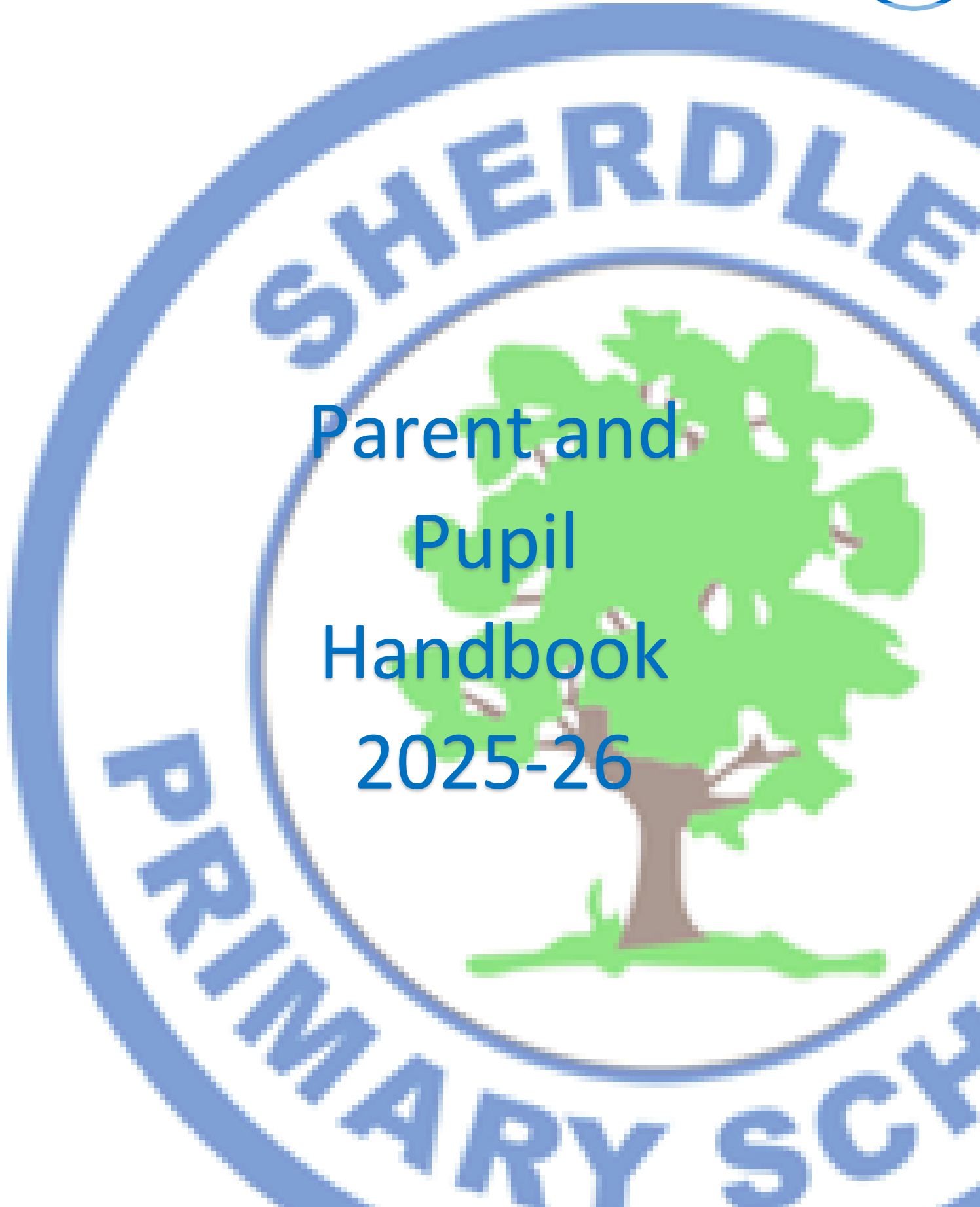


A large, light blue watermark of the Sherdley Primary School logo is centered on the page. It consists of a large circle containing the text "SHERDLEY" at the top and "PRIMARY SCHOOL" at the bottom, with a green tree in the middle.

# Parent and Pupil Handbook 2025-26



## ***‘Growing Together, Respecting Each Other’***

At Sherdley Primary School, our children sit at the heart of everything we do.

We want all of our children to live out our 5 school values of Resilience, Challenge, Potential, Aspiration and Family. We hope that these values transfer to their lives in their community too. Our close links with families and the local area ensure we provide a relevant, community-based education with a global caring outlook.

We believe that our children deserve the best opportunities in life and education, and we sit in a unique position to be able to offer this. Providing an inclusive education for all underpins the values we hold at Sherdley.

I am privileged to lead a fantastic team where everyone from our caretaker through to our teachers has the children’s best interests at heart and provides a curriculum that is appropriate, creative and exciting for all of our children.

**Vision statement:** Growing together, respecting each other.

**Our Mission Statement:** To inspire children to achieve their true potential in a happy and safe environment.

### **Sherdley Values:**

- Family
- Challenge
- Resilience
- Aspiration
- Potential

Ensuring children, families and staff are all active members of the Sherdley family.





## Staff at Sherdley:

| Senior Leadership Team                                     |                  |                                                                                       |
|------------------------------------------------------------|------------------|---------------------------------------------------------------------------------------|
| <b>Headteacher</b>                                         | Tom Gawne        |    |
| <b>Deputy Headteacher &amp; DSL</b>                        | Katie Bennett    |    |
| <b>Assistant Headteacher, DSL &amp; SENDCo</b>             | Jill Stroud      |    |
| <b>Assistant Headteacher – Curriculum &amp; Assessment</b> | Matt Davies      |   |
| <b>Key Stage One Lead / Maths</b>                          | Caroline Fleming |  |
| <b>School Business Manager</b>                             | Andrea Duncan    |                                                                                       |
| Middle Leadership Team                                     |                  |                                                                                       |
| <b>English/Year 4 Teacher</b>                              | Lynsey Orbison   |  |
| <b>Lower Key Stage 2 Lead / Year 3 teacher / Music</b>     | Michael Hughes   |  |

|                                                                                           |                                     |                                                                                       |
|-------------------------------------------------------------------------------------------|-------------------------------------|---------------------------------------------------------------------------------------|
| <b>Upper Key Stage 2 Lead/ Deputy Designated Safeguarding Lead / Year 6 teacher / Art</b> | Emily James                         |    |
| <b>Phonics and Early Reading Lead / Year 3 teacher / MfL</b>                              | Kelly Wrenn                         |    |
| <b>EYFS Lead / Pre-school teacher</b>                                                     | Ruth Roberts                        |   |
| <b>Deputy SENDCO / Year 4 teacher / History</b>                                           | Maria Williams – on maternity leave |  |
| <b>Designated Safeguarding Lead / Attendance / Pastoral</b>                               | Cath Eccleston                      |  |

## Teaching and Educational Support Staff

| Year group        | Teachers                    | Support Staff               |
|-------------------|-----------------------------|-----------------------------|
| <b>Pre-school</b> | Sharon Johnson              | Tracy Jeffs                 |
| <b>Reception</b>  | Ruth Roberts (EYFS Lead)    | Laura Makin                 |
|                   | Shanika Furnivall           | Amy Campbell<br>Laura Brown |
| <b>Year 1</b>     | Morgan Salter               | Emma Cranny                 |
|                   | Hannah Williams             | Jayne Clare                 |
| <b>Year 2</b>     | Caroline Fleming (KS1 Lead) | Gabrielle Knowles           |

# Resilience, Challenge, Potential, Aspiration, Family



|                                                             |                            |                 |  |
|-------------------------------------------------------------|----------------------------|-----------------|--|
|                                                             | Michelle Essex             | Andrea Gaffney  |  |
| <b>Year 3</b>                                               | Michael Hughes (KS2 Lead)  | Jennifer Heyes  |  |
|                                                             | Kelly Wrenn                | Tracey Davies   |  |
| <b>Year 4</b>                                               | Lynsey Orbison             | Joanne Johnson  |  |
|                                                             | Michelle McDonald          | Andrea Hannah   |  |
| <b>Year 5</b>                                               | Emily James                | Jennifer Stout  |  |
|                                                             | Eve Roberts/Maria Williams | Victoria Tyms   |  |
| <b>Year 6</b>                                               | Claire McGoran             | Jackie Clarke   |  |
|                                                             | Laura Clayton              | Sara Pennington |  |
| <b>PE Apprentice</b>                                        |                            |                 |  |
| <b>HLTA</b>                                                 | Louise Rattigan            |                 |  |
|                                                             | Karen Dearing              |                 |  |
| <b>Pastoral</b>                                             |                            |                 |  |
| <b>Designated Safeguarding Lead/ Attendance/ Pastoral</b>   | Cath Eccleston             |                 |  |
| <b>Pastoral Support</b>                                     | Rebecca Bridge             |                 |  |
| <b>Children and Families Community Support Co-ordinator</b> |                            |                 |  |
| <b>Office &amp; Facilities Staff</b>                        |                            |                 |  |
| <b>Office Administration</b>                                | Karen Tilley               |                 |  |
|                                                             | Trisha Cummins             |                 |  |
| <b>Caretaker</b>                                            | Sharon Woodward            |                 |  |
| <b>BLAST Team</b>                                           |                            |                 |  |
| <b>BLAST Manager</b>                                        | Karen Woods                |                 |  |
| <b>BLAST Play Assistants</b>                                | Amy Follin                 |                 |  |
|                                                             | Laura Brown                |                 |  |
|                                                             | Andrea Gaffney             |                 |  |
|                                                             | Jen Stout                  |                 |  |

## Midday Team

| Midday Supervisors | Jane Watkin<br>Pauline Brogan<br>Emma Cranny<br>Jen House | Kath Crombleholme<br>Vic Tyms<br>Nicola Fairclough<br>Alex Winter | Jen Heyes<br>Amy Follin<br>Karen McLorie<br>Karen Woods |
|--------------------|-----------------------------------------------------------|-------------------------------------------------------------------|---------------------------------------------------------|
|--------------------|-----------------------------------------------------------|-------------------------------------------------------------------|---------------------------------------------------------|

## The School Day:

It is important that you arrive at school promptly and ready to start learning. We line up at the start of the day to meet the class teacher at their door. We have different start and end times of the day to allow families to pick up and drop off children of different ages:

| Start of the school day                                       | Registration and lessons | Break time        | Lesson time | Lunch         | Lessons | End of the school day                                         |
|---------------------------------------------------------------|--------------------------|-------------------|-------------|---------------|---------|---------------------------------------------------------------|
| Pre-school, EYFS & KS1 – <b>8:40am</b><br>KS2 – <b>8:45am</b> |                          | <b>15 minutes</b> |             | <b>1 hour</b> |         | Pre-school, EYFS & KS1 – <b>3:10pm</b><br>KS2 – <b>3:15pm</b> |

We come together in phases (EYFS and KS1 – Reception to Year 2, KS2 – Year 3 to 6) for three assemblies a week.

|                  |                                                                                                                    |
|------------------|--------------------------------------------------------------------------------------------------------------------|
| <b>Tuesday</b>   | Key Stage Assembly based on a different theme each week                                                            |
| <b>Wednesday</b> | Celebration Assembly <ul style="list-style-type: none"> <li>EYFS and KS1 – 2:40pm</li> <li>KS2 – 9:00am</li> </ul> |
| <b>Thursday</b>  | Music and Singing Assembly                                                                                         |

We celebrate the achievements of our pupils on a Wednesday. Parents are invited to come and watch their children receive awards for hard work or displaying our school values.

## Code of Conduct:

At Sherdley we expect high standards of behaviour from both pupils and staff. As with our values, we treat each other like family. We don't follow rules but have expectations of how everyone should behave. Meeting these expectations is as easy as A, B, C, D, E:



## Expectations at Sherdley Primary are as easy as A,B,C,D,E.

**A**lways follow instructions

**B**e resilient

**C**aring, sharing and kind

**D**emonstrating respect - for each other, our school and community

**E**xpect the best of ourselves



When in school, make sure that you:

- Use good manners and are courteous to others
- Come into and out of assembly quietly
- Mover around school in a polite, respectful way
- Give respect to anyone talking to you

We reward outstanding behaviour with house points and deal with behaviour issues through our Trackit Light system. More information can be found in our Behaviour policy.

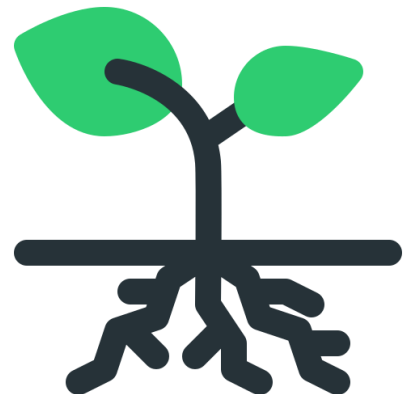


**TRACKIT LIGHTS**

### Curriculum:

We have a rich and varied curriculum that has been carefully structured to ensure learning builds and is consolidated over time. Reading is at the heart of our curriculum – we take time to build the skills of reading so that children can access all subjects more effectively.

- **Linked Subjects – Reading, Writing, Science, History, Geography, Art and DT**
  - These subjects are often linked together, allowing teachers to group topics and ideas into helpful blocks that make learning easier.
- **Discreet Subjects – Maths, Computing, RE, Music, PE, PSHE, MFL (French)**
  - These subjects are often taught separately with occasional links being made where possible. The skills learnt in these subjects are often used elsewhere, such as using computers and word processing to publish writing or research for science.



We plan school trips, invite visitors in and work with other agencies to make our curriculum as exciting and varied as possible. In the Autumn term, pupils in Year 5 and 6 get the opportunity to swim at Queens Park Pool as part of their PE lessons.

Just like the tree in our school badge, we believe that our curriculum helps children to **grow together** and develop into lifelong learners.



## Uniform:

You can find details of where to purchase school uniform from our website.



- **Blue school jumper or cardigan (or a plain blue version)**
- **Pale blue shirt**
- **School tie**
- **Dark grey long trousers, shorts or skirt**
- **Dark grey pinafore dress**
- **Plain black shoes**
- **Black or grey ankle or knee length socks or tights**
- **Simple stud earrings**
- **Long hair tied back**

### **In the Summer only:**

- **Light blue gingham dress**
- **Blue badged polo neck t-shirt**

### **For PE days:**

- **White badged school t-shirt**
- **Plain black or navy shorts**
- **Blank pumps or simple trainers**



- **Sportswear or branded clothing items of any kind**
- **Round neck t-shirts**
- **Trainers with coloured designs or flashing lights**
- **Hooped or decorative earrings**
- **Nail extensions or makeup**



We encourage children to come to school with a coat and bag every day to be prepared for the weather. Sun cream and caps are suitable in warmer weather.

Water bottles are encouraged as part of what children may bring to school. Please ensure they are leak-free and have suitable caps or stoppers to prevent spillage in the classroom.

Chewing gum is not allowed in school.

## Absence:

Our school attendance target is 96% - help us achieve this by keeping your child in school. If you feel your child is too unwell to attend, please inform us in the following ways:

- If absent because of illness, please complete the absence form on the school app or contact the school office (678683) before 08:45.
- If absent because of illness for a prolonged period, please notify the school and supply a medical note
- All Leave of Absence requests during term time may be marked on the registration system as unauthorised, and may incur a penalty notice
- If the attendance of a pupil falls below the expectations of the school the Attendance Support Officer will instigate a

# 96%



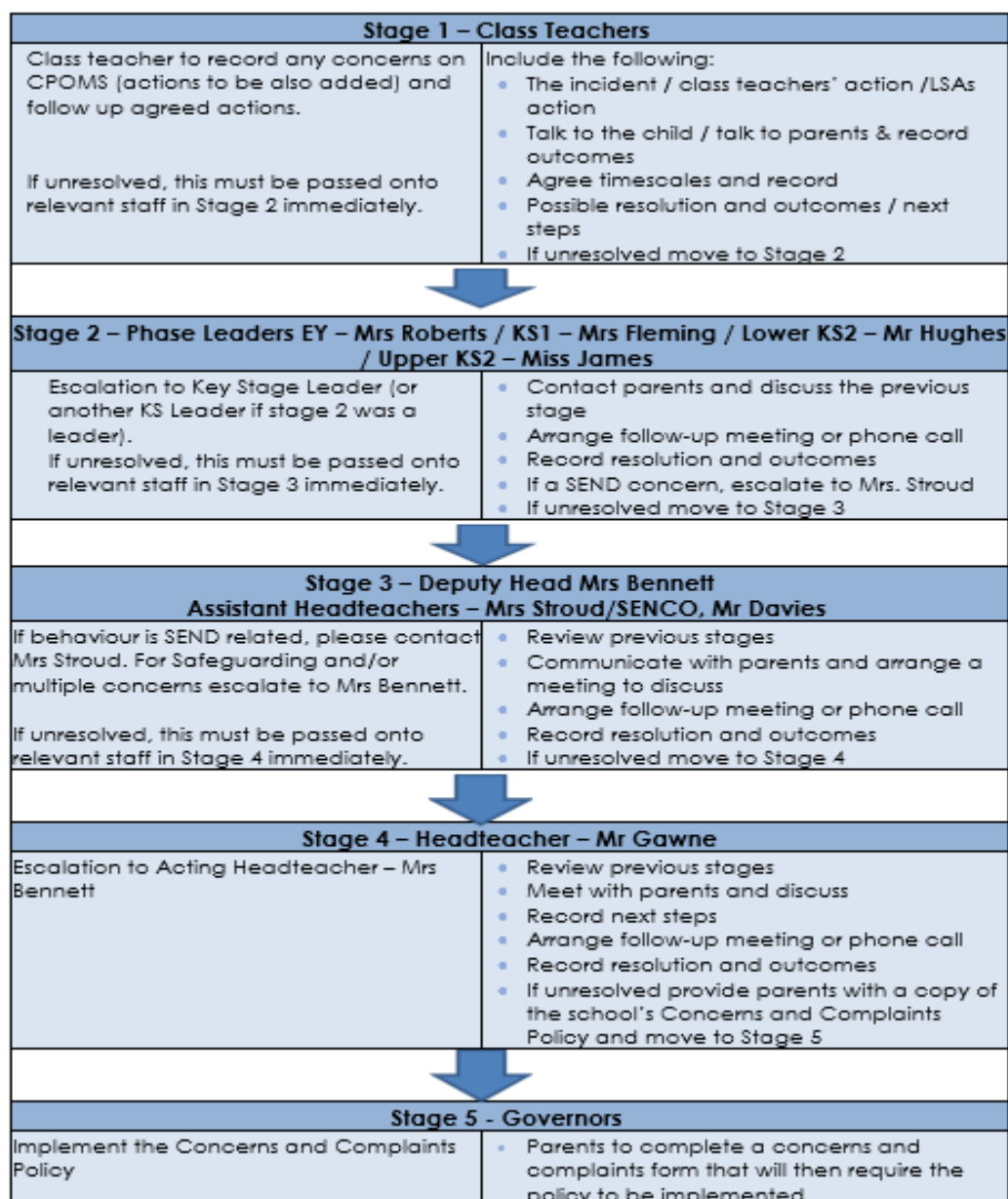
# Resilience, Challenge, Potential, Aspiration, Family



meeting with parents, and this may mean that a penalty notice is applied for poor attendance – see separate Attendance Policy.

## Graduated Approach:

In all instances, if you have an issue or concern **you should speak with your class teacher first**. If concerns or problems continue, the school will respond in the following way.



At Sherdley, we are here to provide the best possible support to our families, and we expect everyone to show mutual respect and tolerance towards each other. There are times when, unfortunately, behaviour and actions towards staff have become abusive or aggressive. We take a **zero-tolerance approach to all incidents of abuse** and will support our staff to deal with these situations appropriately. In some cases, adults may be asked to leave the premises and calls may have to be ended early. We report any cases of abuse towards staff and report these to our school governors.



## Homework:

Homework tasks are set by class teachers on a weekly basis. All pupils have work set on a Wednesday which will be due the following week.

Tasks will typically be completed by either completing an activity online, such as with Times Table Rock Stars, or by logging an activity, such as recording reads through our BoomReader app. Logins will be provided by the class teacher at the start of every academic year. Children will have time to practise using these logins at school to build familiarity with the systems before trying at home.

Teachers may supplement homework with paper-based tasks. These will need to be completed and returned to the class teacher the following Wednesday.

Engagement with homework tasks will be monitored by the class teacher, who may choose to reward or praise those consistently completing set work. Consequences will not be given for failing to complete homework tasks, though teachers may speak with pupils to stress the importance of completing tasks at home. Teachers will give feedback to pupils to support their understanding where appropriate.

| EYFS              |                                                                                           |
|-------------------|-------------------------------------------------------------------------------------------|
| <b>Pre-School</b> | Weekly – Reading for Pleasure books<br>Fortnightly – Journal Task                         |
| <b>Reception</b>  | Weekly – Reading for Pleasure books and Little Wandle books<br>Fortnightly – Journal Task |

| KS1                        |                                                                                                                         |
|----------------------------|-------------------------------------------------------------------------------------------------------------------------|
| <b>Year 1 &amp; Year 2</b> | Weekly Tasks: <ul style="list-style-type: none"><li>• Reading books</li><li>• Numbots</li><li>• Spelling Shed</li></ul> |

| LKS2                       |                                                                                                                                        |
|----------------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| <b>Year 3 &amp; Year 4</b> | Weekly Tasks: <ul style="list-style-type: none"><li>• Reading books</li><li>• Times Table Rock Stars</li><li>• Spelling Shed</li></ul> |

| UKS2                       |                                                                                                                                                                       |
|----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Year 5 &amp; Year 6</b> | Weekly Tasks: <ul style="list-style-type: none"><li>• Reading books</li><li>• Maths Task</li><li>• Reading or Grammar Task</li><li>• Times Table Rock Stars</li></ul> |



## Assessing Progress:

It is important that school monitors how pupils achieve and progress so that teachers can support pupils to know more, remember more and do more. Staff are then able to identify gaps, support learning, set challenges and report to parents about the progress made.

| Termly Assessments                                                                                                                                                                                                                                                                                                                    | Reports to parents                                                                                                                                                                                                                                                                                                 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| At the end of each term, we use NFER assessments to get a snapshot of children's attainment. This helps teachers make a judgement as to whether children are on track or working behind year group expectations. The focus of these assessments is Reading and Maths, while teachers also assess written work from across the term.   | We send a report to parents each term, providing an overview of attainment and attendance. Personalised End of Year Reports will be produced and sent home late in the summer term of each year.                                                                                                                   |
| Learning Objectives and Challenges                                                                                                                                                                                                                                                                                                    | Parents Evenings                                                                                                                                                                                                                                                                                                   |
| Each piece of work will have a learning objective or challenge and your teacher will mark and assess your attainment and effort against this objective. Next steps will include advice on how the standard may be improved or what we would like to see you do next (except Reception). See Marking, Presentation and Feedback Policy | Four meetings are arranged per year these give parents an opportunity to meet with teachers and to discuss each child's progress. There will be one in September to visit the class and meet your child's new teacher and then in January, April and again in July; the dates can be found on the school calendar. |

## Out of Hours Provision – BLAST:

Sherdley Blast runs during term time only for pupils who attend Sherdley Primary School and are in years Reception through to year 6. The club is available each morning, 7:30am-9:00am and after school 3:00pm-5:30pm. For fees and charges please see our website or ask at the office for further details. To book or make an enquiry please either speak to the main school office or contact Amy (Blast Play Leader) on 07496080115. Please note that we have a maximum number of 36 – so places will need to be booked in advance.

# Resilience, Challenge, Potential, Aspiration, Family



## **FOR PUPILS**

### **What Should I Do If.....?**

***A quick guide to help you if you have a problem.***

#### ***Illness or Injury***

*If you feel ill during lessons, tell your teacher. If we feel it is necessary, the Main Office will be asked to contact your parents.*

*If you are ill or hurt yourself at break or lunchtime, report immediately to the member of staff on duty or the nearest adult. Several members of staff are qualified in First Aid.*

#### ***If you are worried or upset***

*If you are worried or upset about something, please talk to your Class Teacher or another adult in school. They are there to try to help you. It does not matter what time it is during the day. If you think you are being bullied, or if you are concerned about a friend, please talk to us about it.*

#### ***If you do not understand your work***

*Help your teacher by asking for help if you do not understand in class or if you find homework difficult. Adults at home and older brothers and sisters can often help (not always!) but do not ask them to do your homework for you.*

#### ***Lost Property!***

*Don't worry! Most lost property turns up in the most unusual of places. This is the best plan:*

- *Stop and think when you last remember having your property, e.g., the last room you were in*
- *Go and look there and all of the rooms you have been in since. Re-trace your steps!*
- *See if it has been handed in to the Main Office or in the lost property boxes in the main entrance*
- *Report lost property to your teacher*
- *Check again at HOME*
- *When you find it – make sure that it is named. Next time it will get back to you more quickly if it has a name in it*

#### ***Lateness***

*If you are late for school:*

- *Go straight to the office, if it's after 08:45 for KS2 and after 8:40 for KS1. A 'late' marked will be recorded, however if you arrive at school after 9:10 the registers are closed, and you will receive a 'late after registration' mark.*

#### ***Fire Drill or Lockdown Procedure***

*Your Class Teacher and subject teachers will give you details about the fire drill and lockdown procedures. Notices are displayed in each room indicating the exit procedure should this be needed.*

*If there is a fire drill or lockdown in school:*

- **BE SILENT**
- **LISTEN TO YOUR TEACHER'S INSTRUCTIONS**
- **EITHER:**
  - **LINE UP TO LEAVE THE BUILDING**
  - **ASSEMBLE ON THE DESIGNATED AREA**
- **OR:**
  - **CLOSE WINDOWS AND CURTAINS**
  - **SHUT THE CLASSROOM DOOR**
  - **SIT QUIETLY UNTIL THE LOCKDOWN IS OVER**

**IF IN DOUBT ABOUT ANYTHING, ASK A MEMBER OF STAFF**

