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# Sonning Common Primary School Parent Handbook

**Space to learn, grow  
and be inspired**

*Our five school values (doing your best, kindness, politeness, respect and truth) underpin our school vision. We are dedicated to providing an education for the whole child, to allow everyone to achieve their full potential and making our school the amazing place it is.*

## **Welcome to the community of Sonning Common Primary School.**

Our school is a values-led community school, which means the life of the school is centred on making good relationships, on teamwork and caring for others. Our staff are dedicated to providing an education for the whole child, giving them an exciting and interesting start to life-long learning.

All aspects of children's learning are important and there are opportunities to enjoy sport, drama, dance, music, the environment, a foreign language, as well as the all-important skills which enable children to be literate, numerate and scientific.

We encourage learning in many different ways through the use of excellent facilities at the school such as the library, the swimming pool, the computer suite, large classrooms and extensive grounds. The staff are a wonderful blend of wisdom, youth and experience and an energetic governing body and a very active Parent Association support them. All of these adults provide a calm and nurturing environment for the children.

We are most fortunate in having Bishopswood Special School Primary department on the same site. By working and playing with Severe Learning Disabilities (S.L.D.) children, our mainstream children gain valuable social skills that will remain with them for the rest of their lives.

The school welcomes parent help in the classroom and encourages parents to express their views through questionnaires and regular meetings. We highly value the contact between home and school, knowing the process of educating a child is a partnership. Parents and teachers working together will give children the best opportunity to develop talents and encourage tolerance, independence, good behaviour and positive attitudes towards learning.

Mrs Rachel Salmons  
(Headteacher)

Mr Mark Balcon / Mr Jon Edney  
(Joint Chairs of Governors)

## 1 Admissions Policy

Sonning Common Primary School serves the Sonning Common village catchment area. As a state funded Oxfordshire primary school, all admissions are processed through the Oxfordshire County Council School Admissions Office.

Our Admissions Policy can be found on our website, and our planned admission figure for reception (early years foundation stage) is 30. Admission to other years (school transfer) depends on availability of places and is also processed through the OCC School Admission Office.

## 2 School Visits

You can always be assured of a warm welcome here at Sonning Common Primary. We hold Open Days in October and November for parents of children starting reception in the following September, but if you missed those you can book a personal tour of the school by appointment or see our website to look at our [virtual tour](#). Please see [Visit SCPS](#) for more details.

Open Days provide a guided tour of the school grounds and an opportunity to meet the headteacher, key teaching staff, parent governors and pupils.

To book a visit please contact our school office administrator on 0118 972 2105 or by email on [office@sonning-common.oxon.sch.uk](mailto:office@sonning-common.oxon.sch.uk)

### **3 Staff at Sonning Common Primary School**

#### **3.1 Senior Leadership Team**

Mrs Rachel Salmons	Headteacher / Assessment leader
Mr Tim Coates	Assistant Head / Special Educational Needs Coordinator / Head of Key Stage 2 / Year 5 teacher
Miss Annabel Worlock	Assistant Head / Head of Key Stage 1 & EYFS and RE Subject Leader
Dr Rupert Loader	Assistant Head / Maths Subject Leader
Mr Robin Burrows	Year 5 teacher and Literacy Subject Leader

#### **3.2 Teachers**

Mr Tom Andrews	Year 5 teacher and Physical Education Subject Leader
Miss Rachelle Bartlett	Year 1 teacher and Design Technology Subject Leader
Mrs Kate Casserley	Year 4 teacher and Music Subject Leader
Mr David Foley	Year 6 teacher and Computing Subject Leader
Mrs Rieke Fox	Year 4 teacher and Art Subject Leader
Miss Katie Green	Year 3 teacher and British Values Subject Leader
Mrs Charlotte Hogan	Year 4 teacher and PSHE Subject Leader
Miss Lou-lou Jones	Year 2 teacher (ECT)
Mrs Rachel Jones	Trainee teacher (Year 1)
Mrs Joanne Marrison	Year 4 teacher (ECT)
Miss Sophie Snowden	Kites (EYFS) teacher and Sustainability Leader
Mrs Kate Skidmore	Year 2 teacher and Geography Subject Leader
Miss Hayley Stone	Year 3 teacher and Science Subject Leader
Mr Joe Witcomb	Year 6 teacher and History Subject Leader

### 3.3 Teaching Assistants

Mrs Valentina Bray Senior TA Key Stage 1

Mrs Helen Robins Senior TA Key Stage 2

Miss Lucie Anderson-Boyle	Mrs Valentina Bray	Mrs Ruth Chadwick
Ms Jolene Cherowbrier	Mrs Caroline Conway	Mrs Lauren Densham
Mrs Rachel Duncan	Ms Lizzie Fenning	Mrs Laura Geleta
Ms Candice Goodwill	Mrs Loren Handley	Mrs Caroline Jones
Miss Jodie Lowe	Mrs Karen Lowe	Mrs Gill Mattingley
Miss Amanda Meredith	Mrs Niki Murdoch	Mrs Danica Nixon
Miss Ciara Patrick	Mrs Gemma Pepper	Mr Paul Reid
Mrs Helen Robins	Mrs Samantha Roscoe-Hudson	Mrs Tracey Silk
Mrs Helen Simic	Mr Robbie Spencer	Mrs Astrid Stevens
Mrs Kirstie Wilson		

Mrs Caroline Jones (Forest School Leader) Mr Paul Reid, Mrs Helen Simic (FS Assistants)

Pastoral Support Miss Corrinne Marrast & Mrs Silk & Mrs Duncan & Mrs Pepper

### 3.4 Support Staff

Mrs Kirstin Honor	School Administrator
Mrs Sarah Dickison	School Administrator
Dr Kate Balcon	School Business Manager
Mrs Elaine Rae	IT Technician
Mr Nesko Simic	Caretaker
Mrs Dawn Phillips	Cleaner
Mrs Kimberley Pines	Cleaner

Sonning Common Primary School

Mrs Sarah Sayer Catering Manager (Kites Kitchen)

Kitchen staff

Mrs Clare Allen

Ms Heidi Boyd

Ms Becky Cotterill

Miss Karis Hicks

Mrs Michelle Phipps

Ms Xiaoyun Qian

3.5 Breakfast and After School clubs

Miss Amanda Meredith

Manager

Mrs Monica Kosiak

Supervisor

Mrs Ruth Chadwick

3.6 Additional staff

Mrs Juliette Legg

School Librarian

**Swimming Teachers**

Mrs Julie Barnett

Mrs Sarah Dickinson

Mrs Annabel Yates

Swimming Assistants

Miss Tilly Ogston & Miss Amber Hunt

Swimming Chaperones

Mrs Claire Allen and Ms Becky Cottrell

## 4 The School Day

### 4.1 Parental Obligations:

Parents are encouraged to walk to school with their children to avoid adding to the parking congestion near school. They should not be at school before 8.45am after which time they are officially under school supervision. All children are expected to arrive at school before 8.50am when registration starts. There is a breakfast club for children whose parents wish to drop them earlier than 8.50a.m.

It is the legal responsibility of parents to ensure that their children get a full-time education that meets their needs. Anyone arriving later than 9:00am must ensure their child is signed in at the School Office and will be given a late mark. Registration closes at 9:10am and children arriving after this time will be given an unauthorised absence mark.

Parents must provide an emergency contact phone number.

### 4.2 Our School Timetable

**School hours:** Morning: 1st session 8.50 to 10.50am

Break 10.50 to 11.10am

2nd session 11.10 to 12.15pm

Afternoon: 1.15 - 3.20pm

Key Stage 1 break 2.30 - 2.45pm

These hours meet the UK Government expectation that all state-funded mainstream schools deliver a school week of at least 32.5 hours.

It is essential that parents telephone the school to inform us on the first day of their child's absence. If no notification is received by 9.20am we will contact parents or carers to find out why their child is absent from school and record this on our Management Information System.

The school must be informed if parents wish to collect their children during school hours or if the child is to be collected by a different adult.

Children are not allowed to leave school during school hours without the agreement of both the school and the parent.

## 5 Clothes and Equipment for School

School uniform is compulsory at SCPS and all items (with the exception of our branded sweatshirts/cardigans and branded PE tops) can be bought from any retailer, including supermarkets. We strongly advise you to ensure all clothing is clearly labelled with your child's name; as everything looks the same, it is very difficult to return unlabelled uniform to your child.

We make sure that the cost of our branded school uniform is reasonable and secures the best value for money.

Our PTA run a Second Hand Uniform Shop open every Friday at school pick up time. Donations of unwanted uniform can be left at the Uniform shop in the yellow bin provided. All items for sale are 50p and all the money goes back to support your school. If you need additional help with uniform costs please contact the school office in confidence.

All mandatory branded items (sweatshirts, cardigans, PE tops and PE hoodies) and additional optional branded items (bookbags, fleeces, gym bags, sun hats) can be bought from the Earth Uniform (<https://www.earthuniform.com/> )

### 5.1 School uniform

Trousers or shorts in grey to be worn with grey socks

Navy blue trousers to be worn with navy blue socks

Navy blue skirt or pinafore dress (knee length) with white, grey or navy-blue socks

Pale blue polo shirt or blouse

Summer dress: blue/white gingham to be worn with white socks.

**Kites (Reception):** light blue sweatshirts and t-shirts with Kites logo

**Years 1-6:** School sweatshirt or navy-blue jumper / cardigan with school badge.

All footwear must be **PLAIN BLACK** in colour (including uppers, laces and soles) and any heels no more than 1cm. No boots, crocs, sliders or open-toed sandals are permitted.

### 5.2 Hair and Jewellery

Boys and girls who choose to have long hair must keep it tied back and away from their face during school time. No extreme haircuts (shaved areas etc). Hair accessories should be discreet and in school colours. No jewellery or make-up is allowed. For pierced ears, discreet studs may be worn but must be removed or covered for PE.

### 5.3 School Uniform on PE days

Pupils come to school wearing their PE kit on days they are timetabled for PE. PE uniform is

- branded school PE T-shirt
- branded school PE hoodie
- navy blue shorts and / or navy blue tracksuit bottoms

In addition Year 3 and upwards also need football boots and shinpads and long navy socks.

Children can wear their PE trainers but must bring in a pair of shoes/trainers to change into, to prevent mud being brought into the school buildings.

### **Swimming**

Swimsuit, towel, swimming hat (all in a separate named bag)

### 5.4 Equipment

Children should bring in a small pencil case with pencils, coloured pencils, pencil sharpener, glue stick, small ruler and eraser. The pencil case should be small enough to fit into the small drawers in the classroom.

## 6 School Meals

Kites Kitchen provides midday meals from our school kitchen. Kites Kitchen offers a menu that is balanced, nutritional and varied. This includes a daily choice of menu, vegetarian dishes included. In addition, it is possible to cater for children with special diets, when advised by parents. All cooked meals are eaten in the hall supervised by lunchtime assistants and a teacher on duty.

All children in Kites and Key Stage 1 (Y1-Y2) are provided with a free school meal. For Key Stage 2 (Y3-Y6) payment should be made preferably on the first day of the term for the whole term. The school is under no obligation to give children meals without payment. Parents whose children qualify for free school meals can contact the School Administrator for more details. No distinction is ever made at a meal between those children who pay and those who receive free school meals.

### 6.1 Packed lunches

Children who prefer a packed lunch eat in the school hall (KS1 children) or in their classroom (KS2 children) where they are supervised by lunchtime assistants.

### 6.2 Lunch time play

Children play outside during the remainder of the lunch hour but if the weather is wet they stay in their classrooms. Children are provided with activities on the playground or involved in games or stories and our midday assistants provide supervision. Children are not permitted to leave the premises at lunchtime without written parental permission, and the agreement of the school.

### 6.3 Snacks

Children in Key Stage 1 are provided with a free piece of fruit each day at break time. Key Stage 2 children are allowed to bring in a fruit or vegetable snack for mid-morning break. We strive to be a healthy eating school so sugary snacks, cereal bars etc are not permitted.

Children should be provided with a water bottle which contains water only (no sugary drinks or fizzy drinks are permitted). This can be refilled during the school day when necessary.

## 7 Health and Safety, Hygiene and Care

As with children's academic progress, their physical wellbeing requires the close co-operation of parents and staff. In addition, the school nurse is available to help with any problems that may arise. The school is part of the Oxfordshire Area Health Authority. The school nurse carries out eyesight checks for Kites children and height and weight checks for children in Kites and Year 6.

### 7.1 Notification of illnesses

Parents are asked to inform the school of any serious illness or contagious conditions such as stomach bugs, head lice, conjunctivitis or impetigo. Children who have been ill may, at the written request of a parent, stay indoors at break or lunch if appropriate supervision is available.

Parents must provide the school with information of any allergies. A photograph of the child is also required so we can share this around school to ensure all staff are aware of any allergies.

### 7.2 Medicines

The School Administrator is able to give children tablets or medicine prescribed by a doctor on receipt of the appropriate form which can be obtained from the school office. Children should not be sent to school in possession of medicine or any kind of drug. In the case of **asthma**, parents should supply the class teacher with all the necessary equipment that will be kept in the classroom and used when the child requires it. Older pupils will look after their own inhalers. Most staff undertake EpiPen training.

### 7.3 Injuries

In case of injury that happens on the school site, staff are only allowed to carry out the most basic first aid. Creams and medicines cannot normally be applied. The school will refer children thought to have serious injury to A&E and the parents will be informed as soon as possible.

### 7.4 Hygiene

In the interests of cleanliness, pupils must always wash their hands before lunch, after using the toilet and after doing litter duty.

On arrival at school all children will be given hand sanitiser gel to clean their hands. All desks and regularly touched equipment, door handles etc are regularly cleaned to avoid bacterial and viral infections spreading.

## 7.5 Fire Drill / Lockdown Drills

Fire drills and lockdown drills are carried out once a term so that children and staff know exactly how to proceed in an emergency.

## 7.6 Travel

Parents have the primary responsibility for road safety training for their children, but the school does carry out related activities. There is a cycle training programme for the older children, and they are allowed to cycle to school.

Pupils are encouraged to walk, scoot or cycle to and from school rather than arrive by car. The school will always hire coaches and buses that comply with all the current safety requirements for the transportation of children.

Cars may be used to help with school trips when coaches are not available. In this case children will need appropriate booster seats and proper seat belts and the driver and the vehicle must fulfil all current legal requirements.

# 8 Safeguarding

Sonning Common Primary School recognises its responsibility for safeguarding and child protection. Everyone who comes into contact with children and families has a role to play in ensuring children and young people are safe from abuse, neglect exploitation and harm. Our school is committed to safeguarding children and aims to create a culture of vigilance.

Our pupils' welfare is our paramount concern. The governing body ensures that our school will safeguard and promote the welfare of pupils and work together with agencies to ensure that our school has adequate arrangements to identify, assess and support those children who are suffering or where significant harm is suggested.

The school's Designated Safeguarding Lead (DSL) with overall designated responsibility for safeguarding is Mr Tim Coates. We have three deputy designated safeguarding leads, Mrs Tracey Silk, Mrs Valentina Bray and Mrs Rachel Salmons to ensure there is always appropriate cover for this role.

More information can be found in our Safeguarding Policy on our school website.

## 9 The School Curriculum

Through its curriculum policy the school aims to develop effective and efficient learning and progression for all its pupils at Key Stage 1 (Kites, Years 1 and 2) and Key Stage 2 (Years 3 to 6). It does this with the participation of, and in consultation with, governors and parents. Emphasis is placed on the involvement of the local community, the world of work and supporting agencies and organisations, which may have valuable contributions to make to the process. A complete policy statement on the School Curriculum is available on the school website or on request from the School Office.

The school regards English, mathematics and science to be the core curriculum subjects at primary level. In Key Stage 1 and Key Stage 2 the school uses the Read Write Inc scheme to support the teaching of reading and 'book-banded books' to provide structure to learning to read until children become 'free readers'. In Maths we use White Rose maths to support maths mastery. Art and design, computing, design and technology, geography, history, languages (in KS2) music and physical education and PSHE are all important compulsory areas of the curriculum. Religious education remains statutory.

Additional subjects such as values education, environmental education, relationships and sex education, philosophy and health and safety are all important aspects of the school's curriculum and are taught at an appropriate level for the ages of the children.

### 9.1 National Curriculum

The Governors and staff at Sonning Common Primary are responsible for ensuring that the National Curriculum is delivered effectively to all the children in the school. The Governors fully endorse the attainment targets and programmes of study in all subjects.

The framework and purposes of the National Curriculum are to:

- promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- prepare pupils at the school for the opportunities, responsibilities and experiences of later life

The National Curriculum also states in relation to each subject:

- the knowledge, skills and understanding which pupils are expected to have by the end of each key stage
- the programmes of study required to be taught during each key stage
- the arrangements for assessing pupils at or near the end of each key stage
- The results of these assessments and tests will be made available to parents.

Children have a pupil profile which monitors their progress in school. There are opportunities for parent/teacher consultations during the year and we provide a written record at the end of each year in accordance with the requirements of the 1986 Education Reform Act.

## 9.2 Personal, social, health and economic (PSHE) education

This vitally important aspect of the school curriculum is dealt with in many ways through religious education, relationship and sex education, assemblies and class discussion time.

At the beginning of every school year the children review the code of behaviour which they have written and developed over past years. Class time is given to human values education, 'circle' discussion time and debates. Staff choose the format they work with most comfortably.

Children learn to

- focus and concentrate
- listen to others without interrupting
- consider arguments carefully before responding
- respond in a civil manner
- respect other points of view
- laugh with but not at
- back up their discussion with good evidence or examples

## 9.3 Pupil Voice

This is an introduction, for all of the children, to the democratic process of electing pupils to our School Council. Years 2, 3, 4, 5 and 6 class send elected representatives to a weekly school council meeting. The council has a budget and it makes decisions about improving facilities for all pupils.

We also value the opinions of our pupils and a large cross section participate in Pupil Voice sessions.

#### 9.4 Religious Education and Collective Worship

In accordance with the 1988 Education Reform Act the governors at Sonning Common Primary recognise the special status of Religious Education as part of the basic, but not national curriculum. It has equal standing in relation to the core and other foundation subjects (but is not subject to nationally prescribed attainment targets, programmes of study and assessment arrangements).

The school policy is to arrange a number of main themes during the year including major religious events such as Christmas and Easter which are mainly Christian in content. At the same time, however, the staff take into account the teaching and practices of the other principal religions represented in Great Britain.

Themes for collective worship are planned for each school term. These themes will be derived from the values education programme and world religions and will complement work done in the classroom.

The school gladly welcomes children from all denominations and religions.

Arrangements can be made for separate acts of worship, as necessary. Parents may request that their child be excluded from acts of collective worship and religious education. Children excluded will be accommodated in other classrooms.

#### 9.5 Relationships and Sex Education Policy

In September 2020 Relationship education became compulsory in schools. All primary school children are required to learn about relationships and health. Relationships and Health Education comprises two distinct areas:

- Relationships
- Physical health and mental wellbeing

We teach in a way that is:

- Appropriate for children's ages and development stage.
- Sensitive to the needs and religious backgrounds of the children in the school.

More information can be found in our policy on the school website or from the school office.

#### 9.6 Children with Special Educational Needs and Disabilities(SEND)

The Governors recognise that Special Educational Needs is a term applicable to gifted and talented children as well as those who have physical, emotional or learning difficulties. Sonning Common Primary, in co-operation with the parents and Local Education Authority, always seeks to ensure that the special needs of children are met.

Teacher observations and assessments identify those children who require work at a higher level that appropriate to their year group. Teachers consider their needs when the term's work is planned and extension topics are always included.

In addition to the classroom learning, the children are further extended through a variety of enrichment activities.

Oxfordshire's policy, in regard to children with learning and physical difficulties, is one of inclusion - children with special needs being cared for by their catchment area school.

The school provides teaching assistants (TAs) to work alongside children when necessary. The school is also able to call on the professional advice of an educational psychologist, speech therapist, physiotherapist, occupational therapist, autism outreach, PECAMS, behaviour support and social services.

Children with learning difficulties are identified by parent and teacher observation and assessment and referred to the Special Needs Co-ordinator (SENCo). The school follows the DSFC Code of Practice (described in the Special Needs Policy).

The progress of children with SEND is carefully monitored and Individual Education Plans (IEP) prepared as necessary. Parents are invited to attend reviews of their child's progress towards meeting targets.

A special needs register is kept and updated termly. Success is measured through the progress made by individual children towards achieving the targets set out in their IEPs. Each year some children will make such significant progress that they are removed from the register.

## **10 Home Learning**

In Key Stage 1, children are expected to:

- Read at home four times a week and have their planner signed by an adult as a record of this happening

Children are encouraged to:

- Complete a 'Challenge book'. As the challenges are completed the children will be rewarded.

Children may also be asked to complete additional home learning if it is considered that it will help to support the children and move their learning on.

In Key Stage 2, children are expected to:

- Read at home four times a week and have their planner signed by an adult as a record of this happening
- Complete home learning in maths to embed instant recall of times tables facts using TimesTablesRockStars
- Practice spellings 1x a week using SpellingShed

Please note: All home learning will be tailored to meet the specific needs of the children. There is a weekly lunchtime homework club for any children to attend if they find completing homework difficult at home.

### **Special Educational Needs and Disabilities**

Children with SEND will receive home learning along with everyone else. However, their home learning will be closely tailored to their more specific needs.

#### 10.1 Role of Parents

We would hope that parents will:

- provide a suitable place in which their child can do their home learning make it clear to the child that they value home learning
- support the school in explaining how it can help their child's learning
- encourage the child and praise when they have completed home learning to a good standard

#### 10.2 Feedback

When home learning is shared between parent and child then feedback is often immediate. When children do the work on their own it is important that they receive feedback as quickly as possible.

#### 10.3 Recording home learning

In Kites, Year 1 and Year 2, information about home learning and how children record this will be shared during the curriculum sharing meeting.

In Year 3, 4, 5 and 6 the recording of reading at home will be written into children's planners and maths and spellings home learning will be evidenced by the completion of tasks set.

Home learning does not include finishing off: this will be set in addition if necessary.

## **11 Discipline and Behaviour Management**

We do not have a long list of rigid formal rules, but we place great emphasis on children behaving in a civilised, caring manner, and having respect for other people in the community and for their property. We help children to develop self-discipline and a sense of responsibility through a system of rewards and sanctions.

Pupils receive Team Points which accumulate towards, Bronze, Silver, Gold and Platinum certificates. Teachers will also award a class 'Star of the Week' certificate to a pupil who has been an example of the school's values. The school uses a Code System to ensure that poor behaviour including bullying is identified and discouraged.

The Behaviour Policy has been drawn up in consultation with parents, governors and pupils. Parents are asked to sign a 'Home-School Agreement'. This is a mutual undertaking between parents and school to provide a supportive environment in which the child can learn and develop.

## **12 Charging for School Activities and Insurance**

The Governors support the principle of free education during school hours. However, to pursue a wide and varied education for children sometimes requires visits and trips during the school day. The school cannot afford these trips from its own funds so financial support from parents is therefore sought. Insufficient funding would mean that the visit or trip would not be undertaken. The amount that parents contribute does not necessarily have to be the actual cost of the activity. These contributions are voluntary.

### **12.1 Residential visits:**

The older children in the school have the opportunity to go on residential visits lasting between two and five days. A charge will be made for the total cost of a residential visit, as the school is unable to fund such visits.

### **12.2 Extra-curricular activities after school hours:**

Charges may be made if:

- The activity is not part of the National Curriculum
- Parents are willing to meet the charges
- The charges do not exceed the cost of provision
- It is not required to fulfil statutory duties relating to religious education
- Parents have indicated in advance a wish to own a finished product e.g. a supply of ingredients or materials necessary for craft or cooking
- Children have damaged or broken equipment as a result of misbehaviour
- Parents are willing to arrange with the LA to pay for their children's instrumental music lesson

### 12.3 Insurance

Whilst children are at school or under the control and supervision of the staff, the school is expected to look after its pupils as a reasonable parent would look after his or her own child. The Council has a third-party insurance policy that will operate if an accident is held to have occurred because the Council, its employees or volunteers have been negligent. Any claims for which the Council is held legally liable will be passed to the Council insurers.

The Council insurance includes cover for volunteers' actions while under the control and supervision of the head or another teacher. This insurance will not cover a person whose negligent action causes an injury to themselves or damage to their own property. Damage or injury caused by chance occurrence for which nobody can be held responsible would also not be covered under this insurance.

The safety of personal property of pupils or of people visiting school premises remains their responsibility. Compensation will be considered if it can be shown that damage or injury happened as a result of Council negligence.

The Council has decided that it will not take out personal cover for each pupil while at school because of the control and supervision of pupils exercised by staff. Special individual cover is available however, at the parent's own request, for their child, and forms are supplied by the school. This will cover children for 24 hours a day every day of the year from September to September.

The school has a policy of taking out extra insurance for education day trips and longer field trips. This insurance provides cover for:

For any further details or information please contact the Head teacher.

## 13 Parents

### 13.1 Helping in school

The school welcomes parents who wish to work with children in the classrooms and parental support is encouraged not only with work in the school but also activities that may be brought home. The staff welcomes parents who have specific skills in art and craft, cookery, computers, gardening and in any other areas. Parents are required to complete a DBS form, sign a confidentiality agreement and complete a short online safeguarding course prior to coming into the classrooms to help. This also applies to parents driving children to events.

### 13.2 Parent Association

The Sonning Common Primary School Parent Association exists to raise money for the school and to organise social events for the parents, children, school staff and the local community. All parents are automatically members of this friendly, thriving and successful organisation.

The association's committee organises a wide variety of fund-raising events throughout the school year. All the funds raised, are used to help provide facilities and equipment that would not normally be available to the children. Examples include playground benches and shelters, table tennis equipment and a wide range of workshops for the children.

A leaflet entitled, "Welcome to the Sonning Common Primary School Parent Association, " is available.

### 13.3 Newsletters

Regular school and PA newsletters are sent home by email (or on paper for those without online access) usually on a Friday. There are also copies available on the school web site.

### 13.4 School News

School information is published on the school website: [www.sonningcommonprimary.co.uk](http://www.sonningcommonprimary.co.uk)

Information is also displayed on school notice boards in the KS1 playground.

### 13.5 School Documents

Parents have access to their children's profiles via our MyChildAtSchool app, if more information is required we ask that you give us some notice so teachers can prepare any information needed. School policy documents are available on the school website or may be obtained from the School's Administrator. All hardcopy documents relating to individual children are kept locked in the school office. All computer-based information relating to an individual child is held in a secure web based server.

## **14 Complaints Procedures**

In the event of a parent requiring extra information or needing to complain about an issue that has arisen with regard to their child with any aspect of education they can communicate through the following channels. More details can be found in our Complaints Policy on our website.

Class teacher

Headteacher (Mrs Rachel Salmons)

Parent governor

Chair of governors

Governing Body

Director of Children, Young People & Families

Oxfordshire County Council

## **15 Resources and Clubs**

The governors, parents and staff of the school use school funds to ensure that Sonning Common children have the necessary equipment to work effectively within the requirements of the National Curriculum. Staff constantly review the needs of the children and the programmes of study so that resources that are out of date are dispensed with and new equipment is obtained.

Sports equipment and musical instruments are purchased to provide a full range of activities in those areas of the curriculum.

### **15.1 The Bookshop**

The school has a bookshop run by Rosemary Dunstan who is also the school librarian. The bookshop is open every Wednesday morning to children who are allowed to visit at agreed times. Children are encouraged to save up for and buy books of their choice. Other articles such as pencils, rubbers and glue sticks are also sold.

### **15.2 Clubs**

The school also runs a range of clubs after school to further develop children's sporting, musical and artistic skills. Children may choose from a wide range of activities such as football, rugby, cricket, netball, basketball, tennis, and athletics. We also offer Recorders and a Performance Club which enables children to perform and sing.

## 16 WrapAround Care

We have a Breakfast Club and an After-School Club which offer families greater flexibility in their work, education and family commitments. Our staff include NVQ3 trained child carers who hold first aid and EpiPen certificates.

### 16.1 Breakfast Club

At the Breakfast Club, we aim to provide a healthy breakfast and quiet activities in a calm and safe environment while preparing the children for the school day.

The children all sit down to breakfast together and stay at the table until the majority have finished eating. Before and after breakfast, the children can do art activities, play with construction toys or board games.

The Club runs from 7.30am to 8.50am every term-time morning. The pupils are then escorted to the playground. Breakfast Club staff stay with the infant children until school starts. In the case of new Kites, the staff will take the children into their classrooms.

### 16.2 After-School Club

Activities including clay modelling, cooking and gardening run alongside on-going arts and crafts projects, and the children are free to use their time with us as they wish, playing with a large selection of toys and games. In fine weather children are able to play outside. Staff will take and collect your child to and from other clubs (at school) they may have before ASC. A hot meal is served around 4:15pm.

After School club runs from the end of school at 3:20pm until 6:00pm every term time afternoon. The children meet in the school hall at 3.20pm. In the case of new Kites, the staff will collect the children from their classrooms.

### 16.3 Booking for BC or ASC

Sessions can only be booked by using MychildAtSchool (MCAS), our parent portal. Fees are payable in full using our online payment system or by Childcare Vouchers.

Regular bookings or one-off days can be booked.

If you would like further information please see our website or contact the school office.

## **17 Links with Other Educational Establishments**

### 17.1 Pre-schools:

Both Sonning Common Pre-school and Bishopswood Nursery have close links with the school. However, children are welcomed from all pre-schools and nurseries from the surrounding area from Caversham to Henley.

### 17.2 The Primary Cluster Group:

Sonning Common Primary is one of four primary schools in the area. The head teachers and staff meet regularly to discuss educational issues affecting the group or to take part in courses organised to provide staff with greater expertise in various areas of the curriculum. There is considerable co-operation and useful exchange amongst the group and a variety of events organised for the children of these schools e.g. inter-school sports tournaments, music making and lectures.

### 17.3 Secondary Schools

Many Sonning Common Primary pupils progress to Maiden Erlegh Chiltern Edge Secondary School in Sonning Common, however a number of pupils continue their education at other local secondary schools such as Gillotts (in Henley), Langtree (in Woodcote) and Highdown (in Caversham).

Some pupils move to selective grammar schools such as Reading School and Kendrick School. The other option for some of our pupils is to attend schools in the independent sector. Sonning Common Primary School pupils have moved on to The Abbey School, Cranford House School, The Blue Coat School, Leighton Park School, Pangbourne College, Queen Anne's School, Shiplake College, St Joseph's College Reading and The Oratory School.

### 17.4 Liaison with Secondary Schools:

Primary and secondary teachers meet regularly and transfer documents of Year 6 pupils are passed on to ensure a smooth transition between schools.

### 17.5 The Henley College and Universities

Sonning Common has a very successful partnership with the Henley College. As a result, some students have decided to make working within the education sector and teaching their career.

Students come to Sonning Common for teaching experience from Oxford Brookes and Reading University. Their enthusiasm and commitment adds greatly to school life and the children's education.

## **18 The Role of the Governing Body**

The governing body is responsible for the implementation of the school development plan. This includes most of the school expenditure, recruitment, the obligations of the National Curriculum and the upkeep of the school buildings and grounds. The day-to-day running of the school is under the control of the head teacher and his staff.

The governing body meets once a term to consider a wide range of issues and to discuss and authorise the recommendations of the five committees that carry out the functions outlined below.

There are elected representatives of the teachers, non-teaching staff and the parents, selected representatives for the Community and the County Council and the head teacher all with a wide range of expertise, skills, knowledge and enthusiasms.

## **19 School Term and Holiday dates 2025/2026**

### **Term 1**

**Wednesday 3rd September – Friday 24<sup>th</sup> October 2025**

*Monday 1<sup>st</sup> September 2025 INSET*

*Tuesday 2<sup>nd</sup> September 2025 INSET*

*Friday 10<sup>th</sup> October 2025 INSET*

October Holiday – Monday 27<sup>th</sup> Friday 31<sup>st</sup> October 2025

### **Term 2**

**Monday 3<sup>rd</sup> November – Friday 19<sup>th</sup> December 2025 (school finishes at 1.15pm)**

Christmas Holiday – Monday 22<sup>nd</sup> December – Friday 2<sup>nd</sup> January 2026

### **Term 3**

**Tuesday 6<sup>th</sup> January – Friday 13<sup>th</sup> February 2026**

*Monday 5<sup>th</sup> January 2026 INSET*

February Holiday – Monday 16<sup>th</sup> February – Friday 20<sup>th</sup> February 2026

### **Term 4**

**Monday 23<sup>rd</sup> February – Friday 27<sup>th</sup> March 2026 (school finishes at 1.15pm)**

Easter Holiday – Monday 30<sup>th</sup> March – Friday 10<sup>th</sup> April 2026

### **Term 5**

**Monday 13<sup>th</sup> April – Friday 22<sup>nd</sup> May 2026**

May Bank Holiday - Monday 4<sup>th</sup> May 2026

Late Spring Holiday - Monday 25<sup>th</sup> May – Friday 29<sup>th</sup> May 2026

### **Term 6**

**Monday 1<sup>st</sup> June – Friday 17<sup>th</sup> July 2026 (school finishes at 1.15pm)**

*Monday 20<sup>th</sup> July 2026 INSET*