Lawford Church of England Primary School

Prospectus 2026-2027

Welcome to Lawford

At Lawford, our vision is blessed and a blessing, a place where high expectations, broad horizons, and purposefully chosen technology empower every child to flourish, dream big, and achieve their potential'

Mrs K Usher
Headteacher
September 2026

Lawford C of E Primary School The Avenue Lawford Manningtree CO11 2FR	
Telephone	01206 393585
Website	www.lawford.essex.sch.uk https://www.lawford.essex.sch.uk/admissions
Email	admissions@lawford.essex.sch.uk
Headteacher	Mrs Katharine Usher
Deputy Headteacher SENCO	Mrs Flora Aherne-Shaw Mrs Harriet Henfrey (from Jan 27)
Chair of Governors	Mrs Karen Livingston
Status and character	Church of England Voluntary Aided
	Primary School
	Boys and Girls Aged 4-11 Years
Number of pupils on roll	367
Number intended to admit	60

History of the School and School Facilities

Lawford Church of England (Controlled) Primary School, originally in Wignall Street, served the parish from 1887-1968 and provided education according to the principles and practices of the Church of England. The school acquired Aided status in 1969 when it transferred to the present site. It became Grant Maintained on 1st April 1994 and reverted back to Voluntary Aided status in September 1999, when Grant Maintained status was abolished.

The school currently serves 366 children, including those from the parish of Little Bromley. The buildings are spaciously designed with wide corridors leading to well-proportioned classrooms. Every ground floor classroom also has direct access to the extensive playgrounds, large playing field and Forest School area. The hall is used for collective worship, concerts, presentations, teaching and productions and is equipped for teaching physical education. Our school kitchen team prepares hot meals which are served in the hall at lunchtime.

The school is undergoing a period of expansion to become two form entry in September 2027. Our Reception intake capacity since September 2021 is double our previous intake and, as each year group progresses through the school, the roll will grow until eventually we are able to accommodate 420 pupils R-6). Recent building work provided eight additional classrooms, a library, sensory room, tech room, and a music/dance studio. The new school building was officially opened by Rt Revd Roger Morris, Bishop of Colchester on 3rd November 2021 and the school's main entrance moved from Long Road to The Avenue. The new building houses our Key Stage 2 classrooms, the library, a sensory room, and the school and finance offices. Our Reception and Key Stage One classrooms remain in the original building.

The Church of England has been a pioneer in the field of universal education and founded a substantial number of the nation's schools. The Lawford Church of England School Governing Body is responsible for the strategic management of the school and has representatives from the Diocese, Parochial Church Council, Local Authority, parents and staff. In a voluntary aided school, the Governing Body is responsible for the character and ethos of the school and is the admissions and employment authority.

The school day at Lawford

Before School	The school gates open each morning at **8.40am**. This is where you leave your child for school day. Staff supervise pupils as they arrive. Messages, if needed, should be written in J2e message function
The School Day	This starts at **8.50 am** for all children and ends at **3.20pm**. Children should be collected promptly.
Lunchtime	Each class has an hour for lunch; times are staggered between 11.45 and 1.30pm
Morning Playtime	There is a morning break of fifteen minutes for all classes.
Teaching Hours	The time spent on teaching per week, including religious education but excluding the statutory daily act of worship, registration and breaks, is 23 hours 30 minutes.
Structure of Classes: There are two Reception classes (age 4-5) and there are four classes in Key Stage 1 (KS1), two Year 1 classes (age 5-6) and two classes in Year 2 (age 6-7) There are presently seven classes in Key Stage 2 (KS2), two Year 3 classes, two Year 4 classes, two Year 5 classes, and one Year 6 class - one for each year (age 7-11).	

School Attendance

Good attendance and being punctual are critical to ensure that children get the most out of what school has to offer. As parents and Carer's, your co-operation in ensuring good attendance is very important and does make a big difference to a child's experience and attainment in school.

Punctuality

It is important that children arrive on time to ensure a punctual start to lessons. Once the gate is locked adults must bring their children into school and sign them in on 'InVentry' which is an electronic log. Please ensure you give a reason for why your child is late. All Children arriving after registers close will be marked as 'late' and this will be reflected in attendance figures.

Absence

An important part of the parental partnership with school is ensuring children are in school and receiving lessons. In all cases of absence, the school must have an explanation from parents. **Parents should register the absence using the Studybugs app** to inform the school if their child will not be attending on that day**.** If the child does not appear, and no explanation is received, the secretary will telephone the child's home to ascertain the reason for their absence. This is because, on rare occasions nationally, children have gone missing when both school and parents presume that the child is with the other party.

Written confirmation of the child's absence and the reason for it must be sent in on the child's return to school.

This applies to every period of absence, even when a verbal explanation has previously been received. Registering the absence on Studybugs provides this and avoids the requirement to provide further written confirmation.

Please note that if a child has vomited or has had diarrhoea they cannot return to school until 48 hours has passed since the last incidence.

Holiday Absence Requests There is no entitlement for parents to take their child out of school during term time. However, you may apply to the school for leave of absence if you believe there are exceptional circumstances. Requests for absence should be made on an official form which is available on the school website.

From 1st September 2013, education regulations prohibit headteachers from granting leave of absence to a pupil, except where an advance application has been made by the parent with whom the pupil normally resides and the headteacher considers that there are exceptional circumstances relating to the application. A penalty notice may be issued in cases where an unauthorised absence has been taken.

Lawford Primary School's Vision and Values

Vision:

Our children know they are blessed and a blessing. We strive to be ambitious for ourselves and each other, have integrity and nurture all.

But as you excel in everything – in faith, in speech, in knowledge and in all eagerness and in the love from us that is in you – make sure you excel in this act of kindness too. 2 Corinthians 8:7

Our Christian Values:

Love , Trust, Hope, Community - Koinonia, Service

Love

Love underpins all other values. It is compassion, respect, affection, benevolence, goodwill and concern for the welfare of those we love. It is selfless, and means putting others before oneself. It is unearned and is for all, not just those we think deserve love. In school, we learn to love each other and value each other irrespective of difference. We forgive and we learn to show remorse for our poor choices. We recognise that everyone is a product of their environment, and some have more challenges than others and that they are worthy of our love, kindness and compassion no matter the choices made.

Trust

Trust is central to civilised society and our school in order to function. We need it to live together in harmony and to be successful in our learning and playing. Through wisdom, we can learn to trust each other. Jesus gave us his example by trusting his mission to those not in society's mainstream and ultimately to us. Adults model children how to behave in and how to rebuild trust where it has been broken.

Hope

Hope is more than hope for a better future. It is based in the trustworthiness in God that he is there supporting those who are suffering and ultimately a hope to be joined with Him through Jesus' sacrifice. In school, it is through hope and growing in spirituality we will grow in love for each other and in build trust so that we will all have a safe place to grow, learn and make mistakes.

Community - Koinonia

Koinonia means a community working together sharing the burden (like yoked animals). In Romans, community is described as body parts all different, with different purposes but working together - a shared oneness. Jesus led a shared life: shared meals and possessions and support for those in need. Being one inclusive community both within and without the school boundary, our families, PTA, governors, local and global community – stewardship of creation and environmental responsibilities.

Service

Service is not being selfish; acting for others before yourself. Encouraging children to act in a way that improves the situation or the happiness of others. Jesus said he came 'to serve not to be served' for example, when he washed the feet of his disciples before the last supper. It is about not acting in a way that only meets our immediate needs.

Being kind, generous and thoughtful without expectation, we will be rewarded for it. If we all put others before ourselves, all our needs will be met. We encourage charitable giving; helping out for the good of everyone, understanding the value of buying Fairtrade or sustainably sourced goods and thinking about who might lose out/suffer if everything is sold as cheaply as possible.

Class Teachers 2026-2027

The children are taught in single age classes. We are currently two form entry up to year 5.

RT: Miss Totton

RC: Mrs Cemil (EYFS and key stage 1 leader)

1A: Mrs Aldridge

1LS: Mrs Lawson and Mrs Smith

2T: Miss Travers and Mrs Aherne- Shaw (Fridays)

2W: Mrs Wilkins (covering maternity leave

3D: Miss Dadd

3T: Mrs Stapleton

4B: Miss M Barnes

4RS: Mrs Rattray and Mrs Summers

5A: Mr Adams

5MG: Mrs Martin-Gomez

6J: Mrs Jarvis and Mrs Ahern-Shaw (Mondays)

Our provision

- The curriculum covers the requirements set down in the National Curriculum.
- There are carefully planned teaching and learning units that make links between the subjects through these concepts: change, conflict, power, identity and care. These are woven through our curriculum from Reception to year 6.
- There are additional visits and stimulating activities throughout the year, which enhance the children's experience in the classroom and our curriculum.
- We offer a wide range of extra-curricular clubs/ activities in which children may be signed up for on a termly basis. These take place at lunchtimes and after school.

Reception Classes

The Early Years Foundation Stage (EYFS) Framework, sets out the standards for development, learning and care of children from birth to five. It is important that all children are given the opportunity to experience the best possible start to their education.

In their Reception year children learn through practical experiences and a wide range of structured play activities, within the indoor and outdoor classrooms. Children learn best when they are given opportunities to be active, physical and initiate their own ideas. The seven areas of learning are divided into prime and specific areas, through which our curriculum is planned. All areas are important and inter-connected. We expect children to be very much involved in their learning: to make decisions, ask questions, to work confidently and to focus on a task.

The prime areas of learning:

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

The specific areas of learning: (through which the prime areas are taught and strengthened):

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

Al Lawford, we take all Reception children in the autumn term prior to their 5th birthday. It is really important that we find out as much as we can before your child starts school, through our carefully designed induction process, and during their first few weeks in school. All children are visited either in their nursery setting or at home by a member of our EYFS team. From the information gathered early in the term we are able to plan and develop a curriculum to promote progress for every child and help them to be ready for the Year 1 and beginning the National Curriculum.

The Curriculum - Key Stage 1 and 2

Our curriculum is based on the National Curriculum 2014. It consists of the core subjects including English, Mathematics and Science as well as the foundation subjects of Art and Design, Computing, Design and Technology, Geography, History, Languages, Music and Physical Education. As a Church of England School, Religious

Education is given the same status as the core subjects and is taught for a minimum of one hour a week. Christianity forms a little over half of the RE syllabus, and other faiths are covered in the remainder.

Our foundation subject schemes of work have enquiry questions such as 'Why are the rainforests so important to us all?' and 'Is there life on the ice?'. Therefore, elements of the curriculum are taught using a cross curricular approach while making it clear what subject children are learning, incorporating practical activities, visits, visitors, the local environment, links with the church and schools in other countries.

At Lawford Primary School, we have extensive grounds which are perfect for children getting into the outdoors. Teachers use outdoor learning as an integral part of their teaching, creating lessons where they can build upon their curriculum knowledge, as well as learn skills such as orienteering, navigation and teamwork. Currently, we have three members of staff who are Forest School leaders. Forest School is an entirely different approach to learning, where children are encouraged to be imaginative, creative and innovative in the activities they choose to explore, and skills they choose to develop.

We pride ourselves on setting high expectations for every pupil, planning lessons carefully to suit the needs of every individual in the class. Our approach to learning is not only inspiring, but also develops the skills of children in a systematic way.

Our curriculum is based on developing key skills and the philosophy that happy, interested children will make good progress. Children are continually made aware of their next steps to progress in their learning and carefully planned lessons/guided groups are provided in order for them to achieve these. Children's progress is noticed and rewarded using the 'Proud Cloud' in Key Stage 1 and our Rainbow Reward system in Key Stage 2. This ensures that children's motivation towards their learning remains high at all times.

Our approach to the teaching of English and Mathematics

Phonics – Foundation Stage and Key Stage 1 are taught phonics daily using Phonics Bug, an interactive scheme of work. Accompanying this, e-books are available to help children read a range of books and support them in their learning of phonics. KS2 children have 'Phonics for Five' each day.

English*:* Our aim in the teaching of English is to ensure that all children leave primary school as fluent, keen readers and effective writers. To support us in achieving our goals, we use a number of approaches to the teaching of literacy.

Effective writing process*:* Children are introduced to new text types by reading high quality texts as a class, in small groups and independently. From this, they use speaking and listening and drama opportunities to delve deeper into the content of texts and develop their understanding further. This then leads on to analysing text features, structure and language before children are given the opportunity to write in the chosen form. At all stages, the teacher models what is expected from the children.

Reading*:* Children read every day for pleasure—we aim to delivery reading opportunities across the curriculum and children in key stage 1 love to find a 'lucky listener' with whom to share their reading with.

Maths: We believe that for children to be fluent mathematicians they need to learn concepts in life-like situations. Teachers plan regular practical maths sessions where all children experience hands-on activities using practical equipment such as measuring jugs, scales and cylinders. We use the White Rose maths scheme to support our planning of lessons that ensures consistency, and develops a mastery style approach throughout the school. The children use some online activities to support their arithmetic strategies and consolidate their time table knowledge, such as Numbots and Times Table Rock Stars.

The use of technology at Lawford

We began our technology journey in 2020 during the covid pandemic when our staff were teaching online. We joined Government's lead demonstrator program and visited different schools and saw benefits of children using a 1:1 device. We started with a ratio of 1:2 devices in year 6 and then made the decision to invest starting with year 5 and then into year 4 in 2024. All children in years 4-6 have their own 1:1 device that they take through KS2. Over the past two years we have given parents the choice to lease a device over 3 years that their children then take with them onto secondary school. This allows for flexibility as the device is able to be taken home and used to support homework and other learning.

In July 2025, we were proud to be recognised as an Ed tech 50 school. We are a lead school in the East of England Ed tech hub and support other schools in the region with the implementation of technology to strategically support learning. This link takes you to some of the case study work for the Ed tech hubs. EdTech Hubs - Lawford C of E Primary

We are a Microsoft school however in EYFS and key stage one, the use of I pads are carefully planned in to when appropriate to either access a part of the children's learning or for the children to independently upload their work into. their journal for their teachers and parents to view.

Why do we use technology?

At Lawford the use of technology is to help support inclusivity for all in the classroom. We have a strategic vision for the whole school community which ensures the effective use of technology is a key foundation on which to prepare our children with the learning skills of the future.

Provision Statements

Equal Opportunities

"We aim to provide high quality education where all pupils are given equal opportunities and the opportunity to fulfil their potential without discrimination, regardless of sex, class, race or ability. We promote a non - obtrusive equal opportunities policy."

Inclusion

"We aim to safeguard the interest of all pupils in our policies and practices ensuring that all children have access to an appropriate education that promotes their self-esteem and gives them the opportunity to fulfil their academic potential."

Race Equality

The School Policy reflects the Local Authority Policy on Race Equality.

"This school asserts its opposition to racism and its total commitment to equal opportunities and to treating people equally regardless of race, ethnicity and culture. The school considers that all manifestations of racism are wholly unacceptable and will act positively to eradicate racism where it occurs and take systematic action to address racial, ethnic and cultural inequalities."

Worship

All schools provide a daily act of worship for pupils. Daily collective worship at Lawford aims to provide the opportunity for pupils to worship God, to consider spiritual and moral issues and to explore their own beliefs; to encourage participation and response, whether through active involvement in the presentation of worship or through listening and joining in the worship offered; and to develop community spirit, promote a common ethos and shared values, and reinforce positive attitudes. The new local vicar, of St Mary's Church in Lawford will be taking up his new position in late 2026 and will support us in collective worship each week. The children visit St Mary's Church and Mistley churches during the year for Harvest, Easter and Christmas services. Child led worship is a feature of the school and may be led by class or by our worship committee. In our most recent Siams inspection strength was that 'Collective worship is central to school life and shapes pupil's attitudes and choices. Carefully planned bible teaching enables them to reflect deeply and apply Christian teaching to local and global issues.'*

Provision for SEND pupils (Special Educational Needs and Disability)

A child is identified as having Special Educational Needs when their learning difficulty or disability calls for special educational provision. This is provision that is different from or additional to that normally available to pupils of the same age. Once we have identified a learning difficulty, this information is shared, alongside the child's progress, with parents.

The Special Educational Needs Co-ordinator (SENCo) liaises with parents and teacher to identify appropriate provision. A Pupil Support Plan, with identified targets, may then be drawn up and implemented by teachers and/or a Learning Support Assistant in the classroom. The school has several intervention packages which aim to support children with Special Educational Needs towards good progress. Other professionals with whom we work also recommend particular resources and ways of working for identified learners. The school provides children who have Special Educational Needs with inclusive schooling with regard to the most recent Special Educational Needs Code of Practice and Guidance; Inclusion and the Schools' Equal Opportunities Policy. The school aims to remove barriers to learning for all pupils identified with Special Educational Needs. Provision is made for SEND pupils to join in all the activities of the school so far as is reasonably practicable and compatible with the efficient education of all the pupils with whom they are educated. The SEND Policy is updated annually.

Arrangements For the admission of Pupils with additional needs

There is good liaison between Lawford Primary, pre-school and secondary school SEND staff regarding the needs of pupils with SEND at transition. All relevant information is considered from the previous setting and provision made for smooth entry to school once the child gains a place here. (Please refer to the admissions policy.)

School Accessibility Plan: details of existing facilities and planned facilities

The accessibility program is reviewed with the school development plan and over recent years has seen, for example, the building of new toilets for pupils with disabilities, follow through flooring and wheelchair wide doors in new build areas, inclines to external doors created from the playground and a refurbished quad. The Accessibility Plan ensures that accessibility is a constant part of the short- and long-term development plans of the school. Children with particular physical needs joining Lawford are assessed by specialist teachers in consultation with the SENCo. The classroom/school environment is then adapted accordingly to promote accessibility as part of a care plan. The new two-story building has accessible toilets on all floors.

Relationship and Sex Education

The new revised statutory guidance for Relationships and sex education (RSE and health education came into effect in September 26. At Lawford, we updated our curriculum plans during the 25-26 academic year and our Healthy Relationships and Sex Education Policy was updated to reflect this.

PSHE and RSE curriculums cover learning about personal development and relationships, as well as exploring how social media can play a part in this. We help children develop an understanding about personal hygiene and about the differences between male and female bodies. They will develop an awareness that they have control over their own bodies and how to say no to any situation they are not comfortable with. This teaching will be consistent and taught in an appropriate way in each year group. These lessons form part of the compulsory relationships' education.

Extra-curricular provision at Lawford

We offer a wide range and variety of extra-curricular activities. Most clubs are run by our own staff, others are provided by appropriately qualified individuals who specialise in a particular subject. Our choirs are often invited to take part in community events and our football teams play regularly against other local primary schools.

School Clubs

These vary term by term depending upon pupil and staff interests. The following clubs are currently being run by our teachers, other staff members or appropriately qualified members of the local community, and take place either at lunchtime or after school. They include a variety of music, dance, crafts and sports. These change on a termly basis depending on the season and staff availability. Because of the popularity of these clubs, participation is limited to a particular number of and/or year groups. There is a joining fee for clubs to pay for the resources needed to run them.

Privately Run Clubs *- fees for these are set by the provider*

Tennis - Matthew Watson

Squash - Off the Wall Squash

Fencing - Little Musketeers

Premier Education – Various

Ultimate Performers – Acro dance and Musical theatre

Peripatetic Music Teachers

We have a contract with Essex Music Services to provide visiting music teachers who give instrumental lessons on the school premises. Currently we can offer, Woodwind, piano, guitar and drumming lessons. Lessons are offered to children in Year 2 upwards. There is a charge for lessons which is set by Essex Music Services. Parents on a low income may be entitled to a voucher which covers approximately two thirds of the cost. The school has number of instruments available for pupils to borrow

Music Tuition is also available from iRock. A company that deliver tuition through the children working in working in groups as a rock band visit, https://www.irockschool.com for more details. They give termly concerts to parents, so that the children have the opportunity to perform.

Extended School Provision - 'Wraparound Care'

Our Breakfast and After School provision is provided by: Premier Education—www.premier-education.com. They also run holiday clubs throughout the year, providing child care through some weeks of the holidays.

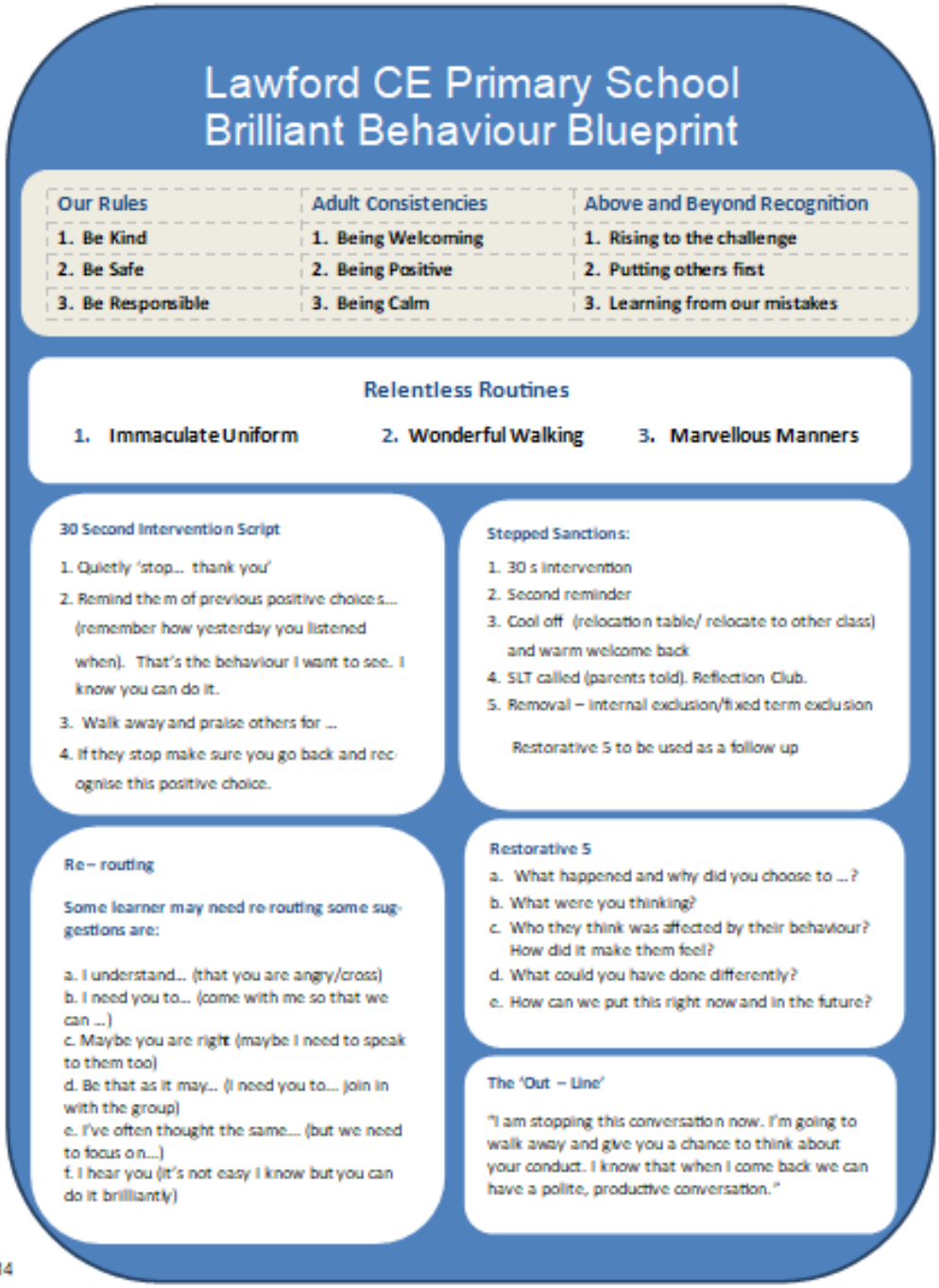
Partnerships

We develop this partnership with the children through:

- clear school behaviour policy
- clear reward system consistently applied through the school
- creating an ethos where school leaders and staff ensure that children's concerns are listened to, that they are treated fairly and that what they have to say is valued
- a school council with members elected by each class from years 1 - 6
- a Worship Committee with member form each class from years 1 - 6
- an Eco Council with members elected by each class from years 1 - 6, who meet to develop ways in which the school can have more sustainability projects as part of the curriculum.

- displays showing that all children's work is valued
- motivating reward system for each child
- daily marking and feedback on work
- progress and achievement celebrated in whole school sharing assemblies and book looks, to which parents are invited
- opportunities to speak in front of others and perform to a high standard promoting confidence
- teachers who are caring, considerate and consistent role models for the behaviour they are encouraging in children
- positive behaviour programs for children who require them
- training children to be buddies in year 6 and play leaders in year

Partnership with Children



Lawford CE Primary School
Brilliant Behaviour Blueprint

Our Rules	Adult Consistencies	Above and Beyond Recognition
1. Be Kind	1. Being Welcoming	1. Rising to the challenge
2. Be Safe	2. Being Positive	2. Putting others first
3. Be Responsible	3. Being Calm	3. Learning from our mistakes

Relentless Routines

1. Immaculate Uniform
2. Wonderful Walking
3. Marvellous Manners

30 Second Intervention Script

1. Quietly 'stop... thank you'
2. Remind them of previous positive choices.... (remember how yesterday you listened when). That's the behaviour I want to see. I know you can do it.
3. Walk away and praise others for ...
4. If they stop make sure you go back and recognise this positive choice.

Stepped Sanctions:

1. 30 s intervention
2. Second reminder
3. Cool off (relocation table/ relocate to other class) and warm welcome back
4. SLT called (parents told). Reflection Club.
5. Removal – internal exclusion/fixed term exclusion

Restorative 5 to be used as a follow up

Re– routing

Some learner may need re-routing some suggestions are:

a. I understand... (that you are angry/cross)
b. I need you to... (come with me so that we can ...)
c. Maybe you are right (maybe I need to speak to them too)
d. Be that as it may... (I need you to.... join in with the group)
e. I've often thought the same.... (but we need to focus on...)
f. I hear you (it's not easy I know but you can do it brilliantly)

Restorative 5

a. What happened and why did you choose to ...?
b. What were you thinking?
c. Who they think was affected by their behaviour? How did it make them feel?
d. What could you have done differently?
e. How can we put this right now and in the future?

The 'Out – Line'

"I am stopping this conversation now. I'm going to walk away and give you a chance to think about your conduct. I know that when I come back we can have a polite, productive conversation."

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Partnership with Parents

Parents take part in the wider life of the school and play a vital role in encouraging and supporting their own children: growing sunflowers, celebrating success, reading…. the list is endless.

We develop this partnership through:

- an open door policy: quick response to queries
- home/school communication through J2E app for good liaison and the sharing of information
- a strong commitment to parent, teacher and child working together
- asking your views through questionnaires and acting on them
- Meet the teacher events at the start of the academic year with information about the curriculum activities for that year group and information about how the year team is organized – these are written by the class teachers
- a written annual report for your child with current assessment data and key targets to support progress
- information evenings for parents on different areas of the curriculum e.g. phonics, reading residential trips
- Governing body who are present at whole school events
- links with the community through your child taking part in community events

The Parent Teacher Association

All parents of children at Lawford Primary are automatically members of the PTA. This is a lively, active organisation which forges links between home and school and raises money so that additional equipment can be purchased for the school. There are many opportunities for all parents to be involved in helping at various functions. They have a Facebook page @Lawford Cof E Primary School PTA

Parent Helpers List

The school holds a list of parents, friends and organisation in the community that support the school in a variety of ways. Parent helpers who would like to come on a regular basis are required to have and enhanced DBS check. The school office can arrange for this to be done, where necessary, and keeps a register of these.

Partnership with Parents

We really value parental involvement and the support that parents can give their children. Good home/school relations are vital to ensure the best educational development for your child. If you are concerned about anything, then please come and see us. Appointments can normally be made at quite short notice by contacting the school office. Staff are available and willing to talk through any successes or concerns with parents.

Parent Consultation Evenings, at which parents have the opportunity to discuss their child's progress with the class teacher, are held in both the Autumn and Spring Terms. In line with statutory requirements, written reports are issued annually. These are currently online meetings.

Newsletters and details about school events and educational initiatives are sent home most weeks to keep parents informed about school activities.

Lawford has a written home-school agreement which we ask parents, pupils and teachers to sign when their child joins the school in Reception and again at the beginning of KS2.

Home-School Learning (Homework)

Reception - Reading with an adult (including being read to) at least 4 times a week. During the summer term some handwriting homework will be introduced.

Year 1 - Reading with an adult (including being read to) at least 4 times a week. Optional Numbots and handwriting activities

Year 2 and 3 - Reading with an adult (including being read to) at least 4 times a week. Times Tables Rock Stars. 4 pieces of project/ art at homework a term, set in line with the teaching cycle with a set deadline.

Years 3 and 4 - Reading with an adult (including being read to) at least 4 times a week. Times Tables Rock Stars. Weekly spelling/grammar-based activities

Years 5 and 6 - Reading with an adult (including being read to) at least 4 times a week. Times Tables Rock Stars. Weekly maths and grammar/spelling/English related activities

Transition of Year Six Pupils to Secondary School

Our feeder schools are Manningtree High School and East Bergholt High. Full details about the transition are given to parents of Year 6 children at the autumn term meet the teacher information meeting. All parents have the opportunity to apply for their child to enter one of the grammar schools in Essex. Children wishing to do so must sit an 11+ Selection Examination, usually at their local grammar school.

Charging and Remissions Policy

No charge is made for materials or excursions made in school time which are part of the school curriculum. Parents are, however, asked to make a voluntary contribution towards the cost of items or visits, without them, such activities could not take place. No child is excluded from an activity should the parent choose not to contribute. The full Charging and Remissions policy is available

Uniform

All children are required to wear school uniform. The school colour is navy (grey for trousers and skirts). All our uniform is designed to be practical. All school uniform items, including embroidered items, are available from Coes of Ipswich (www.coes.co.uk/schoolwear/). The school office holds a small supply of ties for parent's convenience, these are available to purchase at the same price as Coes. Where parents choose to buy uniform from different suppliers, we ask that they conform to the colours and styles given below.

- Navy blue V neck jumper or cardigan
- White Shirt with a top button/Velcro (KS1) (suitable for a tie)
- School tie (KS1 may be on elastic)
- Grey - tunic, skirt, culottes or tailored trousers (no external pockets) - no knitted fabrics/jersey material. Jeggings are not acceptable school uniform
- Plain socks or tights (grey, dark blue or socks (only) may be white)
- Sensible black school shoes (not boots or trainers)

Optional Warm Weather Uniform

- Grey tailored shorts (no external pockets) - no knitted fabrics/jersey material
- Short sleeved white shirt and school tie
- Navy blue and white gingham checked dress/playsuit (this is the darker check)

The PTA sells pre-loved uniform throughout the year. Variations may be approved for children with additional needs.

We expect all of our children to look and feel smart when they attend school. Children are therefore expected to wear their uniform in a smart manner, for example tucking their shirt into their trousers / skirt, their top buttons (Velcro) are to be done up and their tie pushed up to the collar. Longer hair which flops across the face must be tied back at all times and put up (ponytail or plait) for PE. All pupils are to wear shoes which have non-slip soles and flat heels to avoid the risk of slipping or tripping.

If you wish your child to wear boots to walk to school or at playtimes during the winter/bad weather please ensure that they have shoes to change into when they are in school.

P.E. Kit - worn to school on PE days

Children should come to school wearing their PE kit on the days they have PE.

- a white polo shirt with navy trim and school logo is available from Coes
- navy 'shadow striped' shorts
- trainers for indoor and outdoor P.E. lessons
- some P.E. lessons may take place outdoors during cold weather. Please provide your child with tracksuit trousers and a warm plain navy sweatshirt or zipped top to go over their PE top
- socks - tights may not be worn for PE.

Naming clothes and shoes

It is important that all clothing is named clearly, but especially ties, jumpers/cardigans and outerwear. Named clothing items, if found, are returned to the child. Un-named 'lost property' is kept until the end of each term and, if not claimed, is then donated to the PTA for their 'pre-loved' uniform sale.

Watches and stud earrings (not hoops) are the only forms of jewelry allowed to be worn in school. Care of watches and/or earrings is the responsibility of the pupil and **must be** when removed for P.E. **Earrings must be removed for all P.E.** this includes swimming, dance and after-school sports clubs. **Children who are unable to remove earrings will not be able to participate in P.E**. Please consider this if allowing children to have their ears pierced during the school year.

Nail varnish should not be worn to school. If nail varnish is applied during weekends/school holidays, please ensure it is removed before your child returns to school. No other makeup should be worn to school.

Administration of medicines

It is important that the school is kept informed if your child develops an illness or medical condition which is contagious, that requires us to hold and/or administer medication, or which we need to know about in order to monitor your child's wellbeing whilst in school. If medicines are to be given by staff an Administration of Medicine form must be completed by the parent or guardian giving full details of the medication and instructions on dosage, timings etc. Medicines should always be provided in the original container, include the prescriber's instructions for administration if applicable and be handed to a member of staff by an adult. Medicine will be administered by a member of staff and a record of this is kept. Under no circumstances should medicines be brought into school by children and/or kept in children's bags.

Accidents & illness

In the event of a child suffering an accident at school, first aid will be administered by a member of staff. In the event of a serious accident, parents will be informed immediately. For accidents other than minor bumps, bruises or abrasions, and particularly one involving a bump to the head, parents will be contacted by phone or by email through our medical tracker app giving brief details of the accident and the treatment given.

If children become unwell whilst at school, every effort will be made to contact parents so that their child can be collected. It is, therefore, important to keep your contact numbers and the whereabouts of contacts up to date.

Safeguarding and Child Protection

Please help us to keep your child safe by informing the teacher or Headteacher of any concerns your child may have, including those related to the behaviour of other children. If a child makes a disclosure or statement of concern to any staff which might place the child at risk, they will inform the named person for child protection who has to follow the child protection procedure and policy. You will normally be informed by the Headteacher if there has been a referral to Social Care in any issue regarding your child if it is felt that the child is not in immediate danger.

Racist Incidents

"A racist incident is any incident which is perceived to be racist by victim or any other person" (recommendation 12, Stephen Lawrence Inquiry Report)

In the event of a racist comment or incident occurring in school the Headteacher will log this and discuss it with the child and parents involved with a view to preventing any further occurrence.

Smoking/Vaping policy

This school operates a strict **NO SMOKING** policy. This applies to all areas of the school including all areas within the grounds. Vaping is therefore prohibited on the school site. Anyone vaping or smoking on our premises will be asked to stop and, in cases where this rule is persistently breeched, the Headteacher and governors will review their permission for these individuals to come onto the school site.

Dogs on the school premises

With the exception of medical assistance dogs, and other dogs 'working' in school (by arrangement with the Headteacher) dogs may not be brought onto school premises. This includes dogs being carried. Dogs must be left outside the school grounds well away from gates/entrances.

Journeys to and from school

Parents and children are required to follow safety guidelines when bringing a bicycle or scooter

onto school premises. To avoid accidents, bicycles and scooters must not be ridden inside the school gate.

Please note that the school gate at the top of the driveway off Long Road is only open for pedestrian access between 8.40-8.50am and 3.20-3.30pm. During the school day please use the main entrance on **The Avenue CO11 2FR**

Cars and Parking

Parents who use cars are encouraged to use the car park and requested to park safely, well outside the yellow and red road markings. Please be considerate to our nearby residents by not turning in or blocking driveways.

Parents must not bring vehicles inside the school gates at the Long Road entrance, except for parents dropping off at Breakfast Club before 8.10am and picking up from After School Club after 4.15pm. Please be aware that you could get blocked in by kitchen deliveries/rubbish collection which may block the road for a short while, especially in the mornings.

Safety at the school gate and procedures for children going home

KS1 children and lower KS2 children are not to leave the school premises after school unless collected by an adult at their classroom door. If the adult collecting your child is going to be late for any reason please inform the school. Children are told to go and wait at the school office if their usual adult is not there to collect them, either at the end of the school day, or after a club. They should not go home with anyone else in such circumstances unless this has been arranged by the child's parents and the school informed.

If parents wish their child to visit another child's home or be collected by any other person after school they should give notice of this, with their permission in writing in the School Planner or on J2E to avoid confusion.

Lunch Arrangements

Lawford Primary has its own kitchen and provides hot meals daily. The complete 3 week menu is distributed to parents and also available on our website. Parents must book (and pay for, if applicable) meals from the colour coded menu, in advance, via the My Child At School (MCAS) parent portal, before 11.59pm on the day before they wish their child to have the meal. Our kitchen team then know exactly how many meals of each choice are required and cooks the correct number of each meal. This ensures children get the meal of their choice, reduces food waste and helps to keep the cost of meals down. If a school lunch has not been booked by 11.59pm the evening prior, children must bring a packed lunch from home.

Free School Meals (Income Related) and Universal Infant Free School Meals

All children in Reception & KS1 are currently entitled to a free lunch under the Universal Infant Free School Meals initiative.

Depending on household income, children in all year groups may be eligible for free school meals (FSM). A link to the eligibility checker is on the 'School Lunches' page of our website.

If children (including those in Reception and KS1 who receive a free meal through UIFSM) qualify for income related Free School Meals (FSM), the school may be able to access additional funding which can be used to support their learning and can be used to pay for, or subsidise, some extracurricular activities, so please check if you think your household may be eligible. Recently, children eligible for FSM have been provided with supermarket vouchers by Essex County Council, from special funding received from central government, during school holidays.

Please note that no distinction or discrimination is made between those children paying for a lunch and those receiving a free meal and all enquiries are dealt with in the strictest confidence.

Packed lunches

Children may bring a packed lunch and a still (non fizzy) drink from home. Please ensure that breakable containers are not brought to school and that lunch bags/boxes are clearly marked with your child's name. We ask that any grapes or cherry tomatoes are cut in half please, especially for younger children, as these are known to be a possible choking hazard.

Please note that we are a 'Nut Free' school and ask that you do not send nuts, or products containing nuts, into school as we have children in school with severe