



# Hoath Primary School



## School Prospectus 2025 - 2026

**Small School, Big Community, Unlimited Potential**

## Contents

	<b>Page</b>
Contact details	3
Staff	4
Mission statement	5
Admissions	6
<b><u>Information for parents</u></b>	
Description	7
School times	7
School organisation	7
National curriculum	9
Literacy and phonics	10-11
Maths	12
Science	13
Computing, digital literacy and information technology	13
History & geography	14
Physical activities	15
Swimming	15
Forest schools/beach schools	15
Creative arts	16
Special educational needs and disabilities	16
Assemblies	17
Homework	17
School discipline and rules	18
Secondary allocation	19
School meals	19
Breakfast club	20
Admission to school	21
<b><u>Pupil welfare</u></b>	
Absence	21
Attendance data	21
Arrival and departure	21
School closure	21
Cars and parking	21
Dogs/animals	22
Medicines	22
Medical information	22
Dental inspections	22
Routine checks	23
Illness in school	23
Telephone numbers	23
Changes	23
Jewellery	23
School uniform and equipment	24
The governing body	24
School results	25
Home and school communications	25
Child protection	25
Parental involvement	26
The parent, staff, friends association	26
Public access to documents and information	26
GDPR Disclaimer	27



## Contact Details

<b>Head of School</b>	Mr Anthony Sanders
<b>Address</b>	Hoath Primary School, School Lane, Hoath, Kent, CT34LA
<b>Telephone</b>	01227 860249
<b>Email</b>	<a href="mailto:office@hoath.kent.sch.uk">office@hoath.kent.sch.uk</a>
<b>Chair of the Governors</b>	Dr Gregory C/O Hoath Primary School School Lane, Hoath, Canterbury Kent CT3 4LA
<b>Clerk to the Governors</b>	Angela Newman C/O The School
<b>Area Education Office</b>	Marisa White East Kent Area Education Office Clover House Whitstable Kent CT5 3QZ
<b>Local Improvement Officer</b>	Mrs C Wilson East Kent Area Education Office Clover House Whitstable Kent CT5 3QZ

## Teaching Staff

<b>Mr T Whitehouse</b> BA. Ed (Hons)	Executive Head teacher
<b>Mr A. Sanders</b> BA. Ed (Hons)	Head of Schools
<b>Ms N. Mogg</b> BA. (Hons)	Class 1 Teacher/Chislet SENDCO
<b>Mrs J. Brown</b> BA. (Hons)	Class 2 Teacher
<b>Miss J. Lupton</b> BA. (Hons) Mat leave	Class 2 Teacher/Hoath SENDCO
<b>Mrs L. Gall</b> BA. (Hons)	Class 2 Teacher (Class 3 on Fridays)
<b>Mrs S. Pask</b> BA. (Hons)	Class 3 Teacher
<b>Mrs M. Phillipson</b> MA. BA. (Hons)	Class 4 Teacher/Deputy Head teacher
<b>Mrs A. Carmen</b>	Class 4 Teacher apprentice
<b>Mrs K. Bean</b>	Parent Support Advisor
<b>Mr M. Edwards</b>	Forest School teacher
<b>Miss I. Cope</b>	Sports Coach

## Support Staff

<b>Mrs K. Boulding</b>	Class 1 Teaching Assistant
<b>Mrs C. Marshall</b>	Class 2 Teaching assistant
<b>Mrs A. Cartwright</b>	Class 3 Teaching assistant
<b>Miss E. Gambino</b>	Class 3 Teaching assistant (Mat leave)
<b>Mrs K. Bean</b>	Class 4 Teaching assistant
<b>Miss I. Cope</b>	1:1 Teaching assistant
<b>Miss H. Davison</b>	1:1 Teaching assistant
<b>Miss M. Southby</b>	Team around the child teaching assistant
<b>Miss D. Stokes</b>	Flexible Teaching assistant
<b>Mr M. Edwards</b>	Caretaker/Support TA

## Associate Staff

<b>Mrs J. Bertram</b>	Office Manager
<b>Mrs G. Michael</b>	Bursar

## Our School Vision

**At Hoath Primary School we provide a welcoming, friendly community and safe environment in which pupils can learn and grow in confidence, within a culture of mutual respect and acceptance. We are committed to supporting, nurturing and guiding the children on their individual learning journey, to gain the life skills, independence and values to set them on the path to achieve their individual dreams and prepare for life as global citizens.**

## Our School Values:

**H:** Happiness

**O:** Opportunities

**A:** Achievements

**T:** Together

**H:** Honesty

We explore these values in all of our everyday experiences.

## We aim to achieve this by:

- creating a secure, friendly and supportive learning environment for all
- Setting high expectations for children in everything they do and supporting children in this by giving praise, encouragement and step by step advice and guidance
- offering support, guidance and encouragement in all aspects of life
- giving praise and respect for achievements both in and out of school
- offering a lively and stimulating National Curriculum accessible to all children
- working in partnership with children, parents and governors to achieve the best results for all children

## Admissions

There are 15 places available for new entrants each year.

There are 105 pupils on role.

*Whenever this school is oversubscribed, the following Admissions Criteria will be employed.*

1. Looked After Children and Previously Looked After Children
2. Attendance at a linked school
3. Current Family Association (Sibling is child who lives as brother or sister in the same house, including natural brothers or sisters, adopted siblings, stepbrothers or sisters and foster brothers or sisters. This does not include cousins)
4. Health and Special Access reasons
5. Nearness of children's homes

You can register your interest in the school by contacting the school office where contact details will be taken and kept on file. No priority is given to early applications. By having your child's details on file we are able to send you the Admissions Information when we receive it from the LA (Local Authority).

Visits to the school are welcome and we normally hold School open sessions in mid-October/November for those wishing to select a place for their Reception aged child. If you are looking for a place during the year or for a child in Years 1-6 then you are welcome to contact the school office. We will be happy to give you the relevant information needed to help with making your choices.

RCAF (Reception Common Application Form) should be completed online by the date stated, usually in January.

At the end of March parents are informed by the LA which school their child has been allocated.

Please note: all dates are set by the LA and may differ from those shown.

For more information you can use the following web address:

<http://www.kent.gov.uk/education-and-children/schools/school-places/primary-school-places>

Hoath Primary School is an educationally inclusive school. We are committed to promoting inclusion and continually monitor and evaluate pupil progress to ensure that all needs are met. Through training strategies and support, all children with SEND are successfully included. We respond to pupils' diverse learning needs providing effective learning opportunities for all.

**The LEA will only be able to give a firm assurance of a place, in writing, in the March before the child is due to start school in the September.**

## Information for parents

### Description

Hoath Primary School is a small rural school situated in the small village of Hoath surrounded by trees and fields. The school is opposite the village hall and has a large, free car park, which our parents are invited to use. Hoath Primary School used to live in the village hall but then moved to the current building in the 1920s and the new school buildings that now house classes 2, 3 and 4 were built in 2016.

We are a small, hard-working, friendly school, with an extended-family ethos. We believe that all children should be able to fulfil their dreams and we aim to help them realise this by unlocking their potential. The website aims to give you a taster of the school, as well as providing updated information for parents, pupils and friends.

### School times

Gates open 8.35 am

Gate closes 8.45 am

Classes open 8.45 am

Break time 10.45 – 11.00 am

Lunch begins 12.00 Reception 12.05 C2 12.10 C3 12.15 C4

Lunch ends 1.15 pm

School ends 3.15 pm

Gate closes 3.25 pm

### School organisation

There are four classrooms within the school buildings. The hall provides accommodation for assembly, music, movement and drama. The reception and year one/two classes have additional areas for outside learning. There is also the usual office and staff accommodation. The School Library provides a library and intervention space. There are also environmental buildings, forest school areas and outdoor spaces which provide further opportunities for outdoor learning.

The school grounds provide the children with areas for a range of different activities. We are fortunate enough to be developing our own forest school area. There is a morning playtime, 10.45 -11:00 am where children can move between field, playground and playground climbing equipment. This is for all children across the school. Lunchtime begins with the youngest children being seated from 12 noon and all children have lunch until 1.15pm so are able to share the grounds happily together whatever the weather.



Our library sits proudly between the classrooms which classes use at allocated times as well as children being able to access the space during break and lunch times. It also houses an intervention space which is used for small groups and 1:1 work.

The children are organised into class groups based on chronological age so that as far as is possible a reasonable balance in class size can be maintained, with due consideration to the particular needs of the younger children.

Each class group is in the care of a class teacher with whom they will work for much of the school day, although specialist teaching will take place during the week with other teachers. Within the classroom organisation children will often be grouped in order to cater for the stage they have reached and their ability.

Our job is to educate your children to the very best of their individual needs for the whole time they are with us. We build upon each term of every year. Every member of staff offers their own areas of expertise and enthusiasms. When we offer your child a place at Hoath Primary School, we welcome them into our family and their journey through the school will be personal to them. Every child is allocated a house on entry to school: beech, maple, oak or ash and they stay in these throughout their time at Hoath competing weekly for the most house points and at our Summer sports day.

Importance is attached to the teaching of core subjects within the framework of a curricular pattern which recognises and allows for the varying aptitudes and rates of progress of the individual child. It is also recognised that a balance must be maintained between the subject disciplines.

In promoting school community, there are many occasions during the school day and the school year when children work together across the classes. These might be for decoration day at Christmas, for reading partners during book week or for our very competitive and exciting sports days. Older pupils support the younger ones they are grouped with in a very natural and heart-warming way.

Furthermore it is the breadth of curricular activities that gives children the opportunity to reinforce their learning in a variety of contexts and thus develop their individual potential. Great emphasis is placed on creativity within all areas of the curriculum.



## The National Curriculum

**In July 1988** the Education Reform Act (E.R.A.) became law. It was the first major Education Act for over 40 years and has had a huge impact on the whole of the education system. At its core is the National Curriculum, which was introduced in 1989.

E.R.A. describes a pupil's compulsory education in four stages:

Key Stage	Ages	Phase
FS	4 - 5	Reception
1	5 - 7	Primary
2	8 - 11	Primary
3	12 - 14	Secondary
4	15 - 16	Secondary

**In 2014** a new slim lined curriculum was introduced into maintained schools. Maths, Literacy, Computing, Science and P.E. are core subjects taught each week. Geography, History Art etc. are also taught and will quite often be taught within topic based projects throughout the year.

Religious Education is taught in accordance with the Kent Agreed Syllabus for R.E. We aim through this teaching to enable children to explore the meaning and purpose of their lives and to develop an appreciation of religion in contemporary life. We encourage the concepts of respect, understanding and tolerance of others, whatever their beliefs. Parents have the right to withdraw children from R. E. lessons. It is hoped that before doing so, they would discuss their decision with the Headteacher.

Areas of the School Curriculum Covered	
Literacy	Science
Mathematics	History
Computing, Digital Literacy and Information Technology	Geography
Modern Foreign Language	Music
Religious Education	Art
P.E.	Design Technology
P.S.H.E	Outdoor learning/Forest School

+ Personal, Social & Health Education (PSHE) & Citizenship

++ Children in Class 4 (years 5 + 6) have the opportunity to learn the clarinet.

+++ Children in class 3 and 4 have swimming lessons for 3 weeks each in the winter term.

++++ All classes have one term per year learning in Forest Schools and/or Beach schools.



## English

### Reading

At Hoath Primary School, our reading curriculum aims to ensure all children develop a love of reading: a need and desire to pick up a good book and read it anywhere and at any time. In order to grow into readers who love reading, our children must experience the reading spectrum that exists beyond the classroom and the bookshelf that exists at home: it must challenge, excite and engage the numerous, unknown possibilities that exist in our wonderful world of words. Hence, reading is prioritised every day in many ways in our school.

Therefore, it is essential that all children learn to read easily, fluently and with good understanding whilst reading frequently for pleasure and information gathering. We expect all children to enjoy a rich and varied reading diet acquiring vocabulary, grammar knowledge and linguistic conventions for reading, writing and spoken language. In all year groups, pupils learn how to read words and how to comprehend texts. In order to read, the children: learn systematic synthetic phonics, practise segmenting and blending skills, learn daily sight and build up their fluency and reading speed. In order to understand, the children: learn to listen with understanding, read for meaning, respond to texts and read for pleasure and engagement.

### Phonics

Our school has chosen Little Wandle Letters and Sounds Revised as our systematic synthetic phonics (SSP) programme to teach early reading and spelling. The children read the same book three times in a week. The first time we work on decoding (sounding out) the words, the second time we work on prosody which is reading with expression – making the book sound more interesting with our storyteller voice or our David Attenborough voice – and the third time we look at comprehension. We read the books three times at school because we want to develop the fluency. The more children see words, the more they begin to read them automatically without having to sound them out. We assess your child every six weeks to check progress. Any child who needs extra support has daily keep-up sessions planned for them.



Writing

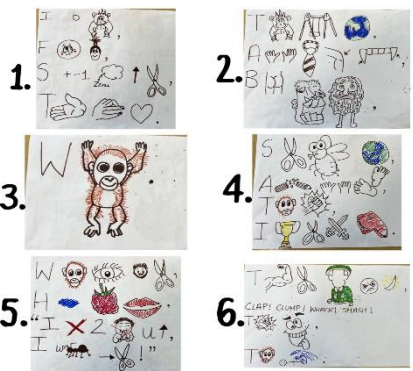


When teaching writing children are encouraged to use the experiences they have with stories and books to add detail and interest to their text. They are encouraged to think of the reader as they write in order to make sure their writing remains interesting and engaging.

Children are given the opportunity to explore a wide range of genres and teachers use real life experiences to encourage writing across all subjects within the curriculum.

Children are also taught to use punctuation and grammar to enhance their writing. They are able to practice using different techniques and writing tools to develop their skills.

English is taught in every class of the school and it is the intention, in the development of language skills, to help each child to express ideas and opinions; to convey meaning clearly and fluently both in writing and in speech; to develop the confidence to communicate effectively and to be able to listen attentively and with understanding. From the early stages children are encouraged to share ideas both with their teachers and with each other. As the ability to write develops so does the opportunity for regular practice in a wide range of written assignments, ranging from imaginative writing, poetry and descriptive writing to note taking and the recording of information. Daily teaching in the mechanics of language, spelling syntax and punctuation takes place within the whole class, in a group and on an individual basis.



## Maths



Maths is taught throughout the school and this involves a daily Maths lesson of up to an hour depending on the age of the children. We follow the White Rose Maths programme across the whole school and use a mastery approach.

Math is a proficiency that involves confidence and competence with numbers and measures. It requires an understanding of the number system, a repertoire of computational skills and an ability to solve problems in a variety of contexts. Numeracy also demands practical understanding of the ways in which information is gathered by counting and measuring, and is presented in graphs, diagrams, charts and tables.

Through teaching the Maths Strategy our pupils should become numerate and confident and able to tackle problems. An emphasis on mental calculation does not mean that written methods are not taught but there is a balance between mental and written methods. In the early years children will use oral methods, in general moving from counting objects or fingers to more sophisticated mental counting strategies. Later they will use number lines of squares to work out answers. These early stages of mental calculation are not, however at the exclusion of written recording and jottings on paper will begin to enhance calculations with larger numbers.

As pupils work with larger numbers they will learn more sophisticated mental methods and tackle more complex problems. Standard written methods are taught, as children are secure in the mental procedures towards the end of Year 3. When children are working out complex calculations with pencil and paper they will still practise mental work so that they can approximate answers.

## Science

The teaching of Science promotes understanding of the natural, physical and technological world in which we live. It provides both knowledge about the world and a method – the scientific method for investigating, checking and finding out more.

Most science activities with younger children arise from an exploration of the world around them and everyday things. Children are encouraged to explore, to observe and to order their observations in a logical way.

As children progress through the school they will be encouraged to develop enquiring minds and a scientific approach to problems. They will learn a range of investigative skills, including how to obtain evidence through measurement and observation, how to present their findings in a number of ways and how to draw reasonable conclusions from the data that they have collected. Throughout, children will be taught to use equipment safely and accurately. They will be taught to use ICT for measuring and recording data using sensors.



They will be encouraged to relate their skills and understanding to many areas of everyday life, including safety considerations, following instructions, personal health, environmental concerns and domestic applications.

At various stages of science teaching, children will be introduced to the life cycles of the main plant and animal groups. This will include reproduction, seed dispersal and the rearing of young animals. Instruction in health education will also be given. Specific Sex and Relationship Education will be undertaken in accordance with the wishes of the Governors (1993 Education Act), and after consultation, with the approval of the parents of the group of children involved. Parents will be offered the chance to see the programmes beforehand. The Staff will answer all the children's questions pertaining to Sex Education openly and honestly and to the best of their ability. Opportunities for discussion will be taken whenever suitable occasions arise. At all times the emphasis will be on loving, stable relationships.

## Computing, Digital Literacy and Information Technology

The new Computer Science National Curriculum was introduced in September 2014. During their time at Hoath Primary School children will have the opportunity to develop their computer science knowledge and understanding from Kapow computing. This will include learning the definitions to the widening array of computer vocabulary such as 'debug' 'algorithm' 'input' and 'output'.

Children will learn how to set up basic programming and identify ways of solving problems with that programme as well as looking at how to improve it.

During this subject children will also be taught how to stay safe when using technology especially areas of social media such as 'Twitter' 'Facebook' and 'Snapchat' etc.

Children will have the opportunity to discuss how they can protect their privacy and use the internet safely and respectfully.

Children are encouraged to become discerning users of ICT as well as independent learners. They learn how to create documents using text, images and sounds, and to collect, record and present information in a variety of ways including using databases. Children also use branching databases to sort collections of items and use graphics programs to create pictures and simulate real life events. They are also encouraged to use the computer to control external devices such as lights, motors and buzzers. Floor robots are used to teach our children the importance of giving accurate instructions so that they can carry out a function.

The installation of Broadband Internet access at our school has meant that lessons requiring the Internet can now be more quickly paced as the waiting time between requested pages is now a fraction of a second. The Broadband system that we use was installed by Kent County Council and contains a powerful filtering that blocks access to websites that are regarded to be unsuitable for use by children; Internet access is also very closely monitored by the school.

We believe that the experience that children have in using the ICT equipment at our school is the foundation for their future education in a world that demands greater knowledge and understanding in the use of various types of electronic equipment.



## History and Geography

The school is ideally situated for local studies in History and Geography. Not only is it close to the historic city of Canterbury, but also the surrounding countryside and seaside is rich in historical, geographical and biological interest. The children will build up their general knowledge of people, places and events, whilst also learning to select and record relevant information. Each class will go out on visits whenever it is felt that this will add another important dimension to their studies. We have new exciting history and geography-based curriculum drivers which teach sequential skills and develop enquiry.

## Physical Activities

Through sporting activities we intend to develop a sense of fair play, co-operation and team spirit. All children are expected to participate at their individual level in physical activities, also the awareness of their limitations and the development of appropriate skills, are encouraged at all times.

Children are taught P.E./Games for 2 hours per week. The school has the use of the school hall within the school for indoor physical activities. There are also opportunities for the children to use the sports field during lessons and after school sports activities. These allow pupils to experience a full range of physical challenges, from competitive team games, to co-operative individual group activities. We are part of the Herne Bay Sports Group meaning we access various competitions throughout the year. Last year, we won a gold mark for Sports.



## Swimming

Class 3 and 4 children (Years 3-6) are given the opportunity to take part in swimming lessons for a 3-week period. Pupils are able to take various tests to improve their water confidence and their proficiency in swimming. Parents are not asked to contribute for swimming and transport – the costs are met by the school.

## Clubs

A variety of after school clubs, additional external coaching and other sporting events are offered throughout the school year. There are usually a cost attached to these. Every term, we run many clubs including baking, eco and basketball club to name a few! Clubs usually run from 3.15 until 4.15 and some go on to 4.30.

There are also a range of clubs that run at lunchtime including lego and homework.

## Forest and Beach Schools

All the children will have the opportunity to attend a Forest/Beach Schools Programme for one day a week during a term (i.e. six days per year). In Reception, they access the forest at least 1 day per week. Forest/Beach School is an inspirational process that offers children opportunities to achieve and develop through self-led, hands on learning experiences in a local woodland and beach environment. Forest/Beach School sessions are structured but flexible. Children are encouraged to learn at their own pace, which is recognised as a valuable learning process. Activities can be repeated in subsequent sessions, allowing participants to be involved at a level appropriate to their individual learning.



## Creative Arts

The school offers each child the opportunity to participate fully in activities that involve music, drama and movement, and also to develop visual and creative skills and awareness.

By regular singing and the playing of musical instruments children are able to find pleasure in music as a participatory activity as well as being introduced to the appreciation of a range of musical forms. As part of their studies, children in class 4 learn to play the clarinet. Many other children take up individual and group music lessons including drums, keyboard and guitar.

Visual artwork forms an important element in any curriculum activity. As well as being taught in its own right, the children will be given experiences leading to increased awareness of shape, form and colour using a variety of media and in two or three-dimensional form. Throughout the year, there are many opportunities for the children to prepare performances for presentation to other classes and their parents. There are also visiting theatre groups who perform regularly for the school.

Occasionally, classes of children will visit theatres or cinemas if it is felt that a production is relevant to a particular group's educational needs. Voluntary contributions may be needed to cover the cost of such activities.

## Special Educational Needs and Disabilities

The advantage of a small school is that the needs of the individual can be identified easily and continuity of progress maintained. In every school a small proportion of children are recognised as having special needs. The school follows the procedure as outlined in the SEND Code of Practice.

An audit in the autumn term formally identifies these children and the school will provide help and equipment. The SENDCo (and Headteacher, where appropriate) have the opportunity to meet with Educational Psychologists and other professionals to discuss the children's progress. For certain pupils/circumstance other 'External Services' may also be called upon for their expertise and parents will be informed of any changes concerning pupils with special educational needs.

Our SEND co-ordinator is Miss J Lupton (who is on maternity and Mr Sanders will cover) and our Special Needs and Disability Policy is available if any parent wishes to see it. If a child's needs are serious and long term, they may be issued with an Educational Health Care Plan (EHCP). This is a legal document setting out the long-term needs, which must be provided by the local authority and reviewed annually. No child would ever be denied a place on the grounds of disability.

## Assemblies

Daily assemblies are held. These may take the form of Class or whole school gatherings. Assemblies celebrate our values and key important events while referencing material from all faiths and cultures. A whole school assembly is held for parents each old term - Easter, Christmas and Leavers assemblies. We are able to use the local church too which we sometimes utilise at Christmas and other key dates.

Parents have the right to withdraw their child from Acts of Worship. Should they wish to do so, their child would be supervised by an adult during Assembly times. The school is committed to providing a broad and balanced education that will promote the spiritual, moral, social, cultural, mental and physical development of its pupils. We aim to prepare them for the opportunities, responsibilities and experiences of adult life.

## Homework

As the children enter Hoath School a limited amount of homework will be set. This will increase in amount as they reach Year 6 in preparation for the demands of the transfer to secondary education.

The precise amount of time set for homework is less important than the intrinsic value of the tasks.

Class teachers will set homework that they feel will benefit the children's development. Reading at home has shown to be hugely beneficial to children's development. As a school we expect children to have the opportunity to read at home with parents not only to practice the skills they have been taught in class but to also highlight any areas that children have been working on in school. We will also set TTRS and Numberbots challenges.

Class teachers will also set homework which can be used to expand the knowledge of children's understanding about the topic work or mathematical strands they are working on at that time.

Homework is set by class teachers and children are given plenty of time to complete it. The total amount of homework set, either daily or weekly, should be consistent and manageable for pupils and is set at the discretion of the class teacher.

## School Discipline and Rules

The aim of this school community is to emerge as a stable, ordered and balanced organization which encourages children to exercise independence, self-reliance and self-control, whilst at the same time understanding and acknowledging the need for authority. It is essential that the vision of the school should encourage mutual respect and consideration in the social relationships between children and the interaction between children and adults. The need for written school rules is obviated by the fact that for Primary children, the introduction of enforcement of acceptable behaviour is best tackled by members of staff on an individual or class basis and often at Circle Time. Each class follows the Golden rules and makes agreements based on these that are displayed in the classroom.

General requirements of the school with regard to such aspects as children's attitudes and dress are outlined in this school brochure. More particular requirements regarding daily conduct within the school are conveyed to the child by the class teacher. Where necessary, the disciplining of children may most often be undertaken by the class teacher or member of staff involved. More serious or regular misconduct will be dealt with by the Deputy or Headteacher, who may consult with parents as to the most appropriate course of action, should the necessity arise.

Our behaviour policy will be presented to all parents of children starting school. As part of this policy the school has adopted the golden rules.

Children who follow the rules are rewarded with house points (in the Early years and Key stage 1, class dojos are registered as house points). House points are also rewarded for aspects of work and behaviour. At the end of each week all house points are collected and shared in Celebration Assembly. In addition to house points pupils can be awarded Pupil of the Week by their class teacher, they will be presented with a certificate during Celebration Assembly.



## Secondary Allocation

Children normally begin their course in Secondary Education in the September following their eleventh birthday. Allocation should be considered in terms of suitability for the child rather than in terms of any particular type of school. During the child's time at this school the keeping of records, the administration of tests and regular consultations will give both the teacher and parents a good indication of ability, aptitude and attainment.

In Year 5, pupils will need to decide if they sit the Kent test and then they look at schools in Terms 1 and 2 of year 6. Once school places are allocated a long period of transition will take place between schools, with frequent visits to the schools and from school staff to Hoath. This will aid a smooth transition to their new chosen schools.

## School Meals

Meals are provided ready-cooked and delivered to Hoath Primary School by Caterlink who abide by the Healthy Schools contract. Parents wishing children wishing to have a school meal should register with the company and pay via online. Parents receiving certain benefits may claim for free school meals for their children.\* Further information about free school meals may be obtained from the School Office. Parents need to pay in advance via Caterlink's online order form. Any meals that have been paid for

but not taken will be credited to their account. A letter explaining allergies or genuine dislikes would be much appreciated.

\*Universal Free school meals are available to all infant aged children (Years R, 1 + 2)

Facilities are provided for children whose parents wish them to have a packed lunch. This food must be brought to school in a suitable container that is marked on the lid and side with owner's name and placed on one of the trolleys or shelves provided.

**No glass containers, or cans of fizzy drinks should be brought to school**, drinks should be in a non-breakable container. Food that is not eaten during the mealtime should be packed away and taken home. **Parents should also know that we are a 'nut aware' school. If your child is to bring nuts etc into school for lunch then their teacher needs to be informed in the morning so that arrangements can be made for lunchtime (this is due to a number of children with severe nut allergies).**

Children are taught about healthy eating from an early age. To reinforce this children are not allowed to bring sweets to school. Healthy snacks may be eaten at break times but **not crisps or similar snacks**.

The children are encouraged to drink water regularly so that they do not become dehydrated. Children are asked to keep a named, plastic bottle of water in the classroom and cleansed at home daily.

## Breakfast Club

We run an early morning breakfast club starting at 7:45am every morning. Children are able to enjoy cereal, toast, fresh fruit etc. Parents can choose how regular they wish their children to attend and the prices vary depending on re-booking, how many days and how many children, per family.

For more information of costs and the available discounts please contact the school office who will be happy to give more details.



## Admission to School

There is only one Reception year intake a year in September; these children will start on a part-time basis for the first two weeks to allow for smooth transition. If parents wish it, children can start alongside the rest of the school.

Parents who wish their child to be admitted to the school will be asked to complete the on-line process during November/December time, no later than the given date in January. On being allocated a place, you will be asked to produce either a birth certificate and proof of address. Parents will be notified if their child has a place in March.

It would be most helpful if prior to starting school children are taught to: -

- dress themselves, to manage buttons, zips, buckles etc;
- recognise their own name;
- use the toilet properly and wash their hands;
- use a knife and fork;

Arrangements are made for visits to the school during the Summer term preceding the child's admission. These take the form of a visit to the nursery setting, and a morning and afternoon session in school, one of these with parents and carers.

The Reception Teacher and the Headteacher are more than happy to discuss any problems with the parents of pre-school children.

## Pupil Welfare

### Absence

If a child is going to be absent a telephone call/email to the school before 8.50 a.m. would be appreciated, otherwise the office administrator will ring home. Whenever a child is absent, and there has been no explanation from home, this will be noted in the class register. A letter for our records explaining the child's absence is required when he/she returns to school even though a telephone call has been made.

At times of minor ailments a child may be excused physical education and games, and, if necessary, remain indoors during playtimes if a note has been sent to school requesting this.

**It is important to note that, unless for certain family circumstances, permission for absence during the school year will not be granted. This is due to the school being responsible for maintaining a low percentage of absence throughout the year. Annual holidays will be marked as unauthorised and could lead to the Educational Welfare Officer contacting a family should the percentage of unauthorised absences get too high (please see attendance policy updates).**

Regular attendance in school is the shared responsibility of parents, school and the LEA. When a child has a medical appointment and will be out of school for a short period of time, a pupil pass is given to the parent/carer to authorize the absence. We work closely with parents to ensure that there are few, if any, unauthorised absences.

## Arrival and Departure

No outside supervision is available before 8.35 a.m.

If a child has to leave school early please let the office and his/her teacher know in good time and in writing if possible. No child will be released without an adult to collect him/her. No child will be released to an unauthorised person. The class teacher should be advised at the beginning of the day if a child is to be collected by another responsible adult.

## School Closure

In the event of having to close the school because of severe weather or heating failure, parents are advised to listen to either Radio Kent or KMFM or Heart FM for an announcement or to regularly check the school website for any updates. Should it be necessary to close the school during the course of the day then all parents will be informed by telephone. Both radio stations will be informed.

## Cars and Parking

As we are sited on a corner, please take care when parking outside school. Please ensure that your car is parked **in the village car park, whenever possible**, and that you do not obscure the entrance to the school or nearby homes/driveways. **Highways department and Police often conduct spot checks on our parked cars as do our children – be warned.**

## Dogs/Animals

Parents are requested not to bring dogs onto the school grounds; this is a health and safety directive from Kent County Council.

## Medicines

Medicine should be brought to school by the parents, not the child, and should be delivered personally to the office administrator where the appropriate medication form will be completed. Medicines must be clearly labelled with child's name and the required dosage. Inhalers should also be clearly labelled and will be kept in your child's classroom. This also applies to creams or lotions which need to be applied during school hours.

## Medical Information

If a child has a serious or recurring medical problem, it is advisable for parents to make a note of it on their child's Early Years Record or the school office if it is a recent diagnosis. Please keep us informed of any medical issues.

## Dental Inspections

These mass checks occur fairly infrequently and parents are advised to make private arrangements when necessary.

## Routine Checks

Parents are asked to be vigilant as far as head lice are concerned. It would be appreciated if the school were informed of a child with head lice, we can then inform other pupils' parents and carers

## Illness in School

If we feel the welfare of the child would be best served at home when illness is suspected, parents are contacted by telephone. Sick children are cared for by a member of staff until their parents arrive. The cuts and grazes resulting from play at break times are dealt with by a member of staff with a First Aid Certificate. The school will inform the parent of a child who sustains a knock to his/her head.

Children with 'stitches' or 'plastered' limbs will be allowed back to school at the discretion of the Headteacher.

## Telephone Numbers

In case of an emergency, a telephone number must be provided for every child. Hospitals are unwilling to administer treatment if a parent is not present.

## Changes

Prompt notification of changes will ensure that a child is not treated inappropriately. Please notify the office of alterations to address telephone number etc. Changes in home circumstances should be notified to the class teacher, as young children in particular are affected even by minor ones.

## Jewellery

Earrings and any other form of jewellery **must not** be worn at school. Jewellery is easily lost, thus causing distress. More importantly, it can be a real danger to the wearer. This is particularly true of earrings. Studs may be worn if ears are pierced. These must be removed for all PE/sporting activities.

## School Uniform and Equipment

Children are expected to wear school uniform because this is felt to create a business-like attitude to work. It also fosters a sense of belonging to the School. Parents' lives are often made easier when children know what they have to wear each day.

### Girls' Uniform

- a white shirt
- a grey skirt, pinafore or trousers
- a school sweatshirt or cardigan with logo (available from Barnums in Herne Bay)
- suitable flat shoes in black
- in summer, a red and white checked dress of suitable style or culottes/shorts with a polo.

### Boys' Uniform

- a white shirt
- grey trousers



- a school sweatshirt (available from Barnums in Herne Bay)
- suitable shoes in black
- In summer a school polo shirt and grey shorts may be worn.

Each child will require a house polo shirt (they will be allocated one of four houses on entry), dark shorts/tracksuit bottoms and trainers for outdoor P.E./Games. Plimsoles/barefeet are used indoors.

**All clothing and personal property must be clearly marked with the child's name.** We ask that pupils wear their P.E. into school on their P.E. days. During hot summer weather sun hats are required to be worn and children should be wearing sun protection applied at home.

A named apron or a cut down shirt is needed to protect children's clothing during Art/Craft and other practical activities. If ears are pierced, these must be removed for all PE/sporting activities.

### The Governing Body for the Federation of Chislet CE and Hoath Primary Schools

The names of our present Governing Body are:

Dr Peter Gregory	<b>Chair</b>	Foundation Governor Diocesan
Mrs Samantha Varnaseri		Co-opted Governor
Mrs Maria Phillipson		Staff Governor
Mrs. Georgina Glover		Co-opted Governor
Mr Stuart McLean		Co-opted Governor
Mrs. Susan Spratling		Co-opted Governor
Mr Nigel Avary		Co-opted Governor
Mrs Lisa Murphey		Co-opted Governor
Mr Tim Whitehouse		Executive Head Governor
To Be Appointed		Parent Governor

Governors are like the school's Board of Directors. They make decisions about how the school is run. They meet at least once a term, and each governor serves for four years. Governors are appointed to help:

- decide what is taught;
- set standards of behaviour;
- interview and select staff;
- decide how the budget is spent;
- Set performance targets for the Headteacher.

School governors cannot act individually; they can only make joint decisions after discussion. The minutes of their meetings are available on request.

School Governors are:

- Parents
- Teachers
- Local Council Representatives
- Community Representatives

Parent Governors must have a child in the school, and are elected by parents of the school. Once elected they serve for four years, even if this period falls in the time their child leaves the school.

### Data Summary and OFSTED Reports

For the latest OFSTED report please visit: [Ofsted and Performance Data | The Federation of Chislethoath Church of England and Hoath Primary Schools \(chislethoathfederation.co.uk\)](https://www.ofsted.gov.uk/performance-data)

For the latest Schools Performance Data please visit:

<https://www.chislethoathfederation.co.uk/ofsted-and-performance-data/>

### Home and School Communications

In the education of children, teachers and parents are involved in a co-operative, undertaking a sound, friendly yet professional working relationship between home and school. In line with the Government's directive to all schools, parents and carers are asked to join staff in signing a Home School Contract.

Two progress reports are written to parents during the year leading to a full report written in the summer term. It is always possible to make an appointment to speak to class teachers. Consultation Days are held in the winter and spring terms to enable parents to discuss their children's progress with the class teacher and where necessary the SENDCO. We hope that this will help to foster a relationship in which parents and teachers feel able to discuss frankly each child's progress.

Apart from consultations and invitations to special events, several newsletters are sent to parents each year and other letters whenever the need arises. To reduce paper letters etc. will be sent electronically.

The class teacher undertakes pastoral care for each child, with the Headteacher assuming overall responsibility for the welfare for children throughout the school.

Parents are most welcome to visit our school. Your child's education is helped if there is close co-operation between school and home. We encourage parents to contact immediately if there is anything causing concern that may affect their child's education. Please call or ring the school to make an appointment to see your child's class teacher and/or the Headteacher. In our experience most problems are happily resolved this way.

If informal discussion does not satisfy you, then there is a procedure agreed by the Local Education Authority for dealing with any complaints about the school curriculum and other related issues, and a copy of this is available for reference in school. You should write either to the Clerk of the Governing Body, or to the designated officer in the Education Authority. If a formal complaint is lodged, the Headteacher will be able to provide the complainant with copies of the relevant documents explaining the arrangements for considering the complaint in more detail.

## Child Protection

Every school in Kent is required to follow a set procedure in cases of suspected child abuse. The Headteacher is required to refer concerns to the Social Services Department for further investigation so that children at risk can be identified quickly.

This procedure is intended to protect children; it is not accusing parents, but requesting that further investigation take place to establish whether a child is at risk.

## Parental Involvement

The help and practical assistance received from Parents and Friends in such areas as fundraising, dramatic activities, the listening to reading and educational visits is greatly appreciated. All offers of help, which are so beneficial to the school community, will always be much appreciated. Any adult who is to work in school will be subject to a CRB check. If you are interested in helping in any way, please contact our Deputy Headteacher Mrs Phillipson

## PTA (Parents, Teachers Association) Of Hoath Primary School

All parents/guardians are members of the Parents and Teachers Association of Hoath School. Information about meetings and activities of the P.T.A is made available through newsletters and the school notice board. The Friends provides financial resources for the purchase of equipment and a programme of social events, designed to build up relationships between parents, school and the local community throughout the year.

Our PTA webpage can be found on [Hoath Primary School - Our Parent Teacher Association](#)

## Public Access to Documents and Information

The following documents are available for your inspection in the school office.

- Kent's Statement of Curriculum Policy
- All statutory instruments, circulars and administrative memoranda concerning the curriculum which are sent to schools by the Department of Education and Employment
- The School Behaviour Policy
- Kent's procedure for dealing with complaints about the curriculum
- Kent's agreed Syllabus for R.E.

## General Data Protection Regulation

The EU's **General Data Protection Regulation (GDPR)** was introduced to unify all EU member states' approaches to data regulation, ensuring all data protection laws are applied identically in every country within the EU. It will protect EU citizens from organizations using their data irresponsibly and puts them in charge of what information is shared, where and how it's shared.

The GDPR came into force on 25 May 2018 - and even though the UK is due to leave the EU, it will still apply to all businesses handling EU residents' data, effectively replacing the Data Protection Act 1998. The regulations apply to all schools.

**We are really looking forward to welcoming you to our school.**

**Hoath Primary School**

**School Lane**

**Hoath**

**Canterbury**

**Kent**

**CT3 4LA**

**Telephone 01227 860249**

**Email: [office@hoath.kent.sch.uk](mailto:office@hoath.kent.sch.uk)**

**<https://www.hoathprimary.co.uk>**



**Small School, Big Community, Unlimited Potential**