

Clarendon Junior School



Welcome Pack

Our Vision for Clarendon Junior School

We have a clear vision for what we want Clarendon Junior School to be:

A safe, positive and creative learning environment, where respect for all is encouraged and nurtured.

A place where all learners grow, not just academically, but socially, creatively, morally, physically and culturally.

Parent and Student Information Sheet

- The school day starts as 8:45 and ends at 15:15.
- School uniform consists of a blue sweatshirt, grey or black trousers/skirts and a white shirt/blouse or polo shirt. You can purchase school sweatshirts and book bags online through Brigade Clothing (link on school website - www.clarendonjuniors.co.uk)
- The P.E. kit comprises of a plain white T shirt, dark shorts or jogging bottoms, plimsolls for the hall and trainers for outside.
- Pupils need to bring a packed lunch every day.
- You may eat a healthy fruit snack at break time if you wish.
- You may bring a water bottle into class to have regular drinks.
- You will be given a reading book and reading record to take home so please try to read each evening if you can, it will help with your learning in class.
- If you are on the school bus you meet in the classroom of the teacher on bus duty each week, then he/she will take you to the bus. You will need to bring your bus pass every day, so keep it safe and secure. Some parents attach them to the school bag.
- A variety of after school clubs run once a week from 15:10 until 16:00 during term-time. Letters are sent home termly to advise of clubs on offer. Please ensure you send your choices back promptly as the clubs are very popular.
- If you have any concerns or messages regarding your child, please contact their teacher via a letter, a note in the reading record or the main office.
- Please let the main office know, by 10:00 if your child is absent so that we can update the register correctly.
- Please be aware that authorised absences during term time will only be given in exceptional circumstances, with prior approval from the school. Should you need authorisation you can download a form from the website or pop in to Reception.

Contact details:

Clarendon Junior School, Ordnance Road, Tidworth, Wiltshire, SP9 7QD

Tel: 01980 607007, email: admin@clarendon-jun.wilts.sch.uk

Web address: <http://www.clarendonjuniors.co.uk>

CLARENDON JUNIOR SCHOOL

GOLDEN RULES

DO.....	DON'T.....
<i>be gentle</i>	<i>hurt anyone</i>
<i>be kind and helpful</i>	<i>hurt people's feelings</i>
<i>be honest</i>	<i>cover up the truth</i>
<i>work hard</i>	<i>waste time</i>
<i>look after property</i>	<i>waste or damage things</i>
<i>listen to people</i>	<i>interrupt</i>



Clarendon Junior School

Dear Parents

Responsible Internet Use

As part of your child's curriculum and the development of ICT skills, Clarendon Junior School provides supervised access to the Internet. We believe that the effective use of the World Wide Web and e-mail is worthwhile and is an essential skill for children as they grow up in the modern world. Please would you read the attached Rules for Responsible Internet Use and sign and return the consent form so that your child may use the Internet at school.

Although there are concerns about pupils having access to undesirable materials, we have taken positive steps to reduce this risk in school. Our school Internet provider, the South West Grid for Learning (SWGfL) operates a filtering system that restricts access to inappropriate materials.

Whilst every endeavour is made to ensure that suitable restrictions are placed on the ability of children to access inappropriate materials, the School cannot be held responsible for the nature or content of materials accessed through the Internet. The School will not be liable for any damages arising from your child's use of the Internet facilities.

Should you wish to discuss any aspect of Internet use please telephone me to arrange an appointment.

Yours sincerely

Karen Ward

Headteacher





Clarendon Junior School

Responsible Internet Use

These rules help us to be fair to others and keep everyone safe.

- I will ask permission before using the Internet.
- I will use only my class network login and password, which is secret.
- I will only open or delete my own files.
- I understand that I must not bring into school and use software or files without permission.
- I will only e-mail and open attachments from people I know, or my teacher has approved.
- The messages I send will be polite and sensible.
- I understand that I must never give my home address or phone number, or arrange to meet someone.
- If I see anything I am unhappy with or I receive messages I do not like, I will tell a teacher immediately.
- I understand that the school may check my computer files, e-mails I send and the Internet sites I visit.
- I understand that if I deliberately break these rules, I may not be allowed to use the Internet or computers.
- The school may exercise its right to monitor the use of the school's computer systems, including access to web-sites, the interception of e-mail and the deletion of inappropriate materials where it believes unauthorised use of the school's computer system is or may be taking place, or the system is or may be being used for criminal purposes or for storing unauthorised or unlawful text, imagery or sound. The South West Grid for Learning (SWGfL) monitors all Internet use and will notify the police and Local Authority if an illegal website is accessed.

Useful Information

<p>Clarendon Infant School</p>  <p>Ordnance Road Tidworth SP9 7QD Executive Headteacher: Mrs Karen Ward Contact: 01980 843381 admin@clarendon-inf.wilts.sch.uk</p>	<p>Clarendon Junior School</p>  <p>Ordnance Road Tidworth SP9 7QD Executive Headteacher: Mrs Karen Ward Contact: 01980 607007 admin@clarendon-jun.wilts.sch.uk</p>
<p>Wiltshire Council: Website : www.wiltshire.gov.uk General switchboard : 0300 456 0100</p>	<p>Windmill Hill Children's Centre Wylve Road, SP9 7QR 01980 843010</p> <p>NSPCC Ashdown Centre Drummer Lane, SP9 7NR 01980 846164</p>
<p>Dentists: Tidworth Dental Partnership Beacon House, Station Road, SP9 7NN 01980 847600</p> <p>Care Dental Tidworth Drummer Lane SP9 7FH 01980 847953</p> <p>Amesbury Dental Care Unit 1, Stonehenge Walk, Amesbury SP4 7DB 01980 623004</p>	<p>Doctors:</p> <p>The Castle Practice Drummer Lane SP9 7FH 01980 842261</p> <p>Queen Elizabeth Medical Health Centre St Michaels Avenue SP9 7EA 01980 650640</p>
<p>Taxi Firms: Stephens Taxi's 01980 842681 Alpha Taxi 07585 333495 ADY Cars 07795 574492</p>	<p>Hospitals:</p> <p>Andover War Memorial Hospital, Charlton Road, Andover SP10 3LB (limited care provision) General queries: 01264 358811</p> <p>Salisbury District Hospital (Main local hospital) Odstock Road, Salisbury SP2 8BL Contact : 01722 336262</p>
<p>Chemist: Alphega Pharmacy, Drummer Lane, SP9 7FH 01980 843368 Email : thepharmacy.tidworth@nhs.net</p>	<p>Tidworth Leisure Centre (TLC): swimming, gym, beauty salon, hairdresser Nadder Road, SP9 7QN 01980 847140</p>

Useful Information

<p>Post Office: Pennings Road, SP9 7LD 01980 846737</p>	<p>Supermarket: TESCO, Station Road SP9 7NR 0345 026 9518</p> <p>Lidl, Pennings Rd, Tidworth SP9 7SU 0800 977 7766</p>
<p>Citizens Advice Bureau: The Community Centre, Wylde Road, SP9 7YE Open Tuesday 10am – 1pm 0344 411 1444</p>	<p>Library: Tidworth Leisure Centre (TLC): Mon, Weds, Fri. 10am – 5pm Tue and Thurs 2pm – 7pm Weds and Fri 10am – 5pm Sat 10am – 1pm 01980 843460</p>
<p>Military family? The Hive Information Centre Tidworth Leisure Centre 01980 650224</p> <p>Army Welfare Service Tidworth Garrison Theatre, St Andrews Road, SP9 7EP 01980 656789</p>	<p>Tidworth Police Station: Pennings Road, SP9 7LG Non urgent Number : 101 Emergency Number : 999</p>
<p>Pre-schools: Poppies Daycare Centre Ordnance Road, SP9 7QD 01980 846699</p> <p>Caterpillars Under 5s Nadder Road. SP9 7QN 01980 847784</p> <p>St Andrews Pre School St Andrews Road, SP9 7EP 01980 843125</p> <p>Paddington Play Station Station Rd, SP9 7NR 01980 846448</p>	<p>Local soft play areas: Larkhill Space Station 406 Larkhill Garrison, Larkhill, SP4 8PY 01980 655249</p> <p>Jungle Jungle 3a West Way, Walworth Industrial Estate, Andover SP10 5AS 01264 336360</p> <p>Soft Play Andover Leisure Centre SP10 1QP 01264 347100</p> <p>Coral Cove Sergeant Rogers Way, Hopton Park, London Road, Devizes SN10 2ET 01380 739944</p>
<p>Cinema: Odeon Andover Odeon Salisbury 0333 006 7777</p>	

Clarendon Junior School Curriculum Guide for Parents



From September 2014, a new primary curriculum became statutory. This leaflet outlines the major changes to subject areas within the curriculum.

English

- Stronger emphasis on **vocabulary development, grammar, punctuation and spelling**.
- Reading is at the core of the whole curriculum with a big emphasis on reading for pleasure both at home and at school.
- **Handwriting** is expected to be fluent, legible and speedy.
- **Spoken English** is given greater emphasis, with children being taught debating and presentation skills.

Mathematics

- **Five-year-olds will be expected to learn to count up to 100** (compared to 20 under the current curriculum) and learn **number bonds to 20** (currently up to 10).
- **Simple fractions (1/4 and 1/2) will be taught from KS1**, and by the end of primary school, children should be able to convert decimal fractions to simple fractions (e.g. $0.375 = 3/8$).
- By the age of nine, children will be expected to know **times tables up to 12x12** (currently 10x10 by the end of primary school).
- Calculators will not be introduced until near the end of KS2, to encourage mental arithmetic.

Science

- **Strong focus on scientific knowledge and language**, rather than understanding the nature and methods of science in abstract terms.
- **Evolution** will be taught in primary schools for the first time.
- Non-core subjects like caring for animals will be replaced by topics like the human circulatory system.

Computing

- Computing replaces Information and Communication Technology (ICT), with a greater focus on programming rather than on operating programs.
- From seven, children will be taught to understand computer networks, including the internet.
- Internet safety will be taught in primary schools.

Design and Technology (DT)

- Design and Technology has become more important in the new curriculum, setting children on the path to becoming the designers and engineers of the future .
- More sophisticated use of design equipment such as electronics and robotics.
- In KS2, children will learn about how key events and individuals in design and technology have shaped the world.
- Greater emphasis on cookery with a focus on savoury dishes.

Geography

- Greater use of atlases and maps including O/S maps and digital maps.
- Children are expected to know and locate countries, capitals, major cities, mountains and rivers.
- In depth studies of a European, North/South American country and a region of the British Isles are required.

History

- Greater emphasis on British History taught in chronological order from Stone Age to 1066.
- Tudors no longer taught in KS2.

Languages

- The term Languages will replace the term modern foreign languages.
- Currently not statutory, a modern foreign language or ancient language such as Latin or Greek will be mandatory in KS2.
- Children will be expected to master basic grammar and accurate pronunciation and to converse, present, read and write in the language.

Physical Education (PE), Music, Religious Education (RE)

- The study of these subjects remains largely unchanged.

This leaflet has been designed to highlight the changes which happened when the existing national curriculum was replaced by the new primary curriculum in September 2014. Over the year we provide Curriculum Newsletters for each year group so you can see the different topics your child is being taught. The end of year report for your child shows how well your child has progressed through the year and although there are no longer 'levels', we continue to report using an age related format. Children are assessed every day by their teachers but we have moved away from 'formal' testing. In writing children regularly complete extended writing tasks, reading is checked through using reading and comprehension skills. Maths is also an ongoing assessment by the teacher where they check children's understanding of different mathematical topics.

Children are tracked in reading, writing and maths throughout the school year and based on their level of understanding of the curriculum they are:

Emerging	Developing	Expected	Exceeding
Working below age related expectation		Working broadly in line with age related expectation	Working above age related expectation

In the Autumn term the teachers will have had an opportunity to assess how the children are working. By using their professional knowledge and judgement teachers will know what the children can already do and what they think the children can achieve. They will then give a forecast/target as to where they think a child will be by the end of the Year. During the year, when we have conversations with you about your child's progress you won't be given an actual definitive position of where they are on this scale. Instead you will be told whether your child is on track to meet their end of year target. If your child is not on track, then we will set up and share the support that we will put in place for them. If you have any questions in the meantime, please do not hesitate to contact your child's class teacher.

Becoming Better Readers...

Questions you can ask your child about their book.

★ Who is the main character?

★ Where is the story set?



★ What was the problem in the story and how was it solved?

★ What do you think will happen next in your story?

★ Which character do you like most? Why?

★ Which character do you think would make a good friend? Why?

★ What was your favourite part of the story?

★ Did you like the ending? Why/why not?

Fiction/Story Books



Clarendon Junior School is committed to helping your child to learn to read and enjoy it! The library is available throughout the day for your child to choose a book. The colour coding is to help your child find a book that they will be able to read comfortably. Success helps to build confidence and it will encourage your child to keep reading. If you have any concerns please talk to your child's class teacher or leave a note in your child's reading record.

As parents you are your child's most influential teacher with an important part to play in helping your child to learn to read. The following tips will help you to help your child on the road to becoming a confident, fluent reader.

1. Choose a quiet time.

Choose a quiet time with no distractions. Ten to fifteen minutes is usually long enough. Try to read with your child regularly - 'little and often' is best.

2. Make reading enjoyable.

Make reading an enjoyable experience! Sit with your child. Try not to pressurise if he or she is reluctant - perhaps read to them first. If your child loses interest then do something else and return to it later.

3. Maintain the flow.

If your child mispronounces a word, try not to interrupt immediately. Instead allow your child a little time to correct themselves. Sometimes it is better to tell a child some unknown words to maintain the flow rather than insisting on trying to build them all up from the sounds of the letters. If your child does try to 'sound out' words, encourage the use of letter sounds rather than 'alphabet names'.

4. Be positive.

If your child says something nearly right to start with that is fine! Encourage your child by saying 'Let's read together' and point to the words as you say them. Boost your child's confidence with constant praise for even the smallest achievement.

5. Reading and understanding.

There is more to being a good reader than just being able to read the words accurately. Just as important is being able to understand what has been read. Talking about the books will help to build your child's comprehension skills. Try to talk to your child about the book; about the pictures, the characters, how they think the story will end, their favourite part etc. You will then be able to see how well they have understood and you will help them to develop good comprehension skills.

6. Variety is important.

Remember children need to experience a wide variety of reading materials to help build their reading skills and understanding. This can include: picture books, newspapers, comics, magazines, poems and information books.

CLARENDON JUNIOR SCHOOL

HOME SCHOOL AGREEMENT

For the school's part we will:-

- Aim to promote all aspects of your child's development, i.e. academic, physical, social, emotional and spiritual;
- Offer a high standard of teaching;
- Interpret the requirements of the National Curriculum to provide a broad and balanced curriculum;
- Offer regular opportunities for you to keep in touch with your child's progress through formal parents evenings, reports and, where appropriate, informal discussions;
- Welcome you into our school and endeavour to respond to your needs;
- Promote good behaviour so that your child can learn in a settled and calm environment;
- Provide appropriate homework and targets for future learning;
- Keep you informed of school events and activities;
- Maintain as wide a range of extra-curricular activities as possible;
- Ensure leavers records and work samples are available on transfer to your child's new school.

Signed: *K A Ward*
Headteacher

Clarendon Junior School



Helping your child with
maths at home

A booklet for parents

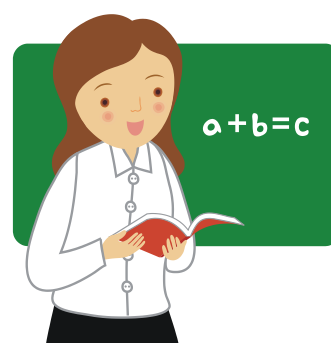
Introduction



At Clarendon Junior School, children receive a daily Maths lesson. As a school, we follow the mastery approach to maths which allows children to explore maths through physical, pictorial and numerical representations and encourages them to develop a deeper understanding of how maths work as they learn. As a basis for planning the staff use the White Rose schemes of learning which uses small steps that build upon each other to develop confidence and thorough understanding.

The purpose of this booklet is to outline the various calculation methods that children are taught as they progress through the school, many of which look different to the methods that you may have been taught in your primary school days. As children progress through the school, they are building up a bank of strategies that can be applied when appropriate. Each strategy can be refined or extended to suit the calculation needed. We hope the explanations and examples of strategies will help you to assist your child at home.

Included in the booklet are also various ideas and suggestions for maths activities that you can enjoy doing with your child in the world away from school. It is not an exhaustive list and you will doubtless have many more ideas of your own.



Calculations

A lot of emphasis in maths teaching is placed on the learning of number and mastering the rapid recall of number facts, including multiplication facts. As children progress through the school and are taught more formal written methods, they are encouraged to think about mental strategies and linked basic number facts they could use first and only use written methods for those calculations they cannot solve in their heads. It is important that children are secure with number bonds (adding numbers together and subtracting them e.g. $10-6=4$, $13+7=20$) and have a good understanding of place value (tens and units, etc) before embarking on formal written methods.

Each Maths lesson generally starts with a recap of the basic skills that the children will be utilising in the skill being learned within the lesson. This can range from number bonds recall to understanding the different roles in each part of a fraction to a formula to calculate area, each dependent on the lesson in hand, the class' needs and the year group. It is important for the children to be able to see how the basic number facts and skills feed into more complex concepts in Maths and how it all fits together.

Mental strategies play an important role in the year six SATs (end of key stage standard assessment tests). Practice is important and skills are built on throughout the school right from year 3 to encourage accuracy and quick recall.

Discussing the efficiency and suitability of different strategies is an important part of maths lessons. Children are encouraged to explain strategies and processes orally to help to develop the use of appropriate mathematical vocabulary and encourage them to reason why they have chosen a particular method and how it has helped them to determine the final answer. Across the school, the children are encouraged to use the A.P.E method (answer, prove and explain) to structure and present their explanations and reasoning either verbally or in a written form.

The Use of Physical and Pictorial Resources

All classrooms have resources of various types appropriate to the age group, including place value counters, number lines and physical representations of concepts such as 2d and 3d shapes. As children progress through each step in their learning, they are encouraged to explore the concept through the physical resources and then these methods will be represented in pictures and diagrams before moving to the representation of the concept in number.

Practicing Number Facts

It is important children learn number bonds to 10 e.g. $4 + 6 = 10$, number bonds to 20 e.g. $14 + 6 = 20$ by heart and, by the end of Year 4, the multiplication facts to 12×12 .



- Play 'ping pong' to practice components with your child. You say a number and they reply with how much more is needed to make 10, 20, 100 or 1000. Encourage your child to answer quickly without counting or using fingers. E.g. make 100 you shout 40 they shout 60
- Throw two dice. Ask your child to find the total of the numbers (+), the difference between them (-) or the product (x).
- Use a set of playing cards (without the picture cards). Turn over two cards and ask your child to add or multiply the numbers. If they answer correctly, they keep the cards. How many cards can they collect in two minutes?
- Play 24 with a pack of playing cards using all of them. You need 4 players. Share all the cards out. Each player puts a card down and tries to make 24 using any or all of the 4 operations and all or some of their cards. The first person to make number keeps all the cards. E.g. you put down a Jack (worth 11), 2 hearts, 7 spades and 2 clubs. You could say $2 \times \text{Jack} + 2 \text{ hearts}$.
- Play Bingo. Each player chooses five answers (e.g. numbers to 10 to practice simple addition, multiples of 5 to practice the five times table etc). Ask a question and if a player has the answer, they can cross it off. The winner is the first player to cross off all their answers.
- Give your child an answer. Ask them to write as many number sentences as they can with this answer. You could just ask for addition sentences or any type of calculation.
- Give your child a number fact – e.g. $5 + 8 = 13$. Ask them what else they can find out from this fact, e.g. $50 + 80 = 130$, $8 + 5 = 13$, $13 - 8 = 5$, $130 - 50 = 80$ etc
- Look out for car number plates. What is the number on the plate? What is this to the nearest 10 or 100 or 1000? How many more would you need to reach the next multiple of 10, 100 or 1000?
- Make up rhymes together to help your child remember tricky times tables.



Real life Problems

- Go shopping with your child to buy two or three items. Ask them to work out the total amount spent and how much change you will get.
- Buy items with a percentage extra free. Help your child to calculate how much of the product is free.
- Plan an outing during the holidays. Ask your child to think about what time you will need to set off and how much money you will need to take.
- Use a bus or train timetable. Ask your child to work out how long a journey between two places should take. Go on the journey. Do you arrive earlier/later than expected? By how much?
- Help your child to scale a recipe up or down to feed the right amount of people.

Useful websites

There are lots of websites that are very good for practicing Numeracy skills. Below are some of the websites we recommend you use with your child:

www.clarendonjuniors.co.uk – the school website has links to useful Numeracy websites. Look at your child's class page for links to current Numeracy topics.

www.sumdog.com – a website that has lots of games that help practice mental maths skills. Your child will have a username and password provided by the school.

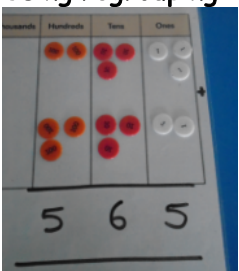
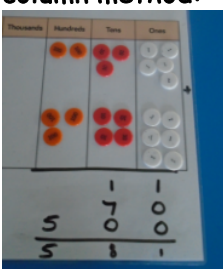

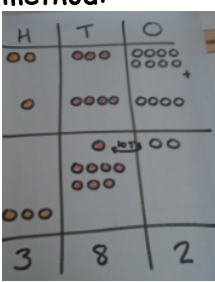
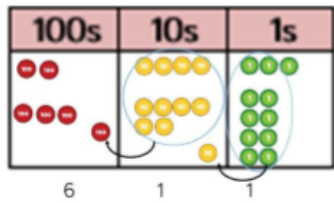
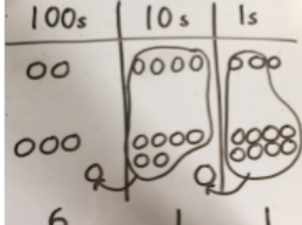

<http://resources.woodlands-junior.kent.sch.uk/maths/index.html> - lots of great games for children to play covering all aspects of the Numeracy curriculum.

<http://www.bbc.co.uk/education/dynamo/home.shtml> - a website with lots of games and quizzes.

www.bbc.co.uk/bitesize - a great website for revision.

Addition

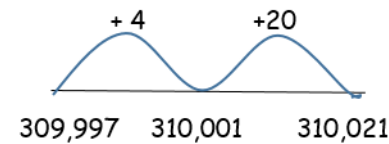
Children are taught to understand addition as combining sets and counting on. Calculations are put into practical contexts so that the child sees the relevance of the method they are learning. The methods below are a progression from year 3 to year 6. Children will be introduced to each stage of addition in relation to their year group and will be encouraged to use this and develop efficiency, understanding and confidence in using it before introducing the next. Each step in the calculation of addition follows our practical, pictorial and numerical representations.

Year Group	Practical	Pictorial	Numerical
3	<p>Using regrouping:</p>  <p>Using the expanded column method:</p> 	<p>Using regrouping:</p>  <p>Using the expanded column method:</p> 	<p>Using regrouping:</p> $\begin{array}{r} 200 + 60 + 7 \\ + 80 + 5 \\ \hline 200 + 140 + 12 \end{array}$ <p>Using the expanded column method:</p> $\begin{array}{r} \text{H T O} \\ 2 \ 5 \ 6 \\ + 1 \ 3 \ 7 \\ \hline 1 \ 3 \\ 8 \ 0 \\ \hline 3 \ 0 \ 0 \\ \hline 3 \ 9 \ 3 \end{array}$
4	<p>Column Addition with Carrying:</p> 	<p>Column Addition with Carrying:</p> 	<p>Column Addition with Carrying:</p> $\begin{array}{r} \text{H T O} \\ 2 \ 5 \ 6 \\ + 1 \ 3 \ 7 \\ \hline 1 \ 3 \\ 8 \ 0 \\ \hline 3 \ 0 \ 0 \\ \hline 3 \ 9 \ 3 \end{array} \rightarrow \begin{array}{r} \text{H T O} \\ 2 \ 5 \ 6 \\ + 1 \ 3 \ 7 \\ \hline 3 \ 9 \ 3 \\ 1 \end{array}$
5		<p>Mental Strategies using Compensation:</p> 	<p>Using Column Addition with Decimals:</p> $\begin{array}{r} 3 \ 6 \ 6 \ . \ 7 \\ + 8 \ 5 \ . \ 4 \\ \hline 4 \ 5 \ 2 \ . \ 1 \\ \hline 1 \ 1 \ 1 \end{array}$

6

Blank number line to support with larger numbers:

e.g: $309,997 + 24$

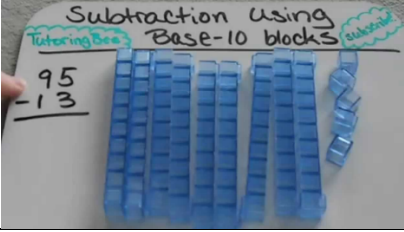
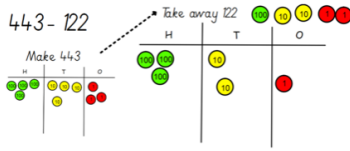
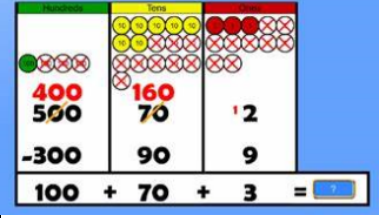
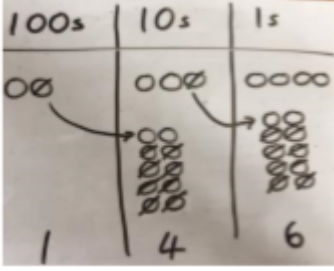
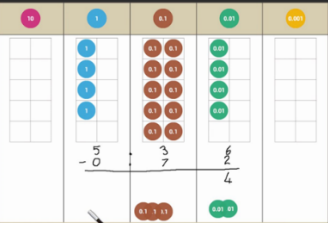
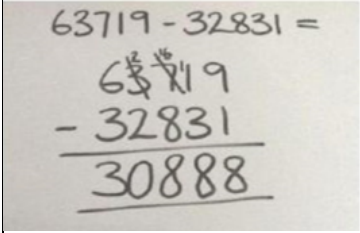


Extend methods to numbers with any number of digits.

$$\begin{array}{r} 23,361 \\ 9,080 \\ 59,770 \\ + 1,300 \\ \hline 93,511 \\ 212 \end{array}$$


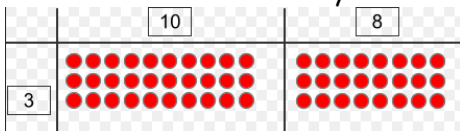
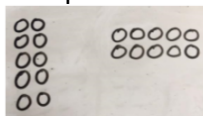
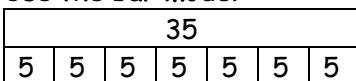
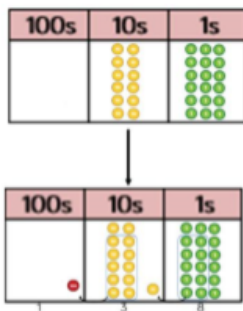
Subtraction

Children are taught to understand subtraction as taking away (counting back) and finding the difference (counting on/up). Calculations are put into practical contexts so that the child sees the relevance of the method they are learning. Children will be introduced to each stage of subtraction in relation to their year group and will be encouraged to use this and develop efficiency, understanding and confidence in using it before introducing the next. Each step in the calculation of addition follows our practical, pictorial and numerical representations.

Year Group	Practical	Pictorial	Numerical
3	Column method without grouping: 		$\begin{array}{r} \text{T} \quad \text{O} \\ 40 \quad 7 - \\ \underline{20 \quad 3} \\ 20 \quad 4 \end{array} \quad \rightarrow \quad \begin{array}{r} \text{TO} \\ 47 - \\ \underline{23} \\ 24 \end{array}$
4	Column method with grouping: 		$\begin{array}{r} 100 \\ 200 + 30 + 8 \\ 100 + 40 + 6 \\ \hline 0 + 90 + 2 \end{array}$ $\begin{array}{r} 12 \quad 13 \quad 8 - \\ \underline{1 \quad 4 \quad 6} \\ 9 \quad 2 \end{array}$
5	Decomposition with exchanging: 		$63719 - 32831 = 30888$ $\begin{array}{r} 3,904 - 1,583 \\ 8,000 - 5,648 \\ 14,800 - 7,822 \end{array}$
6	Reinforcing the methods from previous year groups with efficiency.		

Multiplication

Children are taught to understand multiplication as repeated addition and scaling. It can also describe an array. Calculations are put into practical contexts so that the child sees the relevance of the method they are learning. Children will be introduced to each stage of multiplication in relation to their year group and will be encouraged to use this and develop efficiency, understanding and confidence in using it before introducing the next. Each step in the calculation of addition follows our practical, pictorial and numerical representations.

Year Group	Practical	Pictorial	Numerical									
3	<p>Create arrays using counters/cubes to show multiplication sentences.</p>  <p>Grid Method: Use counters to show arrays:</p> 	<p>Draw arrays to represent multiplication sentences.</p>  <p>Grid Method: Use the bar model:</p>  <p>$7 \times 5 = 35$ $5 \times 7 = 35$ $35 \div 5 = 7$ $35 \div 7 = 5$</p>	<p>$3 \times 4 = 12$ $4 \times 3 = 12$ $3 + 3 + 3 + 3 = 12$ $4 + 4 + 4 = 12$</p> <p>Grid Method:</p> <table><tr><td>X</td><td>10</td><td>8</td></tr><tr><td>10</td><td>100</td><td>80</td></tr><tr><td>3</td><td>30</td><td>24</td></tr></table> <p>$100 + 80 + 30 + 24 = 234$</p>	X	10	8	10	100	80	3	30	24
X	10	8										
10	100	80										
3	30	24										
4	<p>Short Multiplication: 6×23</p> 		<p>Expanded multiplication:</p> $\begin{array}{r} 23 \\ \times 4 \\ \hline 12 \text{ (3 x 4)} \\ 80 \text{ (20 x 4)} \\ \hline 92 \end{array}$ <p>Moving to short multiplication: $6 \times 23 =$</p> $\begin{array}{r} 23 \\ \times 6 \\ \hline 138 \\ \hline 11 \end{array}$									
5		<p>Expanded long multiplication:</p> $\begin{array}{r} \text{T} \quad \text{O} \\ 3 \quad 2 \\ \times 2 \quad 4 \\ \hline 8 \text{ (2 x 4)} \\ 120 \text{ (30 x 4)} \\ 40 \text{ (2 x 20)} \\ 600 \text{ (20 x 30)} \\ \hline \end{array}$										

Moving to long multiplication:


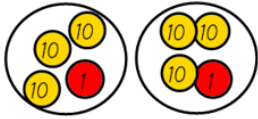
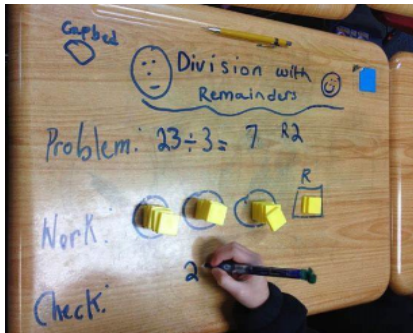
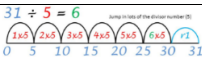

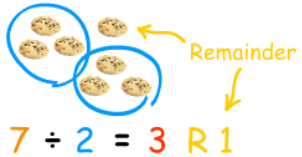
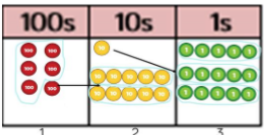
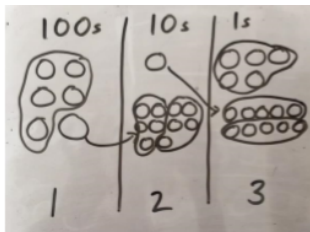
$$\begin{array}{r} \text{T} \quad \text{O} \\ 3 \quad 2 \\ \times 2 \quad 4 \\ \hline 1 \quad 2 \quad 8 \\ 6 \quad 4 \quad 0 \\ \hline 7 \quad 6 \quad 8 \end{array}$$

6

Reinforcing the methods from previous year groups with efficiency.

Division

Children are taught to understand division as sharing and grouping. Multiplication and division are interlinked. Calculations are put into practical contexts so that the child sees the relevance of the method they are learning. Children will be introduced to each stage of division in relation to their year group and will be encouraged to use this and develop efficiency, understanding and confidence in using it before introducing the next. Each step in the calculation of addition follows our practical, pictorial and numerical representations.

Year Group	Practical	Pictorial	Numerical
3	<p>Division with grouping</p> 	<p>$62 \div 2$</p> 	<p>Children become fluent with representing division stories and images with number sentences they can explain:</p> <p>$96 \div 3 = 32$</p> <p>"96 sweets were shared between 3 friends. They had 32 sweets each."</p>
4	<p>Division with remainders:</p> 	<p>$31 \div 5 = 6$</p>  <p>$8 \div 3 = 2 \text{ r } 2$</p> <p>Remainder</p> 	<p>Complete written divisions showing the remainder as "r".</p>  <p>$7 \div 2 = 3 \text{ R } 1$</p>
5	<p>$615 \div 5$</p>  <ol style="list-style-type: none"> 1. Make 615 with place value counters. 2. How many groups of 5 hundreds can you make with 6 hundred counters? 3. Exchange 1 hundred for 10 tens. 4. How many groups of 5 tens can you make with 11 ten counters? 5. Exchange 1 ten for 10 ones. 6. How many groups of 5 ones can you make with 15 ones? 		<p>$5 \overline{) 123} \begin{matrix} 1 \\ 1 \end{matrix}$</p> <p>Expressing remainders as fractions:</p> <p>$19 \div 5 = 3 \text{ R } 4 = 3 \frac{4}{5}$</p> <p>Remainder</p>

6

Long Division:

$$\begin{array}{r}
 28 \\
 9 \overline{) 258} \\
 \underline{18} \\
 78 \\
 \underline{72} \\
 6
 \end{array}$$

25 goes into 9 two times

$$9 \times 2 = 18$$

78 goes into 9 eight times

$$9 \times 8 = 72$$

Clarendon Junior School

Privacy Notice (How we use pupil information)

When your child starts at school and, as they continue to progress through the education system, we ask for and collect data in order to fulfil certain legal obligations and to support your child with their education, as well as their personal and social development. We take our responsibilities in this respect very seriously and your data is only shared with outside authorities where we are either legally required to do so, or to inform other agencies who are also involved in supporting your child whilst at school. There may also be times where medical information needs to be shared in the event of an emergency.

We have policies and procedures in place to ensure that we store and transmit all data in a secure way to protect your child's rights. A copy of our Secure Data Handling Policy, which covers this, can be viewed on the school website.

The purpose of this Privacy Notice is to inform you about the data we hold, who we share it with, why we share it and how long we retain it all. We are also, by law, required to advise you of the 'lawful basis/bases' under which we collect and process the data, as defined by the 'General Data Protection Regulations Act (GDPR)'. Below you will find a general outline of the data we hold but more detailed information can be found in our audit document, 'Pupil Data for PN' on the school website - www.clarendonjuniors.co.uk.

The data that we collect about your child is defined by the GDPR as 'personal data' and in some cases is also called 'special category data', data which is perceived as being more sensitive (e.g. data on ethnicity and religion as well as medical data).

The categories of pupil information that we collect, hold and share for all pupils include¹:

- **Personal information:** such as name, unique pupil number, address and date of birth.

- **Characteristics:** such as ethnicity, language, nationality, country of birth and free school meal eligibility.
- **Attendance information:** such as sessions attended, number of absences and absence reasons and any exclusions.
- **Medical information:** such as allergies and intolerances, medical conditions, disabilities, physical and mental developmental difficulties, doctor's contact details.
- **Educational information:** such as school reports, assessment data, exam and test results.

In addition, for some children we will also collect, hold and share data which includes:

- **Educational information:** such as information on their Special Educational Needs , reports and support provided by external agencies and 'Educational Health Care Plans'.
- **Data on behaviour:** such as data on any exclusion and/or records of any major breaches of school policy.
- **Data on Safeguarding:** such as concern sheets and Child Protection Plans.

Why we collect and use this information

We use the pupil data:

to support pupil learning.

to monitor and report on pupil progress.

to provide appropriate pastoral care.

to assess the quality of our services.

to comply with the law regarding data sharing.

to support the work of other external organisations involved in the support of your child.

In addition, throughout the school year, we also take photographs and videos of pupils which are used:

- for displays around the school.
- within our school prospectus and on our school website.
- reports for sporting events, school plays or other purposes within school publications and the general media.

The lawful basis on which we use this information

We collect and use 'personal data' under the following 'lawful bases', as defined within the GDPR:

- to fulfil our duties as a public authority, which is defined as our '**public task**'.
- in order to ensure that we provide your child with the right level of support in order for them to progress well during their time at school, which is defined as our '**legitimate interest**'.
- in the case of an emergency where your child might be in need of medical help and we are unable to contact you, which is defined as their '**vital interest**'.

We collect and use 'special categories of personal data' under the following 'lawful bases' as defined within the GDPR:

- Article 9(2)(a): where you have understood the reason for us requesting the data and

- Article 9(2)(b): where processing is necessary for the purposes of carrying out the obligations in the area of social protection law.
- Article 9(2)(c): that processing is necessary to protect the vital interests of your child or of another person where you or your child are physically or legally unable to give consent.
- Article 9(2)(d): that processing is carried out in the course of our legitimate activities, with appropriate safeguards.

For the taking and use of photographs and/or videos of pupils our lawful basis as defined within the GDPR is 'consent'. We will write to you when your child starts at our school to ask for your consent and will supply you with more detail.

Collecting pupil information

Whilst the majority of pupil information you provide to us is mandatory, some of it is provided to us on a voluntary basis. In order to comply with the General Data Protection Regulation, we will inform you whether you are required to provide certain pupil information to us or if you have a choice in this.

Storing pupil data

We hold the majority of pupil data for the time that your child remains at our school. When they transfer to another primary school and/or on to a secondary school, their data is also transferred. Their final school will hold the majority of pupil data (contained within their individual pupil files) until they reach the age of 25. Some data is held for a shorter period of time and is thereafter destroyed. The admissions register and computer record is kept in perpetuity.

Who we share pupil information with

We routinely share pupil information with:

- schools that pupils attend after leaving us.
- our local authority.
- the Department for Education (DfE).
- Ofsted.
- Capita SIMS.
- the school nurse, Speech and Language Practitioners, NHS and Virgin Care, Educational psychologists, MASH, Social workers, CAMHS, the police.
- Supply staff.
- Parentmail.
- IT Intervention providers e.g. Accelerated Reader, Nessy, Purple Mash, Education City, Times Table Rock Stars, White Rose, 2Simple 2Build a profile, Reading Eggspress, Spellodrome, Rising Stars.
- School website supported by eSchools.
- IT Support Contractor (Edit Concepts).
- Perspective Lite, Standards Testing Agency, NCA Tools, Fischer Family Trust,

Why we share pupil information

We do not share information about our pupils with anyone without consent unless the law and our policies allow us to do so.

We share pupils' data with the Department for Education (DfE) on a statutory basis. This data sharing underpins school funding and educational attainment policy and monitoring.

Data collection requirements:

To find out more about the data collection requirements placed on us by the Department for Education (for example; via the school census) go to

<https://www.gov.uk/education/data-collection-and-censuses-for-schools>.

The National Pupil Database (NPD)

The NPD is owned and managed by the Department for Education and contains information about pupils in schools in England. It provides invaluable evidence on educational performance to inform independent research, as well as studies commissioned by the Department. It is held in electronic format for statistical purposes. This information is securely collected from a range of sources including schools, local authorities and awarding bodies.

We are required by law, to provide information about our pupils to the DfE as part of statutory data collections such as the school census and early years' census. Some of this information is then stored in the NPD. The law that allows this is the Education (Information About Individual Pupils) (England) Regulations 2013.

To find out more about the NPD, go to

<https://www.gov.uk/government/publications/national-pupil-database-user-guide-and-supporting-information>.

The department may share information about our pupils from the NPD with third parties who promote the education or well-being of children in England by:

- conducting research or analysis.
- producing statistics.
- providing information, advice or guidance.
- The Department has robust processes in place to ensure the confidentiality of our data is maintained and there are stringent controls in place regarding access and use of the data. Decisions on whether DfE releases data to third parties are subject to a strict approval process and based on a detailed assessment of:
 - who is requesting the data.
 - the purpose for which it is required.
 - the level and sensitivity of data requested.
 - the arrangements in place to store and handle the data.

To be granted access to pupil information, organisations must comply with strict terms and conditions covering the confidentiality and handling of the data, security arrangements and retention and use of the data.

For more information about the department's data sharing process, please visit:

<https://www.gov.uk/data-protection-how-we-collect-and-share-research-data>

For information about which organisations the department has provided pupil information, (and for which project), please visit the following website:

<https://www.gov.uk/government/publications/national-pupil-database-requests-received>

To contact DfE: <https://www.gov.uk/contact-dfe>

Requesting access to your personal data

Under data protection legislation, parents and pupils have the right to request access to information about them that we hold. To make a request for your personal information, or be given access to your child's educational record, contact Mrs Lin Beer, School Finance Officer on 01980 607007 or Mrs Heather Bournier, Data Protection Officer on 01980 632364.

You also have the right to:

- object to processing of personal data that is likely to cause, or is causing, damage or distress.
- prevent processing for the purpose of direct marketing.
- object to decisions being taken by automated means.
- in certain circumstances, have inaccurate personal data rectified, blocked, erased or destroyed.
- claim compensation for damages caused by a breach of the Data Protection regulations.

If you have a concern about the way we are collecting or using your personal data, we request that you raise your concern with us in the first instance. Alternatively, you can contact the Information Commissioner's Office at <https://ico.org.uk/concerns/>

Contact

If you would like to discuss anything in this privacy notice, please contact: Mrs Lin Beer, School Finance Officer on 01980 607007 or Mrs Heather Bournier, Data Protection Officer on 01980 632364.

PERSONAL CATEGORY DATA COLLECTED BY SCHOOLS UNDER THE LAWFUL BASIS OF A 'PUBLIC TASK'					
PERSONAL DATA	LAWFUL BASIS (ARTICLE 6)	LEGISLATION	WHO WE SHARE IT WITH	WHY WE SHARE IT	RETENTION PERIOD
Personal information: <ul style="list-style-type: none"> Names Address Unique Pupil Number Sex Date of birth 	Public Task	1. The Education (Pupil Registration) (England) Regulations 2006 and subsequent amendments of 2010/2011/2013 2. The Education (Information about pupils) (England) Regulations 2013	1. Department for Education. 2. Local Authority and other external agencies. 3. Staff on a 'need to know' basis.	1. School Census. 2. To support children's education and development in school.	Pupil file: From admission to leaving. Electronically until child attains 29 years.
Characteristics: <ul style="list-style-type: none"> Nationality Ethnicity First language and other languages spoken Eligible for Free School Meals 	Public Task	1. The Education (Pupil Registration) (England) Regulations 2006 and subsequent amendments of 2010/2011/2013 2. The Education (Information about pupils) (England) Regulations 2013	1. Department for Education. 2. Local Authority. 3. Staff on 'need to know' basis.	1. School census & funding allocation.	Pupil file: From admission to leaving. Electronically until child attains 29 years.
Medical information: <ul style="list-style-type: none"> Current medical conditions Disability Educational Health Care Plan 	Public Task	1. The Education (Pupil Registration) (England) Regulations 2006 and subsequent amendments of 2010/2011/2013 2. Section 100 Children and Families Act 2014 and DfE Supporting pupils at school with medical conditions (2014) 3. Equality Act (2010)	1. Department for Education. 2. Local Authority and other external agencies. 3. Staff on 'need to know' basis.	1. School Census. 2. Support children with specific medical needs and disabilities and meet obligations under the Equality Act (2010).	Pupil file: From admission to leaving. Electronically until child attains 29 years.
Family circumstances: <ul style="list-style-type: none"> Service child Traveller Residency status Refugee/asylum seeker Currently or ever Looked After Child 	Public Task	1. The Education (Pupil Registration) (England) Regulations 2006 and subsequent amendments of 2010/2011/2013 2. The Education (Information about pupils) (England) Regulations 2005/2013	1. Department for Education. 2. Local Authority. 3. Staff on 'need to know' basis.	1. School Census. 2. To support children's education and development in school.	Pupil file: From admission to leaving. Electronically until child attains 29 years.

PERSONAL DATA	LAWFUL BASIS (ARTICLE 6)	LEGISLATION	WHO WE SHARE IT WITH	WHY WE SHARE IT	RETENTION PERIOD
Attendance records: <ul style="list-style-type: none"> Attendance registers Exclusions Absences: authorised and unauthorised including correspondence 	Public Task	<ol style="list-style-type: none"> The Education (Pupil Registration) (England) Regulations 2006 and subsequent amendments of 2010/2011/2013 School attendance: Departmental advice for maintained schools, academies, independent schools and local authorities (2014) 	<ol style="list-style-type: none"> Department for Education. Local Authority and other external agencies. Educational Welfare Services. 	<ol style="list-style-type: none"> School Census. 	Pupil file: From admission to leaving. Electronically until child attains 29 years.
Educational data and information: <ul style="list-style-type: none"> School Reports Test/exam results Attainment Levels Special Education Needs and related correspondence Learning support provision Educational Health Care Plan	Public Task	<ol style="list-style-type: none"> The Education (Information about pupils) (England) Regulations 2013 The Education (National Curriculum) (Key Stage 2 Assessment Arrangements) (England) Order SEN Children and Families Act 2014 Education Acts 1966 & 2006 	<ol style="list-style-type: none"> Department for Education. Local Authority and other external agencies. School staff on 'need to know' basis. 	<ol style="list-style-type: none"> School Census. To support children's education and development in school. 	Pupil file: From admission to leaving. Electronically until child attains 29 years.
Safeguarding information: <ul style="list-style-type: none"> Child Protection Concerns Child Protection plan Parental responsibility 	Public Task	<ol style="list-style-type: none"> Section 175 of the Education Act Keeping Children Safe in Education (2016) Working together to safeguard children (March 2015) 	<ol style="list-style-type: none"> Local Authority and external support agencies. Staff on 'need to know' basis. 	<ol style="list-style-type: none"> Fulfilment of statutory safeguarding duties. 	Pupil file: From admission to confirmation of receipt at transferring school.

PERSONAL DATA COLLECTED BY SCHOOLS UNDER OTHER LAWFUL BASES					
PERSONAL DATA	LAWFUL BASIS (ARTICLE 6)	LEGISLATION	WHO WE SHARE IT WITH	WHY WE SHARE IT	RETENTION PERIOD
Medical information: <ul style="list-style-type: none"> • Doctor's contact details • Medical history • Relevant family medical history 	1. Legitimate Interest 2. Vital Interest	Not applicable	1. Staff on a need to know basis. 2. External agencies. 3. Relevant medical staff (Doctors, ambulance personnel, hospital staff).	1. To ensure child receives the right support at school. 2. In the event of an emergency where staff are required to pass information on to medical staff (loco parentis).	Pupil file: From admission to leaving. Electronically until child attains 29 years.
Educational & Social Developmental information at current setting: <ul style="list-style-type: none"> • Contact with external agencies • Behaviour support • Records of major breaches of school policy. 	1. Legitimate Interest	Not applicable	1. External agencies. 2. Staff on 'need to know' basis.	1. To provide appropriate on-going support for a child educationally, socially and emotionally.	Pupil file: From admission to leaving. Electronically until child attains 29 years.
Photographs and videos of pupils	1. 'Consent'	Not applicable	1. Current parents. 2. Prospective parents. 3. Public via website. 4. Press.	1. To celebrate children's achievements.	Time pupil is at the school. Where consent has been given for use on the web/by the press in perpetuity.

SPECIAL CATEGORY DATA COLLECTED BY SCHOOLS					
SPECIAL CATEGORY DATA	LAWFUL BASIS (ARTICLE 9)	LEGISLATION	WHO WE SHARE IT WITH	WHY WE SHARE IT	RETENTION PERIOD
Personal information: <ul style="list-style-type: none"> Ethnic origin 	9(2) (b) – for the purpose of carrying out the school’s legal obligations	The Education (Pupil Registration) (England) Regulations 2006 and subsequent amendments of 2010/2011/2013 Equality Act (2010)	1. Department for Education. 2. Local Authority.	1. School Census.	Pupil file: From admission to leaving. Electronically until child attains 29 years.
Medical history and current information: <ul style="list-style-type: none"> Current medical conditions Disability Doctor’s contact details Medical history Relevant family medical history 	9(2) (a) (b) (c) and (d) – to protect the vital interests of a child and to support the school’s legitimate activities to provide appropriate support to individual children	Section 100 Children and Families Act 2014 Supporting pupils at school with medical conditions Equality Act (2010)	1. Staff and other external agencies on ‘need to know’ basis.	1. To provide the right level of support to a child within an educational setting and to provided relevant information in the case of a medical emergency (loco parentis).	Pupil file: From admission to leaving. Electronically until child attains 29 years.
Educational & Social Developmental information: <ul style="list-style-type: none"> Physical & developmental history e.g. speech, hearing, walking sight etc. Past and on-going social and/or emotional problems 	9(2) (d) – to support the schools legitimate activities.		1. Staff on ‘need to know’ basis. 2. External agencies.	1. To provide the right level of support to a child within an educational setting and to provided relevant information in the case of a medical emergency (loco parentis).	Pupil file: From admission to leaving. Electronically until child attains 29 years.

Clarendon Junior School

Privacy Notice (How we use information that we hold on parents/carers)

When your child joins our school, we ask you to provide us with some personal information, which is held on our registration forms and central computer system, to enable us to contact you and also to address any specific needs in a manner that you would reasonably expect us to. There may also be times when we are required to share some of this information to protect the safety of your child and to fulfil legal obligations that we have as a school.

The categories of parent/carer information that we collect, process, hold and share include:

- personal information (such as name, address, contact details for home, mobile and workplace, including email).
- special categories of data (including characteristics information on medical history or specific needs that you may have shared with us).
- information to support your child's eligibility for Free School Meals.
- information to support your child's eligibility for Service Pupil Premium.

Why we collect and use this information

We use parent/carer data to:

- enable us to contact you both as part of our normal procedures and in the event of any emergency concerning your child.
- enable email/text contact with you both for the distribution of information from the school and any communication specific to your child.
- fulfil our obligations under safeguarding legislation.

The lawful basis on which we process this information

We process your 'personal data' under the lawful basis of 'legitimate interests', 'vital interests' and 'consent'. With the exception of information required in order for us to fulfil our safeguarding duties, there is no legal obligation that requires you to provide this information. However, if you decide not to, you need to understand that it would not be possible for us to contact you, either in an emergency or in the course of our normal communication with parents. Furthermore, where parents live at different addresses, unless we have all the information regarding those addresses, we would not be able to communicate with all parents.

Collecting this information

It is not mandatory for you to provide us with this information and, in order for us to comply with data protection legislation, we will inform you why we are requesting that information and your specific rights with respect to that information.

For more detailed information regarding the data we hold, and the bases on which we hold it, please see 'Parent Data for PN' on the school website - www.clarendonjuniors.co.uk.

Storing this information

We store this information both in the original paper copy on which it was requested, as well as on our parent/pupil data base, which is password protected. Access to that data base is limited strictly to those staff who need to obtain the information and we take responsibilities regarding security very seriously.

Who we share this information with and why

We only ever share this information on a 'need to know' basis to facilitate contact with you as parents/carers of a pupil at our school, to support your child's learning and in the event of any medical emergency. We act strictly within the guidelines of our Secure Data Handling policy, a copy of which can be found on our website or requested from the school office.

The school has robust processes in place to ensure that confidentiality of personal data is maintained and there are stringent controls in place regarding its use and access.

Requesting access to your personal data

Under data protection legislation, you have the right to request access to information about you that we hold. To make a request for your personal information contact Mrs Lin Beer, School Finance Officer, on 01980 607007 or Mrs Heather Bournier, Data Protection Officer, on 01980 632364

You also have the right to:

- object to processing of personal data that is likely to cause, or is causing, damage or distress
- prevent processing for the purpose of direct marketing
- object to decisions being taken by automated means
- in certain circumstances, have inaccurate personal data rectified, blocked, erased or destroyed; and
- claim compensation for damages caused by a breach of the Data Protection regulations

If you have a concern about the way we are collecting or using your personal data, we ask that you raise your concern with us in the first instance. Alternatively, you can contact the Information Commissioner's Office at <https://ico.org.uk/concerns/>

Further information

If you would like to discuss anything in this privacy notice, please contact:

Mrs Lin Beer (01980 607007) or Mrs Heather Bournier (01980 632364)

PARENTS DATA HELD					
DATA HELD ON PARENTS/CARER	LAWFUL BASIS for 'Personal Data' (Article 6)	LAWFUL BASIS for 'Special Category Personal Data' (Article 9)	RELEVANT LEGISLATION	WHO SHARED WITH	WHY WE SHARE IT
Personal information: <ul style="list-style-type: none"> Names of parents Address/es of parents Parental responsibility 	1. Legitimate Interest 2. Vital Interest	N/A	N/A	1. School Admin staff & staff on a 'need to know' basis. 2. VLE & other learning platforms.	1. To enable us to contact parents. 2. To enable parents access to VLE & other learning platforms.
Contact details: <ul style="list-style-type: none"> Home telephone numbers Mobile telephone numbers Email address Work contact details 	1. Legitimate Interest 2. Vital Interest	N/A	N/A	1. School Admin staff & staff on a 'need to know' basis. 2. VLE/Parentmail/SIMS Parent Lite App.	1. To enable us to contact parents. 2. To enable parents to contact the school via VLE/Parentmail & amend detail via Parent Lite App.
Information re eligibility for FSM: <ul style="list-style-type: none"> Parental income Benefit status 	1. Legitimate Interest	N/A	N/A	1. School Admin staff 2. Wiltshire Council	1. To support parent applications and entitlement to FSM & 'Pupil Premium'
Medical history/information: <ul style="list-style-type: none"> Any medical history that might be relevant to their child's development or needs (e.g. family history of dyslexia) Any medical history or information regarding a disability that might be relevant to supporting contact with and reporting to parents (e.g. mobility, vision) 	1. Legitimate Interest	Article 9(2)(a)	Equality Act 2010 Accessibility Plan	1. Admin and teaching staff on 'need to know basis'.	1. To support pupil's learning. 2. To support parent in provision of information in an accessible form and access to school.

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SCHOOL TERM AND HOLIDAY DATES 2024 -25

Wiltshire Council

September 2024							October 2024							November 2024						
M		2	9	16	23	30	M		7	14	21	28		M		4	11	18	25	
Tu		3	10	17	24		Tu	1	8	15	22	29		Tu		5	12	19	26	
W		4	11	18	25		W	2	9	16	23	30		W		6	13	20	27	
Th		5	12	19	26		Th	3	10	17	24	31		Th		7	14	21	28	
F		6	13	20	27		F	4	11	18	25			F	1	8	15	22	29	
Sa		7	14	21	28		Sa	5	12	19	26			Sa	2	9	16	23	30	
Su	1	8	15	22	29		Su	6	13	20	27			Su	3	10	17	24		

December 2024							January 2025							February 2025						
M		2	9	16	23	30	M		6	13	20	27		M		3	10	17	24	
Tu		3	10	17	24	31	Tu		7	14	21	28		Tu		4	11	18	25	
W		4	11	18	25		W	1	8	15	22	29		W		5	12	19	26	
Th		5	12	19	26		Th	2	9	16	23	30		Th		6	13	20	27	
F		6	13	20	27		F	3	10	17	24	31		F		7	14	21	28	
Sa		7	14	21	28		Sa	4	11	18	25			Sa	1	8	15	22		
Su	1	8	15	22	29		Su	5	12	19	26			Su	2	9	16	23		

March 2025							April 2025							May 2025						
M		3	10	17	24	31	M		7	14	21	28		M		5	12	19	26	
Tu		4	11	18	25		Tu	1	8	15	22	29		Tu		6	13	20	27	
W		5	12	19	26		W	2	9	16	23	30		W		7	14	21	28	
Th		6	13	20	27		Th	3	10	17	24			Th	1	8	15	22	29	
F		7	14	21	28		F	4	11	18	25			F	2	9	16	23	30	
Sa	1	8	15	22	29		Sa	5	12	19	26			Sa	3	10	17	24	31	
Su	2	9	16	23	30		Su	6	13	20	27			Su	4	11	18	25		

June 2025							July 2025							August 2025						
M		2	9	16	23	30	M		7	14	21	28		M		4	11	18	25	
Tu		3	10	17	24		Tu	1	8	15	22	29		Tu		5	12	19	26	
W		4	11	18	25		W	2	9	16	23	30		W		6	13	20	27	
Th		5	12	19	26		Th	3	10	17	24	31		Th		7	14	21	28	
F		6	13	20	27		F	4	11	18	25			F	1	8	15	22	29	
Sa		7	14	21	28		Sa	5	12	19	26			Sa	2	9	16	23	30	
Su	1	8	15	22	29		Su	6	13	20	27			Su	3	10	17	24	31	

key:

School Holiday

Bank holiday

Term Time

Academy, Free Schools, Foundation & Voluntary Aided schools can set their own term dates and may differ from ours. Please check with the individual schools for their term dates.

5 days are also available for professional training day closures during term time, set by the Headteacher and Governors of each school.

Term dates summary:

Term 1	02 September to 23 October 2024	38 days
Term 2	04 November to 20 December 2024	35 days
Term 3	06 January to 14 February 2025	30 days
Term 4	24 February to 04 April 2025	30 days
Term 5	22 April to 23 May 2025	23 days
Term 6	02 June to 24 July 2025	39 days
TOTAL		195 Days

Bank and Public Holidays 2024/2025

Christmas Day Holiday	25th December 2024
Boxing Day Holiday	26th December 2024
New Years Holiday	1st January 2025
Good Friday	18th April 2025
Easter Monday	21st April 2025
May Day Holiday	05th May 2025
Spring Bank Holiday	26th May 2025
Summer Bank Holiday	25th August 2025