



# Parent/Carer Handbook

## 2024-25



# Welcome to Lower Farm Academy

## Our Vision

We serve our community by providing an education of the highest quality, with exceptional experiences for every pupil, every day. We provide an exciting learning environment which fosters a real love of learning and inspires all our pupils to become confident, caring and responsible individuals who exemplify our school values.

## Our Values

Our school values will enable all children to flourish and reach their full potential within an inclusive, safe and stimulating setting:

**Resilience** – keep trying until you fulfil your hopes and aspirations.

**Respect** – showing acceptance, understanding and compassion.

**Care** – a commitment to helping others flourish.

**Collaboration** – working together in friendship and community.

**Achievement** – developing wisdom and talents in all areas of life.

**Integrity** – doing the right thing, showing good manners and morals.



## The School Day

### Important times of the day:

- **08.35 - 08.45:** Children enter playground and walked to class doors by parents/carers. (those arriving by car will be greeted by Mrs Graham/Mrs Luke at the drop off point).
- **08.45: Doors/gates are closed:** Children arriving after this time will need to enter through main entrance and be signed in at the office.
- **10:45 - 11:00:** Break Time
- **12:00 - 13:00:** Lunch Time
- **15:15:** Children dismissed from class doors to parents/carers

## Safeguarding – Everyone’s Responsibility

Our safeguarding team (and wider staff team) promote supportive engagement with parents and carers in safeguarding and promoting children's welfare, including where families may be facing different challenges.

Our school Designated Safeguarding Leads are:



**Chloe Worth**



**Andy How**



**Mr Tyson**



**Miss Weston**

### **Are you worried about the safety or welfare of a child?**

If you are ever concerned about the safety or well-being of someone at our school please:-

- Talk to one of the Lower Farm’s Safeguarding Team (pictured above) on 02475 267760.
- If you have concerns that a child is suffering any form of abuse, neglect or cruelty contact the Warwickshire Children and Families Front Door (Front Door) immediately by calling 01926 414144. Lines are open Monday to Thursday 8.30am – 5.30pm, Friday 8.30am – 5.00pm.
- If you need to get in touch out of usual office hours, please contact the Emergency Duty Team immediately by calling 01926 886922.
- Call 999 if you think a child or young person may be in immediate danger.
- If you have any concerns which relate to the actions or behaviour of staff (which could suggest s/he are unsuitable to work with children) then please report this to the Headteacher for consideration. If the matter relates to the Headteacher, concerns should be reported to the Chair of Governors

### **Operation Encompass**

At Lower Farm, we are working in partnership with the Warwickshire Police and Warwickshire Children’s Services to identify and provide appropriate support to pupils who have experienced domestic violence in their household; this scheme is called Operation Encompass.

The purpose of Operation Encompass is to safeguard and support children and young people who have been involved in or witness to a domestic abuse incident. Domestic abuse impacts on children in a number of ways. Children are at increased risk of physical injury during an incident, either by accident or because they attempt to intervene. Even when not directly injured, children are greatly distressed by witnessing the physical and emotional suffering of a parent.

Please follow the link below to view Keeping Children Safe In Education document:

<https://www.gov.uk/government/publications/keeping-children-safe-in-education-2>

**\*\*For safeguarding reasons, we ask that all mobile phones are not out/in use whilst on the school grounds/site\*\*** (unless you are invited to do so at Celebration Assembly/Nativity etc.).

## Staff Team

|   |  |
|---|--|
| <b>Headteacher:</b>                     | Mr How                                 |
| <b>Deputy Head Teacher:</b>             | Mr Payne                               |
| <b>Assistant Head Teacher KS2 Lead:</b> | Mr Tyson                               |
| <b>Assistant Head Teacher KS1 Lead:</b> | Mrs Long                               |
| <b>EYFS Lead:</b>                       | Miss Weston                            |
| <b>Office Coordinator:</b>              | Mrs Luke                               |
| <b>Office Administrator:</b>            | Mrs Graham                             |
| <b>Inclusion Lead:</b>                  | Miss Walker                            |
| <b>Pastoral Lead:</b>                   | Miss Worth                             |
| <b>SENDCo:</b>                          | Mr Tyson                               |
| <b>Site Manager:</b>                    | Mr Pittam                              |
| <b>Midday Supervisors:</b>              | Mrs Moreton, Mrs Bourne and Mrs Tsang. |

|   |   |  |
|---|---|--|
| N | Miss Griffiths<br>Miss Stevens<br>Miss Sutton                         |  |
| R | Miss Lees<br>Miss Nelson  | Miss Weston<br>Mrs Watson/ Miss McGowan                      |
| 1 | Miss Gibbs<br>Mrs Hornsby   | Miss Walford<br>Mrs Tibbits                                  |
| 2 | Mrs Minchinton<br>Mrs Connor (SEND TA)<br>Mrs Ridgeway (SEND TA)      | Mrs Long<br>Miss McGuckin (SEND TA)<br>Miss Butler (SEND TA) |
| 3 | Mrs Mytton/Mrs Patten<br>Mrs Hughes                                   | Miss Baker<br>Miss Jupe/ Miss Shaikh                         |
| 4 | Mr Payne(M/Tu) Mr Tyson (W-Fr)<br>Miss Vyse<br>Mr Hartshorn (SEND TA) | Miss Stubbs<br>Ms Dench                                      |
| 5 | Miss Jones<br>Mr Coulter<br>Mr Riley (Student Teacher)                |  |

## Pastoral and Inclusion Team



**Miss Walker – Inclusion Lead.** In this pivotal role, Miss Walker will foster an inclusive culture that celebrates diversity and promotes equity. She will work closely with Mr Tyson as SENDCo and collaborate with teachers to develop tailored strategies for students requiring additional support, ensuring that every child has the opportunity to reach their full potential.



**Miss Worth – Pastoral Lead.** Miss Worth is dedicated to nurturing the well-being and personal development of our students. She is committed to the social and emotional growth of every child and creating a safe, supportive, and inclusive environment. She will lead on Safeguarding, Early Help and Attendance to ensure that each child's pastoral needs are met and that they also feel valued and supported through their time at Lower Farm Academy.

**Open communication is essential, and they are both here to listen, guide and support.**

## School Uniform

### Uniform:

- Purple sweatshirt or cardigan
- White polo shirt
- Grey or black trousers/shorts/skirt
- Grey pinafore dress or purple/white summer dress
- Plain black school shoes (no heels)
- Plain grey/black/white ankle socks

### PE Kit:

- Purple T-shirt/polo shirt
- Black shorts/leggings/tracksuit bottoms
- Purple sweatshirt/cardigan/fleece
- Plain practical trainers, football boots or pumps.



- In Year 4, pupils will go swimming and so will need a swimming costume/trunks and swimming hat.
- **Please ensure all school uniform and PE kit are clearly named.**
- Not every item of uniform has to have our logo on so parents can choose where they wish to buy it from. Our recommended suppliers are: [www.yourschooluniform.com](http://www.yourschooluniform.com) or The Schoolwear Centre, 36 Newdigate Street, Nuneaton, CV11 4EU

### Please also note:

- **Only studded earrings can be worn and children need to be able to remove them themselves.**
- **Makeup, including nail varnish, lipstick and transfers/tattoos is not part of school uniform.**
- **Lines and patterns shaved into hair are not part of school uniform.**
- **Bracelets or necklaces (except on religious grounds) are not part of school uniform.**

## Travel to and from Lower Farm Academy

### Please read – we have had a number of near-misses

Please can we ask all parents/carers who drive to school to follow the **unofficial one-way system** shown below on the map. This will help ease traffic flow and prevent any accidents from two-way traffic and parked cars. It will also prevent cars having to turn around which has led to cars mounting the curb and a number of near misses.

Please can we also ask that parents/carers **do not park across any driveways/access roads** in the area – we have residents and private ambulances which need access to their drives/access roads.

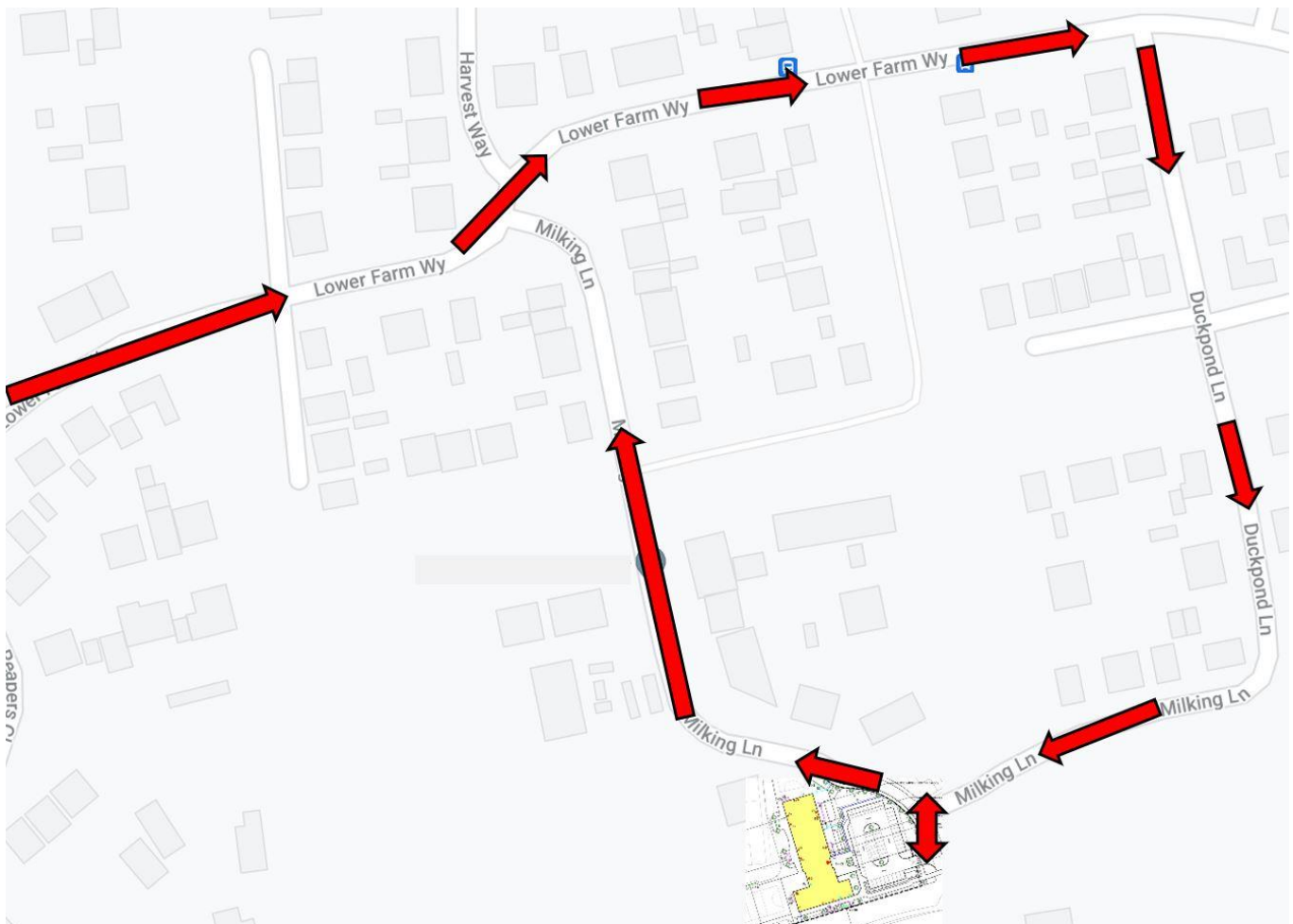
Please can we also ask parents/carers **not to park on the yellow zigzags/double yellow lines** for safety reasons.

I know parking is not straight forward in a housing estate and it may require people to walk certain distances, but we want to work with you and local residents on this matter as we are only going to get bigger/busier and the safety of our pupils and community is paramount.

I would also ask that we maintain respectful language (spoken and sign) when speaking with local residents, each other and staff.

Only parents/carers with an agreement from the school office may use the school car park. **No other parents/carers should use the school car park** (unless using breakfast/after school club or the morning drop off lane).

Thank you for your cooperation in this matter.



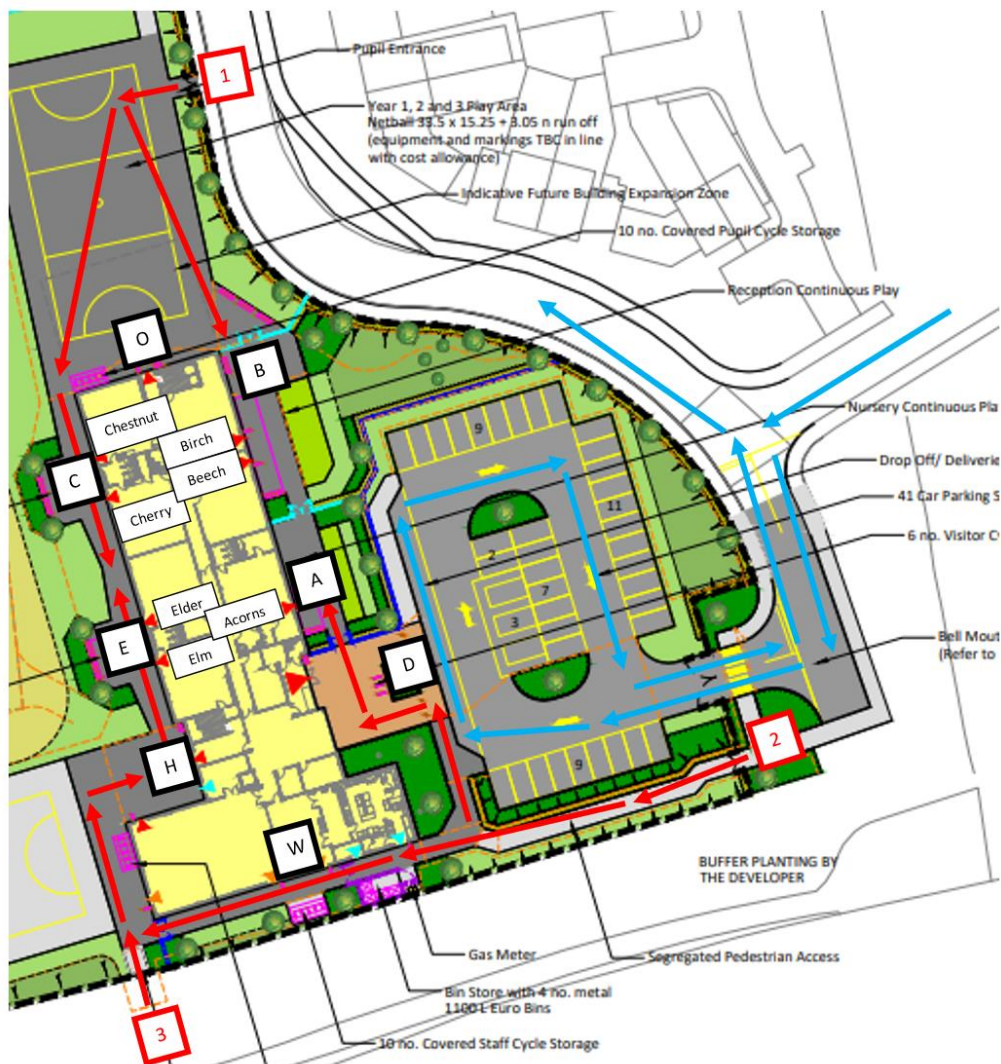
**For drop off and collection, please follow the instructions and map below:**

**Pedestrians**

- Pedestrians can enter the school through gates 1, 2 or 3.
- They can walk in either direction around the school building to drop off/collect children and leave through any of the gates – 1, 2 or 3.
- Nursery children dropped off/collected from point A.
- Reception children dropped off/collected from point B.
- Year 1 children dropped off/collected from point C.
- Year 2 children dropped off/collected from point E.
- Year 3 and Year 5 children dropped off/collected from point H.
- Year 4 children dropped off/collected from point O.
- Wrap around (breakfast and after school clubs) dropped off/collected from point W.

**Drivers**

- Drop off by drivers is for **morning drop off only**. No vehicles should enter the car park after school. (Unless special permission has been granted).
- Drivers enter through the car park gate and go around the car park in a one-way system as shown by the blue arrows.
- They drop their children at point D where a member of staff will open the door and direct the children to where they need to go
- Parents/carers should stay in their vehicles at all times to keep the traffic flowing as much as possible.



**Permission to walk to and from school independently:**

In year's 5 and 6, children have permission to travel to and from school independently **if they have a signed form completed by their parent/carer.**

If you need your child(ren) brought to a gate/entrance due to access issues or you having a dog/pet which prevents you entering school premises, you can add another adult to your list of persons able to collect your child(ren) who can then collect them from the relevant point and bring them to you safely.



## Lines of Communication

### **Why is effective communication so important?**

Positive lines of communication between home and school, is an essential element of the work of all schools. Effective communication enables pupils to receive continuity of education, care, support and management within home and school settings.

Staff will try to respond during working hours (08:00-17:00) but please be aware that they may be teaching.

### **Forms of communication used at Lower Farm Academy to provide effective communication:**

- Weekly newsletters with key news, events and dates etc.
- Half termly overviews of children's learning posted on SeeSaw
- Half termly homework menus with a variety of learning options for you to engage with your children's learning posted on SeeSaw
- Parent/Carer share events where parents/carers come into school to look at books and share their children's learning.
- End of academic year report in the Summer.
- Parent/Carer meetings/evenings close to October and February half terms.

### **Open Door policy**

A member of the class team are available for a 'quick word' at the beginning/end of the day. However, if you need to talk with them in more detail, please make an appointment for a telephone conversation or a meeting in person, as talking at length on the school doors can be difficult for the teachers, parents and children concerned.

### **SeeSaw**

All children have their own SeeSaw login and can share/save work to their own individual profiles. SeeSaw is a closed network, in-school app for communication and sharing children's work. Only parents with children registered to your child's class can access information shared on their SeeSaw class page. Parents/carers will be given a personalised code and information on how to set up their SeeSaw accounts. Once activated, parents can access information on the learning taking place in the classrooms as well as any announcements regarding the class. Staff will regularly (at least twice per week) update their page with photographs and information about current learning and share any information and reminders about upcoming events.

The school will also send out letters and communication via SeeSaw on the whole school page.

### **School Email**

The school also sends out letters and communication via email. Not only is it more environmentally friendly as it decreases paper usage, but it also reduces photocopying and other costs in the school. We urge parents to provide us with a valid email address.

Newsletters/parent updates sharing information on school events, reminders and requests will also be sent electronically. These newsletters/updates will also be published on the website.

Where it is not possible to use Email, you can request a paper copy from the school office.

## Website

The school website (<https://lowerfarmacademy.org/>) is regularly updated with information about the school, school policies, current news about what is happening in school and news of any changes to routine. The school diary can also be found on the website and is regularly updated.

## Telephone Calls

Telephone calls will be made where immediate contact with a family member is required i.e. for pupil injury or pupil incident. A member of staff will call the first named emergency contact as listed. Where no contact is made, a call will then be made to the second named contact. In the event that no live contact can be made, the member of staff will either leave an answerphone message (ascending order as before) or ensure that repeat calls continue to be made to the contact numbers, where possible.

If you need to contact the school office, please call **02475 267760**.

All general enquiries can be made via the school office. If you need to discuss anything more specific, please follow the chain of communication below, only going to the next stage if the matter has not been resolved:

### 1. Class Team:

In the first instance, please try and address any questions/concerns directly with the class team.

### 2. Phase leaders/Assistant Head Teachers:

If you have not been able to resolve your initial inquiry with the class team, you can then raise it with the appropriate phase leader:

|                                     |                                       |
|-------------------------------------|---------------------------------------|
| <b>EYFS (Nursery and Reception)</b> | – Miss Weston (EYFS Lead)             |
| <b>Years 1 and 2</b>                | – Mrs Long (Assistant Head/ KS1 Lead) |
| <b>Years 3 - 5</b>                  | – Mr Tyson (Assistant Head/ KS2 Lead) |

### 3. Specific enquiries:

If you have not been able to resolve your initial inquiry with the class team or phase leader, you can then raise it with the following staff members:

|  |  |
|--|--|
| <b>SEND</b>                                    | – <b>SENDCo</b> Mr Tyson <b>Inclusion Lead</b> Miss Walker |
| <b>Safeguarding, Attendance and Early Help</b> | – <b>Pastoral Lead</b> Miss Worth                          |

### 4. Deputy Head Teacher

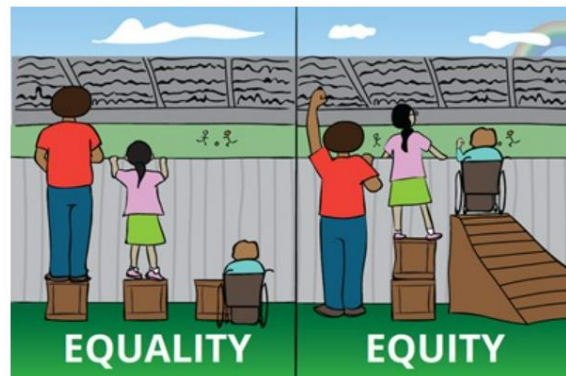
If you have not been able to resolve your question/issue by the above channels, you can escalate to the Deputy Head Teacher – Mr Payne by appointment.

### 5. Head Teacher:

If you have not been able to resolve your question/issue by any of these channels, you can escalate to the Head Teacher – Mr How by appointment.

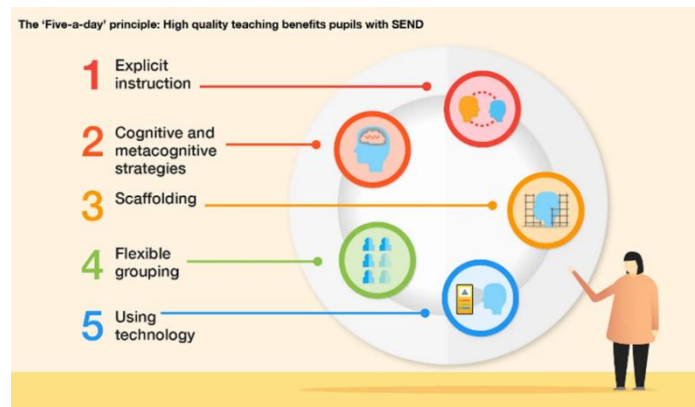
## SEND

Our SENDCo at Lower Farm Academy is Mr Tyson and our Inclusion Lead is Miss Walker.



We are very proud of our SEND provision at Lower Farm Academy. We offer bespoke and tailored support to those children that need it, understanding that children grow and learn at different paces and may need varying levels of support throughout their time with us. We focus on equity when ensuring that we provide the tools for all children to achieve their full potential.

Children may need extra support, whether in the classroom with the teacher or teaching assistant or through more personalised intervention. If further support is needed, then a range of outside agencies may be involved. These might include the School Nurse, Speech and Language Therapist, Specialist Teachers, Occupational Therapists, Physiotherapists or an Educational Psychologist.



The use of the Education Endowment Foundation's 5-A-Day principles improve SEND outcomes across all classes and all pupils, ensuring that children are offered a consistent approach to their learning with integration and inclusion at the heart of all teaching decisions.

If you have a concern about your child, the first person to speak with is your child's class teacher. They are the person who knows your child best and will be able to discuss your concerns with you. You can speak with them at the end of the school day or by contacting the office, using the above information, who will organise a suitable time for you to meet with the class teacher.

For further information regarding SEND at Lower Farm Academy, please visit:

<https://lowerfarmacademy.org/send/>

If you have an inquiry regarding SEND and/or Inclusion, please contact the school office on 02475 267760 or via email – [office@lowerfarmacademy.org](mailto:office@lowerfarmacademy.org) and they will arrange a time for Mr Tyson or Miss Walker to contact you.

### Online systems/platforms

**Below is a list of the online platforms we use for different operational functions across school. If you believe you need access to any of these, please contact Mrs Luke or Mrs Graham in the office:**

**Arbor MIS system** (please make sure the school has up-to-date information regarding your contact details, adults permitted to collect children, medical needs, SEND needs, allergies etc.) **Anytime that these change, please contact the school office to update them.**

**SeeSaw** (logging videos/photos of children's work, messaging parents/carers individually or classes/whole school as required)

**Purple Mash** (online learning platform – Computing and spellings in particular, but lots of other resources are available here)

**Oxford Reading Owl** (online reading platform – children can access books at their level and answer set questions related to them)

**Evolve** (accident logging for notifying parents/carers of any accidents/injuries)

**Parent Pay** (Lower Farm is a cashless school and we use Parent Pay to book school dinner choices and pay for school dinners, trips and breakfast club)

**\*\*If you feel you need access to one of these and you don't, please contact the school office\*\***

## Behaviour System

### Promote Positive Behaviours

- Frequent praise and celebration.
- Dojo Points for displaying school values.
- Value Awards in weekly Celebration Assembly for displaying school values.
- Sticker for a range of positive behaviours and achievements.
- SeeSaw personalised messages of congratulations home to families.
- Roles and responsibilities for pupils who can be celebrated as role models.
- Lunchtime Superstars to celebrate positive lunch time behaviour.
- Weekly choosing time on a Friday afternoon for children consistently displaying our school values across the week.

### Reminder

- Children should have a first verbal reminder - a time to reflect and regulate their behaviour.
- Children should be reminded of relevant school value they should be demonstrating.

### Level 1

- If behaviour does not improve after initial verbal reminder, **Children are informed that they are at Level 1** and they have 5 minutes to reflect on and regulate their behaviour.
- Children should be reminded of the relevant school value that they should be demonstrating and that if they don't regulate their behaviour, they will be escalated to Level 2 and a logical consequence will be applied.

### Level 2

- If a child continues to make unsafe choices/display inappropriate behaviour beyond Level 1, a logical consequence will be completed. **Children are informed that they are at Level 2.**
- **Logical consequence managed by class staff, in class).**

### Level 3

- If a child continues to make unsafe choices/display inappropriate behaviour beyond Level 2, this behaviour will be logged on Myconcern by the staff member involved. **Children are informed that this is a Level 3.**
- At the next available time (morning break or lunch break) children who have displayed a Level 3 behaviour will need to **report to SLT on duty in Elder Class** to reflect on their behaviour and explain what they can do better next time. Any work and instructions must be brought with the child to Elder Class. **Class staff must notify parents.**

### Level 4

- If a child continues to make unsafe choices/display inappropriate behaviour beyond Level 3
- If a child displays violent behaviour, e.g. hitting another child/staff member or damaging school property
- If a child displays aggressive language, e.g. swearing in an aggressive manner at staff/peers.
- This behaviour will be logged on MyConcern. Child will need discussion/reflection time with member of SLT and may need to complete work/spend time out of class. **Parents/carers notified and meeting held with class teacher/SLT.**

### Suspensions & Exclusions

For cases of continued inappropriate/unsafe behaviour, including behaviour that would significantly interfere with the pupil's/other pupils' education and jeopardise the right of staff and pupils to a safe and orderly environment, the Head Teacher may decide to sanction an exclusion.

### Play times and lunch times:

- A reminder should be given to make expectations clear and reference appropriate school values.
- If behaviour isn't rectified, logical consequences to be completed, including going back to walk through an area or sitting out to reflect on their behaviour and discuss what they can do better next time etc. For **Level 1, this can be for up to 2 minutes** and for **Level 2, it can be for up to 5 minutes**. After/during completion of a logical consequence, children **must** be spoken to about what can be done better moving forward and reference appropriate school values.
- If any 'Level 3' or 'Level 4' behaviours are displayed, **staff to log the behaviour on MyConcern and notify class teachers.**

## Attendance and Punctuality

All children benefit from regular and punctual school attendance, which is essential to every child's academic, social and personal development. Being absent from school means a lost learning opportunity. Like you, we want our children to achieve their full potential; therefore, we want to ensure the best attendance possible.

### Lower Farm Expectations

| Attendance Rate | Description        | Approximate Time Lost Per Year | Approximate Time Lost at Primary School   |
|-----------------|--------------------|--------------------------------|---|
| 99-100%         | Excellent          | Less than 1 week               | Up to 7 weeks (half a term)               |
| 97-99%          | Expected           | 1-2 weeks                      | Up to 14 weeks (full term)                |
| 96%             | Less than expected | 2-3 weeks                      | Up to 21 weeks (half a year)              |
| 90-95%          | Needs intervention | 3-4 weeks                      | Up to 28 weeks (2 full terms)             |
| Below 90%       | Persistent Absence | More than 4 weeks              | More than 28 weeks (up to 1 year or more) |

### Punctuality

It is not only days that matter; every minute counts. Arriving on time (by 08:45) means children can walk into class with their friends. This increases their sense of belonging and creates a calm start to the day. Specialist teaching such as reading begins promptly after registration. Your child deserves the very best so it is paramount they are there. Pupils attend school for 190 days each year. Over a school career, 15 minutes of lateness per day is equivalent to one year of missed education.

### Absence

If you know your child is going to be absent from school for dental/medical appointments, please inform the school office and bring a copy of the appointment card. Wherever possible, appointments should be made outside of school hours unless it is an emergency.

### Sickness

If your child is going to be off sick, please call the school office (02475 267760) before 09:00 on the first day of absence. You will be asked for the reason for the absence and when you expect your child to return.

### Holidays

Government and Warwickshire guidance is that no holidays should be taken during term-time. Our governors support this and as such, the school will not authorise any holidays during term time. If there are exceptional circumstances that require your child to be absent from school for a short period of time, please put your request in writing to the Head Teacher, at least two weeks prior.

## Celebrating Good Attendance and Punctuality

Every Friday during our Celebration Assembly and on our weekly newsletter, we celebrate class attendance rates to promote the importance of good attendance and punctuality in order to highlight their importance and reinforce the school's high expectations.

## School Support for Attendance

There have been some important updates regarding how we will be monitoring and supporting student attendance. Ensuring that our children are present and engaged in their learning is a key priority, and we are introducing some new measures to help improve attendance across the school and ensure that children do not miss out.

### Monitoring Attendance: Focus on 70%-90% Attendance

This year, we will be paying particular attention to students whose attendance falls between 70% and 90%. Students in this range are at risk of falling behind in their learning, and we want to work closely with families to address any barriers to regular attendance.

To better support these students:

- **Separate Tracking:** We will be recording the attendance of these children on a separate spreadsheet to monitor any patterns or issues that may arise.
- **Meetings and Action Plans:** Starting in September, when new guidance comes into effect, I will begin holding meetings with families of these students. Together, we will formulate low-level, voluntary action plans aimed at improving attendance. These plans will be tailored to each child's specific needs and circumstances.

### Staged Process and Involvement of the WAS

Our staged process of sending attendance letters will continue as usual. However, the new low-level action plans and meetings will be integrated into this process depending on your child's attendance figures. Additionally, the Welfare Attendance Service (WAS) will now play a more active role in this process. WAS may attend the meetings alongside me and be involved in setting targets and next steps to support improved attendance.

### Support for Health and Wellbeing

We understand that concerns about your child's health, especially in light of the ongoing effects of the COVID-19 pandemic, can make it challenging to ensure regular attendance. Please be assured that we have robust care plans and hygiene protocols in place to manage illness and make the school environment as comfortable as possible for children who are unwell.

If your child is under the weather, we have several measures in place:

- **Support in School:** We offer support to ensure that children who are slightly unwell can still attend school and access their learning in a comfortable and supportive environment.
- **Hygiene Protocols:** Enhanced hygiene protocols are in place to minimize the spread of illness and keep our school community safe.

### Academic Expectations During Absences

To minimize the impact of absences on your child's learning, we will be implementing the following:

- **Work Sent Home:** If your child is absent for two days or more, we will send work home. There will be an expectation that this work is completed when your child is feeling better.
- **Keeping Pace with Learning:** Our curriculum moves at a fast pace, and it's crucial that children stay on track. Completing work at home will help ensure that they don't fall behind and are prepared for subsequent lessons.

Our goal is to work collaboratively with you to ensure that every child has the best possible opportunity to succeed. If you have any concerns or questions about these new measures, please do not hesitate to reach out. We are here to support you and your child every step of the way.

Thank you for your continued partnership and commitment to your child's education.

## Warwickshire Attendance Service

As a Warwickshire school, Lower Farm is part of the Warwickshire Attendance Service who monitor attendance and intervene where necessary. As part of this, we have to issue staged responses to pupil absences and Warwickshire's expectations are detailed below:

### Leave of Absence

- The law states a leave of absence may only be granted by a school if an application is made in advance and if it considers there are exceptional circumstances relating to the application.

### Expectations

- A leave of absence is granted entirely at the school's discretion. Permission for a Leave of Absence from a school may only be given by a person who the school's proprietor has authorised to do so (an authorised person).
- Schools must judge each application individually considering the specific facts and circumstances and relevant background context behind each request.
- Generally, a need or desire for a holiday or other absence for the purpose of leisure and recreation would not constitute an exceptional circumstance.
- Where a leave of absence is granted, the school will determine the number of days a pupil can be absent from school.
- When making an application for Leave of Absence parents are advised to give sufficient information and time to allow the Head teacher the opportunity to consider all the exceptional circumstances and to notify the parents of their decision. The school may also request further information on the application and supporting documentation where appropriate.
- It is advised that if the resident parent has not received notification or a response regarding the leave of absence application, it is their responsibility to ascertain if the leave is authorised prior to the start of the leave.
- The school can only consider applications for Leave of Absence which are made by the resident parent. i.e the parent with whom the child normally resides.
- Where applications for Leave of Absences are made in advance and refused, the child is expected to be in school on the dates set out in the application. If the child is absent during that period, it will be recorded as an "unauthorised" absence. Where a leave of absence is requested but additional days take either prior to or after the request, they may be considered as part of the leave of absence.
- Leave of Absences which are not made in advance cannot be authorised in line with legislation. This will result in the absence being recorded as 'unauthorised'.
- All matters of unauthorised absence relating to a Leave of Absence will be referred to the Warwickshire Attendance Service of Warwickshire County Council. Penalty notices are issued in accordance with Warwickshire County Council's Code of Conduct for Penalty Notices and in the first instance, as an alternative to prosecution proceedings.
- Where a Penalty Notice is not paid within the timeframe set out in that Notice, the matter will be referred to Warwickshire County Council's Legal Services to consider instigating criminal prosecution proceedings under S444 of Education Act 1996.

### Leave of Absence taken in the academic year 2024-25

**The law relating to Penalty Notices is due to change with effect from 19 August 2024. Therefore, Penalty Notices issued for Leave of Absence after this date will be issued in accordance with the updated legislation.**

Penalty Notices are issued to each parent of each absent child, (for example 2 children and 2 parents, means each parent will receive 2 invoices – 4 in total).



- First Leave of Absence Offence: The amount of £160 to be paid within 28 days, this is reduced to £80 each child if paid within 21 days.
- Second Leave of Absence Offence within a 3 year period (from the date of issue of the first penalty notice): The amount of £160 paid within 28 days. No reduced amount.
- Third Leave of Absence offence within a 3 year period (from the date of issue of the first penalty notice). A Penalty Notice will not be issued and the matter will be referred to Warwickshire County Council's Legal Services to consider instigating criminal prosecution proceedings under S444 of Education Act 1996.

## Our Curriculum

### Kapow Curriculum (Geography, History, Science, Art, DT)

When establishing the school, we wanted a curriculum which was real and relevant to our pupils, so their learning is purposeful, joined up and sequenced from EYFS to Y6. We chose Kapow as it provides clear sequencing, progress, planning and resources to aid staff workload and we block it into set weeks on a whole school level so we are scientists, historians, artists etc. across the whole school for those weeks. We use real life, hands on learning opportunities to bring their learning to life and continue to adapt it to meet the needs of our school/pupils.

### Maths

We selected White Rose with additional quality resources. Lesson sequences are carefully planned to ensure that there is a clear progression in learning and the children's prior knowledge is built upon and developed. To help children succeed in maths, there is a strong focus on developing knowledge and understanding of times tables and arithmetic skills, which are regularly taught and practised. Regular formative and summative assessment takes place to ensure all children make strong progress.

Some websites which our pupils and parents/carers might find useful are listed below:

**TT Rockstars:** "Times Tables Rock Stars is a maths programme that takes all the worry out of learning times tables and has a proven track record of boosting children's fluency and recall in multiplication and division."

<https://play.ttrockstars.com/>

**Numbots:** "NumBots is all about every child achieving the "triple win" of understanding, recall and fluency in mental addition and subtraction, so that they move from counting to calculating."

<https://numbots.com/>

**One minute maths:** "1-minute maths app helps your pupils to build greater number confidence and fluency. It's all about targeted practice in engaging, one-minute chunks!"

<https://whiterosemaths.com/resources/1-minute-maths#download>

### Reading

Reading is at the heart of our curriculum. It is the golden thread that is woven between all learning. At Lower Farm Academy, we truly believe that reading provides a ticket to access an enriching curriculum and a bright and successful future.

Within the Reading National Curriculum there are two main foci; 'decoding' words and being able to comprehend and understand what is being read. Here at Lower Farm Academy we use the Read Write Inc programme to ensure that these two foci are being delivered securely from a very early age. RWInc: Introduction for parents

<https://www.youtube.com/watch?v=sjIPILhk7bQ>

After completing the Read Write Inc. Phonics programme, pupils are specifically taught reading skills as part of our Guided Reading which focusses on key elements of Question, Clarify, Infer, Predict, Link, Summarise, Retrieve and Explain. The premise surrounding Guided Reading ensures that all children take part in a guided group led by a skilled practitioner and also that they are provided with an opportunity to apply their learning independently during a related task. Quite often, the Guided Reading sessions are linked to the wider context of learning.

For all those children who are having phonics lessons (Read Write Inc) your child will be bringing home a paper copy of the book they read in their phonics lesson and a 'book bag' book that links to their book taught in class. Your child will have read this book in class and should be able to read it independently. Can we please ensure that you hear your child read one of these books at least three times a week and record this in their reading diary. Further to this, your child's phonics teacher will set their book on Oxford Owl and a quiz for each book should be completed.

You can find your child's Oxford Owl login in the front of their reading diaries. Please follow the link below if you have any problems logging on. Your child should also be coming home with another 'reading for pleasure book', this is a book which your child will read alongside you, your child will not necessarily be able to read this on their own. Please keep up the hard work at home!

#### [Accessing eBooks and activities – Oxford Owl Support](#)

All children who are no longer in phonics groups will come home with an Oxford Reading Tree book, this is a book that is at your child's level and they should be able to read this independently. We ask that all children read with an adult at home at least three times a week and this is recorded in their reading record. It is essential that you are reading at home to ensure your children make good progress. Further to this your child will have an Oxford Reading Buddy code (this can be found on the front page of reading diary) and it is essential that your child works through these books and completes the quizzes. This will then move them through the levels and they will earn certificates and rewards.

Please use the following guide to help navigate the platform:

[https://fdslive.oup.com/www.oup.com/oxed/primary/oxford-reading-buddy/ORB\\_Guide4Parents.pdf](https://fdslive.oup.com/www.oup.com/oxed/primary/oxford-reading-buddy/ORB_Guide4Parents.pdf)

#### **Other Curriculum Areas**

PE – We follow PE Hub planning and have bought into the School Sports Partnership to provide additional coaching opportunities for our children and access to local sports competitions. Mr Pittam and Mr Coulter also provide a variety sports based clubs every lunch time to increase participation and enjoyment in sport.

Computing – We use the Purple Mash online platform to deliver the 'coding' part of the curriculum and use cross curricular links to wider curriculum where appropriate to enhance the delivery of the rest of the computing curriculum.

PSHE/RHSE – At Lower Farm, we are committed to developing the whole child. Through the Jigsaw PSHE and RSHE programme, we intend to develop all children's understanding of their rights and responsibilities, of British values, such as tolerance and democracy, and of healthy lifestyles and relationships. We aim to provide children with the knowledge and skills to identify and manage feelings, emotions, and risk and to make informed personal choices in a rapidly changing and challenging world. We nurture children's individuality and develop their social and personal skills to enable them to build positive relationships based on respect and tolerance within school and the wider community.

Music – We have a specialist music teacher Mrs Fox who comes in to teach the children music each week. They have the opportunity to play a variety of instruments including steel pan drums, keyboards and ukuleles.

RE – Warwickshire Agreed Syllabus.

MFL – Spanish.

## 5-a-day

We follow the 5-a-day principle of high-quality teaching. This ensures that all children, regardless of starting point, consistently receive the highest quality of teaching. During this academic year you will be supported with CPD and in-class support to use the 5-a-day principle effectively in your classrooms.

- **Explicit instruction**
- **Cognitive and metacognitive strategies**
- **Scaffolding**
- **Flexible groupings**
- **Using technology**

## Homework

At Lower Farm Academy we aim to create an approach to homework that enables children to reinforce their classroom learning at home and give parents/carers the opportunity to help their child to make improved progress in their learning. In doing this we also strive to ensure that homework does not place onerous demands on children and their parents/carers and we recognise that children should be able to take part in other after school activities in order to develop fully in their own areas of interest.

### Guidelines for Reception

- Reading and sharing books daily; adults to keep a signed record in the Reading Diary.
- Half-termly 'Learning Menus' – ideas linked to the half term's learning journey for parents/carers to try at home and post photos and comments on SeeSaw.
- Children may be given additional 'top-up' practice of phonic sounds and/or common exception words.

### Guidelines for Year 1

- Reading/sharing books with parents/carers (including verbal questioning) at least 3 times a week and keep a signed record in the Reading Diary.
- Half-termly 'Learning Menus' – ideas linked to the half term's learning journey for parents/carers to try at home.
- Children will be given a list of spellings to learn which will follow the spelling patterns taught in their phased groups or linked to curriculum.

### Guidelines for Years 2, 3, 4 and 5

- Reading/sharing books with parents/carers (including verbal questioning) at least 3 times a week and keep a signed record in the Reading Diary.
- Half-termly 'Learning Menus' – ideas linked to the half term's learning journey for parents/carers to try at home.
- Children will be given a list of spellings to learn which will follow the spelling patterns taught in their phased groups or linked to curriculum.
- Learning of multiplication facts using Times Table Rock Stars.

## PE Timetable

|               | MONDAY            | TUESDAY     | WEDNESDAY     | THURSDAY         | FRIDAY                |
|---------------|-------------------|-------------|---------------|------------------|-----------------------|
| 09:00 – 10:00 |                   |             | Oak or Olive  | Holly            |                       |
| 10:00 – 11:00 | Pine              | Birch       | Cherry        | Beech & Chestnut | Elm & Elder           |
| 11:00 – 12:00 |                   |             |               |                  | Oak or Olive swimming |
| 13:00 – 15:00 | Cherry & Chestnut | Elder & Elm | Hazel & Holly | Hazel & Pine     | Oak & Olive           |

On PE Days, children come to school in their PE kits. (referenced above).

## Healthy Eating

We aim to be a Healthy Eating School and as part of this, we would like to remind parents/carers of the following:

### **Packed Lunches**

Whilst we feel that all children benefit from a freshly cooked meal at lunchtime, we understand that some parents still prefer to send in a packed lunch. If this is the case, we ask that you provide a healthy lunch which includes a balanced variety of food groups. Sweets and fizzy drinks are not allowed.

As we have a number of children with severe nut allergies, we ask parents and carers **not to include nuts or nut products in children's packed lunches/morning break snacks**. This also applies to packed lunches for educational visits.

Please note that food brought in from home cannot be heated in school.

We understand that children on a school dinner have a pudding so we allow a pudding item in packed lunches too (chocolate bar, crisps or biscuit/cake) in addition to a piece of fruit/yoghurt.

### **Break Snacks**

We are a healthy eating school and therefore request that children bring in healthy snacks that **do not contain nuts (including peanut butter)** or sweets, chocolate and fizzy drinks. Snacks we recommend are:

- Piece of fruit
- Nut free cereal bar/flapjack
- Yoghurt

## Show and tell

We are aware that children take part in a variety of activities outside of school and are always keen to learn and celebrate their achievements outside of school as well as in it. Show and tell can be used to bring in trophies/certificates or photos of key achievements from outside of school.

However, **toys are not brought into school** as a show or tell or for any other reason.

## Dates for your Diary

Wednesday 3<sup>rd</sup> September: Years 1-5 start school

Monday 9<sup>th</sup> September: Nursery and Reception start school

Monday 16<sup>th</sup> September: Year 5 assembly with Head Teacher from Higham Lane

Monday 23<sup>rd</sup> September: School photos

Friday 27<sup>th</sup> September: Year 5 MacMillan Coffee - times TBC

Monday 7<sup>th</sup> October: Year 4 Grandparents Day - times TBC

Friday 25<sup>th</sup> October: Friends of Lower Farm/PTA Halloween Disco (details to follow)

**Half Term: Monday 28<sup>th</sup> October - Friday 1<sup>st</sup> November**

Wednesday 6<sup>th</sup> November: Parents/Carer Pupil Progress Meetings 15:30 - 18:00

Thursday 7<sup>th</sup> November: Parents/Carer Pupil Progress Meetings 15:30 - 18:00

Friday 8<sup>th</sup> November: Non-uniform day - bring in a bottle for Christmas Fayre

Friday 15<sup>th</sup> November: Non-uniform day - wear yellow/spotty clothes and donate for Children in Need

Monday 11<sup>th</sup> November: Anti-bullying week - wear odd socks to school on Wednesday 13<sup>th</sup>

Friday 22<sup>nd</sup> November: Non-uniform day - chocolate donation for Christmas Fayre

Friday 29<sup>th</sup> November: Year 1 Fairytale Tea Party - times TBC

Friday 6<sup>th</sup> December: Christmas Fayre 15:30

Thursday 12<sup>th</sup> December: Nursery Christmas Crafts and Singalong 14:15

Tuesday 17<sup>th</sup> December: Reception Nativity 14:00 for 14:30 start

Wednesday 18<sup>th</sup> December: Christmas Dinner and Christmas Jumper day

Friday 20<sup>th</sup> December: Non-uniform Day. School closes at 13:30 for Christmas Holidays

**Christmas Holidays: Monday 25<sup>th</sup> December – Friday 3<sup>rd</sup> January**

Monday 6<sup>th</sup> January: Staff Inset Day - school closed

Tuesday 7<sup>th</sup> January: School opens for spring term

Friday 7<sup>th</sup> February: Friends of Lower Farm/ PTA Magic Show (details to follow)

**Half Term: Monday 17<sup>th</sup> February – Friday 21<sup>st</sup> February**

Friday 21<sup>st</sup> March: Red Nose Day – wear red clothes and donate for Comic Relief

Friday 28<sup>th</sup> March: Non-uniform day - Easter Egg donation for Easter Bingo

Friday 28<sup>th</sup> March: Year 2 Mothers' Day celebration - times TBC

Thursday 10<sup>th</sup> April: Easter Bingo and Raffle

Friday 11<sup>th</sup> April: School closes at 13:30 for Easter holidays

**Easter Holidays: Monday 14<sup>th</sup> April – Friday 25<sup>th</sup> April**

Monday 28<sup>th</sup> April: Staff Inset Day - school closed

Tuesday 29<sup>th</sup> April: School opens for summer term

Wednesday 30<sup>th</sup> April: Parents/Carer Pupil Progress Meetings 15:30 - 18:00

Thursday 1<sup>st</sup> May: Parents/Carer Pupil Progress Meetings 15:30 - 18:00

Monday 5<sup>th</sup> May: Bank Holiday - school closed

Friday 23<sup>rd</sup> May: Non-uniform day - bottle donation for Summer Fayre

**Half Term: Monday 26<sup>th</sup> May – Friday 30<sup>th</sup> May**

Friday 6<sup>th</sup> June: Non-uniform - gift donation for Summer Fayre

Friday 13<sup>th</sup> June: Year 3 Fathers' Day celebration - times TBC

Friday 20<sup>th</sup> June: Sports Day and Summer Fayre (details to follow)

Wednesday 2<sup>nd</sup> July: Transition Day

Thursday 10<sup>th</sup> July: Parent/Carer Share Event 14:30

Friday 18<sup>th</sup> July: School closes at 13:30 for summer holidays

**\*\*Please check the weekly newsletters for any updates to these key events.**

## Proposed Term dates for 2024-25

| August 2024 |             | September 2024 |                  | October 2024 |                             | November 2024 |                           | December 2024 |                             | January 2025 |              |   |
|-------------|-------------|----------------|------------------|--------------|-----------------------------|---------------|---------------------------|---------------|-----------------------------|--------------|--------------|---|
| 1 Th        |             | 1 Su           |                  | 1 Tu         |                             | 1 Fr          |                           | 1 Su          |                             | 1 We         | New Year's D | 1 |
| 2 Fr        |             | 2 Mo           | INSET            | 2 We         |                             | 2 Sa          |                           | 2 Mo          |                             | 5 2 Th       |              |   |
| 3 Sa        |             | 3 Tu           | INSET            | 3 Th         |                             | 3 Su          |                           | 3 Tu          |                             | 3 Fr         |              |   |
| 4 Su        |             | 4 We           | EYFS home visits | 4 Fr         |                             | 4 Mo          |                           | 4 We          |                             | 4 Sa         |              |   |
| 5 Mo        |             | 5 Th           | EYFS home visits | 5 Sa         |                             | 5 Tu          |                           | 5 Th          |                             | 5 Su         |              |   |
| 6 Tu        |             | 6 Fr           | EYFS home visits | 6 Su         |                             | 6 We          | Parent/Carer meetings     | 6 Fr          | Christmas Fayre             | 6 Mo         | INSET        | 2 |
| 7 We        |             | 7 Sa           |                  | 7 Mo         |                             | 7 Th          | Parent/Carer meetings     | 7 Sa          |                             | 7 Tu         |              |   |
| 8 Th        |             | 8 Su           |                  | 8 Tu         |                             | 8 Fr          | Non-uniform, bottles      | 8 Su          |                             | 8 We         |              |   |
| 9 Fr        |             | 9 Mo           | EYFS start sc    | 2 9 We       |                             | 9 Sa          |                           | 9 Mo          |                             | 6 9 Th       |              |   |
| 10 Sa       |             | 10 Tu          |                  | 10 Th        |                             | 10 Su         |                           | 10 Tu         |                             | 10 Fr        |              |   |
| 11 Su       |             | 11 We          |                  | 11 Fr        |                             | 11 Mo         |                           | 11 We         |                             | 11 Sa        |              |   |
| 12 Mo       |             | 12 Th          |                  | 12 Sa        |                             | 12 Tu         |                           | 12 Th         |                             | 12 Su        |              |   |
| 13 Tu       |             | 13 Fr          |                  | 13 Su        |                             | 13 We         |                           | 13 Fr         |                             | 13 Mo        |              | 3 |
| 14 We       |             | 14 Sa          |                  | 14 Mo        |                             | 14 Th         |                           | 14 Sa         |                             | 14 Tu        |              |   |
| 15 Th       |             | 15 Su          |                  | 15 Tu        |                             | 15 Fr         | Non-uniform, CIN donation | 15 Su         |                             | 15 We        |              |   |
| 16 Fr       |             | 16 Mo          |                  | 3 16 We      |                             | 16 Sa         |                           | 16 Mo         | Reports Home                | 7 16 Th      |              |   |
| 17 Sa       |             | 17 Tu          |                  | 17 Th        |                             | 17 Su         |                           | 17 Tu         | Nativity (2pm parents, 2:30 | 17 Fr        |              |   |
| 18 Su       |             | 18 We          |                  | 18 Fr        |                             | 18 Mo         |                           | 3 18 We       | Christmas jumper day/Chr    | 18 Sa        |              |   |
| 19 Mo       |             | 19 Th          |                  | 19 Sa        |                             | 19 Tu         |                           | 19 Th         |                             | 19 Su        |              |   |
| 20 Tu       |             | 20 Fr          |                  | 20 Su        |                             | 20 We         |                           | 20 Fr         | School finish 13:30         | 20 Mo        |              | 4 |
| 21 We       |             | 21 Sa          |                  | 21 Mo        |                             | 21 Th         |                           | 8 21 Sa       |                             | 21 Tu        |              |   |
| 22 Th       |             | 22 Su          |                  | 22 Tu        |                             | 22 Fr         | Non-uniform day, chocolat | 22 Su         |                             | 22 We        |              |   |
| 23 Fr       |             | 23 Mo          |                  | 4 23 We      |                             | 23 Sa         |                           | 23 Mo         | Term End                    | 23 Th        |              |   |
| 24 Sa       |             | 24 Tu          |                  | 24 Th        |                             | 24 Su         |                           | 24 Tu         |                             | 24 Fr        |              |   |
| 25 Su       |             | 25 We          |                  | 25 Fr        | Halloween Disco/non-uniform | 25 Mo         |                           | 4 25 We       | Christmas Day               | 25 Sa        |              |   |
| 26 Mo       | August Bank | 26 Th          |                  | 26 Sa        |                             | 26 Tu         |                           | 26 Th         | Boxing Day                  | 26 Su        |              |   |
| 27 Tu       |             | 27 Fr          |                  | 27 Su        |                             | 27 We         |                           | 27 Fr         |                             | 27 Mo        |              | 5 |
| 28 We       |             | 28 Sa          |                  | 28 Mo        | Half Term                   | 28 Th         |                           | 28 Sa         |                             | 28 Tu        |              |   |
| 29 Th       |             | 29 Su          |                  | 29 Tu        |                             | 29 Fr         |                           | 29 Su         |                             | 29 We        |              |   |
| 30 Fr       |             | 30 Mo          |                  | 5 30 We      |                             | 30 Sa         |                           | 30 Mo         |                             | 30 Th        |              |   |
| 31 Sa       |             |                |                  | 31 Th        |                             |               |                           | 31 Tu         |                             | 31 Fr        |              |   |

| February 2025 |            | March 2025 |                        | April 2025 |                       | May 2025 |                       | June 2025 |                         | July 2025 |                       |
|---------------|------------|------------|------------------------|------------|-----------------------|----------|-----------------------|-----------|-------------------------|-----------|-----------------------|
| 1 Sa          |            | 1 Sa       |                        | 1 Tu       |                       | 1 Th     | Parent/Carer meetings | 1 Su      |                         | 1 Tu      |                       |
| 2 Su          |            | 2 Su       |                        | 2 We       |                       | 2 Fr     |                       | 2 Mo      | MTC Check               | 2 We      | Transition Day        |
| 3 Mo          |            | 6 3 Mo     |                        | 10 3 Th    |                       | 3 Sa     |                       | 3 Tu      |                         | 3 Th      |                       |
| 4 Tu          |            | 4 Tu       |                        | 4 Fr       |                       | 4 Su     |                       | 4 We      |                         | 4 Fr      |                       |
| 5 We          |            | 5 We       |                        | 5 Sa       |                       | 5 Mo     | Early May Bk          | 19 5 Th   |                         | 5 Sa      |                       |
| 6 Th          |            | 6 Th       |                        | 6 Su       |                       | 6 Tu     |                       | 6 Fr      | Non-uniform - gift      | 6 Su      |                       |
| 7 Fr          | Magic Show | 7 Fr       |                        | 7 Mo       | Reports Home          | 15 7 We  |                       | 7 Sa      |                         | 7 Mo      |                       |
| 8 Sa          |            | 8 Sa       |                        | 8 Tu       |                       | 8 Th     |                       | 8 Su      |                         | 8 Tu      |                       |
| 9 Su          |            | 9 Su       |                        | 9 We       |                       | 9 Fr     |                       | 9 Mo      | Phonics Scree           | 24 9 We   |                       |
| 10 Mo         |            | 7 10 Mo    |                        | 11 10 Th   | Easter Bingo          | 10 Sa    |                       | 10 Tu     |                         | 10 Th     | Parent Share (2:30pm) |
| 11 Tu         |            | 11 Tu      |                        | 11 Fr      | School finishes 13:30 | 11 Su    |                       | 11 We     |                         | 11 Fr     |                       |
| 12 We         |            | 12 We      |                        | 12 Sa      |                       | 12 Mo    |                       | 20 12 Th  |                         | 12 Sa     |                       |
| 13 Th         |            | 13 Th      |                        | 13 Su      |                       | 13 Tu    |                       | 13 Fr     |                         | 13 Su     |                       |
| 14 Fr         |            | 14 Fr      |                        | 14 Mo      | Term End              | 14 We    |                       | 14 Sa     |                         | 14 Mo     | Reports Home          |
| 15 Sa         |            | 15 Sa      |                        | 15 Tu      |                       | 15 Th    |                       | 15 Su     |                         | 15 Tu     |                       |
| 16 Su         |            | 16 Su      |                        | 16 We      |                       | 16 Fr    |                       | 25 16 Mo  | KS1 SATs                | 25 16 We  |                       |
| 17 Mo         | Half Term  | 17 Mo      |                        | 12 17 Th   |                       | 17 Sa    |                       | 17 Tu     |                         | 17 Th     |                       |
| 18 Tu         |            | 18 Tu      |                        | 18 Fr      | Good Friday           | 18 Su    |                       | 18 We     |                         | 18 Fr     | School finish 13:30   |
| 19 We         |            | 19 We      |                        | 19 Sa      |                       | 19 Mo    |                       | 21 19 Th  |                         | 19 Sa     |                       |
| 20 Th         |            | 20 Th      |                        | 20 Su      |                       | 20 Tu    |                       | 20 Fr     | Sports Day & Summer Fay | 20 Su     |                       |
| 21 Fr         |            | 21 Fr      |                        | 17 21 Mo   | Easter Mond:          | 21 We    |                       | 21 Sa     |                         | 21 Mo     | INSET                 |
| 22 Sa         |            | 22 Sa      |                        | 22 Tu      |                       | 22 Th    |                       | 22 Su     |                         | 22 Tu     |                       |
| 23 Su         |            | 23 Su      |                        | 23 We      |                       | 23 Fr    | Non-uniform, bottles  | 23 Mo     |                         | 23 We     |                       |
| 24 Mo         |            | 9 24 Mo    |                        | 13 24 Th   |                       | 24 Sa    |                       | 24 Tu     |                         | 24 Th     |                       |
| 25 Tu         |            | 25 Tu      |                        | 25 Fr      |                       | 25 Su    |                       | 25 We     |                         | 25 Fr     |                       |
| 26 We         |            | 26 We      |                        | 26 Sa      |                       | 22 26 Mo | Spring Bank           | 26 Th     |                         | 26 Sa     |                       |
| 27 Th         |            | 27 Th      |                        | 27 Su      |                       | 27 Tu    | Half Term             | 27 Fr     |                         | 27 Su     |                       |
| 28 Fr         |            | 28 Fr      | Non-Uniform Easter Egg | 18 28 Mo   | INSET                 | 28 We    |                       | 28 Sa     |                         | 28 Mo     |                       |
|               |            | 29 Sa      |                        | 29 Tu      |                       | 29 Th    |                       | 29 Su     |                         | 29 Tu     |                       |
|               |            | 30 Su      |                        | 30 We      | Parent/Carer meetings | 30 Fr    |                       | 30 Mo     |                         | 27 30 We  |                       |
|               |            | 31 Mo      |                        | 14         |                       | 31 Sa    |                       |           |                         | 31 Th     |                       |

Proposed Term dates for 2025-26 with 3 further INSET days TBC

Warwickshire School Term and Holiday Dates - 2025/26

| M      | T  | W  | T  | F  | S  | S  |
|--------|----|----|----|----|----|----|
| Aug-25 |    |    |    |    |    |    |
|        |    |    |    |    | 1  | 2  |
| 4      | 5  | 6  | 7  | 8  | 9  | 10 |
| 11     | 12 | 13 | 14 | 15 | 16 | 17 |
| 18     | 19 | 20 | 21 | 22 | 23 | 24 |
| 25     | 26 | 27 | 28 | 29 | 30 | 31 |

| M      | T  | W  | T  | F  | S  | S  |
|--------|----|----|----|----|----|----|
| Sep-25 |    |    |    |    |    |    |
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| 22     | 23 | 24 | 25 | 26 | 27 | 28 |
| 29     | 30 |    |    |    |    |    |

| M      | T  | W  | T  | F  | S  | S  |
|--------|----|----|----|----|----|----|
| Oct-25 |    |    |    |    |    |    |
|        |    | 1  | 2  | 3  | 4  | 5  |
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| 20     | 21 | 22 | 23 | 24 | 25 | 26 |
| 27     | 28 | 29 | 30 | 31 |    |    |

| M      | T  | W  | T  | F  | S  | S  |
|--------|----|----|----|----|----|----|
| Nov-25 |    |    |    |    |    |    |
|        |    |    |    |    | 1  | 2  |
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| 24     | 25 | 26 | 27 | 28 | 29 | 30 |

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| 25 | 26 | 27 | 28 | 29 | 30 | 31 |    |

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| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 |    |    |    |    |    |

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| 3  | 4  |
| 5  | 6  |
| 7  | 8  |
| 9  | 10 |
| 11 | 12 |
| 13 | 14 |
| 15 | 16 |
| 17 | 18 |
| 19 | 20 |
| 21 | 22 |
| 23 | 24 |
| 25 | 26 |
| 27 | 28 |
| 29 | 30 |
| 31 |    |

| 1  | 2  | 3  | 4  | 5  | 6  |
|----|----|----|----|----|----|
| 7  | 8  | 9  | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 |
| 31 |    |    |    |    |    |

| Half Term | Days |
|-----------|------|
| 1         | 40   |
| 2         | 35   |
| 3         | 30   |
| 4         | 25   |
| 5         | 29   |
| 6         | 36   |
| Total     | 195  |

|             | Total days |
|-------------|------------|
| Autumn Term | 75         |
| Spring Term | 55         |
| Summer Term | 65         |

- School Holiday
- Public Holiday
- Teacher Training Day (+3 to be set by school)

- Secondary School Induction Day

