



# Helping each other to aim high

Parent and carer information for 2026–2027

**Aspiration**

**Collaboration**

**Nurture**

**Curiosity**

# Aims of our session

---



**This evening, we will share:**

- **The people who will support your child** and who to contact when you have a question or concern
- **The school day**, including attendance, punctuality and helping children arrive ready to learn
- **Uniform, PE and swimming**, and the practical things children need for school
- **Our curriculum, trips and experiences**, and how these help bring learning to life
- **Homework and learning at home**, with simple ways families can help
- **SEND and inclusion**, and how we work with families to meet children's individual needs
- **Our new Behaviour Policy and Behaviour Curriculum**, and how consistent expectations help children feel safe and succeed
- **Communication and partnership**, so that school and home can work together for the best outcomes for every child

**Our aim: children feel safe, included, settled and ready to learn every day.**

# Staffing: your child's team



Class teachers remain the first point of contact for day-to-day questions and concerns

---

## Class teachers

### Year 1:

Miss Davis; Mrs Stankiewicz and Mrs Seaman

### Year 2:

Mrs Norton, Mrs Simmons and Miss Charbonneau

### Year 3:

Miss Bishop and Mr Fenn

### Year 4:

Mr Harvey and Miss Dawson

### Year 5:

Mr Burch, Mrs Hazelton and Mrs Watson

### Year 6:

Miss Binge and Miss Dade

## Leadership and support

### Learning Leaders:

Mrs Hough     EYFS and Year 1

Mr Fenn       Years 2 and 3

Mr Harvey     Years 4 and 5

Mrs Kirby      Year 6

### Assistant Headteachers:

Mrs Kirby      Curriculum

Mrs Walker     Inclusion

### Deputy Headteacher:

Mr Doyle

### Headteacher:

Mrs Landers

### Family Support Worker:

Mrs Davis

# The school day: every minute counts

A calm, punctual start helps children feel settled and ready

---



**8:30am**

Gates open

**8:45am**

Gates close

**10:30am**

20-minute break

**12:15pm**

1 hour for lunch

**3:15pm**

School ends

---

To help the start and end of the day run smoothly:

Children in **Reception, Year 1 and Year 2** enter through the steps in the Key Stage 1 playground.

Children in **Years 3 and 4** enter through their year-group outside areas.

Children in **Years 5 and 6** enter through the Key Stage 2 gate and go straight to their classrooms.

At home time:

**Reception and Year 2** children are collected from the Key Stage 1 playground.

**Year 1 parents and carers** are invited into the Year 1 outdoor area.

**Key Stage 2 children** are released from the car park.

Please give staff a few moments to make sure every child is safely handed over before starting a longer conversation. For absences, appointments or messages that need to be recorded, please contact the school office.

# Attendance and punctuality

Being in school, on time, supports learning, confidence and wellbeing



# 187

**school days each year**

# 178

**non-school days for family time and  
routine appointments**

# 100%

**our aspiration for every  
child's attendance**

Every day in school helps your child build confidence, maintain routines, strengthen friendships and keep up with their learning.

We want every child to be in school as much as possible because every day in school matters. While our aspiration is for children to attend every day, we recognise that there will be times when children are genuinely too unwell to come to school. For this reason, our attendance target for every pupil is **97%**. This reflects our high expectations for attendance while recognising that occasional illness is a normal part of childhood. We ask families to support us by ensuring children attend regularly and are only kept at home when they are too unwell to take part in the school day.

To protect this continuity:

- term-time holidays cannot be authorised;
- routine appointments should be arranged outside the school day wherever possible;
- any absence or appointment should be reported to the school office.

We understand that attendance can sometimes become difficult. Please speak to us early so we can work with you and support your child before missed days begin to affect their confidence or progress.

We review attendance each week and will contact you if we have concerns so that we can agree the best next steps together.

For individual support, please speak to your child's class teacher or Mrs Davis, our Family Support Worker.

# Uniform: practical, cost-effective and inclusive



A simple, consistent uniform keeps expectations fair and affordable for every family

---

Our uniform is designed to be simple, comfortable and affordable. Most items can be bought from supermarkets or the high street, and clothing with the school logo is optional.

For everyday wear, children should have a royal blue sweatshirt or cardigan, grey or black school trousers, shorts, skirt or pinafore, a white or pale blue polo shirt and sensible all-black footwear.

For PE, children should wear a plain white T-shirt, plain black or navy shorts and, in colder weather, a plain black or navy tracksuit with trainers or plimsolls.

We ask families not to send children in branded sportswear. When some children wear branded items, others understandably want the same. Keeping PE kit plain helps reduce pressure on families and keeps expectations fair and affordable for everyone.

For safety, long hair must be tied back and earrings and other jewellery must be removed for PE and swimming.

**Please name all clothing and belongings, including coats and water bottles, so that lost items can be returned quickly.**

Full details can be found in the **School Uniform Policy** on the school website.

# Our curriculum



A carefully sequenced curriculum helps children build knowledge year by year

Our curriculum is carefully planned and sequenced so that children build on what they already know and can do. We want learning to be ambitious, accessible and memorable for every child. Termly curriculum booklets and reading recommendations explain what your child will learn and how you can support them at home.

|           | Autumn 1                                                                                                              | Autumn 2                                                                                                           | Spring 1                                                                                                           | Spring 2 | Summer 1                                                                                                                    | Summer 2 |
|-----------|-----------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|----------|-----------------------------------------------------------------------------------------------------------------------------|----------|
| Reception | Halifax and I<br>                    |                                                                                                                    | Dinosaurs<br>                   |          | Amazing animals around the world<br>     |          |
| Year 1    | Celebrating Significant people<br>   |                                                                                                                    | Incredible Ipswich<br>          |          | Around the world – Africa<br>            |          |
| Year 2    | Navigating our local area<br>        | <br>Changemakers: Making History | Around the world – Asia<br>     |          | Great Fire of London<br>                 |          |
| Year 3    | Around the world – North America<br> |                                                                                                                    | Stone Age<br>                   |          | Romans<br>                               |          |
| Year 4    | Anglo Saxons and Vikings<br>       |                                                                                                                    | Ancient Egyptians<br>          |          | Around the world – South America<br>   |          |
| Year 5    | WW2<br>                            |                                                                                                                    | Around the world - Europe<br> |          | Ancient Greece<br>                     |          |
| Year 6    | WW2<br>                            |                                                                                                                    | Around the world – UK<br>     |          | The Kingdom of Benin (West Africa)<br> |          |

# Trips and experiences



Visits, visitors, swimming and residentials help bring learning to life

Trips, visitors, swimming, forest school and residentials stays bring learning to life. The swimming pool will be open all year: Years 2–4 will swim for three half terms, and Years 5–6 will have eight weeks at Crown Pools.

| Year Group | Autumn                          | Spring                                             | Summer                           |
|------------|---------------------------------|----------------------------------------------------|----------------------------------|
| Reception  | Little City                     | Stoke Library                                      | Jimmy's Farm                     |
| Year 1     | History of Toys                 | Local Walk                                         | Colchester Zoo                   |
| Year 2     | Local Walk                      | Easter Experience                                  | Fire Station<br>Easton Farm Park |
| Year 3     | Christmas Experience            | Stone Age Day                                      | Colchester Castle                |
| Year 4     | Anglo Saxon Day                 | Egyptian Day                                       | Cambridge Botanical<br>Garden    |
| Year 5     | Evacuee Immersive<br>Experience | Walking Tour of Ipswich                            | Hallowtree Residential Trip      |
| Year 6     | Duxford Imperial War<br>Museum  | Field Study of the River<br>Orwell and River Stour | London Residential Trips         |

# Swimming

Visits, visitors, swimming and residentials help bring learning to life



| Year Group | Autumn 1                           | Autumn 2                           | Spring 1                          | Spring 2                          | Summer 1                              | Summer 2                               |
|------------|------------------------------------|------------------------------------|-----------------------------------|-----------------------------------|---------------------------------------|----------------------------------------|
| Year 2     | 2NF<br>Thursday PM                 | 2ZC<br>Thursday PM                 | 2NF<br>Thursday PM                | 2ZC<br>Thursday PM                | 2NF<br>Thursday PM                    | 2ZC<br>Thursday PM                     |
| Year 3     | 3EB<br>Friday PM                   | 3PF<br>Friday PM                   | 3EB<br>Friday PM                  | 3PF<br>Friday PM                  | 3EB<br>Friday PM                      | 3PF<br>Friday PM                       |
| Year 4     | 4GH<br>Wednesday AM                | 4ID<br>Wednesday AM                | 4GH<br>Wednesday AM               | 4ID<br>Wednesday AM               | 4GH<br>Wednesday AM                   | 4ID<br>Wednesday AM                    |
| Year 5     |                                    |                                    | 5HW<br>Wednesday AM<br>Crown Pool | 5MB<br>Wednesday AM<br>Crown Pool | 5HW/5MB<br>Wednesday AM<br>Crown Pool |                                        |
| Year 6     | 6MD<br>Wednesday AM<br>Crown Pools | 6FB<br>Wednesday AM<br>Crown Pools |                                   |                                   |                                       | 6FB/6MD<br>Wednesday AM<br>Crown Pools |

# Whole Class Instrument Teaching

Visits, visitors, swimming and residentials help bring learning to life



Over the last two years, all children in Year 4 have learnt to play the glockenspiel as part of our wider music offer.

Due to the success of this session, we are increasing our provision this coming year to include Year 3 who will learn the ukelele.

| Year Group | Autumn 1                                   | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|------------|--------------------------------------------|----------|----------|----------|----------|----------|
| Year 3     | Ukelele Teaching<br>Wednesday Afternoon    |          |          |          |          |          |
| Year 4     | Glockenspiel Teaching<br>Tuesday Afternoon |          |          |          |          |          |

# Homework: small habits, big impact

Little and often helps children retain learning and build confidence

---



Reading is the most important home learning in every year group. Little and often is much more effective than one long session, so please read regularly with your child and record it as requested.

Depending on the year group, children will also practise phonics or spellings, times tables and related division facts. **Practice makes permanent:** short, regular practice helps children remember key knowledge and use it confidently in class.

When homework is not completed regularly, children can find lessons more difficult and may be at a disadvantage compared with classmates who have had that extra practice. Your support at home makes a real difference to your child's confidence, progress and enjoyment of learning.

Some year groups may also set occasional tasks to reinforce learning completed in school. The Year Group Curriculum Booklets will explain the expectations, resources and checking days.

Please encourage and support your child, while allowing them to do the thinking. If homework is becoming difficult or causing worry, speak to the class teacher so we can help.

**Little and often. Practice makes permanent.**

# SEND and inclusion

Working together so every child can access learning, belong and thrive

---



If you have concerns about your child's learning, development, communication, behaviour or wellbeing, please speak to their **class teacher**. They know your child well, see them every day and are best placed to discuss what has been noticed in school.

The class teacher will work with you to:

- understand your child's needs;
- plan appropriate support;
- put this support in place;
- review what is helping and what may need to change.

Support might include classroom adaptations, visual prompts, additional practice, targeted interventions or advice from the Inclusion Team and external professionals.

Where further support is needed, the class teacher will involve **Mrs Walker, our Assistant Headteacher for Inclusion**, and we will keep you informed about plans, reviews and next steps.

By following this process, we can make sure information is shared clearly and support is coordinated effectively. Our aim is for every child to feel safe, included and supported to become as confident and independent as possible.

# Our new Behaviour Policy

Relationships, high expectations and safety for every child

---



- Every child has the right to feel safe, valued and respected, and to learn free from disruption.
- Behaviour is something we understand and teach, not just something we react to.
- Clear boundaries keep children safe and protect learning.
- Consequences are logical and used to restore, repair, teach and protect.
- We will work with families so messages are consistent and children have the best chance to succeed.

**High expectations with high support**

# Our Behaviour Curriculum

We teach behaviour in the same way we teach learning

---



## Identify

What success looks like

## Model

Show and explain

## Practise

Repeat until fluent

## Reinforce

Notice, praise, reward

- Routines are taught explicitly in September and revisited through the year, just like any other learning.
- Expectations are consistent in classrooms, corridors, playgrounds, dining hall, assemblies, online and off-site.
- Some children may need additional modelling, rehearsal or support.
- We adapt the support, not the high expectation, so every pupil can succeed.

# Team Halifax Code

The simple language children will hear every day

---



**Be responsible**

**Be caring**

**Be respectful**

**Be safe**

## **What this helps children practise**

- Listening carefully, following instructions and helping others learn.
- Using kind words and keeping hands, feet and equipment safe.
- Moving calmly, looking after our school and wearing the correct uniform.
- Taking responsibility, repairing mistakes and trying again.

# When behaviour falls below expectations

Calm, consistent responses help children learn and keep everyone safe

---



- Adults will connect before correction: “I’m here to help” and “Tell me what happened.”
- Children will be supported to regulate before reflection is expected.
- Restorative conversations help children understand impact and repair relationships.
- Consequences may be educational, protective, or both, depending on what has happened.
- We will involve parents and carers where patterns emerge or where a shared plan will help.

**The aim is always: restore, repair, teach and protect.**

# How parents and carers can help

These are the small things that make a big difference

---



The small things you do at home make a real difference to your child's confidence, wellbeing and success in school.

- Help your child arrive on time, in the correct uniform and ready for the day.
- Read together regularly and support the homework routines for their year group.
- Use the same simple language as school: **be responsible, be respectful, be caring and be safe.**
- Speak positively about school routines and expectations, even when your child has had a difficult day.
- Share concerns early with the class teacher so we can work together to find the best way forward.
- Keep adult concerns between adults so that children feel secure and are not placed in the middle of difficult conversations.

When school and home, work together, children feel safer, more settled and more confident in their learning.

**When school and home give the same calm message, children feel safer, calmer and more confident.**

# Communication: working together

Clear, reliable communication helps us respond in the right way

---



- For everyday questions or worries, please speak to your child's class teacher first; they know your child best and can usually resolve things quickly.
- Class Dojo will continue to be used for rewards and Class Story updates.
- We will no longer use Dojo messaging because the communication element has become unreliable.
- Please email the school office with messages, concerns, absences or appointments. The office will make sure the right member of staff receives your message.
- For urgent safeguarding or welfare concerns, contact the school office immediately.
- Please raise adult concerns away from children so we can keep conversations calm and constructive.

**[admin@halifax.omat.org.uk](mailto:admin@halifax.omat.org.uk) | 01473 683932**

We may not always be able to respond immediately, but we will get back to you to acknowledge your communication within 24 hours before following up.



# **Thank you for continuing to work with us.**

Together we help every child feel safe, belong and aim high.

## **Questions and conversations**