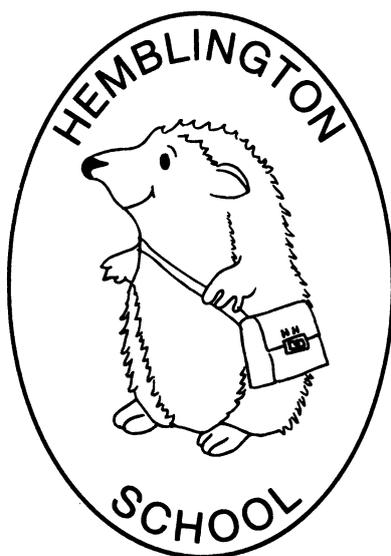


HEMBLINGTON PRIMARY SCHOOL



SCHOOL BROCHURE 2020/2021



Hemblington Primary School

Age Range: 4 - 11 years

Headteacher: Miss Kendra Collier

Email: head-hp@yare-edu.org.uk

School Address: Mill Road
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Tel: 01603 713243
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Website: www.hemblington.norfolk.sch.uk

Chair of Governors: Mr Paul Tacon

Vice Chair of Governors: Mr Chris Plume

Yare Education Trust: Thorpe St Andrew School and Sixth Form,
Laundry Lane,
Thorpe St Andrew,
Norwich, Norfolk, NR7 0XS.

Local Education Authority: Norfolk County Council
County Hall
Martineau Lane
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Staff & Governors

Teaching staff

Miss Kendra Collier	Headteacher, (SENCO & DSL)
Mrs Cara Reeves	Class Teacher - Year 6 / Eagles (Currently on Maternity Cover)
Miss Emily Rodgers	Class Teacher -Year 6/Eagles (Mon - Wed)
Mrs Judith Pearson	Class Teacher-Year 6 / Eagles (Thurs - Fri)
Mrs Melanie Willrich	Class Teacher - Year 5 / Kestrels (Mon - Wed)
Mrs Jane Whittle	Class Teacher - Year 5 / Kestrels (Thurs - Fri)
Mrs Georgina Meston	Class Teacher - Year 4 / Swallows (Mon - Wed)
Miss Philippa Gunn	Class Teacher - Year 4 / Swallows (Thurs - Fri)
Mr Steven Shingles	Class Teacher - Year 3 / Kingfishers
Mrs Margaret Brownsey	Class Teacher - Year 2 / Robins
Mrs Sophie Goodson	Class Teacher - Year 1 / Swan (Alternate DSL) (Mon-Thurs)
Mrs Elizabeth Kemp	Class Teacher - Year 1 / Swans (Fri)
Mrs Grace Gibson	Class Teacher - Year R/Cygnets
Mrs Claire Moore	Music Teacher

Support Staff

Mrs Elaine Hubbard	Secretary
Mrs Diane Connley	Teaching Assistant
Mrs Elaine Panting	Teaching Assistant / MFL / Music
Mrs Jeanette Davies	Teaching Assistant
Mrs Nicola Cargill	Teaching Assistant / Midday Supervisor
Mrs Donna Patterson	Teaching Assistant / Midday Supervisor
Mrs Kirsty Long	Teaching Assistant / Midday Supervisor
Miss Sally Barrett	Midday Supervisor / Keyholder
Mrs Rebecca Lucking	Midday Supervisor
Mrs Elaine Trett	Midday Supervisor
Miss Rebecca Sayer	Midday Supervisor
Mrs Tampson Parrott	1:1 Midday Supervisor

Governors

Mr Paul Tacon	Chair of Governors
Mr Chris Plume	Vice Chair / Chair of Curriculum Committee
	Governor for Safeguarding and SEND
Mr David Rathbone	Chair of Finance Committee
Mr Daniel Meston	Parent Governor
Mr Steven Shingles	Staff Governor
Mrs Sonia Regenfuss	
Miss Natalie Matthews-Graves	



HEMBLINGTON PRIMARY SCHOOL

MEMBER OF THE YARE EDUCATION TRUST

Dear Parents and Carers,

We would like to warmly welcome you to our community. We are very proud of our school and the inclusive, friendly and family-orientated environment it creates; allowing all children to learn in a safe, positive and vibrant surrounding.

If, after reading all the information, you have any further questions then please do not hesitate to contact us and we will be happy to assist.

We look forward to seeing you at Hemblington and thank you for taking the time to read our school brochure.



Miss Kendra Collier
Headteacher



Mr Paul Tacon, Chair of Governors



School Visions and Ethos

We pride ourselves on our supportive **family-orientated** approach and we aim to be a **happy** and **inclusive** place in which to **learn**, where children can achieve **academic success** and develop **high aspirations** for a **bright future**.

Our school motto is '**Be the best you can**' and we focus on the following:

- **Treat each child as an individual** so our school environment and teaching specifically targets their learning needs and develops their ability and social skills.
- **A focus on literacy** which enables children to express themselves clearly and imaginatively and develop a passion for reading and writing.
- **A focus on mathematics** to encourage children to develop a logical approach to problem solving in becoming confident skilful mathematicians.
- **Deliver a wide and diverse curriculum** where aesthetic awareness is developed through music, literature, art, sport and outdoor learning whilst foundation subject skills are developed through projects, research and reasoning.
- **Positive values** where respect, good manners, moral awareness and independence is encouraged and promoted through our 'Growth Mindset' culture.
- **Foster and develop strong home and school links** recognising the importance of effective communication and the relationship between school and home.
- **A positive, supportive learning environment** to develop their resilience and learn that mistakes are an important part of learning.
- **Encourage staff development** to ensure fulfilling roles for staff and deeper learning opportunities for children.



Governors' Statement of Aims of the School

The school is run and monitored by the governing body through the Headteacher. The Governors are subdivided into the following sub-committees:

1. Finance, Resources, Personnel & Organisation
2. Curriculum & Special Educational Needs

The full governing body meets once every term and sub-committees once half-termly. Governors are appointed to represent your interests and they can be contacted via the school office.

We work to achieve the following aims:

- To provide an environment for children to develop their own personalities, to develop emotionally, physically and intellectually at a pace appropriate to themselves, and to equip them with the knowledge, skills and interest and attitude of mind to enable them to lead safe, interesting and useful lives.
- To encourage respect, good manners and a degree of self-reliance, moral awareness and independence.
- To foster and develop strong home/school and community links.
- To provide facilities and encouragement to our staff to research and develop educational matters of relevance to the school and for professional development.

We work to achieve these aims through:

- Developing literacy skills which enable children to express themselves clearly and imaginatively through listening, speaking, reading and writing.
- Providing an environment which encourages children to solve mathematical problems by using the appropriate concepts and so develop a logical approach when tackling problems in everyday life.
- Creating an environment which encourages the development of social skills to include consideration for others, respect for authority, a willingness to listen to each other and to communicate their own thoughts and ideas, all of which support their religious and moral understanding.
- Developing an awareness of the child's immediate and more general environment, creating a positive supportive attitude towards it and alerting the child to values and interests in the natural and physical sciences.
- Developing aesthetic awareness through music, literature and basic art forms (art, drama, dance).
- Developing foundation subject skills through project and topic work to encourage research, reasoning and an understanding of the world in which they live.

Our School Motto: 'Be The Best You Can'

The School Year 2020/2021

NOTE: Due to COVID-19 there will be a staggered return to school in September 2020

Please note that the return to school will be staggered for the first week back, to ensure that we all become familiar with the new routines that we have had to put in place.

- Year 4, 5 and 6 pupils will return on Monday 7th September.
- Year 2 and 3 pupils will return on Tuesday 8th September.
- Year 1 pupils will return on Wednesday 9th September.
- Reception pupils will return on Thursday 10th September.

There will be staggered and flexible arrival/departure times in place for the start of term in September, to minimise large groups gathering.

Arrival times:

- Year 2-6 can arrive between 08:35 and 09:00
- Reception and Year 1 between 09:00 and 09:10

Departure times:

- Reception and Year 1 depart at 15:00
- Year 2 & 3 depart at 15:10
- Year 4-6 depart at 15:15.

The re-opening documents have further details, so please refer to these, which can be found in the 'news' section of the school website. This will be updated as we become more familiar with how school will work most effectively during the pandemic.

Terms

Autumn	Monday 7 th September 2020	to	Friday 18 th December 2020
Spring	Monday 4 th January 2021	to	Friday 26 th March 2021
Summer	Monday 12 th April 2021	to	Wednesday 21 st July 2020

Half Term Holidays

Autumn	Thursday 22 nd October 2020	to	Friday 30 th October 2020
Spring	Monday 15 th February 2021	to	Friday 19 th February 2021
Summer	Monday 31 st May 2021	to	Friday 4 th June 2021

Additional Bank Holiday: Monday 3rd May 2021

Staff INSET Days

Thursday 3rd September 2020

Friday 4th September 2020

Thursday 22nd October 2020

Thursday July 22nd 2020

(X2 additional twilight training sessions to be undertaken within the school year)

The School Day

School gates open	08:35
Morning	08:45 - 12.10
Afternoon	13.10 - 15:10

Please note that due to COVID-19 restrictions the school day may be altered to ensure that there are no large gatherings at any one time. Please see the re-opening documentation and updates for further information which can be found on the school website.

Classes

Currently the school has seven, single year group, classes. Each class has a capacity for a maximum of x28 pupils. Any additional pupils would be at the discretion of the headteacher and governors.

Reception - Cygnets
Year 1 - Swans
Year 2 - Robins
Year 3 - Kingfishers
Year 4 - Swallows
Year 5 - Kestrels
Year 6 - Eagles

Time Keeping

It is disruptive for both the child concerned and the rest of the class when children are late - parents are requested to ensure their children arrive promptly.

Late arrivals need to sign in the late arrival log. Any pupil who arrives after the registers close is constituted as an unauthorised absence. As is our legal duty persistent lateness will be brought to the attention of the attendance officer, as will persistent absence.

There is no on site supervision before 08.35, and children should not arrive before this time.

Access to the school for all visitors is via the main entrance. All visitors to the school are required to wear an identity badge and sign the visitor's book. All perimeter gates are locked after registration to ensure safety and security.

If your child is unable to attend school for whatever reason, please contact the school office as soon as possible. Outside school hours there is an answerphone available to take messages. Please do not send emails to notify school of a pupil's absence in case these do not arrive. The answerphone will be checked before emails. To provide child protection, we will contact you if we receive no message, to ensure the safety of all children.

Lunchtime

Children have three choices for a midday meal at the start of term, which we hope to increase to four choices after half term:

School Meals

These are served from school at a cost of £2.30 per day. Our school meal provider needs to know how many dinners to provide a week in advance. A school meal order form must be completed prior to the start of each half term. The money for dinner should be in a named envelope and posted through the door or the collection box outside the school office.

All Reception, Year 1 and Year 2 pupils are entitled to a free school lunch under the Universal Free School Meal Scheme. If you are receiving Income Support or Income-based Job Seekers' Allowance your child may be entitled to free school meals. The school secretary holds a supply of the relevant forms.

Home Packed Lunches

These need to be in suitable lidded containers or an insulated bag. Please ensure all drinks are in plastic containers and are non fizzy. We encourage the provision of healthy options for all children bringing packed lunches. Please do not send sweets, chocolate, nuts or anything that includes nuts in the ingredients.

Lunchtime Supervision

Lunchtime supervision is by our team of midday supervisors. Sometimes the younger children can find lunchtime in the school hall a little daunting at first. Staff often sit with the younger children to offer support and to make mealtimes an enjoyable experience.

Break Time

Reception, and Years 1 and 2 are provided with fruit or vegetables at break time. Other pupils are encouraged to bring a piece of fruit as a mid-morning snack, no other snacks are allowed. Reception children use a plastic beaker for water at break time. All other pupils are encouraged to bring in water in a non-breakable container. All children have open access to the water fountains and are actively encouraged to use them. Chewing gum is not allowed in school under any circumstances.

There is one morning playtime that is supervised by teaching staff and teaching assistants. Midday supervisory assistants supervise lunchtime. The Headteacher or a senior member of staff is always on site or contactable.

School Uniform

The school has a uniform that each child is expected to wear.

Girl's Uniform

Grey Pinafore dress/skirt/trousers
Royal Blue Sweatshirt (School logo)
White shirt/polo shirt (school logo optional)
White or grey socks
Black shoes (No trainers or boots)
Blue & White checked/striped summer dress Grey shorts

Sandals for summer (not open toed)
Heels no higher than 1.5"-2" (35-50mm)

Boy's Uniform

Grey Trousers
Royal Blue Sweatshirt (School logo)
White shirt/polo shirt (school logo)
White or grey socks
Black shoes (No trainers or boots)

All children will require a plain dark topcoat suitable for playing outdoors in winter.

PE & Games Kit

Black or navy shorts

Team coloured T-shirt

Plimsolls or trainers (black or grey)

Tracksuit (winter wear)

Labelled Uniform: All uniform must be clearly marked with the child's full name and class.

Hairstyles: Should not be extreme in any way (including the excessive use of hair gel) and hair colour should be a single natural colour. Long hair should be tied back at all times.

Jewellery: In the interests of health and safety, children should not wear jewellery at school. Appropriate studs may be worn to protect pierced ears, but these must be covered for PE/Games. A watch may be worn (but not smart watches).

Coats: Please ensure your child has a waterproof top coat in school each day so that they can participate in outdoor learning opportunities.

Admissions

We follow the Trust Admissions Policy Procedure, including the appeals process. Children are admitted into the school in the autumn term of the academic year in which they are five. The Admissions Policy can be found on the school's website.

The school recognises that it is always important to meet the individual needs of children starting school and that it may be appropriate for some children to attend mornings only for a period of time. This decision would be made in partnership with parents. We strive to help with children's special learning needs as soon as possible. If you are aware, prior to admission, that your child may need additional help, please contact the Headteacher.

Attendance and Absence

Regular attendance at school is vital to ensure your child's progress and makes a lot of difference to how happy and settled they are. As a school we recognise good attendance with awards. Attendance below 95% will be monitored closely and attendance of 85% or below for an individual child is considered as 'persistent absence' and may be followed up through the Local Authority officers for attendance. We will not authorise term time holidays, as absences of any duration result in gaps in learning which cannot always easily be caught up and leave children feeling less confident in school.

In cases of absence, the class teacher should be informed by 8.45am. If we do not hear from you, we make enquiries to identify the reason for absence, as this is good safeguarding practice. Thank you for your support with this.

Pastoral Care

Each class teacher assumes responsibility for the welfare and behaviour of your child during the school day. No child is allowed to leave school, other than at the end of session time, unless being collected by a responsible known adult.

Safeguarding and Child Protection

Parents should be aware that the school must take any reasonable action to ensure the safety of its pupils. In cases where the school has reason to be concerned that a child may be subject to ill treatment, neglect or other forms of abuse, staff have no alternative but to follow County Child Protection Procedures and inform the Children's Services Department of their concerns. All volunteers interested in helping out in school are required to complete Disclosure Application Forms, which are then processed by the Disclosure and Barring Service prior to commencement. Parent Help Guidelines and Disclosure Application Forms are available from the school secretary. All helpers are required to read our child protection and safeguarding advice and follow our policies. The School works with Norfolk County Council & Norfolk Police on Operation Encompass. This has been set up to help schools provide support to children who have been present at incidents of domestic abuse and violence.

Designated Safeguarding Lead - Miss Kendra Collier

Alternate Safeguarding Lead - Mrs Sophie Goodson

Governor for Safeguarding - Mr Chris Plume

Positive Behaviour and Anti-Bullying

We are committed to providing a caring, friendly, supportive and safe environment for all our pupils so that they can learn in a relaxed and secure atmosphere. We aim to promote good behavior through positive praise and reinforcement. We want children at Hemblington School to grow up with values based on tolerance, mutual respect and self-discipline.

Bullying of any kind is unacceptable. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a telling school. This means anyone who knows that bullying is happening is expected to tell staff. Our Positive Behaviour and Anti-Bullying Policy is on our website. In accordance with County requirements, all incidents of bullying and suspected bullying are recorded and reported to the governing body. We record all incidents of racial or homophobic bullying, and seek support to deal with these appropriately. We are an inclusive school which celebrates diversity and has created a positive, restorative approach to managing behavior.

We reinforce good behaviour through example and praise wherever possible, rewarding children for their achievement and good behaviour with stamps on their Hedgehog card leading to a certificate on completion. Poor behaviour by individual children can adversely affect other children and their education.

Any minor incidents are dealt with by the class teacher, who may consult with the parents. In the rare event of persistent or severe problems with behaviour, then the Headteacher will work with the

class teacher and parents to seek a way forward. Expertise outside the school may be requested if necessary. In extreme cases, and only as a last resort, would a child be excluded from the school.

A copy of the Positive Behaviour and Anti-Bullying Policy is available on request and is on the website.

Equality

Hemblington Primary School is committed to providing a high quality education to all children regardless of gender, ethnicity, religious belief, special educational need, disability or other identified protected characteristic. We have a full single Equalities Scheme to ensure all members of the school community are treated equally.

The School Curriculum

At Hemblington we design and implement our curriculum in order to meet individual learning needs across a range of subject areas. Through these curriculum aims we look to develop children's independent thinking and their ability to talk confidently about their learning. We place great importance on developing vocabulary across all curriculum areas so that children are better able to talk about their learning experiences as well as their feelings, enabling both academic progress and support of wellbeing across the school for all children. To assist these aims we use practical and engaging activities to support and enrich learning, as well as introducing key aspects of subject related vocabulary from the outset of a child's time at Hemblington.

At Hemblington we have developed an enriched curriculum extending far beyond the academic, supporting learners to become resilient, confident, responsible, respectful, active citizens contributing positively to society.

Teaching of our curriculum is done in class, group (both mixed ability and ability grouping) and on an individual basis. All areas of the curriculum are resourced, assessed and regularly reviewed. Further details of our school curriculum are available on our website.

English

Through the use of appropriate teaching strategies, the children will learn how to:

- Read and write with confidence, fluency and understanding in a range of genres,
- Be able to use a full range of reading cues (phonic, graphic, syntactic, and contextual) to monitor their reading and correct their own mistakes.
- Understand the sound and spelling systems and use these to read and spell accurately.
- Have fluent and legible handwriting.
- Have an interest in words and their meanings and a growing vocabulary.
- Know, understand and be able to write a range of genres in fiction and poetry, and understand and be familiar with some of the ways in which narratives are structured through basic literacy ideas of setting, character and plot.
- Understand, use and be able to write a range of non-fiction texts.
- Plan, draft, revise and edit their own writing.
- Have a suitable technical vocabulary through which to understand and discuss their reading.
- Be interested in books, read with enjoyment and evaluate and justify their preferences.

- Through reading and writing, develop their powers of imagination, inventiveness and critical awareness.
- In particular, we aim to create a love of reading in all our children, as we see this as a cornerstone of learning in every subject.

Mathematics

Mathematics is a proficiency which involves confidence and competence with numbers and measures. It requires an understanding of the number system, a repertoire of computational skills and an inclination and ability to solve number problems in a variety of contexts. Mathematics also demands practical understanding of the ways in which information is gathered by counting and measuring, and is presented in graphs, diagrams, charts and tables.

In order for children to gain these skills, our approach to teaching is based on several key principles:

- Dedicated mathematics lessons, and the integration of skills learned in these lessons to other curriculum areas.
- Direct teaching and interactive oral work with the whole class and groups.
- Development of problem solving skills within a range of mathematical and real life contexts.
- Development of mental and written calculation skills and use of checking procedures.
- Carefully managed differentiation in class which ensures all pupils are engaged in a similar aspect of mathematics at an appropriate level to promote progress.

Science

Our teaching of science offers children opportunities to:

- Develop knowledge and understanding of important scientific ideas, processes and skills, and relate these to everyday experiences.
- Learn about ways of thinking, of finding out about, and of communicating ideas.
- Explore values and attitudes through science.

Extensive use is made of our environmental garden and other outdoor areas of the school to support learning. We engage in practical work wherever possible.

Computing

Children will learn how to use the computer early in their school life and develop skills in order to incorporate its use into their own project work as they progress through the school. This involves using appropriate software programs, data and information retrieval, spreadsheets, and the use of control technology. In addition, children will learn coding and make use of many websites. As part of this they will learn about how to stay safe online.

As well as computers, the children have access to a set of Ipads and Chrome Books to further develop their learning in this area.

Outdoor Learning

The school is committed to ensuring that children have a wide variety of opportunities to learn outdoors, as we believe this enhances both success and enjoyment. We have excellent grounds, including an environmental garden with a bird hide and pond, and we make good use of them. Each class also has the opportunity to participate in a number of field trips a year, as well as local visits to the village and surrounding areas. Learning outdoors can and does take place in any curriculum area.

History and Geography

History, Geography and many other areas fall into project work. The aim is for each child to gain knowledge and skills in acquiring, recording and displaying information on a variety of topics throughout the year.

MFL

All children from Year 1 to Year 6 have access to learning a foreign language; at present, we teach German and French at KS2. In addition, our KS1 children begin to get a flavour of both languages in German and French lessons in Years 1 & 2.

Music

At Hemblington children are introduced to a wide range of music. They are encouraged to sing and express themselves through music, whilst gaining satisfaction from achieving the highest level of performance. We are fortunate to have a specialist music teacher, Mrs Moore, who also teaches individual/small group music tuition. Mrs Moore has run an extra-curricular band and choir in previous years who perform in the community during the year. Due to COVID-19, there are currently some restrictions in place, with regard to certain instruments and musical activities. We will be following new government guidelines in relation to teaching music and singing. Further information can be found in our COVID-19 Risk Assessment.

Art and Design

We aim to give children experience in art and design, following a progressive programme taking account of their previous experience and linking with other areas of the curriculum. They are encouraged to evaluate their own work as well as that of others and to appreciate art in the styles of their own and other cultures.

Physical Education/Sport

Structured programmes have been established for gymnastics, dance/drama, games, athletics and swimming. Though the emphasis is on enjoyment, children are expected to give their best as in all areas of the curriculum.

On PE days, pupils will come into school in their PE uniforms. In the winter this will include tracksuit bottoms and a long sleeved top.

Football, netball, cricket, athletics and other team games are played on a regular basis, according to the season. Children at KS1 & KS2 are allocated a one hour long games session per week in addition to physical education time, with all classes having specialist sport teaching. Due to COVID-19, some contact sports and swimming will currently not take place. We are following government guidelines and will keep parents informed of any changes.

We have two trained NPETCS coaches who use their training at lunch breaks to support active lifestyles, as well as taking dedicated PE sessions.

During the season, there are regular opportunities for children to compete with schools in the area at a variety of sports. Teams are entered for annual football and netball tournaments, cross country and other sporting activities as available. (COVID restrictions may limit this during the current time.)

Swimming: When possible, swimming lessons will be held at Thorpe St Andrew High School for children in Years 3 and 4, with those in Years 5 and 6, who we feel would benefit from additional sessions. They will need the following: Due to COVID-19, this will not start in September and we will contact parents when it resumes.

For Girls: One piece swimming costume, swimming hat and towel.

For Boys: Swimming trunks (shorts are not permitted), swimming hat and towel.

Goggles may be used at the discretion of the Swimming Teacher.

Information as to how we spend our Sports Premium funding, to enhance sports education, can be found on the school website.

Design and Technology

Design and technology activities draw on and link a range of subjects in the curriculum and are aimed at improving pupils' understanding of the significance of design and technology in the modern world. Children work with a range of materials including food and we have a fitted children's kitchen area which is used by all classes. They are taught the skills required to use tools correctly and safely.

Personal, Social and Health Education

All children participate in a full PSHE curriculum which is specifically tailored to the needs of our children. They study a wide range of topics, including drugs education and citizenship.

Sex and Relationship Education

The governors and staff at Hemblington School see sex and relationship education within the context of personal and social education and the wider curriculum. We aim to help pupils develop an understanding of themselves and their relationships with others (such as friends and family members). Through sex and relationship education, we intend that pupils will become aware of personal safety, where to go and who to tell. This will be taught within a moral framework, which is based on respect, care and responsibility, and will be inclusive in its stance - ensuring children from all family types feel represented.

Staff and Governors are planning for the new Sex & Relationships Education framework ready for September 2020.

RE

We follow the Norfolk Agreed Syllabus, which has a focus on story-telling and learning through artefacts.

Values & Assembly Themes

Each month will focus on a core value. Assemblies will be held daily. These will differ due to COVID-19 restrictions but will still take place.

September:	New Beginnings & Courage
October:	Rights and Responsibilities
November:	Respect & Anti Bullying (Anti-Bullying Week Nov 16 th - 21 st 2020)
December:	Kindness, Caring and Sharing
January:	Resilience & Perseverance (New Year Resolutions)
February:	Love & Friendship
March:	Creativity & Curiosity (March 4 th 2021 World Book Day, 5 th - 14 th March British Science Week)
April:	Honesty & Fairness
May:	High Aspirations & Being the Best you can be
June:	International Citizenship & Community (Working Together)
July:	Adaptability & Changes

Assessment & Data

Assessment throughout Hemblington School enables teachers to identify areas of learning which are secure, and what next steps are needed to ensure continuing, accelerated progress. A more detailed outline of our assessment policy and procedures can be found on our website.

In 2019-2020 there were no statutory assessments due to school closures associated with the COVID-19 pandemic. Teachers were not required to submit assessment data for the end of the school year.

In 2018-19, we had 24 children in Y6, all of whom were entered for the KS2 National Curriculum Tests in reading, SPAG (spelling, punctuation and grammar) and mathematics. In line with statutory requirements, we made teacher assessments for writing.

Attainment (scaled test scores of 100 and above are the expected standard)

Reading:

Test - Working at the Expected Standard = 70.8%

Test - Working at a high standard = 41.7%

Average scaled score for cohort = 105 (National 104)

Writing:

Teacher Assessment - Working at the Expected Standard or above = 66.7%

Teacher Assessment - Working at Greater Depth = 8.3%

Maths:

Test - Working at the Expected Standard = 87.5%

Test - Working at a high standard = 29.2%

Average scaled score for cohort = 106 (National 105)

Spelling, Punctuation and Grammar:

Test - Working at the Expected Standard = 83%

Test - Working at a high standard = 29%

Average scaled score for cohort = 106 (National 106)

Reading, Writing & Maths combined

At expected standard or higher = 54.2%

Working at a high level = 8.3%

Special Educational Needs and/or Disabilities

The school is committed to providing the best possible quality education for *all* its children within the level of available resources. Children identified as having specific areas of learning difficulty or disabilities are closely monitored and given appropriate additional help, both from our staff and by external, specialised support staff where necessary. All children on the Special Educational Needs Register will have a Pupil Passport prepared in consultation with all interested parties and updated regularly. Our full 'offer' to pupils with special educational needs is available on our website; we firmly believe quality first teaching is key to ensuring the best possible progress for all children.

If you have any particular concerns about your child's progress, please contact your child's class teacher in the first instance.

SENCo - Miss Kendra Collier
SEND Governor - Mr Chris Plume

Pre-School Children

A strong link exists with the local pre-schools with the EYFS teacher visiting the local pre-school. Children also visit the Reception class prior to starting school. Pre-school children are invited to attend the KS1 Christmas Play (numbers permitting), Friends of Hemblington School Annual Summer BBQ and other events as appropriate in order that they become familiar with both the school layout and the staff. At Easter, the school hosts the Playgroup's Parents Spring Fair which provides further opportunities for links. Parents choosing Hemblington for their child have every opportunity to view and discuss the school with staff.

New parents are invited to:

- An introductory visit to meet the foundation teacher and team, when school policy, curriculum and expectations are discussed in the summer term prior to their child starting school.
- Regular pop-ins to share your child's learning journey and to see how their learning may best be supported at home.

Foundation Stage

Children have already learnt a great deal by the time they start school and if they have attended a pre-school setting, they will have had experience of the foundation stage from the age of three.

The foundation stage curriculum builds on what children already know and extends their understanding as well as developing their skills and interests in a safe, caring and stimulating environment.

By the end of the Reception Year, the children will have achieved the majority of the Early Learning Goals and some will have progressed beyond these goals.

The Reception Year is very important for all children. It is the basis for their future learning and it is where the partnership between child, parents/guardians and school staff begins. We value your active support to help begin our partnership for the benefit of your child.

Some of the ways you can help are below:

- Supporting your child with activities which they bring home.
- If you are able, sharing your skills or time within the school setting.
- Supporting the Friends of Hemblington School and its activities.

The FRIENDS of Hemblington Primary School

The FRIENDS of Hemblington Primary School is made up of friendly, enthusiastic, and hardworking parents. They raise money for the school and children to help with little extras but also funding large projects too.

In today's climate it is all the more necessary to provide money for all the extras that will make life at Hemblington Primary all the more enriching and rewarding for the children. To give you an idea of what the FRIENDS do, here is a brief list of some of the things that they have provided in the past few years:

- New running track for the school field
- New Chrome books
- Dragons Den presents for each classroom
- Playground benches
- Science Week
- New football goals
- Subsidise class trips
- ICT headphones
- Playground equipment
- New weather station equipment for Year 1 and Reception
- Year 6 hoodies and leavers trip
- Graduation gifts for leavers
- Playground markings

As parents and carers of the school, you are all automatically members of the FRIENDS committee, so therefore you can have a say in what the FRIENDS do, the spending plans or about fund raising ideas that you think would fit in with the school.

The FRIENDS meet monthly and information will be sent out in the school newsletter and via the FRIENDS Facebook page. All parents and carers will be made to feel welcome. Please do consider joining to support the school.

Additional Useful Information

House Teams

Each child belongs to one of the house teams - Red, Yellow or Blue. Points are awarded for achievements at Sports Day. At the end of the competition, the team with the most points is awarded the House Cup.

Hedgehog Card

Each child will be awarded stamps for achievement in all aspects of school life: personal, social and educational. These stamps are collected towards bronze, silver, gold and platinum certificates, which are awarded in assembly. Badges are awarded to children who reach platinum level. We also present a special certificate to one child from each class every week for effort or progress in a particular area of school life, which may be sporting, academic or social.

Homework

The school has a Homework Policy, which is available for inspection on the website. This gives details of how you can support your child's learning in partnership with the school. Further details will be provided by all staff in their termly curriculum letter.

Mobile Phones

These should not be brought into school by pupils. Any will need to be taken to the front office before the start of school and clearly labelled and collected at the end of the day

Parents' Evenings

Specific parent evenings are held in each term, in addition to daily informal contact. Written reports are issued at the end of each year and parents may make an appointment to discuss these.

Some issues may need more immediate attention and if more than a few words are needed, an appointment with the class teacher can easily be made. The Headteacher is also always available for consultation about any issue affecting your child.

Assemblies

Each month, assembly themes will focus on a core value.

September:	New Beginnings & Courage
October:	Rights and Responsibilities
November:	Respect & Anti Bullying (Anti-Bullying Week Nov 16 th - 21 st 2020)
December:	Kindness, Caring and Sharing
January:	Resilience & Perseverance (New Year Resolutions)
February:	Love & Friendship
March:	Creativity & Curiosity (March 4 th 2021 World Book Day, 5 th - 14 th March British Science Week)
April:	Honesty & Fairness
May:	High Aspirations & Being the Best you can be
June:	International Citizenship & Community (Working Together)
July:	Adaptability & Changes

During the year, the children hold class assemblies to which parents/carers, grandparents etc. of the children involved are invited to come and watch. Due to restrictions on gatherings, in the light of COVID-19, the format of these assemblies may differ.

Extra-Curricular Activities

During the year the school runs many after school and lunch time clubs. A child will always bring home a letter with a permission slip for return, if he/she is eligible for that club. The cost of clubs is

kept as low as possible, and you will be advised of costs before committing to a club. Many clubs are free of charge.

Activities available have included:

- Football
- Cricket
- Recorders
- Dance
- Gardening
- Science
- Gym
- Dodgeball
- Fencing
- Archery
- Yoga
- Street dance / cheerleading
- Choir

Extended Schools

An after school club is run at a neighbouring school to provide childcare until 18:00. Details are available from the school office.

School Trips/Visits

At Hemblington we believe that an important way of enhancing and extending the curriculum, is to take all children on educational visits.

A project or class work often revolves around a visit to a place of interest connected with the project. Transport is by coach. Older children are given the opportunity of taking part in a residential visit at How Hill in Year 5 and an outdoor activity visit at Hautbois in Year 6. We will follow government and Norfolk Schools advice on school visits and trips due to COVID-19 restrictions.

The governors have adopted the County Council policy on charging for school activities; a copy is available on request. Voluntary contributions are requested in order to cover costs. Unless the majority of parents support these ventures, they will not function. Parents on income support may be assisted financially; please speak to the Headteacher in confidence if you have any difficulty paying for a visit.

School Health

All young children entering the school receive medical examinations. These are followed by visits from the school nurse for hearing and vision tests. Additional testing is carried out if a parent or teacher is worried about a child's health in school. A referral can be made to the school nursing team, If you have any concerns which might need a referral, please contact your child's class teacher or Miss Kendra Collier.

Yare Education Trust

Our school is part of the Yare Education Trust, a Trust that believes strongly in allowing its schools to maintain their unique identity, which is something we value very highly. All schools in the Trust work closely to improve the learning opportunities for all pupils, including shared in-service training, moderation of work and ongoing support. The Yare Education Trust aims to be an exemplary provider of inclusive education, rich in aspirational values, committed to meeting the needs of our people and providing an outstanding education, so that all can strive to achieve the best possible opportunities in life.

Health and Safety

Regular fire drills are carried out to ensure that in the event of an incident, all children are capable of leaving the building quickly without panic. Various safety issues such as safety in the home, road safety, and stranger danger are dealt with as children progress through the school. In particular, we help children develop good habits for safe use of the internet and social networking sites, and there are guidelines available for parents on our website. A health and safety policy exists and is available for inspection. The governors take a strong lead to ensure all Health and Safety issues are addressed. This is supported through the Trust's Facilities and Estates Manager.

COVID-19

The health, safety and wellbeing of all pupils, families and staff is of utmost importance to us. We have developed a comprehensive Risk Assessment to assess and manage the risks associated with coronavirus (COVID-19). This is to provide the assurance that appropriate control measures are being put in place in response to coronavirus (COVID-19). The COVID 19 information can be found on the website. It reflects current Government guidance and will be continually updated. If you have any questions or concerns regarding COVID-19 then please contact us.

Accidents

In all cases of emergency, the Headteacher will endeavour to get in touch with the parents or guardians concerned, but if this is not possible, she will act on the advice of the doctor contacted. All accidents are recorded in the School Accident Book.

Parents, please ensure all your emergency contacts and medical information held at school is up to date. If these change mid-year, please inform the school office so we can update our records.

Travelling to School

We ask parents to encourage our children to walk, scoot or cycle to school. In order to facilitate this, the school has a cycle shelter. For those who have no choice but to drive, the school is part of a small community so please show consideration when parking your car. You may like to take part in our 'Bike, Walk, Scoot' initiative by parking at Heathlands and walking the short distance to school.

Documents

Paper copies of curriculum information, records and school policies are available on request. A small charge to cover photocopying may be necessary.

Complaints

Occasionally there may be an issue while your child is at school. We try hard to ensure these are resolved quickly. In the first instance, we ask that you speak to your child's class teacher and if this does not resolve the problem then the next step would be to speak to the Headteacher.

We believe that communication is the key to resolving any challenges that may be faced. There is a formal complaints procedure, available from the office and on the school website, which can be followed if you feel that all other avenues within the school have been exhausted.



Thank you for choosing Hemblington Primary School as the starting place for your child's learning journey.
We look forward to welcoming you and your family into our school community.

Hemblington Primary School

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PLEASE NOTE: The details in this parent brochure, correct when going to publication, are subject to change during the 2020/2021 academic year. Changes may also occur due to the current COVID-19 pandemic and changes to government guidelines linked to this.