

Fox Primary School



Parents' Handbook

Dear Parents and Carers,

Welcome to Fox Primary School.

The staff at Fox School provide a warm, happy and stimulating environment that promotes an enjoyment of learning. Children are able to appreciate the importance of acquiring knowledge and skills and how relevant these are to their lives. Our goal is to assist all children to reach their full potential both as learners and as members of our school family.

We are committed to developing and maintaining a close relationship between home and school and the wider community. A positive working relationship involves regular communication between staff and parents. Parents and carers have a right to be kept fully informed about the progress their child is making. By working closely together, in partnership, we can jointly ensure all children succeed.

We would like all parents and carers to take a positive interest in what their child is doing at school and in the life of the school as a whole. We also hope that parents and carers are able to co-operate fully with any procedures that require their support.

We strive to be a listening organisation. As such, we welcome feedback on the provision we offer. So, for example, we regularly canvas the opinions of parents, pupils and other stakeholders, to ensure that provision is responsive to their needs.

All children are accepted and respected here, irrespective of their race, creed or culture. We actively celebrate and embrace the many different cultural and socio-economic backgrounds represented in our school and we are wholeheartedly committed to a harmonious and caring multi-cultural society.

We are proud of our school and do our very best to provide a high quality service to children and their parents. We believe that all children are capable of achieving the very highest standards. This is reflected in both their behaviour and their learning. I am also proud of my staff team who consistently show enormous dedication to the children at this school.

Paul Cotter
Headteacher

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Attendance and Punctuality

Fox is a successful school and your child plays an important part in making it so. For your child to gain the greatest benefit from their education, it is vital that they attend school regularly. Your child should be at school, on time, every day the school is open unless the reason for the absence is unavoidable.

Any absence affects the pattern of a child's schooling and regular absence will seriously affect their learning. Any child's absence disrupts teaching routines so may affect the learning of others in the same class.

Ensuring your child's regular attendance at school is your legal responsibility and permitting absence from school without a good reason creates an offence in law and may result in a penalty fee or prosecution. School attendance reports are also requested by secondary schools and can determine successful admission.

Helping to create a pattern of regular attendance is everybody's responsibility - parents, pupils and all members of school staff.

Expectations of Parents/Carers

- to stipulate the importance of school and encourage their child to attend school;
- to ensure that their child arrives at school well prepared for the school day, i.e. with relevant equipment - book folder, homework, PE etc.
- to ensure that they contact school office by phone before 9.30am on the first day of absence with a reason for their child's non-attendance (see absence procedures on next page);
- not to keep their child away from school for unauthorised reasons, e.g. holidays, shopping, birthdays etc.
- to inform the class teacher and school office in advance, in writing if they know their child will be absent, e.g. dentist appointment, visiting secondary school;

To help us all to focus on this we will:

- Give you details on general attendance in our regular newsletter;
- Report to you how your child is performing in school, what their attendance and punctuality rate via school reports;
- Have a clear policy on behaviour and bullying to encourage you to discuss with us any difficulties or hindrances to learning experienced by your child.

Understanding Types of Absence

Every half-day absence from school has to be classified by the school (not by the parents), as either AUTHORISED or UNAUTHORISED. This is why information about the cause of any absence is always required, by telephone or by e-mail.

Authorised absences are mornings or afternoons away from school for a good reason e.g. illness, medical/dental appointments, secondary school visits, etc. which unavoidably fall in school time.

Unauthorised absences are those which the school does not consider reasonable and for which no "permission" has been given. This type of absence can lead to the Authority using sanctions and/or legal proceedings.

This includes:

- Parents /carers keeping children off school unnecessarily
- Absences which have never been properly explained
- Children who arrive at school after the register has been taken
- Keeping children at home when a sibling is ill.

Whilst any child may be off school because they are ill, sometimes they can be reluctant to attend school. Any problems with regular attendance are best sorted out between the school, the parents and the child. If your child is reluctant to attend, it is never better to cover up their absence or to give in to pressure to excuse them from attending. This gives the impression that attendance is not compulsory and usually makes things worse.

Absence Procedures

- Parent/Carer to phone/e-mail the school office on the first day of a child's absence with the reason for absence (before 10am). Dedicated absence mailbox is **020 7313 7666** or email **Sarina.lott-lavigna@foxprimary.co.uk**.
- Parent/Carer to phone/e-mail every subsequent day of absence with reason for absence (before 10am).
- If a child is absent 3 or more days, a doctor's note will be required and this will be filed in the child's records and noted in the register.
- Any unexplained absences will require a meeting with the Headteacher.
- If an absence is taken in term time for non-medical reasons or non-exceptional reasons, Fox School may issue a fixed penalty notice.

Even if you have called the school, the absence may not be classified as authorised if it is not a reasonable reason.

If your child is absent we will

- Text or telephone you on the first day of absence if we have not heard from you;
- Invite you in to discuss the situation with the Headteacher if absences persist or cause concern;

Contact Details

There are times when we need to contact parents by phone, text or e-mail about lots of things, including absence, so we need to have your contact details. So help us to help you and your child by making sure we always have up-to-date information - home and mobile telephone numbers and e-mail address.

Punctuality

Poor punctuality is not acceptable. If your child misses the start of the day they can miss work and may not spend time with their class teacher getting vital information and news for the day. Late arrival by pupils disrupts lessons, can be embarrassing for the child and can also encourage absence.

How we manage lateness:

- Children should be in the school playground by 8.40am;
- Teachers will collect children from the playground at 8.50am;
- The school day starts at **9am** and we expect your child to be **in class at that time**.
- Registers are marked at **9am** and your child will receive a late mark if they are not **in class by that time**.

At **9.30am** the registers will be closed. In accordance with the Regulations, if your child arrives after that time they will receive a mark that shows them to be on site, but this will **not** count as a present mark and it will mean they have an unauthorised absence. This may mean that you could face the possibility of a Penalty Notice if the problem persists.

If your child has a persistent late record, you will be asked to meet with the Learning Mentor to resolve the problem, but you can approach us at any time if you are having problems getting your child to school on time.

Holidays in Term Time

Taking holidays in term time **is not allowed** and will affect your child's schooling as much as any other absence, so we expect parents to help us by not taking children away in school time.

Remember that any savings you think you may make by taking a holiday in school time are offset by the cost to your child's education.

There is **no** automatic entitlement in law to time off in the school year to go on holiday.

All applications for exceptional leave must be made in advance, using our Application for Exceptional Leave form. In making a decision, the school will consider the circumstances of each application, and only in **exceptional circumstances** will the absence be authorised.

Any period of leave taken without the agreement of the school, or in excess of that agreed, will be classed as unauthorised and may attract sanctions such as a Penalty Notice and the child being taken off roll.

School Targets, Projects and Special Initiatives:

The school has targets to improve attendance and your child has an important part to play in meeting these targets. The target attendance for this school is **97%** attendance and we will keep you updated via the newsletter.

Our target is to achieve better than this, however, because we know that good attendance is the key to successful schooling and we believe our pupils can be amongst the best and go through to further successful education.

Throughout the school year, we monitor absences and punctuality to show us where improvements need to be made.

Information on any projects or initiatives that will focus on these areas will be provided in our regular newsletter.

School Organisation

How the School is Organised

We are a community primary school. The school is a one and a half form of entry school for pupils from Reception to Year 6. Our maximum class size is 30 in Phase A and B. However, in order to maximise the benefits of smaller class sizes we have re-organised five of our Year groups and curriculum to accommodate class sizes of 23 or less.

The class structure is as follows:

Phase A and B

- Two reception classes (4 to 5 year olds)
- Two Year 1 classes (5 to 6 year olds)
- Two Year 2 classes (6 to 7 year olds)
- Two Year 3 classes (7 to 8 year olds)

Phase C

- Two Year 4 classes (8 to 9 year olds)
- Two Year 5 classes (9 to 10 year olds)
- Two Year 6 classes (10 to 11 year olds)

The School Day	am	pm	Fridays
<u>Phase A and B</u>			
Reception	8.50 to 12.00	1.10 to 3.30	1.10 to 2.15
Year 1	8.50 to 12.10	1.10 to 3.30	1.10 to 2.15
Year 2	8.50 to 12.20	1.30 to 3.30	1.10 to 2.15
Year 3/2	8.50 to 12.20	1.30 to 3.30	1.10 to 2.15
Year 3	8.50 to 12.20	1.30 to 3.30	1.10 to 2.15
<u>Phase C</u>			
Year 4	9.00 to 12.45	1.45 to 3.30	1.45 to 2.15
Year 5	9.00 to 12.50	1.45 to 3.30	1.45 to 2.15
Year 6	9.00 to 12.50	1.45 to 3.30	1.45 to 2.15

All children have a fifteen minute break between 10.10 a.m. and 10.25 a.m. Children in Phase C have an additional 15 minute fruit break at 11.35-11.50 a.m. Children in Reception, Years 1 and 2 take a short afternoon break.

The Start of the School Day

All parents and children are expected to enter the school premises through the Edge Street gate to arrive by 8.45am to start the school day. This gate is locked at 9am,

thereafter parents and children are expected to use the Kensington Place entrance, where the late book is kept.

Children are collected by a teacher from the playground at 8.50am. It is extremely important that children arrive for school on time. Lessons begin promptly at 9.00 a.m. and children who arrive late miss the teaching introduction into the lesson. Registers are completed at 9am. Children who arrive after 9.00am should report to Mr Hilton or the school office, so that their attendance can be registered.

The School Playground

We are fortunate at Fox School to have two stimulating playgrounds:

- Phase A/B: Reception, Years 1,2 and 3
- Phase C: Years 4,5 and 6

Most children have two playtimes during the day, with our youngest children having an extra afternoon break.

The Phase A/B playground area offers children a more interesting playground that contains a greater range of things to do.

The Phase C playground offers a wide range of games and activities for the children, including table tennis, climbing wall, balls games and quiet zones.

The playgrounds are well staffed. The large numbers of adults on duty are led by senior staff and our Learning Mentor. All children are expected to be outside the school buildings in the playground area unless they have specific permission from a teacher to the contrary.

The school behaviour policy is adhered to in the playground. For more severe, persistent behaviour, parents could be asked to pick the child up at the start of lunchtime, take him/her off the school site and then return them at the end of lunch. Such a sanction would usually last for a week in the first instance.

The school has a clear policy regarding arrangements for wet play- that is when the weather is too bad for the children to go outside.

The End of the School Day

The School day finishes at 3.30pm on Mondays to Thursdays and 2.15pm on Fridays. Children should be collected at this time. Children are expected to shake the hand of their teacher and explain who they are going home with. After 3.40 pm children who are late being collected at the end of school day will be taken to the main school office. They should be picked up from here. Teaching staff have important meetings and other responsibilities after 3.30 p.m. and for this reason we ask parents to be prompt in

collecting their children at the end of the day. If children have not been met by their parents by 3.40 p.m. a phone call home will be made by the school administrative staff. Children will be signed out by a member of staff and the time of pick-up written in the late collection book.

Children who attend an after school club or Fox Play will be accompanied to their destination.

School Uniform

Children at Fox do not wear a school uniform. However children are expected to wear appropriate clothes for the appropriate seasons and should be labelled.

Children are expected to wear a Fox PE kit, which consists of a Fox blue T-shirt/sweatshirt, black/dark shorts or tracksuit bottoms and trainers.

The House System

All pupils belong to one of four school houses. The houses are named below:

- **Arctic Fox** - 'As cool as ice'
- **Red Fox** - 'City supremos'
- **Desert Fox** - 'We're on fire'
- **Silver Fox** - 'Shining stars'

Siblings are always in the same house. Various sporting and educational events are held throughout the school year and children have a chance to represent their house in these events. Parents are asked to purchase a special house T-shirt so that pupils can be easily distinguished when taking part in these events.

House	House colour
Arctic	Light Blue
Red	Red
Desert	Yellow
Silver	Grey

Administering Medicines at School

For all children who have to take medicines during the school day a 'Medication Permission form' must be completed by parents. This allows staff to take the responsibility for administering medicines prescribed by a doctor, according to the instructions provided. The school is not insured for any claim made against it arising from such administration. Staff are unable to administer non prescribed or over-the-counter medicines of any kind.

Personal Property

Children should not bring toys, electronic games, sweets, chewing gum or jewellery to school. Children are allowed to bring in trading cards or agreed collectable items on a Friday (to be reviewed termly). Children are informed that if they do bring items not allowed, these items are likely to be

- lost
- stolen
- or damaged.

The school is unable to accept any responsibility should one of these eventualities occur.

For health and safety reasons the only jewellery we accept is a stud earring for those children who have pierced ears. Inappropriate jewellery will be removed from children and placed in the school office for safe keeping and collection at the end of the school week.

The only money that should ever be brought to school is money required for a school event or sale. In these circumstances, money should always be handed to the teacher at registration time. **Money should never be left in bags or coats.**

All coats and Fox sweatshirts/PE tops should have the child's name sewn inside/written inside for identification reasons. We discourage pupils from bringing pencil cases to school as all the writing and drawing implements children require are provided by the school.

Lost property is kept in a large container outside the Phase A and B toilets. It is kept for a short period of time and then displayed for collection by parents on a regular basis. Unclaimed items are given to charity shops.

Pupils should only bring a mobile phone to school if there is a specific reason for doing so. Permission must be sought from the Headteacher.

Behaviour Expectations

We set very high standards for children's conduct from the moment they are admitted to the school. Bullying is never tolerated at our school. Staff always look to praise children for their good behaviour and in so doing encourage and reinforce that behaviour. Children who let themselves down in class through poor behaviour are given one clear warning about their conduct. If this does not lead to an improvement in their behaviour, children are given a 'time out' and asked to reflect upon their behaviour.

A common saying which is frequently repeated to the children at school is '*Treat other people the way you would like to be treated yourself.*' Children are taught about the difference between right and wrong during Personal Health and Social Education lessons in the classroom and through the interactive moral assemblies. They are actively taught

strategies for how to deal with any conflicts or disagreements that may arise. We teach children to be assertive, rather than aggressive.

Should a problem occur between two children at school which parents are unhappy about, they are asked to refer this problem to a member of staff rather than dealing with the situation themselves. We strongly advise parents not to approach other children, as this usually leads to the problem escalating. More serious difficulties should be reported to the Headteacher (or in his absence the Deputy Headteacher). All difficulties reported to the Headteacher will be fully investigated and parents informed of the outcome of that investigation.

School Lunches

School lunches are cooked on our premises by our own chef and her staff and are outstanding value. There is a varied menu, which changes 3 times a year. The menu meets strict standards and provides a vegetarian alternative for those children who don't eat meat. We ensure that cultural beliefs are taken into consideration with respect to food and eating. So, for example, no pork is used in any of our food. In line with our school's food policy, we have meat free days twice a week and try to purchase locally sourced food only.

At lunchtime children are taught the importance of eating a balanced, healthy diet together with the value of polite table manners. We encourage children to eat in a calm, well organised atmosphere.

All children in Reception, Year 1 and Year 2 will be provided with a lunch free of charge. We expect all children to eat a school meal. For parents of children in Years 3 to Year 6, please ask at the school office for the termly or half termly advance cost of school lunches. Changes can only be made at the beginning of a new term. Please ensure you have informed the office of any change or you may be charged for lunches not taken.

We will still need to collect information of children whose parents are benefits as the school receives pupil premium for these children.

We invite new parents and carers to eat with their children once a year during the autumn term.

Packed Lunches

Those parents who choose to provide a packed lunch for their child each day should try to put together a lunch that is healthy and nutritionally balanced. Children who bring in foods that are high in sugar, salt and saturated fat are eating an unhealthy diet. Whilst we accept that it can sometimes be difficult to get children to eat healthy food, we do ask parents to do their very best to provide such foods in their child's packed lunch.

Children are not allowed to bring fizzy drinks or sweets into school as these are bad for their teeth. We also strongly discourage crisps, which have very little nutritional value.

Nut Free Policy

This is a nut free school. Please ensure no nuts or seeds are included in packed lunches or snacks as many of our children are allergic to them.

Communication

The School Newsletter

The main method of communicating information to parents and carers is through the school newsletter. This is written by the Headteacher. The newsletter is emailed out to parents on a Friday and posted on the school web site.

Text Messaging

On occasion we also send out text messages to parents with specific information. You can download a free School Gateway app so the school can send free messages.



The School Website www.fox.rbkc.sch.uk

The web site is used as a medium of communication between the school and home. Therefore we aim to update the web site on a regular basis. The site contains important information about the school, as well as examples of children's work and photos of school events.

Teacher-Parent Consultations

Parent consultation meetings are held three times a year at the following times:

- Mid October -just before the halfway point of the Autumn Term
- Mid February - just before halfway point of the Spring Term
- Early July (the end of year report will be issued before this meeting)

The purpose of these meetings is to discuss:

- how well your child is doing in relation to the national performance expectation for their age
- your child's personal achievement
- your child's personal and social development
- your child's rate of progress
- ways in which parents and carers can support their child at home

Fox School uses an online appointment booking system.

This allows you to choose your own appointment times with teachers and you will receive an email confirming your appointments. You can make an appointment with the class teacher or other teachers. Appointment can be made up to 4 weeks prior to the advertised dates.

If you do not have access to the internet, please contact the school office who will be happy to add appointments on your behalf.

Home Learning

Home learning refers to any learning activity that pupils are asked to do outside lesson time, either on their own, or with parents/carers. It offers a valuable, ongoing opportunity for parents to support their child's learning.

The purpose of setting home learning for pupils of primary school age alters as they become older. In the Foundation Stage and at Key Stage 1, the key purpose is to develop a partnership with parents and involve them actively in pupils' learning. The most important form of support parents can offer their child is to read to them and, when they are ready, hear them read. If possible, this should happen for a short period of time every day.

We strongly encourage the setting up of a regular routine so that children can establish a reading habit. Each child is given a Reading Journal and we ask parents to write a short comment in this book each time they hear their child read. More experienced readers in Year 2 are expected to write some of their own comments.

Home learning schedule - Phase A

All home learning set will be explained and gone over with children prior to sending home.

Day set	Subject	Due back
Thursday	Reading Phonics Numeracy	Tuesday

Optional home learning for **Year 1** will be set for school holiday periods

Home learning schedule - Phase B

Day set	Subject	Due back
Monday	Spellings	Friday
Friday	Numeracy	Following Thursday

Optional home learning will be set for school holiday periods.

Home learning schedule - Phase C

Day set	Subject	Due back
Monday	Spellings	Friday
Friday	Numeracy	Following Thursday

Optional home learning will be set for school holiday periods for all phases.

Marking home learning

Spellings will be tested on Friday morning. Tests will be recorded in spelling journal and marked as a class. Numeracy home learning will be collected and marked by a teaching assistant or class teacher. Misconceptions and errors will be gone over during Numeracy lessons.

Home learning books.

Numeracy will be recorded in a Numeracy home learning book. Both books will be commented on by the class teacher on a regular basis.

Extended Schools

Extended Schools Provision

The school is committed to providing a range of opportunities and services outside of school hours. We offer the following:

- A daily breakfast club from 8.00 am.
- Play Centre from 3.30pm - 6pm (2.15pm - 6pm on Fridays)
- A comprehensive range of high quality after school clubs.

Charging Policy

The school has a charging policy which is strictly adhered to. As a school we only enforce charges for a small number of activities and always consider and respect the financial situation of the families we serve. Charges are levied for

- Instrument tuition
- The annual school journey (Yrs 5 & 6)
- Extended school clubs
- Fox Play
- Breakfast Club
- Educational visits (annual charge)

Any parent or carer unable to meet any cost levied by the school should make an appointment for a confidential meeting with the Headteacher who will offer as much support as he is able to. A number of places on the school journey are subsidised by the school.

Online Payments

The school provide parents with the ability to pay for the annual educational visit cost, school meals, music lessons and more online. This means you can pay whenever it's convenient for you, without having to find the exact change, or having to send a cheque into school.

The link below is found on our school website - School Info/Virtual Office/payments
We encourage parents to pay using a Debit Card, not a Credit Card.

School Gateway

- Simply activate your registration and then log in. For registration help please go to:
<http://schoolcomms.com/helpv7/sc>

[hool-gateway-help-for-parents](#)

- See the payment requests for all your children on one screen, including those from other schools that use Schoolcomms.
- Choose which payments to settle and use a debit or credit card.
- Track your payment history and items still outstanding.



Safe and secure

For peace of mind, payments via Schoolcomms are authenticated with Verified by Visa and Mastercard SecureCode.



Parents, welcome to:
Schoolgateway

The easy way to pay online for dinners and other items.

Download the app. ^{Android} and ^{iPhone} 

or visit: www.schoolgateway.com



◀ Activate your account today!

Governance and Parent Teacher Association

The School Governing Body

The governing body has overall responsibility for managing the school effectively. The full governing body meet twice a term under the leadership of the Chair of Governors. The Headteacher is responsible for the internal organisation, management and control of the school. The Headteacher is accountable to the governing body for the decisions he takes. The Headteacher and the governing body take joint responsibility for the strategic direction of the school. This group also has responsibility for ensuring that the school spends its money efficiently as well as monitoring the delivery of the school curriculum and maintaining and developing the school premises.

Much of the work of the governing body is done through a committee structure. There are four committees:

- Curriculum/Premises
- Finance /HR

The full governing body is made up of the following members:

- 5 parent governors
- 3 local authority representatives
- Up to 3 community representatives
- 3 staff governors
- The Headteacher

Complaints Procedure

1. Introduction

This procedure is for parents and carers of children at Fox School, as required by s29 of the Education Act 2002 and publicized in our Parents' Handbook. The Governing Body recognizes that occasionally a complaint may need to be raised, and that constant feedback plays an important role in maintaining and raising school standards.

2. Definitions

A complaint is an unresolved concern by someone with a legitimate interest in the school but not employed there (unless also a parent and acting in that role) about standards of teaching, conduct, actions or omissions of staff, or decisions of the governing body.

A complainant is someone who feels that they, or the children they are responsible for, is not satisfied with the services they have received at Fox School, or with the treatment they have received there.

3. Scope

For certain types of complaint the school and the Local Authority (LA) are required by law to follow specific procedures. These are

- 3.1 parental choice of school
- 3.2 complaints about the curriculum
- 3.3 temporary disapplication of national curriculum
- 3.4 appeals to the Special Educational Needs Tribunal
- 3.5 child protection issues - referred immediately to the LA

There is also a special procedure for representations/appeal in cases of pupil exclusions which will be advised should a case arise.

This procedure is thus for those complaints which do not fall into any of the above categories.

4. Overriding Principle

Concerns and complaints should where at all possible be handled informally, and always ensuring that the interests of the child(ren) remain paramount.

5. Further Principles

Complaints handling should be kept simple, impartial, respectful and confidential, providing an effective response and appropriate redress where required and inform the school's management how to improve services.

The person/panel investigating a complaint will:

- establish *what* happened and *who* was involved
- clarify nature of complaint and what remains unresolved
- decide whether or not to meet or contact complainant
- identify what complainant feels would put things right
- interview those involved and/or complained of, who may be accompanied if they wish
- keep an open mind and be prepared to persist in questioning
- clarify misunderstandings which may have arisen
- Keep notes of interview/conversations.

Every effort will be made to make complainants feel at ease.

6. Stages of Complaint

STAGE 1: complaint heard by class teacher

STAGE 2: if not resolved at stage 1, complaint heard by Head Teacher who may, at his/her discretion, consult Local Authority (LA) and/or any governor whom he/she feels may be able to assist in a specific case.

Where allegations are made against staff the Head Teacher will investigate and review his/her findings with the chair of Human Resources or in his/her absence the Vice Chair of Governors.

STAGE 3: if still not satisfied at stage 2, the complainant must write to the chair of governors detailing the complaint, and the Head Teacher will also write an account of the complaint and any agreements reached or action taken so far.

The chair of governors will then:

- acknowledge the complainant's letter within 5 school days
- decide either to hear the complaint himself or to set up a panel of 3 governors to investigate. The chair will consult the Head Teacher, the Vice Chair - or in his absence the chair of Human Resources - and if appropriate the LA before making a decision.
 - Only select governors for a panel with no prior involvement in the complaint or its surrounding circumstances.

The panel will seek to conduct itself as guided by www.governornet.co.uk publication LEA/0180/2003.

The chair of governors will conduct himself in the same manner as above if he decides to hear the complaint himself.

A complaint about a class teacher it will go straight to Stage 2 and about the Head Teacher or governor straight to Stage 3.

The panel or chair of governors' decisions shall be final.

STAGE 4: If the complainant remains unsatisfied by the outcome of the governors' panel, they may contact the local authority, who will investigate if the school's complaints process has been carried out appropriately. However, the local authority cannot overturn a panel's decision.

The local authority contact is:

Lead Commissioner for Learning & Partnership

Kings House
Grand Avenue
Hove
BN3 2LS
Telephone: 01273 293514

The local authority will acknowledge receipt of the complaint within five school working days. They will inform the complainant and the school of the outcome of their investigation of the process within 15 school working days of receiving the complaint. If it is not possible to meet the timescales then the local authority officer will contact the complainant and school to discuss reviewing these.

STAGE 5: If the complainant is unsatisfied at the end of Stage 4 they can contact the Secretary of State:

Secretary of State for Education
Department for Education
Sanctuary Buildings
Great Smith Street
London
SW1P 3BT
Telephone: 0870 000 2288

7. What is not covered by this Complaints Policy?

- Complaints about the national curriculum entitlement and collective worship - these should be directed to the governing body and then to the local authority
- Pupil admissions - contact the Admissions Team at the local authority
- Pupil exclusions - appeals to be heard by a Governors' Exclusions Panel
- SEN Statement Appeals - contact the SEN Team
- Issues relating to child protection - in the first instance contact the Local Authority Designated Officer for Child Protection
- Employee grievances/disciplinary/dismissal -Where the complaint results in a staff grievance or disciplinary it is important that the school follows the appropriate procedures and that the complainant should not be given any details of the action involving an individual member of staff.
- Criminal investigations - refer to the police

8. Feedback and Conclusion of Complaints

Complainants are encouraged to provide feedback. In the absence of any response the panel chair or chair of governors will inform complainants in writing that procedure has been exhausted and the matter is now closed. The same will apply if a complainant tries to re-open an issue already investigated.

The chair of governors will report at regular governing body meetings on any formal complaints he has received, while respecting confidentiality.

The Parent/Teacher Association (FSA)

The FSA is a long standing home-school association. It is made up of school staff and parents whose children attend the school. All parents and carers automatically join this body when their child joins the school.

This organisation has two principal aims:

- to raise additional funds for the school to supplement the school budget;
- To strengthen the school community by organising events where all members of the community can meet and socialise.

The FSA has a chairperson, a secretary and a treasurer. Regular meetings are held which all members of the school community are welcome to attend. Each class has a parent representative who assists in the organisation of termly events.

The FSA three principal events are:

- Autumn Term - The Christmas Fair
- Spring Term - Quiz Evening/Easter egg hunt
- Summer Term - Summer Fair

The School Curriculum

Special Educational Needs (SEN)

At the heart of the work of every school is a continuous cycle of planning and learning for children, teaching them and subsequently assessing what they have achieved. Through this process we are able to identify those children who are finding it significantly harder to learn when compared to the average child. This group of children are defined as having special educational needs (SEN) and may require some additional support.

All children judged to have SEN will be placed on the school's SEN Register. Children enter and leave this register at different times in their school career. The purpose of having a register is to ensure that children experiencing learning difficulties are not overlooked, but are instead provided with additional help and support. Their performance is very closely monitored.

To support children whose names appear on the register, class teachers draw up a termly **Individual Education Plan (IEP)** which establishes targets for the coming term. Work is planned to help the children achieve these targets and a review takes place at the end of each term to see how well the child has performed.

When the degree or duration of a child's learning difficulty is giving the school cause for concern we may, with the consent of parents, seek the advice and help of colleagues in the Educational Psychology Service and/or the Pupil Support Service.

For more detailed information about SEN, please refer to the school's SEN parent/carer handbook.

Support Services

The school uses a number of different agencies to assist children, and their families, who may benefit from such provision.

- **The Educational Psychologist's** role is to work closely with teachers and parents to support children who are experiencing ongoing difficulties with learning. Our school educational psychologist usually visits the school twice a term.
- The school sometimes makes use of additional, specialist teaching staff from the **Pupil Support Service**. This is a team of specialist, peripatetic teachers employed by RBK&C who work with small groups of children on their basic skills. Some children with SEN receive additional support from these teachers.

- **The Behaviour Support Team** work with children from Year 1 to Year 6 who have challenging behaviour, or find it hard into settle to their learning.
- In addition to the services listed, we work closely with our school nurse, speech and language therapists, occupational therapists, doctors, housing officers and any other professional services supporting children and families.

The Headteacher, the SENCO or the Learning Mentor are the staff to speak to if you require assistance from any of these services. All the professionals named work according to a strict code of confidentiality.

Supporting Children whose First Language is not English

Thirty five percent of our school roll speaks English as an Additional Language (EAL). Children are not regarded as having a learning difficulty just because they arrive at Fox with little or no English. On the contrary, those children who develop fluency in English and also continue to develop their skills in their first language are often at a distinct advantage (once they become fluent in English.) Some of our highest performing children in the Key Stage 2 SATs tests are pupils who speak English as their second language.

We provide specialist support for EAL children. When EAL children first enter Fox their level of English is assessed. A wide range of story props, a bilingual borrowing library and a large number of story tapes are available for the children learning English. The specialist teacher supports children in class and small groups.

The Foundation Stage

The first few years of a child's schooling are critical to their future development. The purpose of the reception year is to ignite children's interest in and excitement for learning through offering a play based curriculum. Children learn through engaging in a mixture of self-initiated and adult led experiences. This important stage helps to prepare children for the more formal learning they will encounter further up the school. In addition, essential social skills and learning attitudes are acquired as children interact with their peers.

In the Foundation Stage children are provided with a wide range of experiences set around Early Years Outcomes, 17 Early Learning Goals and the EYFS Profile which summarises and describes children's attainment at the end of the EYFS. It is based on ongoing observation and assessment in the three prime and four specific areas of learning, and the three characteristics of effective learning. These Early Learning Goals relate to important early learning experiences which all children require before they enter Key Stage 1. The 7 areas of learning in EYFS and the three characteristics of effective learning set out below:

The prime areas of learning:

- communication and language
- physical development
- personal, social and emotional development

The specific areas of learning:

- literacy
- mathematics
- understanding the world
- expressive arts and design

Characteristics of effective learning:

- playing and exploring
- active learning
- creating and thinking critically

Three times a year, the school holds an open day for all parents and carers of children looking for a reception place. They are given a tour of the school by the Headteacher or Deputy Headteacher, Bursar and/or Head Girl and Head Boy.

Children will spend a morning in school the term before they are due to start. A one-to-one meeting with the classteacher and parents/carers is also held during that term.

When children first join our school, it is common for them to feel anxious about saying goodbye to their parents. For this reason, we encourage parents to bring children to the classroom for the first week. However, after the first week we will ask for parents/carers to say goodbye to the children in the playground. For reasons of security, reception children must be brought and collected by their parent or a named adult. The school must be informed if anyone else is to collect them.

The Core Curriculum Subjects

There are three core curriculum subjects: English, Maths and Science. These subjects are given a greater amount of teaching time each week, as one of the main remits of a primary school is to develop pupils' basic skills so they can be successful in the subsequent phases of their education. Learning to read, write and calculate, for example, are keys to access the rest of the curriculum. They are also the subjects that children are tested on in their Standard Assessment Tests (SATs) at the end of their final year at the school. Unofficially, Information Communication Technology (ICT) has become the fourth core curriculum subject, as technology is continually transforming the way in which we live and work.

English

Every child from Year 1 to Year 6 has a one hour literacy lesson once a day. This lesson is structured in a way that maximises children's involvement in reading, writing and speaking and listening activities. We follow the revised National Literacy Framework for

teaching and by so doing offer the children a very broad range of reading and writing experiences. Learning is organised into units of work that are taught over a period of between two and four weeks. Most units are organised around a high quality text. Pupils develop reading and writing skills across a broad range of styles. These include:

- Narrative
- Poetry
- Procedural instructions
- Reports: chronological and non-chronological
- Play script
- Description
- Letter
- Persuasive/opinionative
- Diary
- Advertisement
- Informative writing - a pamphlet or brochure
- Journalistic writing

Children must have well developed oral skills if they are to make good progress with their reading and writing. For this reason the development of speaking and listening is an essential element in all literacy lessons.

In addition, children from Reception to Year 2 will be taught synthetic phonics for ½ hour each day. Children from year 3 to 6 will be involved in a daily guided reading session.

Mathematics

All children in Year 1 to 6 take part in a one hour daily mathematics lesson. Lessons start with children doing daily mental arithmetic exercises. This helps them learn to calculate in their heads. The mathematics curriculum is divided into seven areas:

- Using and applying mathematics
- Counting and understanding number
- Knowing and using number facts
- Calculating
- Understanding shape
- Measuring
- Handling data
- Problem solving

Science

Each child will experience the following aspects of science during their time at Fox:

- Scientific enquiry

- Life and living processes
- Materials and their properties
- Physical processes

Many learning activities foster the ability to plan and carry out investigations. Children will have the opportunity to

- learn about how to carry out a fair scientific test
- produce hypotheses to predict what they think will happen during an experiment
- make observations and learn about different kinds of measurement
- present results in the form of graphs and tables
- consider scientific evidence and use this to reach scientific conclusions.

Computing

Children will be given the opportunity to learn key ICT skills applicable to all programmes, as well as specific programmes such as Word, Excel and PowerPoint. Children will have a discrete ICT lesson once a week in the ICT suite. We aim to:

- ensure pupils leave Fox Primary School achieving high levels of ICT competency;
- maximise the potential ICT has to enhance pupils' learning;
- use ICT creatively to make children's learning exciting and enjoyable;
- to be able to use ICT safely - E-safety.

The study of ICT involves children learning about how different forms of technology are used. A principal area of study is learning how to use a computer to find, present or store information. We also provide opportunities for pupils to learn how to use digital cameras, video cameras, scanners, programmable robots and other technological devices.

Assessing Children's Performance

Teachers continually assess the performance of children and use what they discover to plan future learning which is at an appropriate level of challenge. They assess learning on a day-by-day basis so they can pinpoint exactly what needs to be learnt next.

Soon after pupils join the school in the Reception class, an on-entry assessment of what they are able to do is undertaken. This, and all subsequent attainment information, is recorded in a computerised pupil tracking system. This program allows us to identify how much progress pupils make in each year at our school.

A picture of a pupil's achievement over time, and their rate of progress during particular years, can be seen. Our tracking system assists school leaders to:

- monitor standards
- analyse the performance of individuals and different groups of pupils

- ascertain individuals, groups, classes or cohorts that require additional support or greater challenge
- allocate additional support to pupils in an equitable way, on a needs related basis.

Each year, the following summary assessments are conducted in order to obtain clear information about how children are performing in relation to national attainment standards:

Year group	Assessment	Details
Reception	The Foundation Stage Profile	Children are assessed throughout the year on the 6 Early Learning Goals. An electronic profile of what has been achieved is updated regularly by the school and is available to parents through Fronter.
Year 1	Key Stage 1 tasks	Pupils are assessed through ongoing teacher assessments.
	Phonics	Pupils' phonetical knowledge is tested at the end of Year 1.
Year 2	Key Stage 1 tasks and tests	Pupils are assessed through ongoing teacher assessments and the Key Stage 1 tests in reading, writing and mathematics.
Years 3, 4 and 5	Year-on-Year tests	Pupils are assessed through ongoing teacher assessments. In addition, all children in Years 3, 4 and 5 are tested in reading, writing and maths during the Summer Term.
Year 6	Key Stage 2 tests	Key Stage 2 SATs tests in Reading, Grammar and Mathematics s are taken near the start of the Summer Term in Year 6. Pupils writing is Teacher assessed.

The Seven Foundation Subjects

In addition to the core curriculum, children will also study the following subject areas:

- History
- Geography
- Design technology
- Art

- Physical education
- Music
- Modern foreign language (Spanish)

We have organised for some of these subjects to be taught through other subjects, rather than as discrete subjects. Our rationale for doing this is that this approach gives the subject and the curriculum in general more meaning for the children.

Religious Education

This is an important aspect of the school curriculum. We explore issues within and between faiths to help children to understand and respect different religions, beliefs, values and traditions. We also consider questions of meaning and purpose in life. Our aims are to:

- learn about religions;
- learn to make informed judgements on religious and moral issues;
- assist children to develop a sense of identity and belonging;
- reflect on, analyse and evaluate their beliefs, values and practises.

Music

Teaching pupils to enjoy and appreciate music is a high priority at our school. We have a strong musical tradition.

From Year 3, children are given the opportunity to play the violin. Mr Manoras, our violin teacher, demonstrates to all Year 3 children how to play the violin and then chooses children on the basis of their musical aptitude and their willingness to practice regularly. All children in Years 5 and 6 are encouraged to play a musical instrument including violin, cello, trumpet, trombone, guitar etc. The school offers a wide range of after school musical clubs.

The school has both a choir and an orchestra. They both meet and practice once per week during lunchtime. Both the orchestra and choir perform at least twice per year.

Sport at Fox

Physical education is a compulsory and fundamental part of the Fox curriculum and we strive to teach 2 hours P.E. a week.

Our aims at Fox are to ensure children:

- be committed to and enjoy P.E. and sport and make them a central part of their lives - both in and out of school;
- understand that P.E. and sport are an important part of a healthy, active lifestyle;
- have the confidence to get involved in P.E. and sport;
- have the skills and control that they need to take part in P.E. and sport;
- willingly take part in a range of competitive, creative and challenge-type activities, both as individuals and as part of a team or group.

Fox employs a specialist PE teacher who teaches all pupils a broad range of sports. Our PE programme includes: football, netball, hockey, tag rugby, kwik-cricket, short tennis and basketball. Swimming is taught to children in Years 1 and 2 and the lessons take place at Holland Park School.

Fox also teaches a large number of sports as part of the after school club programme. In addition, Fox participates in local and national sport competitions including football, table-tennis, athletics, swimming, rugby, cricket and running.

We expect children to bring/ have the correct PE kit in school and wear it during PE lessons. All children are asked to buy a Fox School T-shirt and wear shorts/tracksuits and a change of footwear.

Modern Foreign Languages

We are committed to children beginning to learn two foreign languages during their primary years. Pupils in Years 1, 2 and 3 are taught French whilst children in Years 4, 5 and 6 are taught Spanish.

Sex Education

Sex education is taught in Year 5 & Yr 6 within the context of the school's PHSE scheme of work. Sex education is not taught in isolation, but as an integral part of work on the human body, healthy living and learning about human relationships. Care is always taken to respect all the cultural traditions represented at the school. Whilst we believe that all children should receive sex education at school, we respect the opinions of parents and carers and offer them the opportunity to withdraw their child from these lessons should they wish to do so.

General Information

Theme Weeks

We organise regular Theme Weeks to enrich children's learning. During these weeks special events, competitions and challenges are set for the children. There is always a special end of week assembly where all the children's learning is celebrated. Themed weeks have included:

- Science Week
- Sports Week
- Arts Week
- Music Week

School Visits and School Journey

We believe in making full use of the cultural and historical richness of the city of London. Regular school trips are organised for the children. Risk assessments are carried out by the classteacher prior to all trips.

Currently, Year 5 and Year 6 pupils are offered residential outdoor adventure experience. (This is under review due to the financial commitment from the school.)

Numeracy and Literacy Workshops

During the first half term, senior staff lead numeracy and literacy workshops sessions for parents and carers. The purpose of these is to provide more information about how literacy and numeracy are taught in school and how parents/carers can effectively help their children at home. Handouts containing advice and ideas is always provided to participants and is available on the school website.

Assemblies

Our school assemblies provide an opportunity to address important issues and celebrate important occasions. They consist of some religious and moral stories, together with an examination of 'real life' events that occur in our community and at our school. We actively encourage participation and interaction in school assemblies. Every class participates in one class assembly a year, which focuses on learning from that term. Parents and carers are actively encouraged to attend these.

Assemblies are always in the afternoon so as not to disrupt learning in the morning.

The School Library

Fox has a well resourced library containing both fiction and non fiction books. All the books are categorised and catalogued. Children from Year 3-6 have a weekly slot to use the library and take out books. The library is also used as a learning resource room for both groups and individual children.

Secondary Transfer

Pupils from Fox transfer to a wide range of different secondary schools in both the state and the independent sector. It should be stressed that the responsibility for finding a suitable secondary school rests with parents. Parents are encouraged to go along to look at secondary schools with their child. One of the best ways of finding out about the different schools and what they offer is to attend the secondary school's open evening for Year 6 pupils.

In the autumn term we hold a meeting for parents and carers to explain the arrangements for secondary transfer. Parents and carers of children in Year 5 and 6 are also offered 1:1 meetings with the Ms Martin to discuss the options available to them.

Equal Opportunities

The staff team at Fox are totally committed to all children having an equal chance to learn and thrive. Our Equal Opportunities policy highlights the following

- All children have the right to learn and achieve without being disrupted by others. Teachers will do all they can to uphold this right.
- We are committed to ensuring that every individual at every stage of learning, regardless of ability level, ethnic origin, linguistic background, gender, religion or socio-economic background is offered the opportunity to participate in a full curriculum which takes proper account of their needs and abilities.
- We are aware of the damaging effect of racial discrimination in society and we will actively challenge the negative force of racism in all ways possible. Staff in our school are aware of their legal and moral responsibility to actively promote racial equality. We are committed to challenging any form of unlawful discrimination including homophobia.
- We believe that children should learn to respect each other and treat everyone they come across with kindness and respect. Everyone has the right to attend a school where they feel safe and secure.
- We are committed to an inclusive approach to education and wish to incorporate all children into the full life of the school. This includes children with significant learning difficulties and those who are physically disabled.
- We believe that children's self regard and feelings of self-worth can be raised by assisting them to achieve and feel proud of their achievements.

- If a child finds learning difficult, we believe that the onus is on the teacher to find ways of assisting that child to overcome the barriers to learning.

Disability Access

We have a duty to ensure that the physical environment supports and increases the extent to which all pupils, including disabled pupils are able to participate in the school curriculum and take advantage of all school services.

This is supported by the school's equal opportunities policy and accessibility policy.

Keep It Fox Fund

The Keep it Fox fund was set up in 2010, when there was a threat of budget cuts to the education system. We asked parents and carers who might be in a position to offer financial support, to consider making donations to Fox via gift aid either by way of a regular monthly payment or a one off sum. In doing this via the Fox Parent Teacher Association (the FSA), which is a registered charity, we are able to gain tax relief.

To date we have over £150,000 as a buffer to any cuts. See below for more information. If you would like to contribute to this fund, please speak to Gloria Double.

KEEP IT FOX FUND

At Fox, our number one priority is the quality and effectiveness of teaching and learning. Our lessons are consistently rated as outstanding and we believe children leave Fox well equipped academically for Secondary School and beyond.

But we also believe very strongly in the importance of a rich and diverse curriculum; that Primary School should also be a time to have fun and learn through new experiences and different types of activities. We employ a Judo teacher, specialist art and music teachers, a table tennis teacher, a specialist dance teacher and a full time PE teacher. We have 60 iPads and have developed a curriculum to take full advantage of them. We've had an artist in residence involve the children in creating a bespoke piece of sculpture; we produce our own honey as well as fruit and vegetables. We employ two IT technicians and additional administrative staff to ensure it all runs smoothly. And we always have our eye on what more we can do.

We would struggle to provide many of these things without the generous help of our parents.

The Keep it Fox scheme was set up so that parents, who wished to do so would be able to contribute financially either with a one-off payment or as a regular direct debit. The purpose of these funds is to maintain the extras that some might see as luxuries but we think of as essential.

The funds are separate from the school budget and are collected through the Fox School Association (FSA), which is a registered charity, so that Gift Aid can be claimed. The school's Governing Body oversees the use of the funds as part of their Budget responsibilities.

If you would like to contribute to the 'Keep It Fox' Fund please see Mrs Gloria Double, the school Bursar, who can give you a form. There is no obligation to contribute to this fund and all contributions are strictly confidential.

Fox School Association, Paul Cotter and all the Staff at Fox