a lovely learning environment for the students.

This consists of:

- 14 enlarged self-contained classrooms - each with up-to-date technology including: touch screen whiteboard; access to filtered drinking water and an area for students to hang their bags and coats.
- Dedicated ICT Suite
- There are 2 'pod' areas for individual or small group work
- 3 dedicated library areas -guiding reading; fiction and non-fiction
- A hall that is used for Assemblies; have PE and to enjoy eating lunch
- An off-site field and an all-weather sports pitch on site

Playground

A quiet area has been prepared with artificial grass and picnic tables, which allows small groups to sit and play small games as well as enjoying their packed lunches when the weather is warmer.

There is a fenced in area with play equipment that is locked when not in use. Year groups take it in turns daily on a rota system. Students are only allowed on this if they have a signed permission form and are wearing the correct footwear.

Separate EYFS play area and KS1 play area.

We have also developed a garden, where we plant and grow our own produce.

We have an all-weather sports pitch for games throughout the year.

The rest of the playground area is zoned, and students have the opportunity to play games during the breaks.

Entry to the School - 8.35am - 8.55am

EYFS, Year 1 and 2 children are to enter the **bottom gate in White Road** (Garden entrance). **Years 3 - 6** students are to enter the school in the mornings by the **top gate in White Road**. Parents are welcome onto the playground until their children have lined up and have been escorted into the school building. Members of the Senior Leadership team, Mrs Ireland, Mrs Studniarz-Thring, Ms Parsons along with Miss Beer, our Family Liaison Officer and Mrs Hardinges (Attendance Officer) are present at the gate to welcome students into school in the morning.

All parents, visitors and pupils who are late (after 9 am) are to enter the school through the Reception via the main entrance on Glencoe Road. All visitors are asked to sign in and will be issued with a visitor's badge. Please do not enter the school by any other doors.

Parking

Unfortunately, the school does not have any visitor parking on site. The roads immediately surrounding the school are part of the School Streets Scheme, which is operated by Medway Council, it places a temporary restriction at school drop off and pick up times during the school term. We encourage everybody who lives within walking distance of the school to leave the car behind and to walk to school.

School Meals

A hot meal is available to all pupils. The Government provide school meals for all children in EYFS and KS1.

For KS2 pupils, the cost is £12.65 per week (£2.53 per day). Should you wish your child to have a meal, payment should be made each Monday for the week or first thing on the day a lunch is required, failure to do so may result in a lunch not being available.

Students, who are attending school, are entitled to receive school meals free of charge if you receive:

- Universal Credit (provided you have an annual net earned income of no more than £7,400, as assessed by earnings from up to three of your most recent assessment periods)
- Income Support
- Income-based Jobseeker's Allowance
- Income-related Employment and Support Allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- The guarantee element of Pension Credit
- Child Tax Credit (provided you're not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190)
- Working Tax Credit run-on - paid for four weeks after you stop qualifying for Working Tax Credit

All you need to do is to complete the online application form (the link can be found on the school's website: www.phoenixprimary.com). If you are entitled to receive free school meals, you will receive an answer straight away.

We encourage ALL parents in receipt of any of the above, to claim for free school meals even if your child does not want one every day, as the school receives an extra payment in the form of Pupil Premium for every student that is entitled to free school meals. This money is then spent on supporting students that require additional help.

Please enquire at Reception for more details, or if you have a problem filling in the application form.

There is a 3 weekly menu that can be viewed on the school's website.

In line with the New School Food Plan legislation, the school has now made milk available to every student in school.

✓ Free milk is provided for all students in receipt of statutory free school meal entitlement and shall be funded by school as well as children in EYFS

✓ Subsidised milk is now available at a cost of 30p per day for all students over 5 years and is funded by those parents wishing to take up the offer

Please ask the school office for a registration form if your child would like to have milk. School will register those students entitled to statutory free school meals.

Packed Lunches

Students may bring a packed lunch as an alternative to a school meal. The lunch should be both nutritious and filling, for example: filled roll/wrap/pitta/sandwich; pasta; salad etc; Yogurt/fromage frais; piece of fruit. This should be in a clearly labelled container with your child's name and class.

Families are encouraged not to include chocolate, crisps, cakes or sweets in packed lunches. We ask that the only drinks provided are water or pure fruit juice. You may be contacted if the lunch supplied is deemed not suitable.

Due to the risk of severe allergy, nuts (including peanut butter) must not be brought into school.

Breaktime Snacks

Students are encouraged to bring in a bottle that they can refill with water at times during the day to keep with them in lessons, so they drink throughout the day as they wish.

Snacks at break time should be fruit or a cereal type bar. EYFS children will be provided with a healthy snack during the day.

The Tuck Shop will be selling healthy snacks during the morning break. Prices range from 30p up to 50p per item.

Health

On entry into Phoenix, pupils are issued with a Medical Care Plan, which we ask parents/carers to complete if their student has a medical issue. If a student suffers from Asthma, another form is to be completed. The student will also be issued with a 'bum bag' in which their asthma pump is kept, and the student keeps this with them at all times.

Medicines

It is the Trust's policy not to administer any medication to pupils. The only exception is if the medication (i.e. antibiotics) has to be taken 4 times a day. All forms of medicine must be given into the School Office. They must be clearly labelled with the student's name. In addition, a form must be completed to keep in the School Office, stating what the medication is for, the dose and time to be given. Wherever possible, these are to be administered by the student themselves.

If a student becomes unwell during school, or has had a headache etc, before school and given medication. It may be necessary to contact parents to come into school to give additional medication during the day.

If medicine states for them to have it administered 3 times a day, the second dose should be given when they arrive home. It will not be given in school.

Illness or injury at school

Should your child become unwell during the day, we will contact you and ask if medication can be brought in for them, or for you to take them home or to the doctors. In the case of minor accidents, first aid will be given at school by one of the school's qualified first aiders. In the event of a serious accident, you will be contacted immediately. We will always contact parents in the case of a head injury - even a minor bump.

Attendance at school if student has injuries i.e.: broken bones etc.

If the medical professionals say that a student is okay to attend school with an injury, the school will complete a Risk Assessment prior to the student attending school, according to the Trust's Policy and the School's procedures.

Generally, if a student is in plaster, they will not be allowed out into the playground to minimise the risk of further injury.

Medicals

During their time at Phoenix most students will undergo various medical examinations. Parents will be notified of these and where appropriate invited to attend.

Kindly inform us of any special medical requirements or important medical history. If you have any concerns over your student's health, please tell the class teacher. We have access to several agencies that might be able to offer advice, i.e. School Nurse, Speech and Language Therapist.

Head lice

The Health Authority no longer provides us with head lice checks. Where a student is suspected of having head lice, they will be sent to the School Office. Parents are then informed and asked to collect their child and carry out the necessary treatment at home. All members of the family should be treated. When an outbreak occurs, we will usually send a letter home with all the students in the class warning of the problem and asking that hair is checked and treated if necessary.

This is sometimes a sensitive issue. It is important that Parents understand that having head-lice is not a sign of uncleanliness. It is a result of hair contact. Indeed, staff frequently find themselves attacked by these harmless bugs, time and time again.

Please support us, as it is only by your assistance that we can reduce the outbreaks of head lice in school.

Change of Address/Contact details

Please keep us informed of any change to your address, telephone numbers, email address, work place or the details of your 'emergency contact'. It is very distressing for poorly students if we cannot contact their parents to ask for them to be collected.

Charging Policy for School Trips

All students attend out-of-school activities during the year. These are visits associated with work students are involved in at school or clubs they attend. Parents are usually invited to make a contribution towards the cost of some activities. This money is non-refundable. We endeavour to keep costs to a minimum and to give as much notice as possible. We do, however, reserve the right to cancel visits if there are insufficient contributions.

School trips and activities are planned throughout the year. On average the total cost of trips to parents will be:

EYFS	approximately £
Year 1	approximately £
Year 2	Approximately £
Year 3	approximately £
Year 4	approximately £
Year 5	approximately £
Year 6	approximately £

These costs are based on previous year's prices and they are subject to change. However, all of the trips are heavily subsidised.

Commented [SMJ2]: Added that prices are subject to change

To help spread the cost of the trips we have set up a payment scheme where parents can pay weekly/monthly from the start of the school year to help pay for trips/activities, on our online payment system - Parent Pay.

The trips/activities are posted on Parent Pay as soon as they have been arranged so that parents can plan their payments and pay in instalments.

It is very important to return the permission forms and the full cost of the contribution by the deadline date. Failure to do so could result in the student not being able to attend the trip and any monies paid will not be refunded.

Without contributions towards the cost of trips and activities, the school wouldn't be able to offer the opportunities and learning experiences they get from having visitors in or attending and visiting places outside of the classroom. If you have difficulty with contributing, then please speak to the head in confidence, as soon as possible. Embarrassment to the student will be totally avoided. If not, enough contributions are received and the trip becomes non-viable, it may be cancelled. No child will be excluded from a trip unless it is due to behaviour/safety issues.

Pupils whose behaviour poses a health and safety risk may not be able to join school trips and will either result in them not being allowed to go and any monies already

paid will not be refundable, or they may only be allowed to attend with a parent or carer accompanying them. The accompanying adult will be charged the full cost of the trip.

Payments for Trips/Breakfast Club /Dinner Money

We operate a cashless online payment service that parents can use to pay for school trips, breakfast club and dinner money, Parent Pay. This eliminates the need to send in money with your child and gives you an up-to-date record of how much you have paid etc. We encourage all parents/carers to use this service, you will be provided with your login details. If you have any problems, please do not hesitate to contact the school office. You will find the link on the school's website. If you do have difficulties, we can issue a barcode for you to pay cash in a place that accepts pay point. There may be times when the school will open for cash payments, this will be communicated with you prior to the event.

Extra-Curricular Activities

Various clubs take place after school. At present our after-school clubs include: Choir; Drama, Art & Craft; Board Games, Gardening, Computing Club. We also offer a range of sport clubs throughout the year: Fitness/Athletics; Basketball; Cricket and Football all run by our PE Staff. Additionally, we offer Boxing club run by external agency.

We have a local Rainbow Unit (for girls aged 5 - 7); a Brownie Pack (for girls aged 7 - 10) a Guide Unit (for girls aged 10 - 14) and a Ranger Unit (young ladies 14 - 18) that meet at the school alternate Saturdays during term time. Parents who are interested in these should contact the Office for details.

House Teams

On entry to the School all pupils are placed in one of the 4 house teams. Our house teams are: Earth, Air, Fire and Water. They will remain in this group throughout their time at the school. Pupils compete for the House Honour each term by collecting points for displaying and promoting School's values. At a weekly Assembly the students are informed of the points collected by each house and the overall position.

Stars of the Week/ Term

Each week a pupil is selected from each class whose attitude to learning has been a good example, to be Star of the Week and their photo is displayed. Every term pupils are chosen to be Stars of the Term and parents will be formally invited in to share their child's celebration at an assembly where their child will receive their badge and certificate.

Health and Safety

We have a 'smoke free' policy in school. Smoking or vaping is not permitted inside the school building or in the school grounds.

We ask that no scooters or bicycles are brought into or ridden in the school playground, unless your child has completed and is in receipt of a Bikeability Level 2 certificate (equivalent to the cycling proficiency award). Also, no dogs are allowed

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on site, even if carried in the arms. We ask that if you do bring a dog to pick up your child, that you stand away from the school gates.

The wooden play equipment on site is for use by pupils **only** during the school day where they are supervised by staff. The school will not be held liable if students use the equipment outside school times, or by students not attending this school.

Accredited Education

Since introducing Values-based Education to Phoenix in 2016, we are the only school in Medway that follow a VBE programme. In March 2018 we achieved the Values-based Education Quality Mark, and in March 2020 we achieved the Values-based Enhanced Education Quality Mark. In June 2023 we achieve the Character Education Kitemark Plus and Centre of Excellence for Inclusion

We have a list of 24 values that the school follows throughout the curriculum, assemblies, activities and at home.

Every term there is an assembly that launches the Value of the Term, which is published on the school's website. At the end of each value we hold a special celebration assembly to which parents/carers are invited, where children and staff are nominated to become our Values Champions. Their pictures are displayed on the Values Board. We welcome nominations for the Value of the Term from Parents and members of the community.

During the course of your child's time here at Phoenix they will have covered all of our values: Politeness, Selflessness, Love, Caring, Respect, Compassion, Tolerance, Kindness, Self-Belief, Equality, Teamwork, Friendship, Empathy, Pride, Resilience, Trust, Dedication, Unity, Loyalty, Peace, Honesty, Responsibility, Patience and Understanding.

School Values Council

The School Values Council is run by students that have been elected by their peers. Those students who wish to stand for the Presidents fill in an application as to why they feel they would be suitable for the role. Elections are then held after those successfully nominated students have spoken to the whole school as to what they can do to encourage the continuation of the values within the school environment and what they feel they can do to raise the profile of Phoenix Primary School. 1 student representative from each class sit on the School Values Council Board to put forward ideas and suggestions they feel should happen at school. So far they have been instrumental in consulting regarding changes to the school meals; decided on where they would like to go for the Attendance Trip at the end of the school year; and they are Ambassadors for visits, as well as numerous other events.

The Council is overseen by Miss Beer, our Family Liaison Officer and the Council Presidents.

CURRICULUM

Phoenix Primary School is a proud accredited enhanced VbE setting. With VbE at the heart of our curriculum we are developing ethical vocabulary and ethical intelligence, which could be argued is the most important intelligence for the sustainability of our world.

The children at Phoenix learn through a knowledge engaged curriculum. They learn skills alongside knowledge, ensuring that both are explicitly developed. Knowledge and skills are intertwined at Phoenix because skill, physical or cognitive is a performance built on what a person knows so will always be intrinsically linked. Summarised as the 'know-how' in applying the 'known'. Repetition of content is planned and valued within the curriculum design and implemented using the six strands of teaching and learning

- Challenge
- Explanation
- Deliberate Practice
- Feedback
- Modelling
- Questioning

Phoenix is dedicated to working with not only our families but the local community which the children take pride in. Enrichment opportunities throughout the curriculum are a crucial part of our curriculum design to ensure as a core principle that all children receive engaging and relevant experiences that home may not have the capacity to fulfil, such as:

- ✓ Forest schools
- ✓ Reading in breakfast club
- ✓ Invitation clubs to support early reading across the school
- ✓ Young Voices
- ✓ MYG
- ✓ Mindfulness
- ✓ Tuck shop
- ✓ Community garden
- ✓ Specialist music teachers
- ✓ Sport coaches for lessons and specialist sports after school
- ✓ Curriculum workshops / trips

Visitors into School

Visitors have a valuable role to play and can contribute to many aspects of the life and work of the school. They deliver talks, workshops and full day activities across a wide range of subjects, giving pupils access to outside experiences and expertise. Visitors provide a link with the wider community - children may have the opportunity to work alongside artists, musicians, authors, health professionals and others.

Beyond the Curriculum

As a school we offer pupils opportunities to participate in extra-curricular activities after school.

All pupils from EYFS to Year 6 have the opportunity to attend clubs after school. These range from art and computers to football and boxing. Clubs run from time to time through-out the school year, with details being given on our Newsletters. Other clubs run at lunchtimes and details are given to pupils at school.

Early Years Foundation Stage

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year.

The curriculum is based upon four themes and principles:

Unique Child - every child is a unique individual who is on their own learning journey. They are constantly learning and can be resilient, capable, confident and self-assured.

Positive Relationships - children learn to be strong and independent from a base of loving and secure relationships with parents/carers and/or a key person. We take a positive approach to discipline built on mutual respect between staff and children and reinforcing positive behaviour.

Enabling Environments - the environment plays a key role in supporting and extending children's development and learning.

Learning and Development - Children develop and learn in different ways and rates. All areas of Learning and Development are equally important and inter-connected.

The Curriculum

There are 3 **prime** areas and 4 **specific** areas of learning in the Early Years Foundation Stage curriculum:

Prime Areas

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

Specific Areas

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

In the Prime Areas children will learn to:

- Share, take turns and develop respect for each other
- Make friends and become confident independent learners
- Behave appropriately when playing with others

- Listen to others and understand spoken language
- Learn new words rapidly and use them in conversations
- Join in conversations with adults and children
- Develop control of their bodies using both large scale movements such as running and jumping, and small-scale movements such as holding pencils and using scissors

In the Specific Areas children will learn to:

- Enjoy sharing books and stories with adults and friends
- Read words and simple sentences
- Draw, make marks, write letters and words
- Count accurately groups of objects and recognize numerals
- Add, subtract and problem solve during practical activities
- Use everyday language to talk about size, weight, capacity, distance, time and money
- Look closely at how things work, why things happen, living things and the natural world
- Use ICT equipment, e.g.: programmable toys and computers
- Be imaginative, sing songs, dance and create fantastic models, drawings and paintings

Learning Journey in Reception Classes

Your child will take part in a wide range of activities, both indoors and outdoors. They will learn through activities they have chosen, or from those that are led by an adult.

In EYFS we plan in the moment. Every time an adult looks at, listens to, a child, they are assessing and planning how to respond. These assessments and plans are based on the adult's observations of the child in that moment and also draw on any previous knowledge of the child. The response is planned in the moment and is uniquely suited to that unique child in the unique moment.

A child who is not happy cannot become deeply engaged. A child who is not challenged by what is on offer, will not be engaged. A child who is being controlled by adults, will not be as deeply engaged. A child who feels insecure will not be able to become deeply engaged. A child who is bored, passive, planning in the moment, moving children's learning on, will ensure each child's needs and interests will be being met. Therefore, they will make outstanding progress holistically.

Parents/Carers are actively encouraged to contribute their child's learning journeys through our Weekend Journals.

KS1

In Year 1 and 2 students follow the National Curriculum with carefully combined and balanced approach results in high quality teaching and learning. We are proud of the levels of independence, resilience, creativity, problem solving skills and the collaborative approach to learning constantly displayed by our children. Approaches combined include:

- Whole class teaching inputs
- Focus group 'masterclasses'
- Adult initiated challenges—children have the autonomy to complete these throughout the week.
- Child initiated learning facilitated by an adult supporting provision using the sustained shared thinking approach.

Continuous provision is the term given to resources which have been carefully chosen to create an enabling environment in which children can explore and learn. These resources are safe for children to explore independently, they are continually accessible, and they are resources which can continue children's learning in the absence of an adult. Children should be able to explore and play with the resources which will allow for the continuing development of creativity, problem solving, reasoning, communication and language... the list is endless.

The table below outlines the top 10 skills required by employers in 2023 as detailed by the World Economic Forum. It is vital now more than ever, that alongside a first-class curriculum which delivers subject specific knowledge, children are provided with a wealth of opportunities to develop problem solving, critical thinking and creativity.

Top 10 skills

In 2024		In 2020
1	Analytical thinking and innovation	Complex Problem Solving
2	Active learning and learning strategies	Critical Thinking
3	Creativity, originality and initiative	Creativity
4	Technology design and programming	People Management
5	Critical thinking and analysis	Coordinating with Others
6	Complex problem-solving	Emotional Intelligence
7	Leadership and social influence	Judgement and Decision Making
8	Emotional intelligence	Service Orientation
9	Reasoning, problem-solving and ideation	Negotiation
10	Systems analysis and evaluation.	Cognitive Flexibility

KS2 (Years 3 - 6)

Students must study the following subjects:

Core Subjects:	English (Literacy) Mathematics (Numeracy) Science Computing
Foundation Subjects:	History Geography Art Music Technology Physical Education (PE) Personal Values Education (PSHRE)

The school is committed to delivering these subjects in an interesting and creative way that teaches the students the skills of learning.

Curriculum newsletters are sent out at the beginning of terms 1, 3 and 5 giving an overview of topics that will be covered during the term for all subjects. These letters can also be viewed on the school's website.

Food technology lessons will be taught at school and students will learn about nutrition and healthy eating.

Spanish is to be taught by class teachers, using a specialist programme.

PE is delivered by our qualified PE teacher, who also runs after school sports clubs for all year groups.

Swimming - by the end of Year 6 every child should be able to swim. At present all Year 4 children will be attending swimming lessons for approximately 30 weeks per year.

Sex Education is covered under Science and other subjects. Parents will be informed in writing when this subject is to be covered.

Music is enhanced by outside teachers coming in and delivering singing, drumming and ukulele lessons.

Religious Education and Collective Worship

Our school is non-denominational. Collective worship is a social gathering with a predominately Christian religious element but incorporating stories and references from other faiths. The content supports our Personal, Social and Health Educational policy so giving pupils a set of values by which to live their lives based on awareness of themselves and the world in which they live.

Online Safety

It is important to us that our students learn how to use modern technologies such as computers and the internet safely. Both parents and students are informed about our online safety rules and are asked to sign a 'responsible internet use form'.

Home Learning (Homework)

At Phoenix the setting and completion of homework is an expectation. Literacy and Numeracy homework is set weekly. Parents can help their child by seeing that children settle to their homework quietly and thoughtfully, in an area at home which is free from distraction (not in front of the television or PlayStation).

A quiet bedroom or kitchen table is a good place for them to work at. This allows you to check their progress as well as providing additional encouragement and support.

Listening to your child read every day is another important way you can help support your child with their learning. Enlisting a big brother/sister, Aunt/Uncle or Grandparents will give other members of the family roles of support which always help.

Spellings and arithmetic will be given out weekly. Enquiry homework will be given out termly.

Reading

In addition to homework, students are issued with a reading log and parents are encouraged to listen to their child read and record what their child has read in the book.

We also have a reading programme called Bug Club which can be accessed online at home on a computer or tablet. This encourages children to read, answer quiz questions and do online assessments as they go along. We also have Spelling, Punctuation and Grammar through Bug Phonics.

TT Rockstar

Time Tables Rockstar is an online maths programme that can be accessed in school and at home. It helps children reinforce their learning in the classroom, at home. If they have difficulties with a problem during their lesson the teacher will give them the page or problem number so they can access the programme at home and it will give a step by step guide as to how to solve the problem.

Purple Mash

Purple Mash is an educational, creative and inspiring tool for children aged 3 to 11. It includes a collection of essential child friendly ergonomically designed tools, games, activities and 1000s of digital resources for children and teachers across core subjects and curriculum areas. Purple Mash contains free home access for all pupils and works across a range of different devices, from tablets to interactive whiteboards.

Assessment and reporting of pupils' progress

We aim to make accurate and frequent assessments of each pupil's level of attainment in all subjects so that:

- Teachers can plan and deliver lessons appropriately, *so that*
- Pupils know what they have achieved and how to make further progress, *so that*:
 - Parents will have accurate information about how their children are developing and progressing.
 - Parents will know how their work compares with National expectations and the ways in which they can continue to improve.

In terms 3 and 5 you will be invited to meet your child's teacher to discuss your child's targets/progress throughout the year at a Parent/Teacher consultation. Year 3 will have an additional meeting early in Term 1.

EYFS also operate an open-door policy at the end of every day to keep an open, positive partnership with parents, continually building progress in small steps.

At the end of terms 2 & 4 you will receive an Interim Report giving you up to date information on how well your child is progressing in all 13 subjects as well as the amount of effort they put in. At the end of July, you will receive a full written report on your child's academic progress in all areas of the National Curriculum as well as comments again relating to effort and attitude.

We believe that every child is unique and special, and we aim to provide a broad and balanced curriculum for all. We are committed to developing cultures, policies and practices that are inclusive. We have systems to identify when children have barriers affecting their learning and tailor specific interventions to enable pupils to overcome their barriers. This practice of personalising learning applies to all pupils across the learning spectrum including pupils who are identified as academically more able.

Work is well planned, challenging and differentiated appropriately and the whole-school curriculum is planned to provide exciting and creative learning opportunities. Expectations are consistently high across the school and children are encouraged to be independent thinkers and learners, and to have enquiring minds.

Where children are identified as needing additional learning or behavioural support, the school adheres to the 2014 New SEND Code of Practice. We ensure that each child's needs are individually and appropriately catered for, and that any relevant outside agencies are involved in providing guidance and support.

Through assessments and/or observations a teacher may feel a child needs to be placed on the Special Needs Register. With support from the Special Educational Needs (SEND) Co-ordinator, provision is carefully planned.

The SEND Co-ordinator is responsible for supporting, planning and monitoring interventions and pupil profiles. This monitoring is used to ensure systems are effective and impact positively on pupil progress.

Following discussions with parents and carers, pupils may be placed onto the SEN Register at some point in their school career. For many, this involves a short burst of targeted intervention which may lead to them being removed again, while for others the support process is a longer one. In all cases our aim is to provide the very best education for pupils, allowing all children to fully achieve their potential.

Discipline and Behaviour

Discipline is based on the philosophy that all pupils within school have the right to learn. The school promotes a positive, well-ordered learning environment which values all students as individuals and where success is celebrated. We expect and have very high standards of behaviour of both students and adults.

When behaviour is unsatisfactory there is a clear and structured policy and Levels of Behaviours that all staff follows. The first point of contact is the class teacher, however if the behaviour is persistent or reaches level 3 the case is referred to Phase Leads and/or the Pastoral Care team (which consists of the Family Liaison Officer - Miss Beer; Pupil Wellbeing Practitioner's - Mrs Groom and Mrs Barnwell, Headteacher - Mrs Ireland-Hubbert; Deputy Headteacher and Inclusion Manager - Mrs Studniarz-Thring and Assistant Headteacher for Quality of Education - Miss E Parsons).

Parents and carers will be kept fully informed of any unsatisfactory behaviour and actions that are being taken to support their student. Persistent poor behaviour can result in a withdrawal of privileges or even exclusion, but we emphasise that the best guarantee of good behaviour is through praise, reward and the co-operation between teachers, students and parents.

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