



# Holt Farm Infant School

## Prospectus 2018/2019

Happy, Friendly, Incredible, Safe

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# Our School Vision

Happy, Friendly, Incredible, Safe



## ABOUT OUR SCHOOL

Holt Farm Infant School is a friendly, vibrant three-form entry school serving a wide area of Rochford. We share a campus with a local Junior School, and have excellent links with our local Pre-Schools.

Holt Farm Infants is set in pleasant surroundings with a sensory garden, walled pond and wild garden area. Our Sensory Garden received a landscape and heritage award from Rochford Council. Playground facilities have recently been enhanced to include a stage area, a wooden house, roundabout and climbing frame, shaded decking and picnic benches. This year we bought some fun play panels for our playground including a shop, a steering wheel, an abacus and monkey faces. The Early Years Learning Garden has an all-weather surface and extra outdoor resources and equipment, this outside classroom is used throughout the year for teaching and learning as well as play. The school shares the playing field with Holt Farm Junior School and an open-air swimming pool is shared by both schools during the summer months. We have nine bright, attractive teaching spaces plus a hall, library, technology, science and art resource areas and office accommodation.

The staff and governors are committed to achieving the highest possible standards of academic, physical, social, and moral education for the pupils. We have received numerous awards including Investors in People, Supergrounds, Active Mark and Healthy Schools. This year we were commended on the high quality of PE & School Sport at Holt Farm Infants and received the Active Essex Award in recognition of this achievement.

### Ofsted

We had our last Ofsted Inspection in September 2017. The report is published on the OFSTED website and on our own website. The report was very pleasing and our school was judged "Good". Ofsted highlighted the following:

- Pupils learn in a caring, friendly and stimulating environment. They are encouraged and supported so they can achieve their best. Pupils are happy and enjoy coming to school.
- Children are happy and make good progress
- Children play well together in the playground and follow the school rules.
- Relationships between pupils and adults are very positive.
- Holt Farm Infants is passionate about providing pupils with a broad and balanced curriculum in order to develop their interests and talents.
- Sport and physical education are a real strength of the school.
- Work of the most able pupils demonstrates the high expectations of staff.
- Relationships between pupils is good and they show respect for one another.

Some areas were identified for further development and form part of our school development plan. These include:

- Continuing to improve attainment in phonics especially for disadvantaged children
- Improving the standard of handwriting and presentation. We have already introduced a new handwriting scheme for all year groups.

## The School Day

**7.45am** Breakfast Club

**8.45am** the children come into their classrooms.

**9.00am** registration.

**10.15am** morning play

**10.30am** the children have a mid-morning break when they may have a piece of fruit and a drink of milk or water.

**10.45am** assembly in the hall (Wednesday – class assembly) (Friday – 9.05am celebration assembly)

**12.00 – 1.10pm** lunch.

Hot meals are available daily. Meals are cooked on the premises by our catering team using fresh ingredients from local suppliers. Alternatively children may bring their own packed lunch or go home for lunch. All hot meals are nutritionally balanced and the school encourages healthy eating. The school day ends at 3.10pm

**1.15pm** – afternoon registration

**3.10pm** – end of school

## Pupil Behaviour

We work towards a caring, friendly and happy environment where respect for others is fostered and children are encouraged to behave responsibly. At Holt Farm Infant School we expect a high standard of self-discipline and a good standard of pupil conduct at all times during the school day including times when pupils are off-site on visits. Our expectations are set out in our Management of Behaviour Policy as well as in rules displayed around the school. We set an example by being caring, considerate and cooperative in our dealings with everyone in school. Although we use sanctions when necessary our ethos is built on a culture of positive reinforcement. Good behaviour is always praised and a child may be rewarded with stickers, stars and certificates. Any reports of unacceptable behaviour are followed up, observations made and parents informed.

## Attendance

Regular school attendance and punctuality is vital if a child is to take full advantage of the educational opportunities available in school. A telephone call should be made to the school on the first day of absence, or a letter sent to the class teacher when the child returns to school, outlining the reason for absence. Holidays in term time cannot be authorised and you may be fined by the local authority for holidays taken in term time. Absences for which a reason has not been given, unauthorised absences or patterns of absence are recorded and notified to the Education Welfare Officer. To encourage our children to attend regularly we award an attendance cup each week to the class with the best attendance.

## Pupil Welfare

The welfare of the children is very important to us. Sometimes we may need to share information and work in partnership with other agencies when there are concerns about a child's welfare. We will ensure that our concerns about our pupils are discussed with parents/carers first unless we have reason to believe that such a move would be contrary to the child's welfare. It is important to us that our pupils are safe and healthy at school. We take all reasonable measures to protect our pupils and provide a high level of supervision at all times.

We know that healthy children are better learners, so we want children to come to school fit, well and rested. We provide First Aid training for our staff in order to ensure children are cared for in school. Our support staff are trained as First Aiders including three support staff in Early Years with Paediatric First Aid Certification. Information is regularly made available to parents and pupils about a range of health and welfare issues such as healthy eating, hygiene, dental care and head lice. Children are encouraged to walk to school – a healthier and safer alternative to the car journey.

## Safeguarding

Holt Farm Infants is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. All staff, regular visitors and volunteers, including parents who help in and around the school have had appropriate police checks.

## Security

We take the security of the children, staff and the building seriously. The school is protected by an intruder alarm, CCTV and door entry systems. All external doors have security pads to prevent unauthorised entry. All visitors are signed in at the school office.

## Parking

The school car park is for staff, visitors and deliveries only. Parents may not park in the car park without the prior permission of the Headteacher. For safety children should not walk through the car park, please keep to designated paths. The car park gates are locked when the children are coming into school in the morning and when they are leaving school in the afternoon for the safety of the children.

## School Uniform

We ask all our pupils to wear our school uniform of burgundy, white and grey, both in school and when representing the school at off-site venues. Wearing school uniform helps develop pride in the school and gives the children a feeling of belonging. Further information is available on our website and a uniform list is provided for new entrant parents.

## Jewellery

Jewellery should not be worn to school as it may cause injury, be broken or lost. Watches may be worn but will need to be removed for PE. Children cannot take part in PE if they are wearing earrings. If children are not able to remove earrings themselves they should be removed before school. Children wearing earrings will have to sit out of PE. We ask that children do not bring toys or other personal items into school unless asked to do so by their class teacher, as such items may be mislaid or broken.

## Community

Great emphasis is put on helping and caring for others. A topic for children joining our Reception classes is "People Who Help Us". We have visitors from the police, ambulance and oral health come into school to talk to the children about their role. We have regular visits from local ministers to take assemblies for the children. Our links with local preschools are very strong. Children from the preschools come to plays and assemblies. The Headteacher and Senior Management Team visit our local preschools during the summer term to meet the children. The Year 2 children due to move to Holt Farm Junior School take part in transition activities including spending time in Year 3 classes, assemblies, playtimes and lunchtimes. We also have close links with our local secondary school The King Edmund School. The pupils, parents and staff at Holt Farm Infant School support a range of local, national and international charities. This year we have been raising funds for Macmillan Cancer Support, Children in Need, British Heart Foundation, Save the Children, Sports Relief and Get Kids Going.

## STARTING SCHOOL

### Applying for a place at our school

The admissions policy for the current academic year is available from the School Office or on our website. Applications should be made through School Admissions at Essex County Council, online or using the Common Application Form. New parents will be sent an information pack to their home address the year before their child is due to start school.

- Packs will be sent out to parents in November.
- Online applications open on 12<sup>th</sup> November 2018
- The last day for receipt of applications by post or online is 15<sup>th</sup> January 2019
- Offers will be sent to parents in 16<sup>th</sup> April 2019

We are always pleased to show prospective parents and pupils around our school. Please ring the School Office to make an appointment.

### Welcome Meeting Thursday, 1<sup>st</sup> November 2018 (7-8pm)

In the Autumn Term we have a Welcome Meeting for prospective parents. The meeting includes a welcome from the Headteacher, a tour of the school with Teaching Staff followed by refreshments and the opportunity for parents to ask questions.

### Induction

Starting school is a milestone in the lives of all children and their parents! The induction process is a series of visits and meetings designed to make starting school as smooth as possible for you and your child. The process takes place during the summer term and the beginning of the autumn term. The process includes interviews with parents and school visits.

## CURRICULUM

Every child at Holt Farm Infant School has access to a broad and balanced curriculum. The curriculum comprises all the varied and exciting activities and experiences we offer to the children and includes all the statutory requirements of the Early Years and National Curriculum. We provide our children with an integrated approach to learning, covering academic and personal development.

### The Early Years Foundation Stage (Year R)

The curriculum for the Early Years Foundation Stage underpins all future learning by supporting, fostering, promoting and developing children's:

- **Personal, social and emotional well-being:**  
By supporting the transition from pre-school to Holt Farm Infant School. By providing a safe and secure environment in which the children feel that they belong. By offering physical and emotional support using appropriate forms of comfort
- **Positive attitudes and dispositions towards their learning:**  
By providing an environment where the children feel excited to learn and feel confident to take risks in a controlled situation.
- **Social skills:**  
By enabling the children to learn how to co-operate and work harmoniously alongside each other.
- **Language and communication:**  
By providing opportunities for all children to talk and communicate in a widening range of situations, to respond to adults and each other, to practices and extend the range of vocabulary and communication and listening skills.
- **Reading and writing:**  
By providing opportunities for all children to enjoy words and text and to experience a rich variety of books.
- **Mathematical skills:**  
By offering practical activities which develop the children's understanding of number, measures, pattern, shape and space.
- **Knowledge and understanding of the world.**  
By providing opportunities for all the children to solve problems, make decisions, experiment, predict, plan and question and to explore and find out about their environment.
- **Physical Development**  
By providing opportunities for all the children to develop and practise their fine and gross motor skills and to increase their understanding of how their bodies work and what they need to do to keep themselves healthy and safe.
- **Creative development:**  
By offering activities which enable the children to explore and share their thoughts, ideas and feelings through a variety of art, design and technology, music, movement, dance and imaginative and role play activities.

## **Key Stage 1 (Years 1 and 2)**

In Years 1 and 2 the children follow the National Curriculum Subjects. These are categorised as Core subjects - English (Reading, Writing, and Spoken Language), Mathematics (Number and place value, Shape, Space and Measurement and Position and Direction), Science and Computing – and Foundation subjects – History, Geography, Design and Technology, Art and Design, Music and Physical Education. In addition we teach Personal, Social Health and Economic Education (PSHE) and Religious Education. The basic skills of Reading, Writing and Mathematics are given a high priority.

### **English**

Children learn to speak confidently and listen to what others have to say. They begin to read and write independently. They learn to use language to explore their own experiences and imaginary worlds and express their ideas and feelings when working in role play and drama activities. Children are encouraged to read at home on a regular basis and a home school diary is used to record their progress. They have opportunities to improve their understanding of spelling, grammar and punctuation.

### **Phonics**

Children are taught phonics using the Letters and Sounds document from the Department of Education. Through a variety of games and activities children are taught the sounds single letters and groups of letters make. They practise oral blending to read and segmenting the sounds to spell. They also learn to read and write “Tricky” words and apply all of their skills across the curriculum when reading and writing.

### **Mathematics**

Children develop their knowledge and understanding of mathematics through practical activity, exploration and discussion. They learn to count, read, write and order numbers and develop a range of mental calculation skills. They learn about shape and space and begin to talk about their reasoning when they solve problems.

### **Science**

Children are encouraged to observe, explore and ask questions about living things, materials and phenomena. They work together to collect evidence to help them answer questions and consider whether tests or comparisons are fair. They share their ideas using scientific language, drawings, charts and tables.

### **Computing**

Interactive whiteboards are fitted in all classes. We have computers in each classroom and we have an ICT suite with laptop computers and an interactive whiteboard. We also have tablet computers to widen the children’s experience of ICT. Each class is timetabled to use the ICT suite each week. Children learn how ICT is used in their daily lives and develop skills in communicating, data handling, control technology and research. They are taught ICT skills and use these skills to support their learning across the curriculum.

### **Religious Education**

Children develop their knowledge and understanding of Christianity and recognise other major religions. They respond to a range of stories and artefacts and begin to understand the value of belief and religion for others. They reflect on their own feelings and experiences and develop a sense of belonging.

### **History**

We use history to develop children’s knowledge and understanding of the world in the past. Children make comparisons between the past and present and find out about famous people, places and events.

### **Geography**

Children investigate their local area and compare it to other localities in England and abroad. They ask questions about people, places and environments and use resources such as maps and photographs.

## **Art and Design**

Children are encouraged to develop their creativity and imagination. They use a range of materials and processes and begin to understand colour, shape, space, pattern and texture and use them to represent their ideas and feelings. The children investigate the work of famous artists, and are given opportunities to reflect on their own work and that of others.

## **Design and Technology**

Children are given opportunities to investigate products and draw upon personal experience of objects around them. They learn how to design and make and how to select the appropriate materials, tools and techniques. They are encouraged to evaluate their finished product and say what they like and dislike about their work.

## **Music**

Our music curriculum is designed to give the children the opportunity to enjoy music of all kinds and experience a wide range of musical activities. They listen to, create and respond to music from a variety of cultures. Children have weekly singing lessons with a music teacher and Year 2 children may learn to play the recorder. The Year 2 children take part in the local Infant Music Festival. All children take part in end of term concerts for parents and visitors.

## **Physical Education**

By taking part in PE and school sport, we aim for our children to develop an enthusiasm for being active and healthy. We will teach the children the basic skills needed to throw, catch and take part in simple ball games whilst promoting the need for them to be physically active in order to be fit, strong and healthy. We aim to offer a wide range of sports so that all children can discover a sport or activity that they will enjoy and we work with local clubs to provide opportunities for children to continue developing in local club setting.

## **Personal, Social Health and Economic Education (PSHE)**

We have an extensive PSHE programme that develops the children's self-esteem, communication skills, co-operation and awareness of health and safety issues. Children are provided with a fruit snack each morning and are encouraged to drink water throughout the day. The school achieved the Healthy Schools Award and is currently working towards re-accreditation with an action plan based on healthy eating.

## **Sex Education**

The school has clear guidelines for sex education that have been agreed by the Governors. Pupils study the natural life cycle of humans and animals. Should children ask specific questions, teachers will answer as truthfully and appropriately as possible. A copy of the policy is available from the school office or from our website.

## **Cooking**

Every child cooks as part of the Food Technology curriculum and usually takes home items they have made including sweet and savoury. Parents are asked to make a voluntary contribution to help with the cost of ingredients.

More information about the National Curriculum can be found at:

## **Special Educational Needs (SEN)**

Some children may need special help at some point in their schooling. This may be because of a learning difficulty or disability or which calls for special provision to be made. Needs are identified in several ways: information is gathered from parents, pre-school groups, outside agencies, teacher observations and diagnostic assessment. Children with identified needs will be given support and intervention sometimes

within the classroom, and sometimes out of the classroom when it is thought appropriate. For example we run intervention groups for social skills and phonics. The value of parental support and its effect on the learning and development of children is recognised and we involve parents at all stages in planning, devising and agreeing of targets to work on at home and in school. Our school SEN policy and Information Report are published on our school website.

### **More Able / Gifted & Talented**

Some children may be achieving beyond the expected level for their age. Children who are identified as having a high ability in particular subjects are given the opportunity to extend their skills or knowledge in a variety of ways. They are given work in class that will extend them. They may take part in extension groups for Maths and Literacy or work on particular projects in Art and Design or take part in a Music or Sports Festival or Competition.

### **British Values**

We aim to ensure our children become valuable and fully rounded members of society who treat others with respect and tolerance, regardless of background. Through our curriculum and pastoral care we promote the basic British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those of different faiths and beliefs.

Our children will develop an understanding of the importance of respect and begin to prepare for life in modern Britain.

## **PARTNERSHIPS WITH PARENTS**

### **Home-School Partnership**

At Holt Farm Infant School we are proud of our commitment to working with parents in order to maximise the opportunities we offer the children. Our Home-School Agreement outlines the part played by the school, the child and the parent in effective learning. We send home a written summary outlining the work the children will cover each term.

### **Reception Family Mornings**

In the second Autumn term and for the rest of academic year parents are invited to a weekly "Family Morning" 8.45-9.10 where they can spend time with their child in class.

### **Parent Evenings & Reports**

Parents are invited each term to meet their child's teacher and look at their child's work. We also have an open evening in the summer term when parents can look at displays of work around the school and in the Junior School. Teachers are always happy to arrange further meetings at the end of the school day. Parents receive an Annual Report on their child's progress in all areas of the curriculum at the end of each academic year. The Report includes an invitation for parents and child to add their comments.

### **Helping In School**

Many parents assist in school and we welcome all offers of help. Parents may assist in a class, or can help in the library, or with gardening, cooking, reading, art work etc. Parents are also invited into school to talk to groups of children, for example, about their memories, pets or babies. There may also be the opportunity to accompany children on visits or to join in with special events. Appropriate safeguarding checks are made on helpers in school.

### **Friends of Holt Farm Infants**

Parents can support Friends by offering to help at special events such as the Christmas and Summer Fair, etc. Friends of HFI is primarily concerned with raising money for the school, which is spent for the benefit of the children. Funds have been used to purchase playground equipment, picnic benches, a sun shelter, computer equipment books and a library refurbishment. We have also been able to subsidise a number of trips and visits including a trip to London to see the LS Lowry exhibition at Tate Britain and visits to our school from Theatre Groups.

### **Parental Concerns**

As it is our hope that parents will support us in our work, it is our aim to support parents as fully as possible in the best interests of their child. We encourage all parents to approach the school if they have any questions, comments or concerns about the education or care of their child or about any school policies or procedures. We ask all parents to discuss any concerns they may have with either the class teacher, Deputy Head or Headteacher. A copy of our Complaints Procedure can be obtained from the School Office or from our website.

### **Other School Information, Policies & Procedures**

A selection of resources and copies of all school newsletters and policies are available from the school office and through our website.

## EXTRA CURRICULAR ACTIVITIES

We provide a wide range of extra-curricular activities designed to broaden the children's experiences and develop their interests and enjoyment. These are just a few:

### Visits and Visitors

The curriculum is enriched by visitors, including contributions from community members such as the school nurse, church ministers and our community police officer. We also have visiting theatre groups, storytellers and musicians.

### Breakfast Club

Our Breakfast club runs daily from 7.45am to the start of school and is available for Infant and Junior School children. The menu includes hot and cold breakfast options - cereal, toast, pancakes, omelettes, bacon rolls and bagels. There are lots of fun activities for the children to enjoy such as games, puzzles, construction, toys, books, comics, etc. The club is supervised by members of our support staff.

### After School Clubs

At Holt Farm Infant School we offer a variety of extra-curricular clubs for children in Years 1 and 2. We have Monday Club where children take part in cooking, craft and computing. We have a variety of sports clubs running after school including, gymnastics, soccer, dance, tennis and tag rugby.

### Class and School Council

The school has a Pupil Council to encourage responsibility, democracy and ownership. Each term Year 1 and 2 classes select a representative to sit on the council which meets each week to discuss issues and initiatives.

### Other experiences available to our pupils include:

Opportunities to:-

- Take part in public performances, such as participating in the Harvest Assembly, Christmas and Spring Plays and the Year 2 Leavers' Assembly
- Develop an aspect of the creative arts
- Visit and receive visits from theatres, galleries and museums
- Take part in events linked to the local community
- Participate in sporting activities, competitions and festivals
- Be involved in charity fund-raising events.

## SCHOOL MEALS

From September 2014 all infant school children became entitled to a free hot school meal through the government Universal Free School Meals initiative.

All our meals are cooked on the premises by the catering team using fresh ingredients from local suppliers where possible. The menus are carefully planned to be tasty, appealing and to meet the dietary requirements of our children.

There is a choice of a main meal or a jacket potato with a filling each day. There is also a vegetarian alternative. We manage food allergies very carefully and children with an allergy have a special allergy card to ensure they receive the correct meal.

Lunches are taken in our school hall with each class sitting together. The children are served at the table by our team of Middy Assistants and each class has their own Middy Assistant.

We have themed meals every half term to celebrate various events and festivals including Harvest, Christmas, Chinese New Year, Book Week, Comic Relief etc.

Children who bring a packed lunch eat with their class in the hall. Children can also go home for lunch.

### Some of the children's favourites from our menu include:

Mild chicken curry fluffy rice, naan/pitta	Roast chicken with Yorkshire pudding, gravy, roast potatoes and seasonal vegetables	Oven baked Birds-Eye omega 3 chunky fish finger with ketchup and mayonnaise, crispy chips and baked beans
Pineapple upside down cake	Fruity flapjack	American pancakes & syrup
Pork meatballs in tomato sauce, fluffy rice & salad selection	<b>Vegetarian Options</b> Quorn burger with pasta salad Vegetarian toad in the hole	<b>Jacket Options</b> Grated cheese, tuna mayo or baked beans.
Melting moment cake		

## School Results

### END OF KEY STAGE 1 2018

#### Key Stage 1

Expected Standard						
%	2018		2017		2016	
	School	National	School	National	School	National
READING	78	75	73	76	77	74
WRITING	75	70	72	68	64	65
MATHS	83	76	78	75	71	73
SCIENCE	82	83	87	83	81	82

#### Key Stage 1

Greater Depth						
%	2018		2017		2016	
	School	National	School	National	School	National
READING	26	26	30	25	30	24
WRITING	14		16	16	21	16
MATHS	17	22	22	21	29	18

## PHONICS SCREENING RESULTS

Percentage of children achieving 32+ points out of 40

2018			2017			2016		
School	Essex	National	School	Essex	National	School	Essex	National
83%	84%	81%	80.5%	82%	81.2%	81.2%	81.4%	80.6%

## EARLY YEARS FOUNDATION STAGE PROFILE RESULTS

In the Foundation Stage most children are expected to reach a good level of development across all 7 areas of learning.

- communication and language
- physical development
- personal, social and emotional development
- literacy
- mathematics
- understanding the world
- expressive arts and design

### Good Level of Development

2018			2017			2016		
School	Essex	National	School	Essex	National	School	Essex	National
81	tbc	tbc	78	74	72	66	72	69

**Here is a checklist of useful skills, which will help your child get ready for starting school and becoming more independent.**

<b>Does your child like to ...</b>	<b>Can your child ...</b>
Look at picture books with you?	Put on and take off their coat?
Look at counting books with you?	Put on and take off their shoes and socks?
Sort and count with you?	Undo and do up buttons?
Have stories read and told?	Wipe their nose?
Go for walks?	Go to the toilet and flush the toilet afterwards?
Get up and go to bed at regular times?	Wash their hands?
Spend time away from you?	Eat with a knife and fork?
Play with other children?	Speak clearly without shouting?
Help around the house?	Ask and answer questions?
Dress and wash him/herself?	Recite nursery rhymes?
Use paint, pencils, crayons?	Know their numbers up to 10?
Play with constructive toys?	Recognise and name colours?
Talk to you about events?	Cut with scissors?
Do simple jigsaws?	Recognise their own name?
	Recognise their own belongings?

# Every School Day Counts

## Attend Enjoy Achieve

### A-Z of School Attendance - A Guide for Parents

How much schooling will your child miss?

98% = 4 days

95% = 10 days

90% = 19 days

80% = 38 days

Good attendance is over 96%

<b>A</b>	<b>Attendance Tree</b> - If your child attends school regularly they will be awarded a leaf on our attendance tree.
<b>B</b>	<b>Being worried?</b> - Please don't keep your child off school if they are worried about something at school. There are many people at school that are trained and want to help.
<b>C</b>	<b>Casual Absence</b> - This means that children are being kept off school when they don't need to be. For example: to go shopping for birthday treats, late nights or pretend sickness.
<b>D</b>	<b>Doctors' Appointments</b> - If possible please make appointments out of school time.
<b>E</b>	<b>Encourage</b> - Encourage your child to take part in out of school hours clubs, such as breakfast clubs. It allows them to experience new activities and meet new friends.
<b>F</b>	<b>Friendships</b> - Friendships at school can stay with your child for the rest of their life. Days off school make it harder for your child to fit back into friendship groups.
<b>G</b>	<b>Good Attendance</b> - This is the secret to your child's success. Good attendance is anything above 95%.
<b>H</b>	<b>Happy Times</b> - Schools days can be the best time of your child's life. Don't let them miss out.
<b>I</b>	<b>INSET</b> - These are teacher training days. Your child is not at school these days so please find out when they are. Be aware that different schools have different INSET days so don't assume these will be the same for children at different schools.
<b>J</b>	<b>Jump for Joy!</b> - Celebrate your child's attendance achievements when they are rewarded for good attendance at school.
<b>K</b>	<b>Keep Fit</b> - A healthy lifestyle means a healthy mind. A nutritious breakfast will give your child the energy they need for the rest of the day. Drinking plenty of water helps concentration too!
<b>L</b>	<b>Lateness</b> - Being late disrupts teaching plans and your child may be embarrassed when they arrive in class after their friends. Arriving early to school will set them up for the day ready to learn!
<b>M</b>	<b>Missed Minutes</b> - As little as 15 minutes late every day is equal to two weeks of lost learning per academic year.
<b>N</b>	<b>New Starters</b> - It is important to get children into good patterns of attendance from an early age so these can be carried through into later life.
<b>O</b>	<b>Opportunities</b> - It is not all Maths, English and Science. School is about learning how to be good citizens and treating others with respect. Children can also be part of many trips, clubs groups and teams

<b>P</b>	<b>Praise</b> - Always look for the 'positives' in testing situations rather than the 'negatives.' Have a system at home to reward and praise good behaviour.
<b>Q</b>	<b>Question</b> - Ask your child about rewards they may have received for good school attendance. <i>A leaf on the attendance tree, a class cup or even tickets for Adventure Island for 100% attendance.</i>
<b>R</b>	<b>Ring In!</b> - Ring school as soon as you know your child is going to be absent or late.
<b>S</b>	<b>Sickness</b> - If your child has sickness or diarrhoea they must be absent from school for 48 hours from the last symptoms to prevent the spread of infection.
<b>T</b>	<b>Term Time Holidays</b> - Children are out of school 175 days of the year. So there are plenty of days to take a holiday. Holidays during term time can cause your child to fall behind with work.
<b>U</b>	<b>Unauthorised Absence</b> - This means that the school won't authorise the time your child has been away from school. For example, late after register closes, holidays taken during term time or absences with no explanation.
<b>V</b>	<b>Volunteer</b> - Volunteer your help to parents you know should they be struggling to get their child into school on time
<b>W</b>	<b>Website</b> - Check out your schools website for information on holidays, school opening and closing times and information on what is going on at school. <a href="http://www.holtfarm-inf.essex.sch.uk">www.holtfarm-inf.essex.sch.uk</a>
<b>X</b>	<b>Xxxx</b> - Show your child love and encouragement by asking them about their school day.
<b>Y</b>	<b>You</b> - You are legally responsible for ensuring your child attends school. Your child will thank you one day for encouraging them to attend and achieve good results.
<b>Z</b>	<b>Zzzz</b> - Early bedtimes make for early mornings and better start to the school day.



## Children learn what they live

If a child lives with criticism,  
He learns to condemn.  
If a child lives with hostility,  
He learns to fight.  
If a child lives with ridicule,  
He learns to be shy.  
If a child lives with shame,  
He learns to feel guilty.  
If a child lives with tolerance,  
He learns to be patient.  
If a child lives with encouragement,  
He learns confidence.  
If a child lives with praise,  
He learns to appreciate.  
If a child lives with fairness,  
He learns justice.  
If a child lives with security,  
He learns to have faith.  
If a child lives with approval,  
He learns to like himself.  
If a child lives with acceptance and friendship,  
He learns to find love in the world.