



# **Hamstreet Primary Academy Prospectus**

**2022 – 2023**



## INTRODUCTION

*Welcome to Hamstreet Primary Academy.*

Our aim at Hamstreet is to ensure that your child has a happy start to their schooling.

Hamstreet is a happy, friendly and caring school where everyone is valued and respected. Our greatest strength is our skilled and dedicated staff team that works tirelessly to provide the best teaching and learning experience for each child in a happy and safe learning environment.

We are very proud of our academic success and are committed to providing each of our pupils with a high standard of education, ensuring that they fulfil their potential and are the best that they can be. Our pupils aim high, believe they can succeed, take responsibility for their own learning and develop as independent learners who think creatively and reflectively.

Our ethos is built on mutual respect for others, their values and beliefs. We hope to develop positive, active learners who are well prepared for their role in a rich and diverse society. We want our children to feel safe and secure and have the confidence to achieve their full potential both academically and socially. Children learn best when they are happy and feel valued, challenged, supported and encouraged, so at Hamstreet we take care to ensure our education is both enriching and enjoyable. We particularly think it is important to nurture our children's wellbeing, creativity, physical development and independence. At Hamstreet, we aim to support our children to develop a love for learning which will continue throughout their lives and so we teach children about the importance of positive learning attitudes and how to build their learning power.

Naturally, we ask for your support and interest throughout your child's school life as, by working together, the children are more likely to succeed in fulfilling their potential.

We are committed to the ideal of a partnership in education between home and school and, to this end, prospective parents are invited to visit the academy and meet the staff and children.

You must feel free, at all times, to approach the staff, or myself to discuss any concerns you may have - we will be happy to discuss them with you.

*Helen Glancy  
Head of School*

## INTRODUCTION

Hamstreet Primary Academy serves children from local surrounding villages. It is situated in a pleasant rural location with easy access to the town of Ashford, the motorway network and Europe beyond. There are at present 304 children on roll aged from four to eleven. We have a staff of eleven full time and two part-time teachers and a further thirty-nine staff who support the smooth daily running of the academy.

Hamstreet Primary Academy is part of the ACE Learning Academy Trust. The trust comprises of two schools, Hamstreet Primary and Furley Park Primary. The Trust was set up in 2013 to run the two schools and enable them to provide high quality primary provision for the communities that they serve. As an academy, we are directly accountable to the Department for Education but have much more control over our practice and procedures.

### Our vision is:

***At Hamstreet our vision is to create a happy, supportive and welcoming whole school community for our staff, children, parents and local community.***

***We believe that by offering an engaging curriculum, that meets the needs of every child, children will be inspired to become life-long learners. We will achieve this through offering creative, fun, adventurous and inclusive learning opportunities.***

***Our priority is to nurture children in a kind and caring environment so that they are prepared for the next steps in their education and equipped with the skills needed for life.***

***Be proud and be the best - you can!...***

### Aims of The Academy

At Hamstreet Primary Academy we aim to provide a safe, caring, supportive and stimulating environment with high quality teaching to achieve....

- *A high level of literacy and numeracy.*
- *Independent young people who are confident, flexible and able to cooperate with others.*
- *A high level of computing and technological competence.*
- *Imagination and creative expression through a wide range of media.*
- *Conscientious young citizens who are tolerant and respect others' values.*
- *Effective links between the school, the home and the community.*
- *Equality of opportunity for all.*
- *Celebration and humour – we feel good about ourselves!*

We want Hamstreet to be the best place for the children who come to learn; where they are surrounded by adults who are positive and show a love for learning and where we dare to be bold and different!

All who work here, believe that it is vital that we are all responsible for improving the basic skills of all children and also to support the raising of standards for everyone.

## **HOME AND SCHOOL**

Education is a partnership. We know that if we can co-operate in a sound, friendly, professional relationship, the children in our care will benefit.

The aim is to build this relationship through communicating with parents in both formal and informal ways.

### **Hamstreet Primary Commitment**

#### **The Academy agrees to:**

- Provide opportunities for children to achieve their full potential academically, physically and socially.
- Encourage the children to take care of each other and their surroundings.
- Provide educational resources to support pupils learning.
- Inform parents of their children's progress through consultation meetings and reports.
- Outline to parents what the teachers aim to teach the children each term.
- Provide opportunities for learning outside of the classroom through homework, extra-curricular activities and educational visits.
- Be open and welcoming and offer opportunities for parents and the community to become involved in the life of the academy.

### **The Family Commitment**

#### **Parents/Carers agree to:**

- Support and encourage my child by valuing their learning.
- Support the academy's policies and guidelines for behaviour and equality
- Ensure that my child arrives on time, is properly equipped for the day and wears correct uniform and PE kit.
- Attend parents' evenings and academy events and inform the academy of any issues that may affect my child's learning.
- Ensure that my child attends every day and inform the academy on the first day of any absence.
- Support my child with homework, read with them at home and support them with extra-curricular activities and visits.
- Treat all members of the academy community with respect.
- Ensure we do not take holiday during term time.

### **The Child Commitment**

#### **The child agrees to:**

- Always try my best.
- Be honest, fair and kind to other people and look after the academy and its surroundings
- Be on time, properly equipped and ready to learn.
- Tell someone if there are things that are worrying me.
- Talk to my family about my learning.
- Do my homework and use other opportunities to learn.
- Be polite, courteous and keep everyone safe.

## Informal Links

- Parents are welcomed into the academy and their concerns are valued.
- To have the teacher's fullest attention, parents are encouraged to visit during non-teaching time, preferably at the end of the day. Appointments to see the Head of School can be made either in person or by calling the academy office.
- Parents' co-operation is vital in showing an interest in their child and in supporting the work of the academy. If there are any problems with work, behaviour or health, please let us know promptly. We cannot help unless we know!

## Formal Links

- Parents are invited to meet their child's class teacher at least twice a year (autumn and spring terms) to learn about the curriculum and discuss their child's progress in a confidential, uninterrupted setting. Pupils in Years 3 to 6 are invited to attend consultations with their parents. Also during the autumn and spring terms parents will receive a summary written report which gives information about your child's progress and attitude to learning. In the summer term, all children receive a detailed end of year written report from their teacher.
- At the beginning of the year we have a "Meet the Teacher" evening where parents can come along to their child's class where the teacher discusses expectations, the organisation and routines in their class for the year ahead.
- Regular newsletters and termly class newsletters give parents information on what is happening, future events and the topics/areas of work that the children will be studying.
- An annual questionnaire to parents invites you to give your views on what is happening at the academy and any ideas you may have to improve in the future.
- A parents' notice board in the playground gives details of HSA events and any other news.
- Most academy documentation is available on the ACE Learning website ([www.ace-learning.org.uk](http://www.ace-learning.org.uk)) for example; academy policies, minutes of trust meetings, our curriculum details etc.
- Most communication with parents is by email and MyChildAtSchool (MCAS). MCAS is an online communication app and payment system, which are free services you register with when your child joins the academy.
- We organise workshops throughout the year on various topical issues e.g. spelling, maths to Year 1 transition, etc. to assist you in supporting your child's learning.

## FACILITIES

The academy has excellent facilities providing a stimulating environment for all to work in. We have:

- a well-stocked library, a large hall for dance, drama, music, PE and assembly,
- 64 laptops and a 32 iPads,
- good physical education facilities including the hall, sports field, swimming pool, artificial grass areas, hard surface courts and wooden play structure.
- a community learning room,
- an outdoor environment incorporating a wildlife garden with pond, an outdoor classroom and a sensory garden for study and reflection with access to woodland,
- a large playground and field providing differentiated areas for active and quiet play,
- a full range of technical equipment including computers in classrooms, laptops and i-pads for whole-class use, interactive whiteboards in all classrooms, sound system and stage lighting in the school hall,
- a Sensory Room which offers a range of provision for pupils with medical needs or physically disabled pupils.

A private nursery *Highways at Hamstreet* Kindergarten is also situated on our site. It is independent of the academy but if you are interested in a place at the nursery please contact Vicky Long on 01233 732915.

## **ADMISSION**

Children reach compulsory school age at the start of the term after their fifth birthday. At Hamstreet Academy we admit children one or two terms before compulsory school age. We have one intake in September with the children attending part-time for a short period of time (usually two weeks). Places are allocated according to the academy's published criteria.

## **PRIMARY SCHOOLING**

There are three stages in your child's primary school life: Foundation Stages (Ages 4-5, Reception year), Key Stage 1 (Ages 5-7, Years 1&2) and Key Stage 2 (Age 7-11, Years 3 to 6)

Children are organised in classes according to their age.

In the Foundation Stage our intake of 45 Reception pupils are split into two smaller classes – Sandcastles 1 and 2, thereafter the children are organised strictly by age into the following classes:

**Lympne** (Yr 1) youngest 30 Yr 1 pupils

**Scotney** (Yr 1 & Yr 2) oldest 15 Yr 1 pupils & 15 youngest Yr 2 pupils

**Deal** (Yr 2) oldest 30 Yr 2 pupils

**Leeds** (Yr 3) youngest 30 Yr 3 pupils

**Canterbury** (Yr 3 & Yr 4) oldest 15 Yr 3 pupils & 15 youngest Yr 4 pupils

**Saltwood** (Yr 4) oldest 30 Yr 4 pupils

**Walmer** (Yr 5) oldest 30 Yr 5 pupils

**Sissinghurst** (Yr 5) oldest 15 Yr 5 pupils & youngest Yr6 pupils

**Chilham** (Yr 6) oldest 30 Yr 6 pupils

There may be exceptional cases where children are placed out of their age group.

## **SAFEGUARDING/CHILD PROTECTION**

Parents and the academy share a common responsibility to keep our children safe and this is emphasised in the Children's Act 1989, which says that the welfare of the child is paramount. The academy has statutory responsibilities in the area of child protection and has a duty to refer incidents to Social Services. In some cases, it is not always possible to tell parents before Social Services are informed.

The Head of School Mrs Glancy has overall responsibility in the academy as Designated Safeguarding Lead and any member of staff or parent can contact her if there is a concern about a child. Our other Designated Safeguarding Officers are currently Mrs Daynes and Mr McGuire.

Online Safety is also an important part of keeping children safe at Hamstreet Primary Academy. We believe in the importance of responsible internet use. The parent/carer's role in setting a good example of positive online behaviour for their child is essential. More information for parents/carers about online safety can be found at [www.thinkuknow.co.uk/parents](http://www.thinkuknow.co.uk/parents) and <http://www.kidsmart.org.uk>.

Any member of staff or voluntary helper who has unsupervised access to children has to have completed a police check to ensure their suitability for this type of work.

## **SECURITY AND SAFETY**

For security purposes, the bottom gate by the old building is locked between the hours of 08.40 and 15.05. Access to the academy between these hours should be made via the academy office.

All visitors must report to the academy office upon entry and departure and sign in the register. You will also be asked to wear an identification badge. Please read the green Health and Safety and Safeguarding Information notice to the right of the office window for instructions on fire evacuation and safeguarding procedures.

## **HOW WE ORGANISE LEARNING**

During the academic year, each class's work is planned around a series of topics. The topics are organised so that all areas of the National Curriculum are included over the year. Classroom and hall displays focus on aspects of the topic and learning is made interesting and meaningful to children. We hope children will experience memorable learning activities each day of their life through this ACE Curriculum.

Every day children work on specific subject areas such as English and Maths. Children are encouraged to work both independently and collaboratively according to the task in which they are involved.

Children's progress is carefully checked by teachers throughout the year and at the ages of 7 and 11, their progress is also monitored by national standardised assessments (SATs).

## **ASSESSMENT**

Teachers are constantly assessing children in whatever learning or task they are doing.

Parents are informed at the end of each season (autumn, spring and summer) of their child's progress and attitude to work via an end of term report.

National assessments at the end of the Reception year, Key Stage 1 (Year 2) and Key Stage 2 (Year 6) are legal requirements as is a Phonics Screenings test in Year 1 and a times tables check in Year 4. Parents receive their children's individual results of these national tests at the end of the academic year.

## **HOMEWORK**

It is generally agreed that some form of work at home is desirable for all primary age children. Homework should not be an unpleasant experience and, in general, it is used to reinforce children's class work.

The aims and approach of homework described below are both realistic and sensible. As in all areas of academy life, it is essential that parents and staff are clear about what is to be achieved, and are mutually supportive.

Children receive homework most weeks but, amounts vary according to the age of the child.

We hope that you will support and encourage your child by giving time and a home environment in which homework can be done.

Children benefit enormously from being able to discuss what they have done with their parents. Constructive comments enable the child to develop a better understanding of the work and reinforce what is taught in class.

Above all other subjects, reading is a crucial aspect of a child's learning and needs to be encouraged at all times. A child's written skill reflects the attitude to reading; a child who reads widely and with enthusiasm is often able to translate this into written work. It is not possible for an adult to hear a child read in class every day. Therefore, it is important for a parent to try and hear their child read daily or read a book with their child.

The academy does organise a Homework Club most weeks for children in Years 3 to 6 to assist in the completion of homework.

Our Homework Policy, which gives greater detail, is available on the academy website.

## **SPECIAL EDUCATIONAL NEEDS**

It is our policy to identify needs as early as possible during the early years so that a specialised programme is implemented which will provide maximum support. Needs and progress then continue to be carefully monitored by class teachers and our own Special Needs Co-ordinator (SENCO). Close consultation with parents is maintained throughout this process.

If you wish to look at the academy's policy on Special Educational Needs, please see our SENCO, Mrs Witts or visit the academy website.

## **Arrangements for pupils with Physical or Sensory Impairment**

Parents of children with physical or sensory impairment are asked to give the Head of School details as soon as they are offered a place at the academy. The Head of School will arrange a meeting with the SENCO and parents to discuss the ways in which the child's impairment might hinder her/him from taking a full part in the life of the academy and the ways in which such difficulties will be overcome. We will then attempt to make any arrangements necessary to enable the child to participate fully in all lessons and activities. These arrangements may include briefing staff, obtaining special equipment, making minor adaptations to the building and/or rearranging classroom furniture. These may take time to put into place and may require advice and assistance from the specialist agencies, so parents are urged to see the Head of School as soon as possible so that arrangements can be planned.

Budget restraints also have to be considered.

## **High Achieving Pupils**

At Hamstreet Primary, we also encourage the development of the more-able children through differentiation of the curriculum and extension activities within the classroom.

## **BEHAVIOUR AND DISCIPLINE**

Our aim is to encourage self-discipline, courtesy, consideration for others and respect for our environment.

Good behaviour is essential for learning to take place. Positive praise is essential and staff recognise, reward and reinforce good work, good behaviour and good manners in many ways. We have a set of simple rules and there are various consequences for breaking the rules, eg loss of playtime.



Hamstreet Primary has a specific programme to encourage positive behaviour called “It’s Good to be Green”. This scheme is explained in our Behaviour Policy (which also includes a statement on anti-bullying). This can be found on the academy website.

There are some individuals who need extra support and these are subject to our Special Educational Needs Policy. The staff, usually in discussion with parents, devise strategies to assist these children to modify and improve their attitude and behaviour.

Exclusion will very rarely be used and then only in the interest of the child concerned or others in the academy as stated in the Behaviour Policy.

## **EXTRA CURRICULAR ACTIVITIES**

We actively encourage our children to pursue their interests through the extensive range of clubs on offer. These may include recorders, netball, football, flower arranging, athletics, multi-sports, choir and foreign languages. Most activities take place after school, but some are held during the lunch hour.

In addition, lessons are currently available during school time in drums, violin, piano, keyboard, clarinet, singing and guitar. These are taught by visiting freelance music specialists.

Some other activities e.g. art, rugby, sewing, take place after school and are taught by out-of-school organisations so a small fee is charged.

## **VISITORS TO THE ACADEMY**

We invite visitors and guest speakers on a wide range of subjects into school to enrich the curriculum. From time to time local visitors will include representatives from churches, historians and parents either helping in class or talking to children about their specialist interest or hobbies.

Representatives from local and national charities also speak about their work. All these visitors add a valuable wider dimension to the life of your child and their contributions are welcomed and valued.

## **OUTDOOR LEARNING**

At Hamstreet our aim is to provide a stimulating, secure and safe outside learning environment where all six areas of the Foundation Stage Curriculum are provided for. Children are encouraged to actively explore the world around them, developing their creativity, independence, thinking skills and ability to solve problems across the curriculum.

Movement is essential to learning for young children. Through a range of play-based curriculum activities in the outside area, children explore and develop further skills that will include coordination, language development, problem solving, social skills, investigation and observation. As children acquire these skills, their sense of well-being and self-confidence increases.

Planning for the outside environment reflects the long-term and medium-term planning themes and directly links to short-term planning and children’s interests. The children are given opportunities to visit both the outside and inside areas during child initiated activity. During directed and initiated teaching the outside area is used daily. Resources in the outdoor area are provided to stimulate, challenge and inspire children to engage in learning and provide well for both the planned and unplanned curriculum.

## **SCHOOL LIBRARY**

All pupils belong to the school library and they are able to use the facilities for their work. Each class has at least one library period a week and children are allowed to take their library book(s) home. Children can also visit during lunchtime where they can ask for assistance from volunteer parents or library monitors in their research and work.

Fundraising events are sometimes organised to help us maintain an up-to-date collection of books for children to enjoy.

## **HOME READING SCHEME**

In order to develop reading skills, the academy operates a home reading programme. All children will bring home books, which are at an appropriate reading level, with a reading record book for you to add comments on what and how they have read.

Please ensure the reading books and reading record are returned each day.

We also hold regular book fairs. Letters or messages via Parentmail about the events are sent home well in advance allowing children to purchase books if you wish.

Book bags are available to purchase from the academy office to enable your child to transport books to and from class safely.

## **EDUCATIONAL VISITS**

The opportunity to extend children's learning outside the classroom is one we value greatly. For example, day visits are made to museums, galleries and places of historical or environmental interest. We believe such visits add an extra dimension to academic and personal achievement and we expect all children to attend.

In Year 5 the children are offered a three-day residential visit to an activity centre. This visit offers the chance to participate in personal challenges through raft building, mountain biking, archery and climbing.

In Year 6, the children have an opportunity to take part in a five-day residential trip. In the past, trips have been to Paris, where we have visited Disneyland and explored the sights of Paris.

## **CHARGING POLICY**

There are no compulsory charges for the usual curricular activities at this academy; however for some activities, such as educational trips, we have to ask for voluntary financial contributions in order for the activity to take place. In such circumstances, parents receiving Pupil Premium grant will not be expected to make a contribution for the activity. Please contact the academy if you do have problems with payments. However, we may have to cancel planned events if there is insufficient financial support.

Some music tuition, which takes place at the academy, is paid for by the parents direct to the tutor.

## TIMES OF THE ACADEMY DAY

Timings	Session	Description
08:40 – 10:45	School Day Starts Morning Session 1	Gates open at 08:30. Registration at 08:40. Core Subjects taught – Maths or English.
10:15 – 10:30	Morning Break	Morning Break for Year R
10:30 – 10:45	Morning Break	Morning Break for Years 1 & 2
10:45 – 11:00	Morning Break	Morning Break for Years 3 – 6
11:00 – 12:00	Morning Session 2	Usually comprising Core Subjects – Maths or English.
11:55 – 12:45	KS1 Lunch Break	Key Stage 1 children have lunch.
12:10 – 12:55	KS2 Lunch Break	Key Stage 2 children have lunch.
12:55 – 15:10	Afternoon Session	The school day ends at 15:10 – children are let out of class at, or soon after, this time.

The school gate opens at 8.30 am and parents leave their children at the gate so that the children go straight to their classroom ('Drop and Go'). Children are expected to be at school and ready to be registered by 8.40 am. It is important that children are not late for class registration. Late arrival in the classroom can be upsetting for your child and can be very disruptive for the rest of the class.

A Breakfast and After School Care Club runs every morning. This means that children can be dropped off from 7.45am or 8.00am and can enjoy a breakfast of cereals, toast, fruit juice or milk and fruit. The After School provision operates from 3.05 to 5.30pm and a snack and drink are offered. Please contact the office for information on availability and prices.

## HEALTHY LUNCHES AND SNACKS

Hamstreet Primary has been awarded the national Healthy School Standard as we encourage children to make healthy choices when with us, hoping that this will stay with them as they grow up. Because of this, we ask that snacks of fruit, vegetables or cheese are brought in for mid-morning break (eg cheese strings/slices) but **not** crisps, biscuits or Fruit Winder for example.

Children in Year R to 2 also receive a piece of fruit in afternoon break. This fruit is provided through a government scheme to encourage children to eat "5 a day!"

Children are also encouraged to drink water during the day as research has shown a lack of water in children has a detrimental effect on their concentration and learning. Children in Reception leave their water bottles in class during the week and take them home at the weekend.

We also cook our own lunches in our kitchen and provide a healthy, freshly cooked meal sourced from locally produced foods. All children in Years R, 1 and 2 receive a free daily school meal (Universal Free School Meal – UFSM) and all children are expected to have this lunch.

The kitchen caters for vegetarians and also for children with intolerances or allergies (we would need medical evidence of this).

Meals for KS2 children will cost £2.30 each. Payment should be made online and in advance via MyChildAtSchool (MCAS).

Packed lunches may be taken as an alternative to a cooked lunch (from Years 3-6) but sweets, chocolate or anything containing nuts or shellfish should not be included in this. A drink (not fizzy) may be brought to school to take with the meal.

## Pupil Premium/Free School Meals

Your child may be able to get free school meals if you get any of the following:

- 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 guaranteed element of Pension Credit
- Child Tax Credit
- Working Tax Credit run-on - paid for 4 weeks after you stop qualifying for Working Tax Credit
- Universal Credit

Even if your child is in Year R, 1 or 2 and receives a free school meal, you still need to check if you are eligible for Free School Meals – this is a simple online check. If you are, it allows the school access to extra funding called Pupil Premium. This enables us to buy resources for your child to benefit from and you may be eligible for free items of school uniform. Further information can be obtained from the Academy Office or the Principal and all enquires are treated in confidence.

### **NOTIFICATION OF ABSENCE/HOLIDAYS**

Parents are requested to contact the academy office by telephone or email on the first day that your child is absent. Failure to do so results in an unauthorised absence, which is noted in the register.

Telephone number	01233 732577
e-mail	<a href="mailto:enquiries@ham-street.org.uk">enquiries@ham-street.org.uk</a>

Parents should not book holiday during term time as the Department of Education has stipulated that we are not permitted to grant any leave of absence during term time unless there are very exceptional circumstances. These regulations can be found on our academy website.

### **Absences**

The school has to report all unauthorised absences to the Local Authority and Department of Education.

### **SEVERE WEATHER CONDITIONS**

Every winter brings the possibility of snow and ice. Extreme bad weather can cause widespread and prolonged disruption. Schools are often affected and it can be difficult to maintain an education service. Even if only limited numbers of pupils can attend, every effort is made to keep our academy open - we recognise this is important so pupils can continue to learn and parents are able to work. Hamstreet Primary will make every effort to prepare for severe snow/ice this winter by gritting pathways, clearing access points etc.

However, if we do experience severe snow/ice resulting in hazardous conditions, the Head of School may have to take the decision to close due to 'unavoidable' circumstances e.g. no longer safe for staff or pupils to be onsite, or too few staff being able to travel to or from work safely. Once this decision has been made we will notify parents via Teachers 2 Parents message. Parents can also check on the Kent Closures website [www.kentclosures.co.uk](http://www.kentclosures.co.uk) (search for Hamstreet Primary in the search box). We also recommend parents sign up for SMS/Email alerts on the Kent Closures website. This service will send an SMS or email alert to let parents know if we are closed.

If you are a working parent or feel you may have a problem if we had to close early due to severe weather, please could you put a back-up plan in place with another family member or parent and inform the academy.

Needless to say, staff will remain on site until all children have been safely collected by their parents.

## **USING IMAGES OF CHILDREN**

You will be asked to give your consent for us to use your child's photograph during academy events/activities. As a rule of thumb we follow the Department of Education advice. If a pupil is named, we avoid using the photograph. If a photograph is used, we avoid naming the child or using their first name.

## **TRANSPORT**

School buses use the staff car park to pick up and drop off children daily. Children must sit quietly in their seat with seat belts secured while travelling and food should not be eaten on the bus. Poor behaviour on the bus should be reported to the KCC Transport Department on 01622 696565.

Primary age pupils eligible for free transport are those who are under eight years of age and live more than two miles from the nearest appropriate school and pupils aged eight to eleven years of age who live more than three miles from the nearest appropriate school.

Children who are not attending their nearest appropriate school or who do not qualify on distance for free travel can occasionally be offered transport under the Vacant Seats Payment Scheme (VSPS). Under this scheme, if there are unfilled seats on vehicles hired by the County Council to take children to school, these may be offered to pupils who are not eligible for free travel to that school. There is a termly charge for this.

To apply for transport, go to [www.kent.gov.uk/schooltransport](http://www.kent.gov.uk/schooltransport).

Parking space inside the academy perimeter is for the use of school buses, staff and delivery vehicles *only*. **For the safety of all our children, you are not permitted to use our car park for vehicular or pedestrian access.** Parents should park outside the academy site where notice should be taken of road markings and restrictions. If parents are collecting children from after-school clubs, these restrictions still apply. The pedestrian gate to the main playground will remain open for you to access the site.

Cycle use is not encouraged at present as the main road is so busy, we do not have storage facilities and most primary age children have yet to acquire sufficient road sense to be aware of potential hazards. Children do have the opportunity to participate in cycle training in Key Stage 2.

## **WELFARE IN SCHOOL**

### **Family Liaison Officer (FLO)**

We are very fortunate to employ a Learning Mentor, who is able to provide support and advice to children and families, especially when they are going through difficult times. She works in strict confidence and is available to any child or parent/carer.

## **Accidents and illness**

If your child is unwell during the day we will make every effort to contact you. It is very important that we have up-to-date home/work telephone numbers or other contact numbers. Until we have contacted you, we will take any action required in the interests of the child. If your child is ill before school begins, please do not send them in on that day.

Although we will always care for children who become ill during the day, any necessary medical treatment or administering of medicines will be carried out in accordance with our Medication Policy, which has been drawn up with reference to Department of Education Guidance on “Supporting Pupils with Medical Needs”, and the Department of Health, Managing Medicines in Schools and Early Years Settings.

In Year R and again in Year 6, school medical services give all children routine medical screening, including testing vision, measuring height and weight.

We have a number of staff who are trained first aiders and in the event of an accident, appropriate first aid will be given.

All significant minor incidents or bumped heads are reported to parents by sending a note home or by a telephone call. The child will be given a sticker to inform staff and parents he/she has received first aid or has a bumped head.

## **Medical Information**

If your child has a medical condition that you feel we should know about, it is your responsibility to let us know. So that we can ensure this information is shared with appropriate members of staff, parents should speak to their child’s class teacher who may ask you to complete a simple form (available from the academy office).

It is important you notify us of any medication your child is taking at home in case there is an emergency during the day which would require us to send for paramedics, as they would need this information.

If possible, children should not bring medicines to school. If your child needs to take antibiotics or other prescribed medicine during the day you need to complete a Request for School to Administer Medication form (available from the academy office). Staff will endeavour to do their best to administer the medicine.

**It is YOUR responsibility to inform the academy of any change in your child’s condition or to their medication.**

## **Headlice**

Outbreaks of headlice at all schools are an on-going problem therefore, ask all parents for continuous vigilance in this matter.

Headlice would seem to be more prevalent in children of the younger age group although they can also affect older children and adults. Prevention is better than cure and the advice from the Health Authority is that a simple daily routine of combing the hair with a fine tooth comb right down to the scalp will reduce the likelihood of the problem taking hold. However, should live headlice be found,

action should be taken - advice on treatment can be sought from your local GP surgery or from chemists.

We are always grateful when parents notify us of any outbreaks - notification can be then communicated to warn other parents and asking them to carry out thorough checks at home on their family.

### SCHOOL UNIFORM

All children at Hamstreet Primary are expected to wear uniform. The colours are green, grey and black. All items can be purchased from our uniform supplier, Price & Buckland.

Uniform	<ul style="list-style-type: none"> <li>▪ grey skirt, pinafore or culottes of an appropriate length</li> <li>▪ black or grey trousers/shorts (NOT leggings or jeans)</li> <li>▪ green school sweatshirt/cardigan/fleece</li> <li>▪ sleeveless knitted jumper</li> <li>▪ white shirt/blouse or white polo shirt</li> <li>▪ school tie</li> <li>▪ green summer dress (gingham or striped) and NOT playsuits</li> <li>▪ black shoes or closed toe sandals, NOT trainers</li> <li>▪ white/grey socks or black or grey tights</li> <li>▪ school tie</li> </ul>
PE	<ul style="list-style-type: none"> <li>▪ red, blue, green or yellow T-shirt* (depending in which House the children are placed )</li> <li>▪ black shorts</li> <li>▪ plimsolls NOT trainers</li> </ul>
Games Yr 3-6	<ul style="list-style-type: none"> <li>▪ House t-shirt</li> <li>▪ Track suit bottoms (black, grey or navy)</li> <li>▪ Trainers</li> </ul>

Showerproof fleeces for winter/spring-autumn are also available to purchase.

All PE items should be stored in an appropriate PE bag.

All clothing should be **clearly marked** with your child's name. The academy cannot be held responsible for any lost property.

Children are not encouraged to bring valuables to school. Pupils may wear watches. No jewellery, including earrings, may be worn during any PE activities and the wearing of jewellery in school is discouraged.

Whatever coat your child wears to school, it would be helpful if you could ensure it has a large loop on it, so that it can be hung up on the coat hooks and stay there!

### YOUR CHILD'S NEXT SCHOOL

At the age of eleven all children transfer to secondary school. The Local Authority will send parents' particulars of all the options open to them in the autumn before they move. A parents' evening provides helpful information to parents about the transfer process. Parents will also be invited to discuss individual issues with the staff if they wish.

Liaison takes place with all local secondary schools and they hold open days/evenings where parents can visit and talk with staff. These evenings are co-ordinated to enable parents to visit as many schools as they wish.

In order to ease the transfer to secondary school, each child's abilities and progress are discussed with the school concerned. Secondary teachers visit Hamstreet Primary and the children before they transfer. All pupils spend some time in their secondary school before they start in the September.

In Year 6 children also have the opportunity to take the Kent selection test if they wish to go to grammar school. The test is taken at the beginning of Year 6.

## **THE ROLE OF LOCAL ADVISORY BOARD/TRUSTEES**

Hamstreet Primary Academy is part of a Multi Academy Trust in partnership with Hamstreet Primary Academy. Both schools established a charitable company "ACE Learning" to run the multi-academy trust. ACE Learning is managed by a board of trustees. In addition, both academies have a Local Advisory Board (LAB). The LAB has an understanding of strategic issues that impact on the academy and is updated on them regularly by the Head of School. The LAB assesses the impact of the academy locally, how it is contributing to the local community, how it is relating to local families and how it understands local issues.

As the Trust Board takes responsibility for educational standards, legal compliance and financial viability, the LAB then has the time to investigate standards on the ground, to see how they are working and explore how the ACE Learning aims, vision and ethos is being understood and expressed in the way the academy operates.

Parent representatives sit on the LAB and Trust Boards.

## **HELPING IN SCHOOL**

We value any help that you can give whether it is working with the children in the classroom or helping 'behind the scenes'. **Any** help you can give not only benefits the academy in general but it also benefits your own child. It shows them that you value their education, are part of our community and are interested in what is happening. These positive feelings will rub off on your own child.

Please note that if you do offer to help on a regular basis, you will have to complete a Volunteer Application form and DBS police check, which is a legal requirement that any adult who has unsupervised contact with children must complete. I am sure you understand the reasons why and will co-operate with us in this matter.

## **HAMSTREET SCHOOL ASSOCIATION**

Hamstreet School Association (HSA), our parents' group is a registered charity whose prime role is to raise funds for those important extras that support the children's education and development and to arrange social events for parents to meet. It does this by organising fundraising events. In any one year, the HSA helps raise at least £10,000. The money is spent on items such as the swimming pool maintenance, computer equipment, playground equipment, class and library books, to mention a few.

Regular features of the fundraising year include Christmas and Summer Fairs, afternoon tea, quiz and bingo nights, discos and film nights. These events cannot take place without the support of the parents, from helping to organise and run the events to donating items for sale or raffle.

The HSA is run on a committee basis and the committee, made up of parents with children at the academy, meets once or twice a term to discuss fundraising ideas, organise events and receive a



Treasurer's report. New committee members are always welcome and if you would like to consider becoming a member, please let us know! Contact the Chair (Jackie Samson) via the academy office.

## THE CURRICULUM

All children of statutory school age at Hamstreet Primary follow the National Curriculum objectives, and by teaching these through our ACE curriculum' our aim is to provide a broad, balanced and creative curriculum appropriate to each age group. The children are taught in mixed ability classes with group, individual and class teaching as appropriate. We use a variety of teaching styles to ensure that the learning experiences are challenging, stimulating and differentiated.

The curriculum is rich, broad and balanced and will:

- Ensure that pupils achieve academically and meet and exceed age-related expectations.
- Develop high-level literacy and numeracy skills and use these to apply learning across a broad curriculum.
- Provide opportunities for pupils to make full use of technology to support their learning.
- Promote spiritual, moral, cultural and physical development.
- Prepare pupils for the opportunities, responsibilities and experiences of later life.
- Develop pupils' thinking and learning skills and encourage independence.

Education is seen as a lifelong pursuit. We are building on children's previous experience to prepare them for all aspects of life.

Subject Policy Statements for each curriculum area are available on our website but a brief summary of how each subject is approached is given below.

**Literacy** - English makes the major contribution to the development of a child's language which, in turn, contributes to the child's understanding of his or her world, the world of others and the world of imagination. Since English is integral to the learning process throughout the curriculum, it follows that whenever anything is being taught or learned there is potential for developing a child's language. The English curriculum will:

Ensure the development of effective speaking and listening so that children can:

- Formulate, clarify and express their ideas.
- Express themselves in a variety of situations in a way which is appropriate to their needs and the intended audience.
- Listen, understand and respond appropriately to others.
- Use, with increasing confidence, the vocabulary and grammar of standard English.

Ensure the development of reading so that children can:

- Master their initial reading skills so that they become independent and enthusiastic readers.
- Read a range of texts fluently, accurately and with understanding.
- Find the information they need in order to research and answer the questions of others.
- Understand the variety of written language and the differences between fiction and non-fiction.
- Understand and respond to a wide range of books and media texts.
- Improve their abilities to analyse, evaluate and criticise texts which they have read.

Develop children's writing skills so that they can:

- Express themselves clearly and precisely for enjoyment.

- Demonstrate their understanding of how writing enables them to remember, communicate, organise and develop their ideas and information.
- Write creatively for an increasing range of purposes matching their language to the needs of the appropriate audiences.
- Understand the appropriate use and purpose of an increasing range of written forms.
- Write neatly in the cursive script adopted by ACE Learning and with accurate spelling and expression.

English teaching will ensure that children will be engaged in a variety of activities matched to their specific needs. Phonics will be taught daily in Early Years and KS1 and children will be grouped by ability to ensure they are taught at the appropriate level. Our aim is the majority of children will be proficient in their use of phonics by the end of Year 1.

Play, storytelling, talking about their own experiences and ideas, drama and improvisation provide a sound base with an emphasis on pupils exploring and expressing their own world. Teaching and learning will mix direct instruction, group collaboration, paired work, practical activity, performance, individual research and investigation with other appropriate strategies to encourage effective learning through language.

Such is the importance of language to effective learning that this variety will be encouraged across all subjects and aspects of the curriculum. A wide range of resources will be used to help children discover and explore the rich variety of linguistic experience.

**Maths** - Mathematics equips pupils with the uniquely powerful set of tools to understand and change the world. These tools include logical reasoning, problem-solving skills and the ability to think in abstract ways. Mathematics is important in everyday life. It is integral to all aspects of life and with this in mind we will ensure that children develop a positive and enthusiastic attitude towards mathematics, in order to foster confidence and achievement in a skill that is essential in our society. We are committed to ensuring that all pupils achieve mastery in the key concepts of mathematics, appropriate for their age group, in order that they make genuine progress and avoid gaps in their understanding that create barriers to future learning. Assessment, an emphasis on investigation, problem solving, mathematical thinking, reasoning and the development of teacher subject knowledge are therefore essential.

Through our maths curriculum our pupils will:

- Have a well-developed sense of the size of a number and where it fits into the number system (place value).
- Know by heart number facts such as number bonds, multiplication tables, doubles and halves.
- Use what they know by heart to figure out numbers mentally.
- Calculate accurately and efficiently, both mentally and in writing and on paper.
- Draw on a range of calculation strategies.
- Recognise when it is appropriate to use a calculator and be able to do so effectively.
- Make sense of number problems, including non-routine/'real' problems and identify the operations needed to solve them.
- Explain their methods and reasoning, using correct mathematical terms.
- Judge whether their answers are reasonable and have strategies for checking them where necessary.
- Suggest suitable units for measuring and make sensible estimates of measurements.
- Explain and make predictions from the numbers in graphs, diagrams, charts and tables.
- Develop spatial awareness and an understanding of the properties of 2D and 3D shapes.

To provide adequate time for developing mathematics, maths will be taught daily and discretely. However, applications of skills are linked across the curriculum where appropriate and developed further through real life experiences.

**Science** - We will ensure that pupils develop their knowledge and understanding of the natural and physical world in which they live. Science will be taught with an emphasis on practical investigation to develop the skills of exploring, observing and discussing. Our scheme of work enables children to acquire scientific knowledge through a broad and balanced science curriculum.

Through the science curriculum we will:

- Develop pupils' enjoyment and interest in science and an appreciation of its contribution to all aspects of everyday life,
- Build on pupils' curiosity and sense of awe of the natural world,
- Use a planned range of investigations and practical activities to give pupils a greater understanding of the concepts and knowledge of science,
- Introduce pupils to the language and vocabulary of science,
- Develop pupils' basic practical skills and their ability to make accurate and appropriate measurements,
- Develop pupils' use of information and communication technology (ICT) in their science studies.

Pupils will be involved in a variety of structured activities and in more open-ended investigative work including:

- activities to develop good observational skills
- practical activities using measuring instruments which develop pupils' ability to read scales accurately
- structured activities to develop understanding of a scientific concept
- open-ended investigations

On some occasions pupils will carry out the whole investigative process themselves or in small groups.

Pupils in the Foundation Stage begin to explore Science through the 'Knowledge and Understanding of the World' strand of the curriculum.

Scientific skills and knowledge are developed further at Key Stage 1 and will be consolidated and developed during Key Stage 2.

Pupils in Key Stage 1 will be introduced to science through focused observations and explorations of the world around them. These will be further developed through supportive investigations into more independent work at Key Stage 2.

**Computing** - We want every child at Hamstreet to be a confident user of ICT but also a confident and safe online learner. We want them to enjoy the benefits and recognise the role of ICT in the wider world as well as achieve excellent levels of skills and knowledge by the end of each Key Stage.

As ICT underpins today's modern lifestyle, it is essential that all pupils gain the confidence and ability that they need in this subject, to prepare them for the challenge of a rapidly developing and changing technological world.

At Hamstreet, ICT Learning will:

- Be presented as a creative and fascinating process in which children are encouraged to use their own initiative, imagination, reasoning and investigative skills;
- Develop children who appreciate the relevance of ICT in our society and that they see it as an essential tool for learning, communication, finding information and for controlling and understanding their environment;
- Ensure that children receive equal opportunity to develop their ICT capability, with the use of ICT being planned for in line with its status as a core subject;
- Teach children how to stay safe online;
- Differentiate planning for each area of the ICT curriculum so that children achieve to the best of their ability;
- Encourage children to work individually and collaboratively;
- Ensure children will have a heightened interest and awareness of ICT through the regular display of their ICT enhanced work in the classrooms and around the school, and the positive attitude of staff towards the use of ICT.

**Art & Design** - Art offers an opportunity for personal and creative expression through a wide variety of art and craft materials. Art and design will often be integrated into topics and a broad knowledge of skills and processes will be developed through drawing, painting and modelling. We will also foster an appreciation and awareness of art history and art from other cultures.

Hamstreet hold the Artsmark Gold Award, a national award from the Arts Council in recognition of the outstanding provision in the arts.

**Music** - Music education is a time for enjoyment where we will extend children's musical responses through composing, performing, listening and appraising a wide range of music. Opportunities will be given for school and public performance at school assemblies and through membership of the school choir and music clubs. All children will be given the opportunity to learn to play a musical instrument through class music lessons and specialist teachers.

**History** - The teaching of history provides children with an opportunity to develop an awareness of the past and the ways in which the past can influence the present. The children will enjoy a variety of approaches to history and be introduced to a range of sources. The children are also encouraged to develop a sense of chronology.

**Geography** - The aim of geography is to help children be aware of and understand the world in which they live. This begins with investigations in the local area and then expands to other parts of Britain, Europe and the world. Thematic topics are also studied - rivers, settlements, weather and environmental change.

**Physical Education** - PE and Games make an important contribution to social development as well as ensuring physical and emotional health. We equip the children with a range of skills so they have the confidence and ability to participate actively in a variety of activities.

Pupils are encouraged to participate in a wide range of team sports - netball, football, rugby, hockey and cricket. All this is offered within the physical education curriculum in addition to swimming, gymnastics, short tennis, athletics and dance.

Pupils participate in two sessions of physical activity during the week. Opportunities to play as teams occur in lessons and through inter-house tournaments and sports days. Wider participation is made through district netball, football, rugby, athletic and cricket tournaments. Outside school time, clubs are run in many sports e.g. netball, football, cricket, athletics, rugby, volleyball, handball, hockey, cross-country and basketball.

We employ a full time sports coach to ensure children have access to top quality PE/sporting opportunities but sometimes we may involve outside sports specialists e.g. Ashford Rugby Club coach and professional football players.

Hamstreet hold the National Sports England “Activemark Gold”. This recognises the high priority we give to physical activity and the dedication of staff to support this.

**Design & Technology** - D&T provides opportunities for pupils to combine their designing and making skills with knowledge and understanding to create models and products for a particular function within a topic. D&T may sometimes be taught within a cross-curricular context or at other times as a subject in its own right.

**Personal, Social and Health Education** - We regard this area of education as important as all other subjects and at the heart of this teaching is the aim of developing self-esteem and confidence in each child. We want children to understand how to look after themselves, to have basic life skills and interpersonal skills. We also incorporate an appropriate programme on drugs education and citizenship. Mental Health now plays a major part in the PSHE programme to ensure that children are aware of how they can look after their own mental health.

**Sex and Relationships Education (SRE)** - This is taught as an integral part of our health education programme, spanning the full age range. Throughout their primary years, questions relating to sex education are answered frankly at a level appropriate to the child's understanding. At Year 5 the children receive a specific sex and relationships education programme. Parents are informed when this is planned and have an opportunity to view the materials that are used in SRE teaching.

**Environmental Education** - Because of geographical location, we are in an ideal position to develop children's interest in the environment. Through various curriculum areas, we introduce pupils to plants, animals and their habitats. Pupils learn about the problems of pollution, the use of resources and the influence of human impact on the environment over time.

**Primary Languages** - Spanish is taught at all age ranges using a variety of games, songs, DVDs. We aim to develop children's experience of language acquisition and encourage curiosity about languages, to develop their understanding of what they hear and read, and have an ability to express themselves in speech and writing. We also aim to extend their knowledge of how language works and explore differences between Spanish and English.

### **Religious Education (RE)**

The provision for Religious Education and Collective Worship follows guidelines set out in the Kent Agreed Syllabus for RE. This is available for reference upon request.

Each day includes an assembly within class or with other members of the school. Such occasions provide the opportunity to reflect upon life values, including British values, which are important for the well-being of each other and of society as a whole.

### **Collective Worship & Assemblies**

Assemblies are an important time for the school community to come together and celebrate achievements. It is also an opportunity for collective worship, a time for singing and a time when we place an emphasis on the development of values and attitudes towards each other and the world around us. They reflect upon the increasingly diverse nature of society in terms of culture and tradition and address aspects of faith, morality and social themes within both Christianity and other beliefs. Opportunities exist to pause and reflect, listen, discuss, participate, sing and pray.

Parents have the right to withdraw their children from RE lessons or assemblies.

**British Values** - We believe it is essential that children should develop an understanding of what Britain stands for (Democracy, Mutual Respect, Rule of Law, Individual Liberty, Tolerance of different Faiths and Beliefs) as well as being aware of the many different cultures in our world. We do this by giving them access to the artefacts, arts and music of what a variety of cultures through, for example, geography, RE, music and dance. By doing so, we aim to help children grow into people who respect and care for everyone.

## **Early Years Curriculum**

With entry at four years old, we are conscious of the need to provide early years activities, which support all aspects of the child's development. Children come to us with widely varying experiences. Through a carefully planned induction programme, foundation profile and early consultation with parents, an overview of the child's abilities is compiled. From this assessment, differentiated activities are planned to meet each child's needs.

The curriculum covers three prime areas of learning:-

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

Supported by four specific areas of learning:-

- Literacy,
- Mathematics,
- Understanding the world,
- Expressive Arts and Design.

Much of the learning is through practical, first-hand experience and play.

From the outset, active participation from the child is encouraged. It is our firm view at Hamstreet that children's first learning experiences set the foundations for expectations and attitudes throughout school life, so we aim to provide excellent resources for this age group.

The EYFS curriculum includes the following:

- Communication and language development which involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.
- Physical development which provides opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children are helped to understand the importance of physical activity, and to make healthy choices in relation to food.
- Personal, social and emotional development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.
- Literacy development involves encouraging children to link sounds and letters and to begin to read and write. Children are given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

- Mathematics involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.
- Understanding the world involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.
- Expressive arts and design involves enabling children to explore and play with a wide range of media and materials, providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

The curriculum is planned to provide a balance between the following:

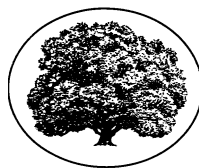
**Child Initiated Activities:** where the child makes choices from within the learning environment to meet his/her own outcomes for learning. Skilful adult interaction supports and extends play to enable the child to make progress.

**Adult Initiated Activities:** experiences where the practitioner provides the resources to stimulate and consolidate learning. These experiences may not always require the direct involvement of an adult.

**Adult Directed Activities:** experiences which are planned and supported by practitioners and which aim to meet specific learning outcomes.

## **COMPLAINTS PROCEDURE**

If you have any concerns about your child's education, please talk it over initially with the class teacher. If you are not happy with the outcome you can arrange a meeting with the Key Stage Leader or Deputy Head. If issues are still unresolved then contact the Head of School. If you are not satisfied that your complaint has been settled through these discussions, you can ask to have your complaint considered by the Trust Board. A copy of the Complaints Procedure is available on the academy website.



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