



Parent/Carer Handbook

2026-27



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 staff 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.

Designated Safeguarding Leads:



Leanne Whitfield



Andy How



Jamie Payne



Jack Tyson

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 Connect (Front Door/MASH) 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

Head Teacher:	Andy How
Deputy Head Teacher:	Jamie Payne
Assistant Head Teacher:	Jack Tyson
Assistant Head Teacher KS1 Lead:	Kim Long
EYFS Lead:	Holly Bottrell
Lower KS2 Lead:	Beth Jones
Upper KS2 Lead:	Alex Rous
Office Coordinator:	Lisa Luke
Office Administrator:	Debbie Whitmore
Pastoral Lead:	Leanne Whitfield
SENDCo:	Geena Burch
Site Manager:	Scott Pittam
Midday Supervisors:	Mrs Moreton, Mrs Bourne, Mrs Tsang, Mrs Tsoi, Mrs Karavidas, Miss Teagles and Mrs Pathan.

Pastoral Team



Mrs Whitfield – Pastoral Lead. Mrs Whitfield 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 Mrs Whitfield here to listen, guide and support.

N	Acorn	
	Miss Griffiths	
	Miss Sutton	
R	Birch	Beech
	Miss Lees	Mrs Bottrell
	Mrs Watson Miss Nelson Miss McGowan	
1	Chestnut	Cherry
	Mrs Minchinton-Hill & Mrs Mytton	Miss Baker
	Miss Payne Mrs Hornsby Mrs Gaiye	
2	Elder	Elm
	Miss Walford	Mrs Long
	Mrs Tibbits Mr Coulter	
3	Hazel	Holly
	Miss Jones	Mrs Thomas/Mrs Walton & Mrs Mytton
	Mrs Connor Mrs Coady	
4	Oak	Olive
	Mr Tyson	Miss Stubbs
	Mrs Hughes Mrs Ridgeway Mrs Campbell Miss McGuckin	
5	Pine	Poplar
	Mrs Smith & Mrs Patten	Mr Freakley
	Miss Shaikh/Mr Nixon Mrs Withers	
6	Walnut	Willow
	Mrs Rous	Miss Searle
	Miss L Buttler Mrs Betti	

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/trainers (no heels/sandals)
- Plain grey/black/white ankle socks

PE Kit:

- Purple T-shirt/polo shirt
- Plain 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 or The Schoolwear Centre, 36 Newdigate Street, Nuneaton, CV11 4EU

Please also note:

- **Only studded earrings can be worn and these must be removed for PE (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.**
- **Watches with photo/message/phone call capability are not permitted in school.**
- **Children may bring mobile phones to school on the proviso that they are handed into the school office and are not brought into class. The phones may be collected from the school office at the end of the day.**

PE Timetable

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
09:00 – 10:00	Oak or Olive	Pine	Willow	Walnut	Assembly
10:00 – 10:45	Elm	Poplar	Hazel	Beech	Pine
10.45 – 11.30	Elder	Cherry & Chestnut	Holly	Birch	Poplar
11:30 – 13:00	Lunch				
13:00 – 14:00	Cherry	Walnut	Oak or Olive swimming Elm	Oak	Hazel
14:00 – 15:00	Chestnut	Willow	Elder	Olive	Holly

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

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.

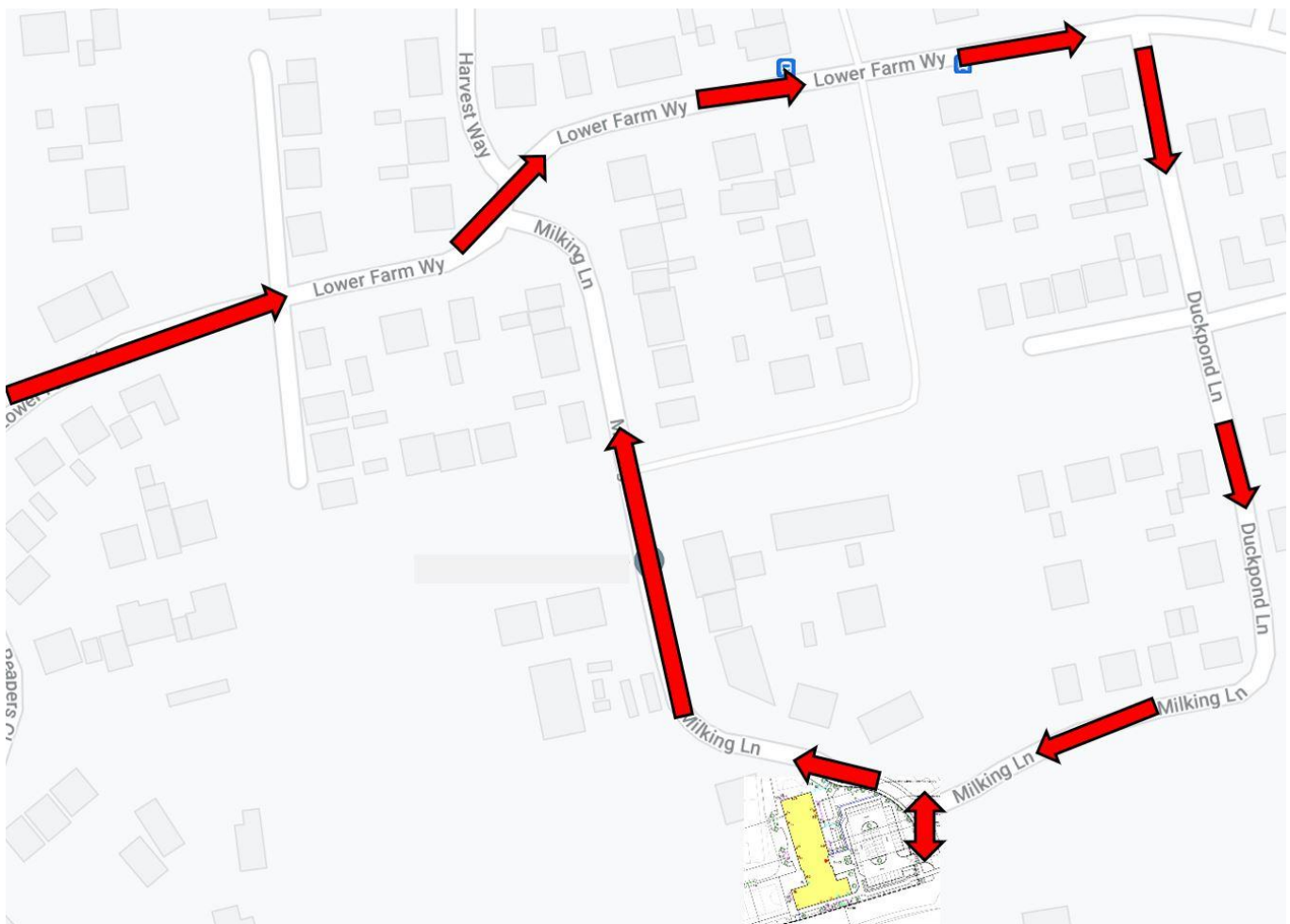
Please can we also ask parents/carers **not to park on the yellow zigzags/double yellow lines** for safety reasons.

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.



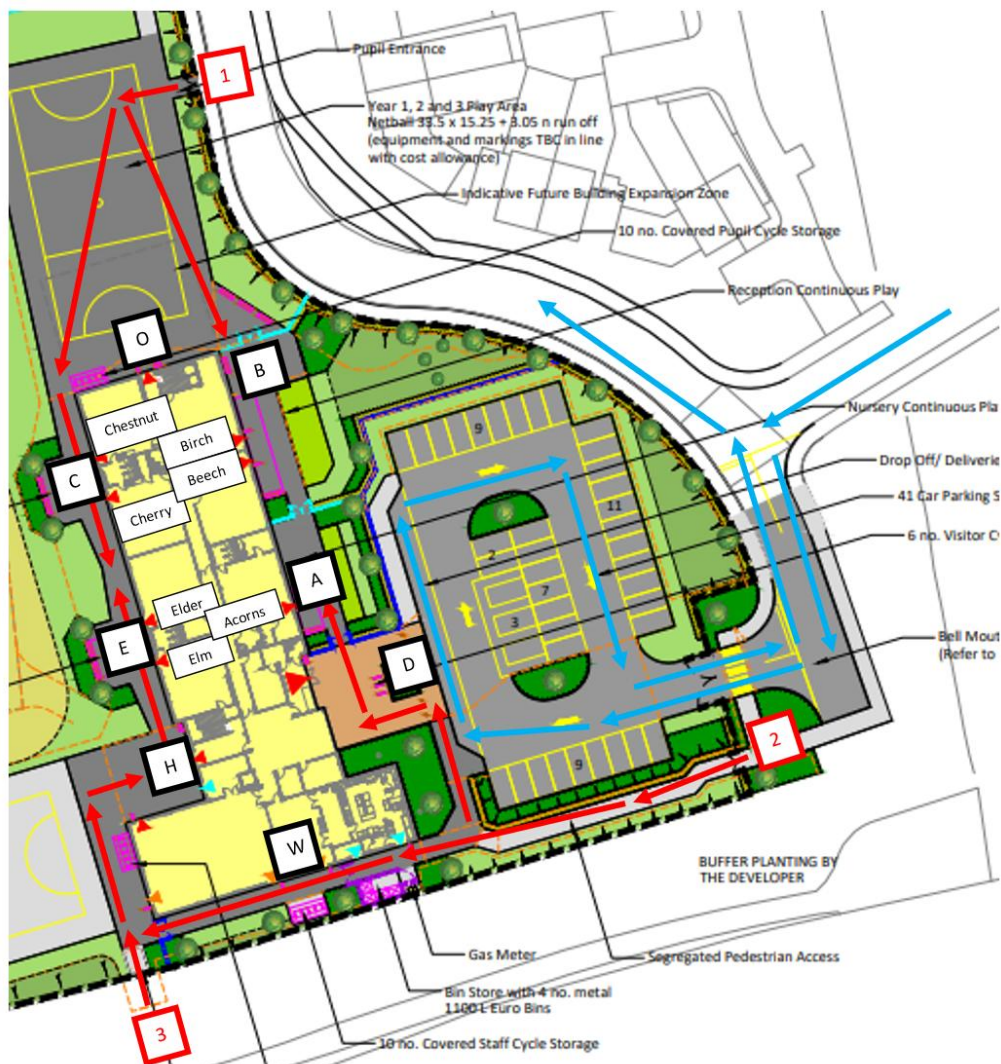
For drop off and collection, please follow the instructions and map below:

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 and Year 6 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:

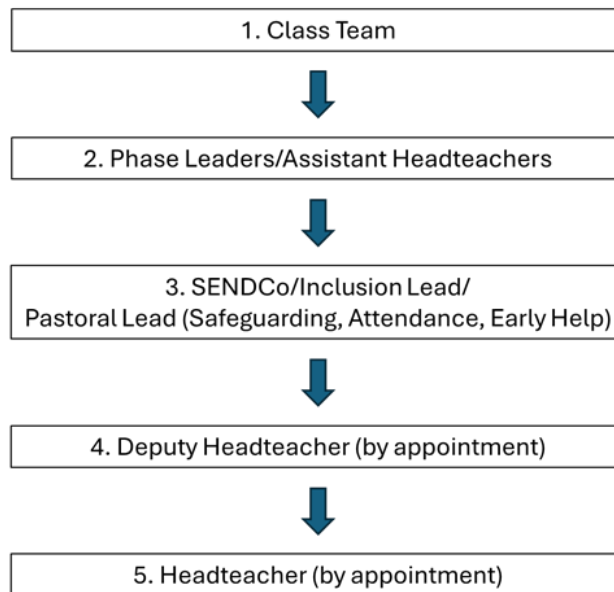
In year's 5 and 6, children have permission to travel to and from school independently **if they have a signed form completed by their parent/carer.**

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

Chain of communication for Parents/Carers

Please follow the processing below, only moving onto the next Step if your inquiry has not been resolved



We very much hope that we can continue to work in partnership with yourselves to give your children the best possible start and thank you your cooperation in this matter.

Why is effective communication so important?

Maintaining positive lines of communication between home and school is an essential element of the work of our school to enable pupils to get the best education, care and support. However, we need to ensure that the communication is effective by sharing accurate information with the relevant people in an appropriate way, at an appropriate time. We appreciate that we have a number of parents/carers that work which makes passing on quick messages difficult as they are not at drop off/collection to liaise with staff face-to-face.

This is where Dojo should be used for quick messages/updates (if you don't use Dojo currently we advise you sign up although emails can be used). However, if you have something that needs to be discussed in more detail, then you should send a short message requesting a meeting to discuss in more detail (whether face-to-face, Teams or phone call). Sending a lengthy Dojo message/email is not appropriate as it is resulting in:

- Staff being unable to respond appropriately or in a timely fashion due to the number/length of messages.
- Time that should be focused on children's learning, wellbeing and development being lost to administrative work.
- Parents/carers becoming frustrated as they maybe aren't getting the response they are looking for from the right person.

Staff will try to respond during working hours (08:00-17:00) but please be aware that they often teaching. Staff will aim to acknowledge/respond within 3 working days, but please be aware circumstances may prevent this. Staff are not expected to respond to communications outside these working hours. **If your matter is considered urgent, please contact the school office.**

We currently use the following forms of communication:

- Weekly newsletters with key news, events and dates etc.
- Half termly overviews of children's learning posted on Dojo
- Half termly homework menus with a variety of learning options for you to engage with your children's learning posted on Dojo
- 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.
- Dojo and emails to share other key information.

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.

Dojo

All children have their own Dojo login and can share/save work to their own individual profiles. Dojo 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 Dojo class page. Parents/ carers will be given a personalised code and information on how to set up their Dojo 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. Dojo is also used for behaviour rewards to recognise children demonstrating our school values.

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 and 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 calendar can also be found on the website.

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.

Parent/Carer Handbook

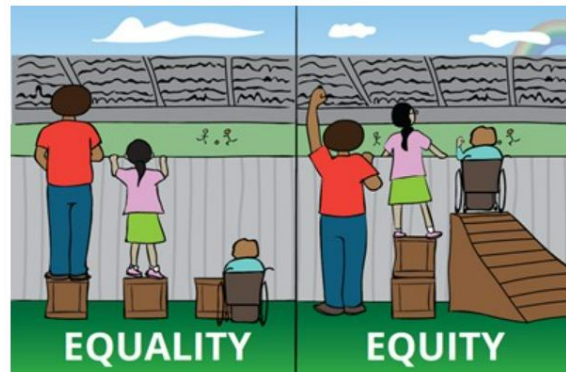
This is shared with parents/carers to try and provide a single reference point for key information that is needed.

If you need to contact the school office, please call **02475 267760**. **Please note the school office opening hours are 8am till 4pm.**

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:

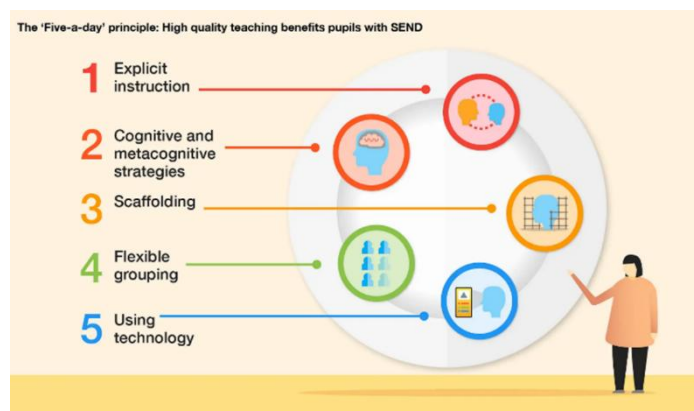
SEND

Our SENDCo at Lower Farm Academy is Mrs Burch.



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 and they will arrange a time for Mr Tyson 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.**

Dojo (logging videos/photos of children's work, messaging parents/carers individually or classes/whole school as required and behaviour rewards).

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)

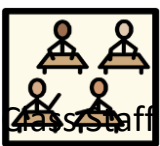
Parent Pay (Lower Farm is a cashless school and we use Parent Pay to book school dinner choices and pay for school dinners, trips and breakfast club)

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

Behaviour

Promote Positive Behaviours:

- Frequent praise and celebration.
- Dojo Points for displaying school values.
- Value Awards in weekly Celebration Assembly for displaying school values.
 - Stickers for a range of positive behaviours and achievements.
 - Dojo personalised messages of congratulations home to families.
- Roles and responsibilities for pupils who can be celebrated as role models.

1	 Verbal Reminder	Children should have a first verbal reminder - a time to reflect and regulate their behaviour.
2	 Rule Reminder	Children should be reminded of the relevant school rule/value that they should be demonstrating and that if they don't regulate their behaviour, they will be escalated to Stage 3 where reflection time and a logical consequence will be applied.
3	 Reflection	<p>If a child continues to make unsafe choices/display inappropriate behaviour, they need to complete reflection time with class staff and a logical consequence will be completed. Children are informed that they are at Stage 3.</p> <p>Logical consequence managed by class staff and this behaviour will be logged on Arbor by the staff member involved.</p> <p>Parent/carers contacted by class staff in person/by phone/Dojo to explain Stage 3 behaviour.</p>
4	 Non-Class Staff Reflection	<p>If a child continues to make unsafe choices/display inappropriate behaviour beyond Stage 3, children are informed this is Stage 4.</p> <p>Children who have reached Stage 4 will need a change of face and reflection time with a different member of staff to reflect on their behaviour and explain what they can do better next time. Any work and instructions must be brought with the child.</p> <p>Parent/carers contacted by class staff in person/by phone/Dojo to explain Stage 4 behaviour.</p>
5	 SLT Reflection	<p>If a child continues to make unsafe choices/display inappropriate behaviour beyond Stage 4 OR:</p> <p>If a child displays violent behaviour, e.g. hitting another child/staff member or damaging school property OR:</p> <p>If a child displays aggressive language, e.g. swearing in an aggressive manner at staff/peers.</p> <p>This behaviour will be logged on Arbor by the staff member involved in agreement with SLT. Child will need to reflect with member of SLT and may need to complete work/spend time out of class. Parent/carers notified via Arbor email and follow up discussion with class staff/SLT in person/by phone/Dojo to explain Stage 5 behaviour.</p>

Suspensions & Exclusions

For cases of continued inappropriate/unsafe behaviour or an isolated incident where behaviour significantly interferes with the pupil's/other pupils' education or jeopardises the right of staff and pupils to a safe and orderly environment, the Head Teacher may decide to sanction a suspension or exclusion.

Play times and lunch times:

1. A verbal reminder - time to reflect and regulate behaviour.
2. A reminder given to make expectations clear and reference appropriate school values.
3. If behaviour isn't rectified, logical consequences to be completed, including sitting out to reflect on their behaviour and discuss what they can do better next time etc. For **Stage 3, up to 2 minutes.**
4. If behaviour isn't rectified, logical consequences and reflection time completed. For **Stage 4, up to 5 minutes.**
5. If behaviour still continues/escalates **OR**
If a child continues to make unsafe choices/display inappropriate behaviour beyond Stage 4 **OR**
If a child displays violent behaviour, e.g. hitting another child/staff member or damaging school property **OR**
If a child displays aggressive language, e.g. swearing in an aggressive manner at staff/peers.
Child taken **inside to SLT on duty to complete reflection time**
 - 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 **Stage 3, 4 or 5** behaviours are displayed, **staff to log the behaviour on Arbor and notify class teachers when they come to collect their class.**

If a child is not wearing the correct uniform, a phone call needs to be made by the class teacher to parents to address. The same applies if it is identified that a child has inappropriate food/snacks in their lunchboxes or has brought toys/fidgets into school where they shouldn't have.

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)
93-95%	Needs intervention	3-4 weeks	Up to 28 weeks (2 full terms)
Below 93%	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

Ensuring that our children are present and engaged in their learning is a key priority, and we want to ensure that children do not miss out. In line with legislation, we have to monitor attendance and work with families to ensure all children attend well. This does mean that we have to communicate with you if attendance falls to certain levels, even if we are aware of circumstances surrounding absences.

Monitoring Attendance

We monitor attendance closely at Lower Farm Academy, as early intervention is essential when tackling issues relating to poor attendance and punctuality. The responsibilities set out earlier in our Attendance and Punctuality Policy outline who is responsible for monitoring attendance data across the school. The office staff ensure that attendance is recorded accurately on our registers and Arbor and Children and Families monitors attendance data weekly, at class level, and at individual pupil levels where concerns have been raised. This is then linked into the use of Attendance Improvement Plans. We follow a **Traffic light staged attendance system (see below)**; the purpose of each stage is to help parents/carers understand our expectations of attendance.

At Lower Farm Academy, we use a **traffic light system** to monitor and respond to pupil attendance. This approach ensures that attendance concerns are addressed promptly and appropriately, with clear expectations and supportive interventions.

Green Zone – 97% and Above

- Attendance is good or excellent.
- Pupils are on track to achieve and thrive.
- Recognition in class and during assemblies.
- Eligible for attendance-based rewards.

Amber Zone – 96.9% or below

- Attendance may be causing concern.

Actions:

- Phone call home.
- Early support/intervention offered.
- Internal attendance target set.
- Attendance reviewed weekly.

Red Zone – 93% or Below

- Attendance is poor and likely to affect wellbeing and progress.

Actions:

- Letter to parents.

- Weekly monitoring.
- If no improvement after by the end of the half term, a meeting with the Attendance Champion in the new term.
- Attendance Improvement Plan (AIP) created.
- Further interventions or referrals may follow.

Support for Health and Wellbeing

We understand that concerns about your child's health 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

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, 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.

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

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.

Adaptive Teaching

At our school, we are committed to ensuring that every child receives the support they need to succeed. That's why we follow the Adaptive Teaching approach - an inclusive, responsive way of teaching that recognises and celebrates the diverse needs, abilities, and learning styles of all our pupils.

Adaptive Teaching means that teachers do not take a one-size-fits-all approach. Instead, they carefully plan and adjust their teaching to ensure that all children can access the curriculum and make strong progress, regardless of their starting point. This might involve modifying the way content is delivered, offering different levels of support, or using a variety of resources and strategies to help children engage with their learning.

For example, teachers use **modelling** to show children how to approach a task or solve a problem step-by-step, making their thinking visible. This helps pupils understand not just what to do, but how to do it. Teachers also identify and address **barriers to learning** - such as gaps in prior knowledge, difficulties with language, or challenges with attention - by providing targeted support or breaking tasks into smaller, more manageable steps.

Assessment for learning plays a key role in adaptive teaching. Teachers regularly check children's understanding through questioning, discussion, and short tasks. This allows them to respond in real time: clarifying misconceptions, revisiting key concepts, or providing additional practice where needed.

We also make use of **technology** to support learning. This might include interactive whiteboards, educational apps, or online platforms that allow children to practise skills at their own pace. Technology can also help teachers personalise learning, track progress, and provide immediate feedback.

In the classroom, you might see children working in **flexible groupings** (sometimes independently, sometimes in pairs or small groups) depending on the task and their learning needs. Scaffolding is used to support children as they learn new skills, with support gradually reduced as they become more confident and independent.

Throughout the academic year, our staff receive ongoing **professional development and in-class support** to help them implement adaptive teaching effectively. This ensures that our teaching remains responsive, inclusive, and rooted in the latest evidence about how children learn best.

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 Dojo.
- 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 at least 3 times a week.

Guidelines for Year 6

- 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 at least 3 times a week.
- Maths/English homework to support children in preparation for SATs.

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:

School meals

We work closely with our caterer, HCL, to provide our children with a healthy, delicious and freshly prepared meal each day. The food children eat is critically important to their health and development and HCL are committed to encouraging healthy and balanced eating by providing and promoting healthier choices. We offer a choice of four hot meals per day (including a vegetarian option) a sandwich option and a well-stocked salad bar.

Our school meal menu works on a three week rotation. **School meals can be booked via ParentPay and should be booked by 5pm on Sunday for the week ahead.**

Children in Reception, year 1 and year 2 are all entitled to a free school meal each day funded by the government's Universal Infant Free School Meals scheme, irrespective of the family income. Children in years 3-6 are only eligible to receive free school meals (FSM) if their parents are in receipt of certain benefits:

- Income Support
- Income-based Jobseeker's Allowance
- Income-related Employment and Support Allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- The guaranteed element of Pension Credit
- Child Tax Credit (provided you are not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190)
- Working Tax Credit run-on – paid for 4 weeks after you stop qualifying for Working Tax Credit
- Universal Credit – if you apply on or after 1 April 2018 your household income must be less than £7,400 a year (after tax and not including any benefits you get) at the time of your application. If your income goes above the threshold in the future, but you remain on Universal Credit, your child will remain eligible. If you applied before 1 April 2018 there was no household income threshold for Universal Credit claimant

How to Apply

We have tried to make the free school meal application process (and termly re-checks) as easy as possible for parents. At Lower Farm, we ask for your details (date of birth, national insurance number and surname) as part of our admission process. By providing this information, you are consenting to us running termly checks to see if you are eligible for free school meals. **Please contact the school office if you require help applying for free school meals.**

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.

Home School Agreement

A Home School Agreement is a statement explaining your child's school's aims, values, policies and procedures, its responsibilities towards its pupils, the responsibilities of the pupil's parents, and what's expected of pupils.

At Lower Farm Academy, we recognise each child as an individual and aim to give all children every opportunity to realise their full potential. We believe that a close partnership between the school, parents and the child is essential if we are to achieve this aim.

It is therefore an expectation that all parents/carers who wish their children to attend Lower Farm Academy will read and follow our Home School Agreement.

We also ask parents to ensure they share the Home School Agreement with their child and we will also discuss this in school.

The Responsibilities of the School

At Lower Farm Academy, we will:

- Provide a broad and balanced curriculum which challenges your child to reach their potential and fulfils the requirements of the National Curriculum, meeting children's individual needs.
- Provide a safe and happy environment where all children are valued, respected and listened to.
- Achieve high standards of behaviour by providing opportunities for children to develop positive social relationships, self-esteem and a sense of responsibility.
- Teach your child about our school values of Respect, Resilience, Care, Collaboration, Achievement and Integrity.
- Teach your child to develop a positive attitude to others, regardless age, disability, gender reassignment, race, religion or belief, sex, marriage or civil partnership.
- Promote high standards and high expectations of effort and attainment to ensure your child achieves their potential.
- Keep you informed about your child's progress and behaviour, as well as their half termly curriculum.
- Deal with parental concerns promptly and inform them of how they have been resolved.
- Provide regular homework opportunities which are realistic, achievable and related to work in school.
- Allow children safe and secure use of the Internet through a combination of site filtering, supervision and by fostering a responsible attitude in all pupils, in partnership with parents.
- Promote good attendance and punctuality.
- Keep parents well informed about school life and special events through regular communication and via the school website.

The Responsibilities of the Parents/Carers

All parents/carers will:

- Having chosen Lower Farm Academy for your child, accept the school's aims, policies and procedures, positively supporting the school.
- Ensure your child wears the correct school uniform and follows the school dress code.
- Ensure that your child attends school punctually every day during term time, unless there is a good reason for absence (e.g. illness).
- Notify the school by email or telephone in the event of absence.
- Support the school's policies and guidelines on learning, behaviour, attendance and uniform.
- To support the school values of Respect, Resilience, Care, Collaboration, Achievement and Integrity.
- Attend parent/teacher meetings to discuss your child's progress.
- Support your child with homework that is set, including reading regularly, ensuring that this is completed on time according to school arrangements.

- Keep the school informed of any changes in circumstances (i.e. address, phone number, emergency contacts etc.)
- Promptly inform the school of any concerns or problems that may affect your child's learning, behaviour or happiness at school.
- Support school in the teaching of safe and secure internet use at home.
- Respect all members of the school community, abiding by the policy of zero tolerance towards rude and aggressive behaviour.
- Regularly read information on the website and school communication via Dojo/Email so that I am kept up-to-date with important details of relevant policies, meetings, events and information about my child.
- Engage positively with the school on social media.
- Raise issues directly with the school via the appropriate channels and allow us to address them.

The Responsibility of the Child

I agree to:

- To be responsible for my school and home learning, completing all tasks as well as I can, asking questions when I do not understand.
- Show that I am willing to work to the best of my ability.
- Be respectful towards others and behave in a safe and responsible way.
- To accept responsibility for the things that I do and to reflect on my behaviour and learning and learn from all experiences.
- To come to school on time, prepared for the day and wearing the correct school uniform.
- Use the internet safely as I have been taught in class.
- To talk to a grown-up if I have a problem.
- To demonstrate the school's values of Respect, Resilience, Care, Collaboration, Achievement and Integrity.
- To take good care of the building, equipment and school grounds.
- Follow class responsibilities and be ready for learning.

Proposed Term dates for 2027-28 with 3 further INSET days TBC

M	T	W	T	F	S	S
Aug-27						
						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					

M	T	W	T	F	S	S
Sep-27						
		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			

M	T	W	T	F	S	S
Oct-27						
				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

M	T	W	T	F	S	S
Nov-27						
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					

M	T	W	T	F	S	S
Dec-27						
		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		

M	T	W	T	F	S	S
Jan-28						
					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						

M	T	W	T	F	S	S
Feb-28						
	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					

M	T	W	T	F	S	S
Mar-28						
		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		

M	T	W	T	F	S	S
Apr-28						
					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

M	T	W	T	F	S	S
May-28						
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				

M	T	W	T	F	S	S
Jun-28						
			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		

M	T	W	T	F	S	S
Jul-28						
					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						

M	T	W	T	F	S	S
Aug-28						
	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			

M	T	W	T	F	S	S
Sep-28						
				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	

Half Term	Days
1	38
2	35
3	28
4	35
5	24
6	35
Total	195

	Total days
Autumn Term	73
Spring Term	63
Summer Term	59

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

	Secondary School Induction Day
--	--------------------------------

