

Who's who?

Your child's teacher/s are:



Mr Hensby,
I like games: card games, board games,
family games and lots more.

Head Teacher – Paul Girardot
Deputy Head of School – Georgia Taylor (Maternity Leave)
School Administrators – Lisa Callard / Sophie Rae
Designated Safeguarding Officers (DSO) – Kelly Barraclough, Andrea Hall, Emily Risby, Georgia Taylor
SENDCo – Emily Risby

Class	Phase/ Leader	Teacher	Support Staff
Little Lanterns – Pre-school /Nursery	Phase 1: Amy Yeo/ Kelly Barraclough	Laura Malley (Mon, Tue, Wed, Thu, Fri)	Ellie Malley, Zoe Dart, Claire Tozer, Polly Osborne
Challenger – Year R		Kelly Barraclough (Mon, Tue, Wed, Thu, Fri)	
Invincible - Year One/Two	Phase 2: Georgia Taylor	Samantha Burt (Tue, Wed, Thu, Fri) Alice Endicott (Mon)	Karen Bryant, Cheryl Tucker, Emma Garlick, Steph Woolvin, Lucy Rowden
Victory - Year Two/Three		Danny Hensby (Mon, Tue, Wed, Thu, Fri)	
Discovery - Year Four/Five	Phase 3: Andrea Hall	Amy Wyatt (Mon, Tue, Wed, Thu, Fri)	Debbie Williams, Joni Abraham Maria Cranfield
Endeavour – Year Five/Six		Andrea Hall (Tue, Wed, Thu) Helen Walker (Mon & Fri)	

P.E. Specialist – Matt Sullivan (Tues)

Adventure School Leader – Emma Fielding (Thu, Fri)



What do we do, and when do we do it?

School day

Below is the general time table for the day, the lessons will vary each day with particular subjects taught on certain days but this should give you a guide to discuss what your child has done during the day.

If your child is unwell you must notify the school office as soon as possible on 01803770244.

Absence from school for any reason other than illness will need to be logged with the school office where you will need to complete an absence request form. This will only be granted in exceptional circumstances.

School Starts: 8:40am

Gates Open: 8:35

Gates Close: 8:45 (If you arrive after this time please come through the school office.)

School Finishes: 3:05pm

Please **DO NOT ENTER** the school building unless it is through the main office where you will be asked to sign in. This is for safeguarding and fire risk purposes.

	8:40-9:00	9:00-9:15	9:15-10:00		BREAK	11:00-12:00	LUNCH	1:00-1:15	1:15-2:00	2:00-2:45	2:45-3:05
MONDAY	Register and Morning tasks	Assembly	Phonics	English Spelling Shed		MATHS		Register/ Mindfull	HISTORY	Geography	Tidying/ Class read
TUESDAY		Assembly	Phonics	English Sequence	DUTY	MATHS			PSHE	PE (MatD)	
WEDNESDAY		Assembly	Phonics	English Vipers		MATHS			Computing	RE / Music	
THURSDAY		Assembly	Phonics	English Sequence	DUTY SPARX STAY IN	MATHS			Science	Science	
FRIDAY		Assembly	Art / DT (CherylD)	Art / DT	SPARX STAY IN	Adventure School (Emma)			Maths	Family Groups and Enrichmen t	

The day your child has PE is: **Tuesday**

PE kit is: black shorts, white shirt, trainers/ plimsolls, dark tracksuit for colder months

The day your child has Adventure School is: **Friday**

Adventure School kit is: long trousers, long sleeved top which you don't mind getting muddy, waterproofs and wellies



How do we keep everyone safe?

Our school is committed to safeguarding children and promoting children's welfare and expects all staff, governors, volunteers and visitors to share this commitment and maintain a vigilant and safe environment. It is our willingness to work in a safe manner and challenge inappropriate behaviour that underpins this commitment.

If you have ANY concerns about a child's welfare or well-being or have a concern about the behaviour of any adult within the school towards a child:

- Discuss your concerns without delay with the Designated Safeguarding Lead or the Head teacher or a member of the safeguarding team - Kelly Barraclough, Andrea Hall, Emily Risby, Georgia Taylor.
- Remember it is important to share your concerns even if you are unsure.
- Anyone can make a referral to Devon Children's Services:

If you have concerns about a child you can contact Children's Services - Monday to Friday from 9am to 5pm.

Devon Multi Agency Safeguarding Hub (MASH)	03451551071	secure email: mashsecure@devon.gcsx.gov.uk
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In an emergency where you are concerned for the child's immediate safety you should call [the Police](#) on 999.



How do we create the best learning environment?

The UNCR has 54 articles that cover all aspects of a child's life and set out the civil, political, economic, social and cultural rights that all children everywhere are entitled to. It also explains how adults and governments must work together to make sure all children can enjoy all their rights. Every child has rights, whatever their ethnicity, gender, religion, language, abilities or any other status. At Stoke Fleming we work with these rights to guide everything we do:

Article 3 (best interests of the child) The best interests of the child must be a top priority in all decisions and actions that affect children.

Article 2 (without discrimination) The Convention applies to every child whatever their ethnicity, gender, religion, abilities, whatever they think or say, no matter what type of family they come from.

Article 12 (respect for the views of the child) Every child has the right to say what they think in all matters affecting them, and to have their views taken seriously.

Article 28 (right to education) Every child has the right to an education. Primary education must be free. Secondary education must be available to every child. Discipline in schools must respect children's human dignity. Wealthy countries must help poorer countries achieve this.

Article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Our behaviour policy aims are:

- To provide a safe and secure environment for all our pupils and staff, so that they can work and learn together to enable them to experience responsible and independent learning and encourage self-discipline.
- To be positive in our approach to promote considerate, respectful relationships between all members of the school community.
- To have a consistency of approach across the whole school, modelling what is meant by good behaviour and recognising this and rewarding it
- To provide the best atmosphere for learning.



- To be consistent about what is acceptable behaviour, ensuring that all members of the school community work together to provide a secure, safe and enjoyable learning environment.

Our Values: Considerate, Confident, Creative and Cultured

Behaviour System- 'Good to be Green'

At Stoke Fleming we believe everyone has the right to an education therefore those who are respecting that right receive a range of rewards for good behaviour, examples of which are listed (but not limited) below:

- Verbal rewards
- Stickers
- Positive messages/notes home to parents
- Assembly class certificates
- Star of the day
- Star of the week
- Stickers/marks towards a gold award (Gold is awarded for going above and beyond the expectation of 'Green' behaviour and efforts in learning)

On Fridays, there will be a celebration assembly which is designed to provide opportunities for all staff to acknowledge the following:

- Excellent achievements in a child's learning
- Outstanding or sustained improved behaviours
- Contributions to the life of the class or the school community
- Success in extracurricular activities and activities which take place outside school

Class marbles (class specific) are awarded for collaborative class rewards - tidying, lining up, hard work etc

House points are awarded for demonstrating whole school awareness and values - helping peers, supporting outside and at lunchtime, picking up litter, supporting younger children, Respecting Rights.

Gold is awarded for going above and beyond the expectation of 'Green' behaviour and efforts in learning



How can you help at home?

At Stoke Fleming we believe the purpose of homework is to:

- a) To develop a partnership between the school and parents in pursuing the aims of the school
- b) To consolidate and reinforce skills gained in all areas of the curriculum particularly Literacy and Numeracy
- c) To encourage pupils as they grow older to develop the confidence and self-discipline needed to study on their own prior to transferring to secondary school and beyond.

With this in mind we feel it is paramount that a happy medium is struck between pupils having the time at home to relax and pursue their own interests whilst continuing to embed and apply the valuable academic skills they have learned at school.

Below is a list of the activities we would expect to be undertaken in a typical week:

YR	Reading and handwriting activities	<ul style="list-style-type: none"> • Please hear your child read regularly for short periods of time. i.e. 10 minutes. • Please read to your child as often as possible. • Reception and Year 1 children will be asked to find words using letter patterns. • Y1 and Y2 children will have spellings to learn each week. • Year 2 children will also be asked to learn 2, 5 and 10 times tables. • A weekly spelling list which will be tested will be sent out. • Ensure your child reads regularly for approximately: 30 minutes per week – Years 3 and 4. 40 minutes per week – Years 5 and 6. • Year 3 children will also be asked to learn 3,4 and 8 times tables • Year 4 children will also be asked to learn 6,7,9,11 and 12 times tables
Y1	Reading and phonic work	
Y2	Reading, spelling and numeracy work (including times tables)	
Y3	Reading, spelling and numeracy work (including times tables)	
Y4&5	Reading including book reviews. Spelling and comprehension. Mathematical operations (including times tables). Enquiry skills.	
Y6	In addition to the Y4&5 expectations there may be more targeted homework based on pupil's needs	

If your child would like to complete their own research projects, diaries, journals or anything else at home we would of course welcome these and will enjoy sharing them with the rest of the class.

These activities are specifically designed to be flexible so if children attend evening classes for music, dancing, gymnastics etc., or attend Cubs or Brownies, there is no need to complete rigorous tasks on these evenings.



How will we keep you up to date?

At Stoke Fleming we endeavour to provide as many opportunities as possible to keep parents and carers up to date with information and this is done in the following ways:

- Newsletter
- Microsoft Teams
- Letters
- Texts
- Group e-mail
- Facebook <https://www.facebook.com/Stoke-Fleming-Primary-School>
- Website <https://www.stokeflemingprimary.org.uk/>
- Phone calls

In the event of any issues or concerns these must firstly be raised with the class teacher, subsequently the phase leader/ Senior Teacher— (Mrs Barraclough—EYFS, Mrs Taylor/ Mr Hensby—Y1,2,3 or Mrs Hall—Y4,5,6) and finally the Head Teacher Mr Girardot.

As a school we are trying to cut down our carbon footprint so will try and communicate electronically as much as possible, this includes homework where we will use Microsoft teams. If you have difficulties accessing teams or need help or support with electronic devices please let us know.

