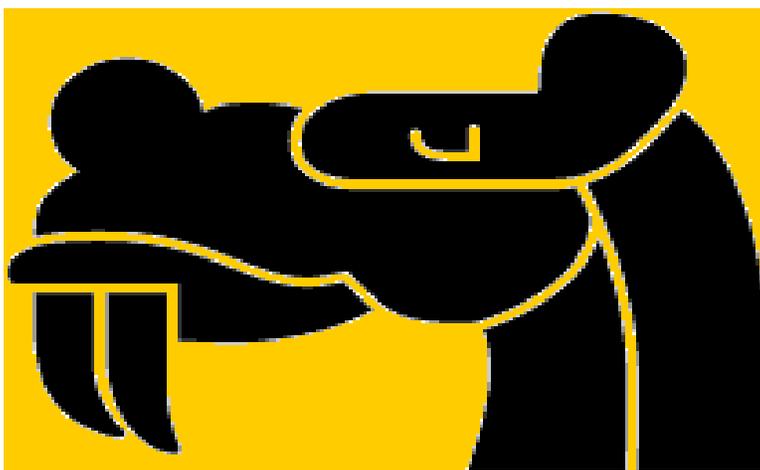


Longlands Primary School and Nursery

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Hertfordshire
EN10 6AG

TEL: 01992 460072
FAX: 01992 445537

Email: admin@longlands.herts.sch.uk
Web: www.longlands.herts.sch.uk



Quetzalcoatl was an Aztec God who worshipped in Central Mexico in A.D. 300. He was regarded as the God of Fertility, Wind and Dawn. He was thus the God of Civilisation and the God of Learning, who presided over the education of the young.

MISSION STATEMENT

'ONWARDS

AND

UPWARDS'

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Welcome to Our School

Dear Parents/Carers,

This prospectus is designed to be as helpful as possible to enable you to gain an insight into our school and what it offers to the children who attend.

We have made every effort to provide up-to-date and accurate information, which is both clear and easy to understand. However, it should not be assumed that there will be no change in the current year or in subsequent years.

A copy of the prospectus is available on the school's website under 'School Prospectus'.

If you have any further queries or require more information, please contact us as we are here to help.

Lee-Ann Britten
Headteacher



Aims of Our School

To educate the 'whole' child, by this we mean that we care not only about what your child learns, but also about the kind of person they become.



To provide a welcoming, caring environment, in which children feel secure, valued and happy.



To provide an enjoyable and stimulating environment, which promotes creative learning.



To educate children as individuals by providing them with opportunities to build on their personal strengths, in order that they become confident life long learners.



To challenge and support each child, celebrating their achievements along the way in order that they achieve their full potential.



To develop positive relationships that encourage a sense of pride in themselves, their work, their school and their community.



To promote good manners, courtesy, respect, and the highest possible standards of behaviour.



Board of Governors

The Governing Body is similar to a Board of Directors and includes a variety of people representing the community, such as parents, teachers, local councillors and community representatives who meet at least once a term.

From time to time vacancies arise for governors, and you will be informed if this occurs.

Governor Name	Type of Governor Chair or Vice Chair	Pupils and Curriculum Matters Committee	Premises, Personnel and Finance Committee	Focus	Term of Office	
Mr. Ian Kenealy	CHAIR LOCAL AUTHORITY	✓	✓	Maths	12.11.15	11.11.19
Dr. Ajibola Ajayi	VICE CHAIR CO-OPTED	✓	✓	Science	17.12.13	16.12.17
Mr. John Orgar	VICE CHAIR CO-OPTED	✓	✓	Safeguarding Health and Safety	01.09.15	31.08.19
Mrs Joanne Jones	CO-OPTED	✓	✓	SMSC SEND	16.12.13	16.12.17
Mr Richard Gibson	PARENT	✓	✓	Literacy	01.12.15	30.11.19
Ms Lee-Ann Britten	STAFF HEAD TEACHER	✓	✓		01.09.07	Ongoing
Mrs Laura Hale	STAFF DEPUTY HEAD	✓	✓		01.09.15	Ongoing
Mrs Donna Brown	STAFF ASSISTANT HEAD	✓	✓			

Staff List

Headteacher	Ms L Britten
Deputy Head	Mrs L Hale Assistant Head Mrs D Brown
SENCo	Mrs L Burton
Teachers	Mrs T Ross Miss G Landergan Miss L Parrianen Miss Y Rose Miss A Calver Mrs L Dudau Mrs P Strange Mr G Bargery Mrs D Brown Ms Dawn Mann
Learning Support	Mrs S Ray Mrs M Russell Miss L Herbert Miss M Barnaby Miss Webb Mr M Dixon Miss C Yeo Mrs S Kenealy Mrs L Witter Mrs T Dipple Mrs N Migliore Mrs D Meader
Office Manager	Mrs J Dixon
Administration Assistants	Mrs K Bunyan (am) Mrs L Cann-Dawson (pm)
Caretaker	Mr B Meader
Senior Mid-day Supervisor	Mrs D Meader
Mid-day Supervisors	Mrs N Migliore Mrs C Yeo Mrs S Kenealy Mr M Dixon Mrs L Witter Mrs T Dipple Mrs T Keddy Mrs J Hatherley

School Organisation

Our school is a one-form entry Primary and Nursery School, taking 30 children in each year group. The school is organised into mixed ability classes with one class of each Year Group from Reception through to Year 6. The Nursery has up to 30 morning places.

Explanation of Year Groups	
Nursery	3-4 years old
Reception	4-5
Year 1	5-6
Year 2	6-7
Year 3	7-8
Year 4	8-9
Year 5	9-10
Year 6	10-11

School Session Times

Nursery: 8.45 am – 11.45 am
Reception and KS1: 8.50 am - 3.10 pm
KS2: 8.50 am - 3.15 pm

School Times

School is open to pupils for 190 days each year. During a normal school week approximately 23 hours are spent on teaching with other time allocated to registration, assemblies and lunchtime breaks.

Morning: Children can arrive from at 8.45 am, ready to begin the school day at 8.50 am

All children are allowed into their classrooms at 8.50 am

Mid-Morning Break: 10.25 am – 10.40 am

Lunch: 12.00 pm - followed by outside play

Afternoons: Key Stage 1 (Infants) 1.10 pm – 3.10 pm
Key Stage 2 (Juniors) 1.00 pm – 3.15 pm

Children's Arrival and Dismissal at the End of the Day

Please make sure that you and your child arrive at school no earlier than 8.40 am.

Please note that the school is not responsible for pupils before school begins or after school unless they are attending an after school lesson led by our own staff.

Please say goodbye to your child at their classroom door. If your child is late, please take your child to the main reception to sign them in via the electronic system.

If it is raining heavily at the start of the day, pupils will be let into their classrooms early.

All Nursery and Infant children must be collected at the end of the day from the classroom door.

For the safety of your child we cannot let a child go with an unauthorised adult, even if your child knows them. We ask you to provide a list of all the adults who are authorised to collect your child.

Junior children are allowed leave the classroom to meet their parents/carers but must return to the office, if no one is there to meet them.

There are many after school activities for children of all ages when parents/carers may need to collect their child later than 3.15 pm.

The Breakfast Club

There is availability for 16 pupils at our Breakfast Club which runs from 8.00 am each morning until the start of school at a cost of £2.50 per session. Discounts are available for siblings and parents in receipt of Free School Meals.

All Breakfast Club places must be booked in advance, via the school office.

Our School Office

The Office is open from 8.00 am until 4.30 pm, Monday to Friday. The staff are happy to help with any general enquiries. Telephone: 01992 460072 or email admin@longlands.herts.sch.uk

Absences and Lateness

Regular Attendance

Children can only make the most of the educational opportunities available to them if they attend school both regularly and punctually. It is important that a child should arrive at school on time. This helps pupils learn good time-keeping and reduces the chance of classroom disruption. Pupils who arrive after registers have been closed either in the morning or the afternoon, without an acceptable explanation, are marked as 'unauthorised absences'

Hertfordshire County Council must, by law, make sure that every child of statutory school age – i.e. between 5 and 16 – is provided with a suitable education. Equally, the law says that parents must make sure that their child regularly attends the school where he or she is registered. If a parent does not do this, Hertfordshire County Council may start legal proceedings against them.

Absences

If children are absent, the school should receive either a telephone call, a letter, or by a note in their school planner. We would ask parents to telephone us before 9.15 am on the first day of absence or if not, to try to get a message to us via another parent. A letter to explain the reason for absence should be sent in on the day of return should you not be able to telephone. All absences have to be recorded, and if no information is received, the absence is classed as unauthorised. The registers will be taken at 8.55 am and any child arriving after the registers are taken will be entered as LATE, any child arriving after 9.30 am will be counted as an unauthorised absence unless acceptable reasons are given.

Withdrawal from school for e.g. dentist, hospital, doctor etc., must again be notified to the school either by telephone call, letter or in your child's school planner. When the children return to school after the appointment, they must report to the school office.

Exceptional Leave Absence

Amendments to the 2006 Pupil Registration (England) Regulations which came into effect on 1st September 2013 removed all references to family holidays and extended leave for holidays in term time. The amendments make clear that headteachers must not grant any leave of absence during term time unless there are exceptional circumstances. All requests for exceptional circumstance absence should be made formally in writing, using the forms available from the school office.

When to Return After Being Away

It is always hard to decide when to send your child back to school after he/she has been away through illness, especially if you have had to take time off work in order to look after them. After a sickness bug or diarrhea, children must be clear for 24 hours before returning to school. An early return can mean more children in the class are affected and maybe the staff as well.

First Aid/Illness

Inevitably children do suffer from minor cuts, bumps and bruises when playing. These are treated using the guidelines recommended by the County's Health and Safety Department. We have fully trained paediatric first-aiders on the staff.

All parents are informed by text if their child has bumped his/her head during the day. Should a child become ill or hurt themselves in a semi-serious way, parents are contacted by phone just to put them in the picture regarding the situation, and any follow up treatment we recommend is discussed.

Medicines

Medicines are only administered in school by office staff when arrangements have been previously made and the necessary forms completed. Parents are also free to come into school themselves to administer medicines during the school day should the need arise.

Asthma Register and Inhalers

The school has an asthma register for all Nursery to Year 2 pupils and each class teacher holds the inhaler for safe keeping and has full written instructions of the when and the amount of dosage to be administered. KS2 children are encouraged to have an inhaler with them for use in school and look after it themselves.

If your child develops Asthma and needs to have an inhaler in school, please let us know so that we can make appropriate arrangements and keep our records up to date.

If your child no longer suffers from Asthma, please let us know in writing for our records.

Head lice

From time to time, we get cases of head lice reported to us. Should this happen, a text will be sent out to inform parents.

We would ask that all parents make regular checks of their children's hair and carry out the necessary treatment if the need arises. Long hair must be tied back. Further advice on what to do can be obtained from your local pharmacist. ***Please tell us if your child has head lice.***

Sun Protection

In the Summer, children are encouraged to wear a named plain sunhat, to play in the shady areas of the school grounds, and to drink plenty of fluids.

We recommend that sun cream is applied before children come to school. Staff are not able to apply sun cream to children.

School Health

During your child's Nursery Year, liaison may continue with your child's Health visitor. Once your child enters Reception they have height, weight, vision and hearing assessments. A School Nurse can be contacted at Waltham Cross Clinic on 01992 818500. Our named school nurse is Helen Bolt

Admission Arrangements

Allocation of Places

Nursery

The offer of a Nursery Place does not automatically guarantee a Reception place. Applications can be made directly to the school and the school allocates places according to the Local Authority (LA) guidelines. When your child has been allocated a Nursery place you will be invited, with your child, to visit. Children are admitted into the Nursery in September during the year in which they are four.

When your child has been allocated a place you will be invited to a visit to a Nursery session in the second half of the term before they start. The role of parents/carers in educating their pre-school child/children is invaluable, and the continuation as partners in their child's education is paramount. Children have the opportunity to spend time with other children starting, and parents have the opportunity to meet each other.

Reception

Applications are made on line through Hertfordshire County Council Admissions for a place in Reception in the early Autumn / Spring term of the Nursery year. Places are allocated by the L.A. Once your child is offered a Reception place they then have a place at the school until the end of Year 6.

The Reception Year has 30 full time places. Children are admitted into Reception class in September of the year in which they are five.

Secondary Transfer

During the Autumn Term of your child's last junior school year, the secondary schools in the area will arrange open evenings for you to go along to visit and meet the staff. You will then be able to make an online application. You will be informed during the Spring Term whether you have received your choice. A procedure for appeal is available, and details of this will be enclosed when you receive your secondary offer.

Whilst we are not able to advise you on your actual choice of school, the Office Manager, will help you with completing the form, should this be needed. At **no time** is the primary school involved in the allocation procedure, and we forward no records until the allocation of schools is finalised.

Welfare of Children

The Children Act 1989 places clear responsibility on schools to ensure that they work together with other agencies to safeguard and promote the welfare of all children. As a result, if concerns are raised within the school or a child or parent reports a situation involving possible abuse, we would not be able to guarantee confidentiality. The matter would have to be referred to Social Services.

At Longlands Primary School, the Headteacher is the member of staff responsible for Child Protection, although all staff have Child Protection Training. The Chair of Governors has responsibility for ensuring Child Protection procedures are followed.

A copy of the Child Protection procedures is on the website.

Safeguarding Children

All staff and parents working with children and operating any after school clubs have to undergo a Criminal Bureau Records Disclosure and Barring Service Check. All safeguarding policies and their insurance are kept on file.

Data Protection Act

The school holds information on pupils in order to support their teaching and learning, to monitor and report on their progress, to provide appropriate pastoral care and to assess how well the school as a whole is doing. This information includes contact details, national curriculum assessment results, attendance information, characteristics such as ethnic group, special educational needs and any relevant medical information. From time to time schools are required to pass on some of this data to relevant Authorities/Departments.

Freedom of Information Act

The classes of information that we undertake to make available are:-

- School Prospectus: information published in the School Prospectus;
- Governors' documents: information published by the DfE and in other governing body documents;
- Pupils and Curriculum: information about policies that relate to pupils and the school curriculum;
- School Policies and other information related to the school: information about policies that relate to the school in general.

School Security

School security is taken seriously and we have an ongoing programme at the school to review and manage security issues. The Main Reception Office has a buzzer entry system and the school has closed circuit television cameras. All exit doors have security locks. During the day only the main pedestrian gate is left unlocked. We regularly talk to the pupils about personal safety.

Fire Safety Practice

A Fire Drill takes place each half term and fire bells are tested weekly.

Equal Opportunities

The staff are committed to providing all children with the same opportunities regardless of sex, race or culture. We believe every child has the right to a broad, balanced and relevant curriculum matched to their ability and needs. Any behaviour by an adult or child that does not reflect this statement is unacceptable. Any incidents are investigated according to the DfE/LA guidance and reported to the Governors termly. A full copy of our Equal Opportunities Policy is available on our website.

Pupils with Disabilities

All classrooms and facilities are on ground level. Although our school was not designed for wheelchair access, if a child with such a disability is admitted, we would endeavour to make reasonable provision in accordance with the Disabilities Discrimination Act (2010). We have an access plan and continue to improve our facilities for pupils with disabilities.

Gifted and Talented

All schools are required to identify on a register the more able pupils and to provide a curriculum of appropriate challenge and extension. Parents/carers are kept informed at Parent/Carer Teacher consultations.

Gifted pupils are the 5-10% of higher ability pupils within a class in Literacy, Numeracy or Science.

Talented pupils are the 5-10% higher ability pupils within a class in all other areas of the curriculum or in extra-curricular activities.

Children may take part in curriculum activities at other schools for specific subjects.

Special Educational Needs and Disability (SEND)

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

The attainment and progress of all pupils is monitored frequently and consistently. Children falling behind age related expectations will usually be identified through pupil progress meetings during the year. You will be informed if your child is thought to have SEN and will be given opportunities to discuss this with the Special Needs Coordinator (SENCO) and/or Class Teacher.

High quality teaching, targeted at the areas of weakness, will be put into place and the child's progress monitored over time. Parents will be informed of this at Parent/Carer consultations or earlier if necessary. If progress continues to be less than expected, additional support may be put in place through assessment of the child's needs.

If there is an indication that there are a range of learning difficulties then the child will be recorded as having special educational needs (SEN). Parents will be informed throughout this process. If you think that your child has SEN you can speak to your child's Class Teacher in the first instance and/or our SENCO.

Teachers and the Special Needs Coordinator will have discussions with children with SEN to ensure they have opportunities to give their views. Our SEND Policy is in line with Hertfordshire County/DfE policy. There is a Governor who has the responsibility for Special Educational Needs and Disability. A copy of our Special Educational Needs and Disability Policy is available on the school's website.

Pastoral Care and Discipline

Our school is a community which prides itself in the ways in which we work together, based on mutual respect, tolerance and consideration. The school rules that we have are entirely concerned with safety and the well-being of the whole school community but are underpinned by the core British values of democracy, the rule of law, individual liberty and mutual respect and tolerance.

To support our school community and to continue to promote our nurturing and co-operative ethos, the School has a Home-School Agreement. This is a 'contract' between the school, the child and the child's parents which lays down the foundation of the relationship between us. We expect support and agreement in our ethos, aims and methods of working together. The school for its part will maintain the highest possible standards so that pupils develop positive personal relationships. Some children may find this difficult and we do expect parents/carers to give their support and full co-operation when finding suitable ways to emphasise to their child that certain kinds of behaviour are unacceptable.

If we are concerned about your child's behaviour, the teacher will contact you at an early stage, so that we may work together. Sanctions as a consequence for breaking a rule may include having whole, or part of mid-morning break and lunchtime detentions; completion of a task or loss of privileges. On occasions children may be sent to another class to continue with their work.

If children break a school rule persistently the Headteacher/Deputy Headteacher/Assistant Headteacher or Key Stage Manager will contact you. We may at times need to involve external professionals. For serious rule breaking the Headteacher, in consultation with the Chair of Governors, will follow more formal procedures which may include internal, fixed term or permanent exclusion.

The school has a Behaviour and Positive Relationships Policy, which is available for parents to see. Incidents of bullying are recorded according to the Authority's requirements and are reported to the Governors and the Authority annually.

In addition, we expect visitors to the school to behave appropriately and set good role models to our school community. The school will take the necessary action if needed.

Rewards and merits

Good behaviour and/or work are acknowledged in class or in assembly. Throughout the school we have a house system in place. Children are placed into Badgers, Foxes, Kingfishers and Otters houses, siblings will follow, and are awarded house points for exceptional effort or standards of work or when they have been seen to promote the core British values of tolerance, understanding and respect. The House whose members are awarded the most points over each term receive trophies and rewards are given to members.

Keeping in Touch

We work hard to keep you informed about what is going on in school. Please make sure you regularly go through your child's book bag, read text messages and emails we have sent and look on the noticeboard and class windows for messages.

Website

Our website **www.longlands.herts.sch.uk** is a great way to keep up to date with what is going on in school. You'll find details of school events, examples of children's work, important dates and much, much more.

Teachers to Parents - Email and Text messages

We operate an electronic communication system with parents. This cuts down on our use of paper, and allows letters to be sent direct to parents' email addresses rather than via book bags. We also send text reminders and on occasions emergency texts to parents.

Please keep us up to date with your latest email addresses and mobile phone numbers.

Longlands School App

We have launched a smartphone app for our school to help keep you better informed. The app is free to download for iPhones, Windows and Android Phones.

You can download the app by either searching in the relevant app store for "Longlands Primary School and Nursery" (using the quotation marks in the google play store).

Remember to allow "Push Notifications" when you install the app, so you get a notice each time we add something.

Please note that the app is compatible with iPads, but to download it you have to search the store in "iPhone only" mode.

Uniform and Equipment

School Uniform

Every child at Longlands is expected to be correctly dressed for school. Items embroidered with the school's logo, can be purchased through the school office. We aim to keep the cost of school uniform as low as possible for parents and make little to no profit upon its sale.

A list of our uniform is given below.

Girls	Boys
Grey skirt, pinafore or trousers Yellow and white striped or check cotton dresses White polo shirt or white shirt Black sweatshirt, jumper or cardigan Black Longlands Fleece	Grey / black trousers or shorts White polo shirt or white shirt Black sweatshirt, jumper or cardigan Black Longlands Fleece

We spend a lot of time trying to reunite school uniform items with owners. We need parents and carers to help us by making sure that all items are clearly named!

If your child has lost an item of clothing please ask the class teacher to check their lost property box. If your child comes home with someone else's property by accident please return this promptly to school.

Children's shoes at school

School uniform shoes for the autumn and spring terms should be black. In the Summer term black or white sandals may be worn. These should have closed in toes. Only low-heeled shoes should be worn at school. Trainers, boots, Ugg style boots and ballet style slip-ones should not be worn.

Nursery and Reception Children should keep a pair of wellies in the Foundation Unit during the winter months for outside play.

PE Kit

All PE Kit items should be stored in a drawstring bag and kept in school. (Shoe bags for this purpose are sold by the school office).

KS1 and EYFS children	KS2
Gold round necked T-shirt Black shorts Plimsolls or trainers Sport or trainer socks	Gold round necked T shirt Black shorts Plimsolls or trainers Sport or trainer socks

PE Kit must be kept in school at all times as activities and lessons are sometimes arranged at short notice, particularly in order to take advantage of good weather.

PE kit must include plimsolls or trainers. Again, these must be kept in the PE bag at all times. Shoes worn during the school day may not be used in PE lessons. A tracksuit, or dark coloured joggers should be provided during colder weather – PE still takes place outside.

All items must be clearly named!

Hair

Hair that is shoulder length or below must be tied back, whether on boys or girls. We do not allow extreme hair styles as they are distracting. This includes stripes/shapes shaved into hair, Mohicans, spikes, coloured hair etc. gel and similar products are not permitted.

Make-Up

No make-up is to be worn to school, including nail varnish. Your child will be asked to remove any make-up worn.

Jewellery

No jewellery may be worn to school, other than a plain watch (which must be removed for PE). We cannot take responsibility for watches (or other jewellery) lost.

For the first six weeks after ears are pierced, earrings should be covered with plasters or tape. Earrings may only be worn after this period providing they are studs. No loops or drop earrings allowed. The beginning of the Summer holiday is the best time to get ears pierced.

Cold Weather Clothing

Please provide adequate clothing for playing outside in cold weather. This is particularly important if your children arrive by car. Please bear in mind that although hats and gloves may seem unnecessary for a car journey, they are very welcome on the playground on a cold frosty day. Please remember that spring mornings can be cold and coats may still be needed for morning break even if it is forecast to warm up later in the day. Children are seldom kept indoors. Please do not send your child to school without a coat unless the weather is sure to be warm all day!

Basic Equipment

Children do not need to bring in stationery items from home as the school provides all basic equipment i.e. pens, paper, rulers, rubbers etc.

Reading books and reading record books are also provided for pupils and are regularly sent home but remain the property of the school. If lost, reading books and reading records books will be charged for. This also includes any library books taken home by your child.

Your child should have a book bag to keep their reading book and reading record book in. The book bag should be brought to school every day and taken home each evening. Book bags are kept together in the classroom so that reading books can be easily changed by the classroom staff. Book bags are available to buy from the school office.

School Meals, Drinks and Snacks

Packed Lunches and School Dinners

Children may have school lunches every day or provide a packed lunch from home.

Our school meals meet strict nutritional standards and are extremely tasty! A copy of the latest menu is available from the school office and the school website www.longlands.herts.sch.uk. Children in our Reception Class, Year 1 and Year 2 are entitled to a free school meal under the Government's Universal Free School Meals scheme (UFSM).

Children in KS2 (Year 3 to Year 6) have to pay for school meals (unless parents are receiving certain benefits). All school dinner payments should be paid on the first school day of the week by 9.30 a.m. If you do not pay by this deadline please provide a home packed lunch for the rest of the week.

If you are in receipt of benefits and are entitled to free school meals for your child/children– please make use of this, it is your right! Applications for Free School Meals can be made by visiting www.hertsdirect.org/freeschoolmeals or by ringing 0300 123 4048.

Packed lunches should not include chocolate, sweets or fizzy drinks, or any food containing nuts. We do not allow any hot food such as soup to be brought in.

Please let us know if your child develops a food intolerance or allergy. If your child is unable to eat certain food for cultural or religious purposes please also let us know even if they do not have a school meal as sometimes food is available in school at school parties and as part of lessons.

Change of meal arrangements

If your child wishes to change from school dinners to packed lunch, or vice versa, please give at least **one week's notice** to the school office so the kitchen can order food supplies for the correct number of children.

Snacks

All children from Nursery to Year 2 are provided with free fruit or vegetables as a snack each day. Once children are in KS2 they are encouraged to bring in a healthy snack from home.

School Milk

School milk is available to all children. School milk is provided free to all children in Nursery and in Reception up until the term before a child turns five. You may be entitled to free milk if in receipt of certain benefits. You would need to make a Free School Meal application to qualify. See above for details.

Water Bottles

All children must bring a named container of water into school to keep in the classroom. The bottle should be taken home each night, cleaned and refilled the next day. Please do not fill the bottle with juice, squash or other sugary drinks.

If you wish to buy a water bottle they are available from the school office at the cost of £1.15 each.

Safety

Car Parking

Parents may not park on school premises. If you travel to school by car please park your car in The Bulls Head car park and walk with your child/children to school. Please do not park on the zig-zag lines outside of school, across or opposite school gates or across or on the driveways of Nunsbury Drive residents. We need to maintain good access for emergency services at all times including before and after school. Please do not put your own convenience above the safety of others in our school community.

The police do give parking tickets (which can carry licence penalty points) to drivers who park on the zigzags, or in a fashion that is inconsiderate to local residents.

Bikes, Scooters and Skates

If you bring your child's bike/scooter/skates etc. to school for riding before school or on the way home, we would ask that they are not ridden in the school grounds for safety reasons.

With parental permission, children in KS2 may cycle to school and chain their bike in the bike stand in the KS2 playground. The school accepts no responsibility for any loss or damage to bikes on school premises.

Trim Trail

The Trim Trails are for use during school hours when the children are supervised by Longlands staff. Please do not allow children to play on this equipment before or after school. This includes anytime when sports events are taking place after school.

Dogs

Dogs are not permitted on the school grounds for health and safety reasons. This includes dogs on leads and those carried in arms. Please make sure that if you walk your dog to school with your child/children it is kept well away from the school entrance so that other children and parents can choose to avoid passing your dog if they so wish.

Smoking

Longlands is a 'No Smoking' area. No smoking please in our school or in our grounds. This includes e-cigarettes.

The Curriculum

The Foundation Stage, Nursery and Reception Years

Early Years education is the foundation upon which children build the rest of their lives and is an education that encompasses all the learning; it is concerned with the physical, personal, social, emotional, creative and intellectual development of the individual child, with no one area standing in isolation from the others.

The Foundation Curriculum refers to children aged birth to five. In our setting, children in their Nursery or Reception year form part of the Birth to Five framework. This curriculum prepares pupils for the National Curriculum which begins formally in Year 1 and is taught through to the end of Year 6 and beyond into Secondary School.

Reception and Nursery children are given planned opportunities to develop in seven areas of learning, as outlined in the QCA DfE Curriculum Guidance for the Foundation Stage:

- Physical Development
- Communication
- Personal, Social & Emotional Development
- Understanding of the World
- Mathematical Development
- Reading and Writing
- Expressive Arts & Design

Activities will be planned and presented that will form the foundations of learning at the statutory school age. Play that is purposeful has a very important place in the education of young children; it provides one of the best learning contexts available.

The outdoor curriculum is an essential part of their learning, therefore an extension of the indoor curriculum. Children will need to come to school with suitable outdoor clothing. Welly trolleys are provided to store suitable footwear at school on a continual basis.

Each child is encouraged to reach their full potential by achieving, if appropriate, and exceeding the early learning goals in each of the seven areas above.

Assessment

Assessments in the Early Years Foundation Stage are continually carried out based on the Early Years framework. At the end of the Reception year children are assessed using the government required Foundation Stage Profile. Throughout Nursery and Reception children are assessed and planned for using the development matters statements. This matches teaching to learning and enables us to set targets for future progress. Assessments and targets are discussed with parents at Parent/Teacher consultations.

The National Curriculum Years 1 to 6

All children from Years 1 to 6 follow the National Curriculum Areas of Study for Key Stages 1 and 2 as set out in the 2002 Education Act. Throughout these years children are assessed in accordance with government guidelines and requirements, which are currently under review. Subjects are taught

in accordance with the requirements of the National Curriculum 2014, through a topic based approach.

- Core subjects: English, Mathematics and Science
- Foundation subjects: History, Geography, Art, Design and Technology, Music, Physical Education, Information and Communication Technology
- Modern Foreign Languages: French from year three onwards.
- Personal, Social, Health and Economics Wellbeing: has planned lessons as well as encompasses the whole curriculum.
- Religious Education is taught following the guidelines of the Hertfordshire Agreed Syllabus.

English

Language is used for thought and communication and its development is therefore of crucial importance throughout the curriculum. We aim to develop each child's potential in all areas of language – listening, speaking, reading and writing – so that children will be able to communicate effectively.

We stress the importance of listening carefully and with understanding, and we encourage fluency, clarity and expressiveness in speech and in promoting opportunities for participating in rhymes, jingles, poems, drama and stories, which are all very necessary pre-reading skills.

As the children mature, their speaking and listening skills are used throughout the curriculum in presentations and in the explanations and understandings they express in class. We wish them to develop confident, expressive language which they will utilise in their lives, using appropriate registers of language which adapt to different situations.

Our development of handwriting aims at enabling the children to write legibly and fluently. By the end of Year 2, we expect the children to use a joined script. Handwriting lessons throughout the school help to improve and develop a fluid style of handwriting.

Throughout the school, we work at extending the children's creative and formal writing in order that they are able to produce emotive or succinct pieces of writing which are appropriate to the task and are suitably organised; fluid and clear. By Year 6, children are securing skills acquired in previous years in readiness for the end of Key Stage statutory assessments.

The children's progress is closely monitored within all areas of language with daily assessment within all lessons. Peer-assessment is also used on a daily basis as this helps children to identify areas for improvement in their own and others' work.

Mathematics

Each class will take part in a daily mathematics lesson per day. Each session will be planned from the New Mathematics curriculum and will focus on one of the following strands:

- Number and Place Value
- Number – Addition, subtraction, Multiplication and Division.
- Number- Fractions
- Measurement
- Geometry – properties of shape and position and direction
- Statistics

The aim of the new mathematics curriculum is to ensure that all pupils become more fluent in the fundamentals of mathematics, can reason mathematically and can solve problems with confidence. Our curriculum is designed to allow children to enjoy mathematics in a creative environment while understanding its importance in everyday life. There is a strong focus on developing mental fluency with whole numbers, counting, place value and problem solving.

The Mathematics curriculum is inter-connected with Science, Computing and design and technology. With the use of hand held technology and cross curricular methods we aim to make these links clear to pupils so they can make the connections between these subjects.

Foundation and Key Stage 1

For our younger pupils the emphasis is on our practical experiences and the use of everyday objects to ensure that the children have secure foundations upon which to build. Throughout the stages children develop their knowledge of numbers for counting and calculating, 2D and 3D shapes and a variety of forms of measurement. Key mathematical vocabulary is introduced and used throughout, applying it to everyday experiences.

Year 1

In Year 1, the children will be taught to read, write and count forwards and backwards to and across 100. They will master their addition and subtraction methods by establishing and then applying number facts up to 20 as they progress towards solving on-step number problems involving addition and subtraction, using concrete objects and pictorial representations of the calculations to support them. Calculation methods in Year 1 introduce the concept of multiplication and division using concrete and pictorial representations.

Children in Year 1 identify and name common 2-D and 3-D shapes and will begin to explore their understanding of fractions by recognising a half and quarter of a shape. Measurement in Year 1 will solve practical problems involving length, height, capacity, and volume and their associated vocabulary. They will also learn to recognise and know the value of coins and notes and will learn to tell the time to the hour and half past.

Year 2

In Year 2 the children continue to establish their counting skills by counting forwards and backwards in steps of 1,2,3,5 and 10. They will fully establish their understanding of place value in two-digit numbers. They apply this developing expertise to add and subtract numbers to 100 in a more efficient way (by using steps of 10 or using place value skills). This will further develop towards the end of Year 2 when they will begin to learn to record their addition and subtraction calculations in columns.

The pupils continue to practise their recall and use of addition and subtraction facts to 20; and derive and use number facts up to 100. They will recognise and use the inverse relationship between addition and subtraction to solve missing number calculations and to check their answers.

Year 2s will continue to develop their understanding of multiplication and division using concrete and pictorial representations and will recall and use multiplication facts from the 2, 5 and 10 times-tables. They will apply their understanding of division when finding fractions amounts and of proportions of shapes.

Within Geometry modules, Year 2 will be able to identify and describe their properties of common 2-D and 3-D shapes and will use mathematical vocabulary to describe position, direction and movement. They will learn to recognise a rotation of shape through a quarter, half and three-quarter turn.

In Measurement, the children learn to use appropriate standard units to and measure length, height, mass, temperature and capacity. They will solve problems involving money and will learn to tell and represent the time quarter past and to the hour and in five minute increments to and past the hour.

Children in Year 2 are introduced to simple statistics by interpreting and representing data in pictograms, block diagrams and tables.

Year 3

In Years 3, pupils will further develop their place value awareness and order numbers up to 1000 through practical activities and number talk. They will be provided with opportunities to develop their written and mental methods for solving addition, subtraction, multiplication and division calculations and problems; and develop their number sense and be able to recall number facts with confidence. Children in Year 3 develop their understanding of fractions, looking especially at shading fractions and comparing fractions.

In measurement, pupils have the chance to establish their measuring skills by working with measuring apparatus, with a focus on metric units. It is important that the pupils are also given the chance to develop their awareness of money and time and how these are important in everyday life. In statistics Year 3s will continue their work on bar charts and interpreting the data within them.

In Geometry, Year 3s learn about acute and obtuse angles and symmetry. They also have the opportunity to describe the position of a shape on a grid and to plot those shapes. Pupils will carry out in depth investigations to allow them to improve their statistical awareness. There will be opportunities to learn how to find the fraction of a number and to recognise and calculate equivalent fractions and also to compare fractions.

Year 4

In Year 4 pupils further develop their place value skills through rounding and ordering of decimal numbers. They will also be challenged to develop their understanding of Roman Numerals up to 100. They continue to perfect their understanding of written methods for all four operations and their mental fluency; and work towards recalling multiplication and division facts for all times tables up to 12 x 12.

There will be opportunities to learn how to find the fraction of a number and to recognise and calculate equivalent fractions and also to compare fractions. Year 4s begin to convert between units of measurement and will begin to use measurement in a more practical sense to calculate and measure perimeter and area.

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Year 5

Children in Year 5 extend their knowledge further through practical and challenging tasks based on all mathematical strands. They will be challenged to compare larger numbers up to 1 million and round

numbers up to 1 million. They will be encouraged to calculate numbers with decimal points and to carry out calculation involving fractions. Year 5s will be introduced to mixed numbers and improper fractions and will develop their confidence when using them with real life problems.

Measurement extends to measurement conversion and calculating and comparing area using square centimetre and square metre. They will establish a clearer understanding of volume and capacity, ready for Year 6. Through practical teaching, they will develop their 3D shape knowledge, their ability to translate and reflect 2-D shape and their understanding of angles.

Year 5 students will develop their ability to work with statistics and graphs in order to contrast and compare data.

Year 6

In Year 6 all of the skills that pupils have learned during their time in KS2 will be developed further and extended to enhance their fluency and confidence. There will be particular focus upon using maths in everyday life. Place value knowledge will be extended to work with numbers up to 10 million. They will develop their calculation skills, with a focus on using more efficient methods within a wider range of contexts.

Year 6s are introduced to more challenging algebra, including simple linear equations and will be able to multiply and divide fractions and will increase their knowledge of percentages.

Measuring will involve using a range of measuring instruments (including for volume and capacity). The students will develop their use of measurement conversion with real life situations, including converting km to miles. Pupils will continue to extend their shape and statistic knowledge. In Year 6, pupils will be prepared for the end of key stage tests (SATs) which they will sit in May.

Science

Science is one of the core curriculum subjects in the National Curriculum and involves children learning through practical experience. As a result of this they will develop both their knowledge and understanding of the area being explored and improve their skills of investigation, observation, recording and co-operation. Scientific language is introduced and used as appropriate.

Children are able to draw on their knowledge and skills in other subjects, particularly mathematics, information technology and English. Our aim is that all children will develop a positive attitude to science and become confident and able learners.

The school grounds are used as an educational resource for environmental activities in addition to organised trips to support topics.

Computing

At school Computing is taught as a subject focusing upon the development of Computing skills; Computing is used in all subjects across the curriculum. The school uses the Hertfordshire Scheme of Work for Computing.

All classrooms have networked computer systems. Classrooms have interactive whiteboard technology to enable the teachers to facilitate learning through ICT. The children are taught how to

use and look after cameras, televisions, video recorders and CD players. Mobile technology including laptops and iPad's are used throughout the school.

Geography

Geography is the study of places, the human and the physical processes which shape them, and the people that live in them.

In the Foundation Stage and Key Stage 1 children are taught to:

- develop their knowledge about the world by being taught to name and locate the world's seven continents and five oceans.
- develop their knowledge about the United Kingdom by being taught to name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.
- develop their knowledge about their locality.
- understand basic geographical vocabulary relating to human and physical geography
- begin to use geographical skills and fieldwork, including first-hand observation, to enhance their locational awareness.

In Key Stage 2 children are taught to:

- extend their knowledge and understanding beyond the local area to include the United Kingdom. This will include the location and characteristics of a range of the world's most significant human and physical features including; climate zones, rivers, mountains, volcanoes.
- develop their use of geographical knowledge, understanding, skills and fieldwork to enhance their locational and place knowledge.

History

The aim of history teaching is to stimulate the children's interest and understanding about the life of people who lived in the past and their impact on how we live today.

We endeavour to teach children a sense of chronology, through a wide range of activities that include visitors to the school, drama, music and carefully chosen school trips to sites of historical significance. Through this they develop a sense of identity and a cultural understanding based on their historical heritage. Thus they learn to value their own and other people's cultures in modern multicultural Britain and, by considering how people lived in the past, they are better able to make their own life choices today.

In our school, history makes a significant contribution to citizenship education by teaching about how Britain developed as a democratic society. We teach children to understand how events in the past have influenced our lives today; we also teach them to investigate these past events and, by so doing, to develop the skills of chronology, enquiry, analysis and interpretation.

Music

Our main aim is that music is for all children to access and enjoy. Activities are planned to encourage full and active participation by all, irrespective of ability. Children are given opportunities to use sounds and respond to music, finding out how sounds can be made in different ways. All year groups are involved in performances at Christmas, and for Year 6 at the end of the year.

Design and Technology

Design and Technology is concerned with how things work and also how they look. In Design and Technology children are required to research and develop, investigate and analyse and apply understanding of computing to programme, monitor and control their products. They will work with a range of materials, which include paper, card, wood, fabric, construction kits and food.

Our aim is that all children will develop their capability to create products through combining their designing and making skills with their knowledge and understanding. Children are able to draw on their skills used in other subjects particularly mathematics, science and art to support their designing and making activities.

Art

Art is about developing children's creative ability using a wide range of media and materials. Children will experience drawing, painting, printing, collage, and 3-dimensional work, as well as being introduced to the rich culture of art by looking at the work of other artists. Within these areas children will be introduced to the elements of art such as colour and tone, line, pattern and texture, shape, form and space. Art is intended to be enjoyable and all efforts valued.

As the children develop their skills an emphasis is placed on the quality of presentation and we encourage pride and achievement by displaying children's work around the school.

Physical Education

Physical Education is a compulsory National Curriculum subject. All classes have timetabled sessions of physical education each week. Please refer to the uniform list for the P.E. kit. The teaching of physical education is about developing children's enjoyment, confidence, skills and fitness. It is a practical subject which aims to give all children opportunities for participation, enjoyment and success.

Lessons aim to promote personal, social, intellectual and physical skills and foster the values of co-operation, tolerance and self-esteem.

There are three specific programmes:-

- Games (including team games)
- Dance
- Gymnastics

Swimming is not taught until Key Stage 2. Year 4 to 6 go swimming throughout the year at either the Laura Trott Centre or John Warner Leisure Centre.

In the Summer term, the Nursery, Reception, Key Stage 1 and Key Stage 2 all have their own Sports Days for families to attend.

Religious Education

The 1944 and the 1988 Education Acts require provision in Religious Education to be made for all pupils in maintained schools, whatever their age. Every part of the curriculum must promote the spiritual, moral, cultural, mental and physical development of children and prepare them for adult life. In County schools this must be provided in accordance with the newly agreed Hertfordshire syllabus (2012), which reflects the fact that the religious traditions of Great Britain are, in the main, Christian,

whilst taking into account the teaching and practices of the other main religions represented in Great Britain. Religious Education is directly concerned with exploring and responding to religion.

We follow the Hertfordshire Syllabus; (2012) children learn about, and from religion by explaining agreed themes, e.g. celebration, the natural world and relationships. The emphasis is upon Christianity and its principles. We maintain links with local Parish Churches, with visits to and from the clergy/ministers. Other major religions are explored through festivals, artefacts, visitors and visits. Parents/carers have the right to withdraw their children from all or part of Religious Education lessons upon discussion with the Headteacher.

Collective Worship or Assembly is a time for the children and staff to come together. Our aim is to further spiritual, moral and cultural development through an appreciation of core British values in which we respect the needs, rights and differences of others, and of the world in which we live. During the assembly there is a time for reflection. Assemblies are led by all members of staff. Under the 1988 Education Reform Act parents/carers have the right to withdraw children from all or part of collective worship by arrangement with the Headteacher.

Assessment and Target Setting

Assessments in the Early Years Foundation Stage are continually carried out based on the Early Years framework. At the end of the Reception year children are assessed using the government required Foundation Stage Profile.

As part of the process for teaching and learning, children are continually assessed to monitor their performance in all National Curriculum subjects. Records and samples of children's work are kept to ensure consistency throughout the school.

- In Years 1 to 6 children are assessed against National Curriculum 2014 outcomes.
- In Year 1 children take part in a Phonic Screening Test
- In Year 2 children are assessed by the teacher with tests being taken to support their assessments.
- In Year 6 children take statutory National Curriculum tests in English, Mathematics and Grammar.
- In Year 2 and 6 assessments are reported to the LA, DFE and National and local comparisons are made.

Formative assessment is continuous and is carried out within each lesson in order to inform teachers future planning and next steps for children.

Parent-Teacher consultations are held in the Autumn and Spring Terms to report on your child's progress. In the Summer term the Annual Reports to Parents is sent out, there is an opportunity to discuss this with your child's teacher, should you wish to do so.

Homework

The purpose of homework is to enhance and practise children's learning or study skills. This may be formal or informal for younger children.

Homework includes reading every day: learning spellings and time tables; research for a topic; and other English or Mathematic tasks which support work currently being studied in class. Teachers

usually set homework once a week. There is a weekly homework club facility available for Year 2 to Year 6.

Parental support and co-operation is expected for pupils of all ages. If homework is not completed children may have to complete this in school time, outside of teaching hours.

After School Clubs

The school offers a wide range of activities. For those led by outside providers there is a charge; School-led clubs request contributions towards the resourcing of the club. All persons, other than school staff, who run after school activities must have an enhanced Criminal Records Bureau and Barring Service Disclosure certificate and appropriate insurance before operating/working with children.

Educational visits (Charging & Remissions Policy)

School trips are arranged to support the curriculum to give children first – hand knowledge and experiences. Approved coach companies are used and all school drivers are approved Hertfordshire County Council minibuss drivers.

Trips have included, Butterfly World, Bethnal Green Toy Museum, National History Museum, Cuffley Outdoor Centre, the National Gallery, Paradise Park, Royal Gunpowder Mills and Harry Potter World. Year 6 have the opportunity to go on a residential trip.

The Governors recognise the valuable contribution that these activities make to the child's academic, personal and social education, and may ask parents to make a voluntary contribution to school funds to meet the cost. If there are insufficient funds then the trip will be cancelled. If a parent has a financial difficulty then the office should be approached. (See Charging and Remissions policy on the website)

In addition, theatre groups/workshops related to curriculum areas, art, musical and cultural opportunities are regularly invited into the school.

The Governing Body

The full School Governing Body meets twice every term chaired by Mike Kibby. They work in conjunction with the Headteacher in the running of the school.

Each sub- committee has its own Chair and remit and has a meeting each term with the Headteacher. The Chairs of each committee, (Sites and Premises, Finance and Staffing, and Curriculum) monitor and report on their own areas at formal meetings. All of our Governors take a personal interest in the full life of the School and are able to be regular visitors.

A list of the Governors and their responsibilities is displayed on the entrance notice board and on our website.

The Safeguarding Governor and SEND Governor is John Orgar.

Friends of Longlands School (FOLS)

We have a small, but extremely hard working Friends Association who organise events during the year and would be grateful for your interest and support. All parents with children at the school and staff are, by right, members of the Association. The Annual General Meeting is held in the Autumn Term of each year.

The purpose of the Association is three-fold, but can be summarised as follows: 'A voluntary organisation of parents/carers, staff and friends involved in the educational and social activities of the School community.'

The management of the Association is organised by a committee of parents, elected annually, and the Association's activities fall into three categories; educational, social and fundraising. On occasions the interests of the three overlap, but are never in conflict. Money raised by the Association is used for equipment for the children. Items are usually suggested by the school staff and the committee agree the final decisions.

Complaints Procedure

The school aims to work closely with parents/carers, and we hope that if there are any concerns or anxieties these will, in the first instance, be raised with the class teacher, then a staged approach firstly with the key stage leader, assistant Head Teachers, Deputy Head or the Headteacher. If you are not sure whom to approach, please get in touch with the school office who will be able to help you. We find nearly all concerns, or potential complaints, can be resolved happily through discussion.

The Governors of the school do have arrangements for considering complaints formally. For general complaints and matters to do with Special Educational Needs and Disability, the procedure is on our website.