



**Rotherhithe Primary School**



# **PARENTS' HANDBOOK 2021/2022**



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## **Welcome to Rotherhithe Primary School**

Welcome to the 2021-2022 academic year at Rotherhithe Primary School.

Exciting times lie ahead for your child as they enter their new class with new friends to make, new teachers to get to know and new routines to become familiar with.

The idea for this parent handbook came from realising that lots of the 'little' things about life at Rotherhithe Primary were a bit of a mystery to parents new to the school. So rather than wait for everyone to work it out for themselves, we decided to pull it together, so parents can start the school with a better understanding of how it works. It also aims to give parents and carers guidance on who to talk to if there are any concerns or worries, explain the organisation of the school and what we offer as a school.

We hope that it provides you with all the information you need to help you settle in as a parent or carer at RPS. Please let us know if you have other questions, and we will aim to update the handbook each year. RPS is a two-form entry community school (meaning there are two classes in each year group). The school is particularly keen to involve you in your child's learning, by letting parents know what is happening in class, and supporting you to be able to help your child.

Academic progress, Inclusion, Music and Sports are strengths of the school. Teachers work hard to make learning interesting and relevant for the children. The school also aims to develop a really caring atmosphere. All children are encouraged to take on some responsibility, appropriate for their age.

We welcome, celebrate and are very proud of our diverse community. Whether you are outgoing or shy, new to the area or been around for years, we hope you enjoy your time as a parent here. Welcome!

NB 'Parent' has been used here; but really, we mean 'parent or carer'.

Galiema Amien – Cloete  
Head Teacher

## **Absence**

Good attendance at school is very important for pupils' educational progress, friendships and self-confidence; it is also a statutory requirement. We monitor attendance carefully and will contact you if we have any concerns. Please arrange routine medical and dental appointments outside school time wherever possible.

Please do not arrange holidays during term time as any such absences will be unauthorised and no work will be provided.

If your child has been unwell with diarrhoea or vomiting, please ensure that he/ she is symptom free for 48 hours before returning to school. A pupil who has been unwell with a high temperature (over 37.5 °C) should not return to school until he/ she has had a normal temperature for 24 hours.

### What to do when your child is absent

Where possible, please call the school office on 0207 237 1586 by 9.30am to inform them of the reason for the absence, alternatively you can leave a message on Option 1. Please provide a letter on their return explaining the reason for absence.

Alternatively, you can complete a 'student absence form' (available from the school office). If your child has been to see a doctor/nurse,

please provide a note or appointment card.

The school office can also provide you with a letter that can be signed by your GP as proof of absence due to illness. These documents will be placed in the child's file to show authorised absences.

## **After School Club**

We are still offering a wide range of after school sports and music clubs. Most after school clubs are finished by 4:30 but the end time may vary so please check with the club organiser.

## **After School Care – Tree Tops**

Tree Tops currently provide after school care until 6 o'clock on our school premises. Parents must pay for this care.

You can find more information about Tree Tops and how to reserve a place at:

<http://www.treetopsclubs.co.uk/listing/rotherhithe-primary-school/>

## **Assemblies**

The school are following government guidance carefully to ensure the school is as covid-19 safe as possible. Consequently, assemblies are reduced and some occur virtually at present.

**SLT Assemblies:** A member of the senior leadership team pre-records an assembly for the school and the

children watch the assembly in their classrooms. This focusses on values and notable/religious events such as Remembrance Day and Christmas.

**Book Assemblies:** The aim of these assemblies is to promote reading. These are now live session with two year groups mixed together.

**Music Assemblies:** On Friday there is a music assembly provided by our music teacher. This is currently live for year 1 & 2 and has a singing focus.

**Star of the Week Assembly;** is a celebratory assembly to acknowledge children's achievements. This now happens in class and the chosen children are celebrated in the weekly newsletter.

## **Assessment**

'Target Tracker' is a tool that is used by teachers to track children's progress in relation to the expected attainment for their age in each core curriculum area. Target Tracker helps teachers to track children's attainment against national curriculum statements. End of year reports will inform you if your child is working at, below or above the age-related expectation for their age.

Assessments are used to plan interventions for target children.

## **Assessment in Reading**

During Guided reading sessions, teachers will carry out informal

teacher assessments of children's progress in reading. Children's reading journals will form part of the evidence base when assessing reading. We periodically use Rising Stars NTS reading tests to assess children.

Read Write Inc assessments are used to regularly monitor attainment in phonics – particularly in Reception, Year 1 and 2.

## **Assessment in Writing**

Writing will be informally assessed, and attainment recorded using Target Tracker. Writing moderation (checking teacher judgements) will also be carried out routinely throughout the year by the English Lead and English consultant.

## **Assessment in Maths**

Maths attainment is periodically tested using Rising Stars NTS maths tests. Mastery Key Performance Indicators (KPI) are also used to assess attainment.

## **Attendance and Punctuality**

It is very important that children attend school regularly and are punctual in order to take full advantage of all the educational opportunities offered to them and to ensure they make good progress.

It is the parents' responsibility to inform the school as soon as possible if their child is going to be absent.

If the school has not been notified by 9.30 as to why your child is absent you will receive a telephone call/text message requesting the reason for the absence.

Where no reason is provided for absence it will be marked as unauthorised. If your child is absent and we do not receive an explanation we will attempt to make contact. If we cannot contact you personally, we will call all emergency contacts to ensure that parents and children are safe. If we are unable to confirm children's safety, we may conduct a home visit. If we are still concerned, regarding the well-being of children we may contact the police or the local authority.

When your child returns, the school will deem them fit, not only to attend school but to take part in all activities including PE and playtimes unless there is a specific reason for not taking part in the activities noted above.

The school's target is for children to have 96% attendance or better across the year.

If attendance falls below 93% parents will receive a text message informing you that your child's attendance has dropped.

If a child's attendance falls below 90% your child is considered to be 'persistently absent' and you will be

contacted by the school regarding this.

### **Breakfast Club**

Tree Tops provide a Breakfast Club that parents are able to access. Breakfast club starts at 7:45 am. Parents must pay for this in advance and can find information about the cost and how to book at the following link:

<http://www.treetopsclubs.co.uk/listing/rotherhithe-primary-school/>

### **British Values**

British values are: Democracy, the rule of law, individual liberty, mutual respect, and tolerance of those of different faiths and beliefs. These values are promoted and taught through our RE, History and PSHCE curriculum which includes Philosophy for Learning and they are promoted through our school council and school's Behaviour policy.

### **Communication with the school**

Contact details for the school appear at the front of this booklet and on our website. We value communication with parents but have limited the methods of communication in response to the pandemic.

Please also see our communication protocol.

Parents can communicate directly with teachers by emailing them using

their class emails (set up for this purpose) or be calling and requesting a telephone consultation. It is still possible to speak to your child's class teacher in person by requesting an appointment that is mutually convenient.

We will use digital communication methods such as Teams or Zoom for parents' meetings at times.

### **Complaints Policy**

Please download this directly from our website:

<http://rotherhitheprimary.co.uk/complaints-procedure/>

### **Concerns/Complaints**

If ever you have any concerns or complaints, please raise them with your child's class teacher initially. It is always the aim of the school to resolve any issues or concerns informally. If, however, you do not feel your concern has been addressed after speaking with the class teacher please request an appointment with the Assistant Head or Deputy Head (please see staff list for information).

We hope that this process should provide a resolution to any concerns or complaints you have, however if you are still unsatisfied please request a meeting with the Head of School.

### **Curriculum**

Your children engage in an exciting, creative broad and balanced

curriculum which includes stimulating and engaging lessons in all the primary subjects such as music, drama, PE, PSHE to mention a few. Trips are currently limited due to the pandemic but are increasing gradually.

Our music provision offers all children a music lesson each week. In addition to this there are percussion, keyboard, recorder, brass and choir lessons/clubs available for particular year groups within Key stage 2.

We follow the National Curriculum (2014) and ensure that we maintain all the exciting areas we have mentioned before. We use Information Technology (IT) across the school to enhance our teaching and learning.

### **Dogs**

Dogs are not permitted within the school grounds except for guide dogs.

### **EAL (English as an additional language)**

At Rotherhithe we have children with a wide range of ethnic backgrounds, and we take every opportunity to celebrate our diverse community. For some children who have English as an additional language may need some extra support in school. This is provided by named members of staff who, work both in the classroom and take small groups or individuals for

additional language support. Parents who are new to the country or to the school will be given a brief induction to ensure that they are well informed about the organisation of the school and the provision available. We provide translators for parents who have English as an additional language during parent meetings when needed but do request that first you attempt to provide a translator from within your family network.

### **Emergency contact details**

To allow easy and effective contact with parents we ask that you keep the school supplied with your most up to date details, including address, mobile and landline numbers for home and work. Should any of these details ever change you need to inform the school as soon as possible. We request that you provide 3 emergency contacts.

At Rotherhithe we recognise there are different types of family structures at our school. We realise not all children live in the same house day-to-day. If your child/children split their time between houses and you would be interested in us knowing to help ensure better communication, please speak to the school office. Once we have a better understanding of things, we may be able consider options such as text or email communications for parents of children whose domestic situation

mean a letter in their school bag is not sufficient.

### **EpiPen**

If your child has a severe allergy that requires the use of an EpiPen, please ensure you alert the office staff so they can communicate the message to all staff. EpiPens must be kept in the school office. Please ensure they are clearly labelled with your child's name. There are trained staff on site who can administer an EpiPen.

***IT IS THE RESPONSIBILITY OF THE PARENT TO ENSURE THAT ALL MEDICATION IS AVAILABLE AND IN DATE.***

### **Extra-Curricular Activities**

There are a number of activities after school for children in Years 1-6. Information and application forms will be sent out at the beginning of term.

### **First Aid**

Occasionally children will have an accident while at school. We have qualified first aiders on site during the day. First aid will be administered by qualified staff, in the case of any head injuries parents' will receive a letter home explaining that your child has had an accident and the action taken. If it is thought any injury requires additional treatment or close observation, the parent/carer will be called and asked to collect their child.

## **Forest School**

We are proud to have offered a 'Forest School' programme for our Nursery and Reception children who are selected following a needs analysis. Each group completes a six-week programme. This was interrupted due to the pandemic but will restart in January 2022.

Typically the sessions run on a Wednesday at Southwark Park. Two members of staff run the programme. Children will attend in small groups. All equipment that the children might need will be provided by the school. Occasionally we might request parent volunteers to join the sessions. You will receive a letter with full details before the session's starts.

## **Foundation Stage/Early Years**

This is the name for the Nursery and Reception classes. They follow a curriculum called Early Years Foundation Stage (EYFS) which is play-based and involves a balance between 'child-initiated' (chosen by the child) and 'adult-initiated' (led by an adult) activities. Each teacher is supported by two other adults who are in the classrooms, working with the children. For parent-friendly information about EYFS, have a look at:

<https://foundationyears.org.uk/wp-content/uploads/2021/09/What-to->

[expect-in-the-EYFS-complete-FINAL-16.09-compressed.pdf](#)

Foundation Stage and Key Stage 1 together are sometimes called 'the Infants'. Children in the Foundation Stage are assessed at the end of reception using the 'Good Level of Development' and Early Learning Goals' criteria. Children in Reception are assessed early through informal observations to establish a baseline. Teacher's then use their professional knowledge to make a series of judgements about each child over time. At RPS we use Tapestry an online journal that records the learning and fun our children experience at school. Parents have access to this learning journal and can see the progress their children are making. You can read about the Early Years in more detail in our Early Years handbook.

## **Free School Meals**

If you are in receipt of a benefit e.g. Income Support or Jobseekers allowance, you may qualify for 'free school meals', this is not the same as the healthy free school meal provided by Southwark. If you think you may be entitled, please collect an application form from the school office and it will be returned to Southwark council for processing. It is important that the school identifies those families that are eligible for a free school meal as we will receive additional funding per pupil, which will help benefit the

school and provide additional support for children.

### **Governing Body**

They are the strategic leaders of the federation and have a vital role to play in making sure every child gets the best possible education. This is reflected in the law, which states that the purpose of maintained school governing bodies is to 'conduct the school with a view to promoting high standards of educational achievement at the school'

Governing bodies have a strong focus on three core strategic functions:

Ensuring clarity of vision, ethos, and strategic direction.

Holding the headteacher to account for the educational performance of the school and its pupils, and the performance management of staff; and overseeing the financial performance of the school and making sure its money is well spent.

#### Chair of governors:

Mary Henley

#### Vice Chair:

Christine McCree

#### Clerk to the Governors:

Dipesh Panchal

### **Inclusion**

The inclusion team is led by the Head of School who delegates responsibilities to Jennifer Cristobal (SENCO for years 2-6) and Matthew Kenney (SENCO for Early years and year 1) and Kofi Danquah Safeguarding and Interventions Officer. There are 5 members of Support Staff who are employed as specialist 'Intervention TAs'. They provide support for children with English as an additional language, Special Educational Needs, Phonics, Speech and Language. There are two Learning Mentors who provide support for children with Safeguarding, mental health and behavioural needs.

### **Jewellery**

No jewellery should be worn in school. It is not necessary and can be dangerous. If girls have pierced ears then small studs are allowed, no hoops please, earrings can be easily caught and pulled during the day especially at playtime and P.E. If your child has hoop earrings in, they will be asked to remove them for P.E, if they cannot, they will have to miss the lesson for safety reasons.

### **Key Stage 1**

This includes Years 1 and 2, which are the first classes to follow the National Curriculum. Year 1 classes have one

Teaching Assistant as well as their class teacher.

Children in Year 1 complete a Phonics Check exercise at the end of the academic year in June. This exercise monitors the child's knowledge and phonological understanding. Children who do not meet the required pass rate will be given a second opportunity to complete the phonics check in Year 2. Parents are informed of their child's outcomes at the end of the year. To support parents, we will arrange phonic workshops during the academic year to enable parents to support their child at home. As the year 1 phonics screening check was cancelled last June, the current Year 2 children will complete the year 1 phonics check in December 21.

There are statutory tests which children need to complete at the end of year 2. These were called statutory assessment tests (SATs). Children are expected to complete a reading, maths test. There is now an optional Grammar Test for children at the end of Year 2. Writing is teacher assessed. This occurs continuously throughout the year and a collection of pieces of writing are used to judge a child's standard in writing during the summer term. Parents will be given their child's results as part of the end of year report.

## **Key Stage 2**

This includes Years 3, 4, 5 and 6. At times classes may have a Teaching Assistant working across the year group. Children with an Education Health and Care plan may have additional adults supporting them in class at times. Key Stage 2 is sometimes referred to as 'the juniors'. All year groups are taught the national curriculum. You can search for the 'national curriculum' at [www.direct.gov.uk](http://www.direct.gov.uk) for more information or visit the curriculum page on our website.

There are statutory tests which children need to complete at the end of Year 6. These were called SATs. Children are expected to complete a reading, maths and SPAG (Spelling, Punctuation and Grammar) test. A scaled score of 100 means that children are at the expected standard in each of these tests (AS) on reports. A scaled score of 110 or above indicates attainment at greater depth within the standard.

Writing is teacher assessed. This occurs continuously throughout the year and a collection of pieces of writing are used to judge a child's standard in writing during the summer term. A child will be given an attainment grade of working towards the expected standard (WTS) at the expected standard (EXS) or working at greater depth within the standard (GDS).

Science is also teacher assessed – we use Target Tracker as a tool to collect evidence of children's attainment in Science. At the end of Key Stage 2 there are two levels of attainment for Science. Attainment will be shown on reports as at the expected standard (EXS) of having not met the expected standard in Science (HNM). In other year groups teachers use Head Start Science Tests to diagnostically assess end of topic units and support their assessment of children's attainment.

Parents will be given their child's results as part of the end of year report.

### **Late Arrival**

Please ensure your child arrives on time; it is very disruptive to the class and teacher if children arrive late. Additionally, some children find it exceedingly difficult to settle into the school day when they have missed the start of a session. Late arrivals must enter via the main school office gate and parents will be required to give an explanation as to why the child is late. If you know your child is going to be later than 9.30am please call the school office to enable them to book your child in for a school meal.

### **Late Collection**

If you are running late to collect your child at the end of the school day, please call the school office as soon as possible so that we can let your

child and their teacher know. Young children can become anxious if they do not see their parent/carer at the end of the day and giving them reassurance that you have called and are on your way can soothe them. Children will be taken back to class if they are not collected on time. If parents are more than 10 minutes late they will be asked to sign the late collections sheet. Please be advised that the local authority advice is to call social services if a child is not collected by 4:30 pm and the school have not received any contact from parents.

Children from Nursery to Year 4 must be collected by a person that is 16 years or older, older siblings from the school are not permitted to collect younger children. Children in year 5 & 6 will be allowed to walk home alone provided the school office has received written consent from their parent/carer. However, they will not be able to take younger siblings' home with them.

If another adult (other than those adults listed on the contact list) is collecting your child please let their class teacher know in the morning, if this is not possible please call the school office so that the message can be passed on.

### **Letters**

Increasingly we communicate with parents via email. However, we may

also communicate with parents via class or school letters to share information or to gain permission for children to participate in activities, after school clubs or school trips.

### **Lunchtime**

We are fortunate that Southwark Local Authority provide all children from Reception to Year 6 with a free healthy school meal.

A menu will be sent home at the beginning of the term for your information.

If you prefer you may send your child with a packed lunch. We ask that you make a choice of either school meal or packed lunch for 1 term to avoid confusion and to ensure that enough meals are prepared for the children.

If you choose to send your child into school with a packed lunch it should be a healthy one. No unhealthy snacks please. We are also a nut free school.

### **Medical Appointments**

If your child has an unavoidable medical appointment during the school day please bring the appointment letter/card/text into the school office, unfortunately we are unable to authorise any absence for appointments without this. Please try and let the school know in advance if your child will be absent for an appointment, this will allow us to

inform their teacher and to book the child's lunch (where applicable).

### **Medication**

Staff can only administer prescribed medicine to children while they are at school (with some agreed exceptions – see the Medical policy for more information). If medicine is to be administered in school parents need to complete a consent form at the school office.

Medicine will normally be administered by the admin officer. All medicine must be handed to the office staff to be stored safely, please do not send medicine bottles for children in their bag for them to administer independently.

Asthma pumps are kept in the school office (year 6 pumps are stored in the classrooms), if your child requires an asthma pump please ensure it is clearly labelled with the prescription label and handed into the school office, children within the main building can access their pump throughout the day when required.

### **Mobile Phones/electrical devices**

Electrical items such as MP3/4 players and Games consoles etc. should not be brought into school, they are not necessary. If you need to get a message to your child during the day, please call the school office who will deliver the message. Currently, mobile phones are not permitted in school.

## **More Able pupils**

When children are identified as showing particular talent or high ability in a certain area e.g. music, sport, art or academic we ensure that children have opportunities to enhance and build upon their talents. We do this in a variety of different ways such as visits, competitions, after school clubs, specific projects and challenges presented in the classroom.

## **Multiplication Check**

The Multiplication Check is a year 4 statutory assessment. The check will occur in June. It is conducted digitally either on a computer or on a tablet. Children are tested on all the times tables up to the 12 times table. They are given an extremely limited time to answer questions so as much practice as possible is really helpful.

## Times Table Rock Stars

To help the children to practice for their tables we buy into a programme called Times Table Rock Stars. This enables the children to practise their times tables using a computer game in school and at home.

## **Newsletter**

A weekly newsletter will be e-mailed to parents. Please provide the office with an e-mail address. This newsletter is also available to view via our website. The newsletter gives parents'

an overview of the week and includes a 'dates for your diary section'.

## **Office Team**

The office team is managed by

Mrs Maxine Walters and supported by Mrs Sharon Hudson. They are deeply knowledgeable and experienced and will be able to answer most of your queries or direct you to the person most suited to help you.

The office team play an important role in the organisation and smooth day-to-day running of the school.

They are more than willing to take messages from parents for class teachers, curriculum leaders or other staff. In addition to this they may contact you in emergencies via telephone or SMS. We hope you will support us by working in partnership in the best interests of our children.

## **ParentPay**

RPS is now a 'cashless' school. This means that parents need to pay for trips, lunches, uniform etc using ParentPay. All parents will need to sign up to ParentPay. Please ask Sharon Hudson for details regarding doing this.

## **Phonics**

Phonics is an early reading teaching tool. At RPS we teach phonics using the Read Write Inc phonics programme. This is introduced in

Nursery and taught systematically. Most children will exit this teaching programme by the end of year 2.

### **Phonics Screening Check**

The phonics screening check is a statutory assessment. It is normally conducted in year 1 in June. Children who do not pass this test, take the test again in year 2. The year 1 phonics screening check was cancelled last academic year. Year 2 will therefore, complete this check this December 2021.

### **Physical Education**

All children will take part in two P.E lessons per week as part of the curriculum. You will be informed which days your child will do P.E at the beginning of term. Children from year 1 to year 6 will be expected to have their kit to change into on the days they do P.E.

Children will need to bring all P.E. kit for lessons including outdoor clothing and footwear and indoor clothing and footwear. Indoor P.E. kit will be plain white T-shirt (T-shirts with school logo on are available from the office), black shorts and trainers or plimsolls.

Due to the building construction works P.E. lessons are mostly held in doors at present. However, in the Spring and Summer term we plan to hold some lessons in Southwark Park. At this time children will need their outdoor P.E. kit which needs to be black or grey

tracksuit bottoms/leggings, with the same white polo t-shirt and trainers.

Children in Year 5 will have weekly swimming lessons. Children in Year 3 & 4 will have a term of swimming lessons this year. Parents will receive a letter confirming when the lessons are due to start and advising parents what kit the children need.

All children have a PE lesson delivered by a qualified specialist coach. These sessions will count as one of their weekly P.E. sessions. There will be regular opportunities for the children to represent the school in a variety of sports and activities throughout the year.

### **PTA**

The association supports the school in many ways, including organising events to raise money for the school.

These events include: The Summer Fair, Christmas Fair and other fundraising events.

All parents are automatically members of the PTA. Alex Montgomery is currently the teacher contact for the PTA.

### **Relationship, Sex Education (RSE)**

Relationships and Sex Education supports and guides children and young people in lifelong learning about relationships, emotions. It is **compulsory** for all primary school children to receive **relationships**

**education.** Children are taught the fundamental building blocks and characteristics of positive healthy relationships. Caring and respect of others is taught in an age appropriate way. Children are taught about many different types of families and care is taken to avoid stigmatisation of any groups. Children are taught about equality and respect in line with the equality act 2010. Teaching about being lesbian, gay, bisexual or transgender (LGBT) is taught factually, within our relationship's education curriculum at an age appropriate level.

In year 6 children are also taught the human biology of sex and sexuality. Parents have the right to request that their child be withdrawn from sex education. This request must be made to the Head of School or Executive Head Teacher. This request will be discussed with parents in person. Please see our RSE school policy on the website as it outlines the content that is taught in more detail.

### **Safeguarding**

Kofi Danquah manages safeguarding and intervention. He leads on the learning mentors. He has a focus on attendance, punctuality and student and family welfare. He will regularly review attendance and punctuality for all pupils. Parents you can help by ensuring your child attends school regularly and on time. Should you have any questions or concerns

please make an appointment to meet with Kofi We follow strict guidelines from Southwark and National legislations. We are obligated to report any disclosures or concerns via referrals to the appropriate bodies concerning the welfare of our children.

### **School Day**

**Currently, children have staggered starts and exit points across the school. Children are expected to line up ready for their teachers to collect them in the morning.**

**Year 1** children arrive at **8:55 am** and enter school through the Early Years gate. They travel through the Reception class, through the infant hall straight into their classrooms. The children then leave school at **3:10 pm** through the Early Years gate.

**Year 2** arrive at **8:55 am** and enter the school building via the main office reception gate. They line up and then travel straight to their classrooms. They are released at **3:10 pm** via the reception gate.

**Year 3 & 4** children arrive at **9:00 am** where they line up and enter the school building via the main office reception gate. They are released at **3:15pm** from this gate.

**Year 5** children arrive at **8:55 am** and the children enter the school through the ICT gate. They line up and then travel straight to their classes. The children leave at **3:10 pm** from this gate.

**Year 6** children enter via the ICT gate at **9am**. They line up and then travel straight to their classrooms. They will be released from this gate at **3:15 pm**

**When dropping or collecting children parents are asked to leave the gates as quickly as possible to reduce 'gathering'. Year 3 & 4 children should enter via the right hand side gate. Year 2 via the left hand side gate. Parents we request that you do not block children's access through the gates and are mindful with the position of pushchairs.**

**At collection time we request that parents are patient and do not call their children, this enables staff to release children in a safe and orderly manner.**

### **Early Years (Nursery & Reception children)**

**Nursery am** children arrive at **8:45am** through the Early Years Gate. Children who attend Nursery in the morning only will exit via the Early Years gate at **11:45 am**.

**Nursery pm** children will arrive at **12:20pm** via the Early Years gate. They will leave nursery at **3:20 pm** via the Early Years Gate.

**Reception children** will arrive at **9:00am** and go straight into their classrooms. The children will leave school at **3:00 pm**.

### **Early Years Lunch Time**

Nursery and Reception lunch time starts at 11:30 am.

### **Lunch time and Break times**

Lunch time lasts for 45 minutes. All children have lunch time within their year group. The children play in separate playgrounds.

Break times lasts for 15 minutes. All children have a year group set of resources to use at playtime.

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

**Lunch time** is at 12:00 to 12:45

Year 1 & 2 children have morning and afternoon break.

#### **Morning break**

**Year 1** 10:00-10:15

**Year 2** 10:20-10:35

**Afternoon Break;** 2:00-2:15

#### Key Stage 2 (Years 3 to 6)

Lunch times for Key Stage 2 are as follows:

**Year 3 & 4** 12:45-1:30

**year 5** 12:15-1:00

**year 6** 1:00-1:45

#### **Morning break**

**Year 3 & 4** 10:30-10:45

**Year 5** 10:20-10:35

**Year 6** 10:45-11:00

### **SMS**

We use SMS to share information with parents regularly. Please could parents ensure that we always have your up to date mobile number.

### **SEND (special educational needs or disability)**

At some point in a child's school career they may experience some difficulties with their learning.

Please find more information about this in the Special Educational Needs Information Report which can be found on the school's website:

<http://rotherhitheprimary.co.uk>

### **Snacks**

All children are offered a piece of fruit as a snack that is provided by the school at playtime.

Children may be invited to bring a '**healthy snack**' if they are participating in an after-school club. This should be healthy food such as yoghurts and fruit. No sweets or crisps are permitted.

**Drinks:** We request that all children bring a labelled water bottle into school to enable them to drink water in the classroom. These bottles should contain **water only**. Water is offered during lunch. Children within the

nursery are offered a carton of milk during the day.

### **Term time leave / holidays**

The Head of School is unable to authorise any term time absence for holiday/travel. If your child is going to be absent from school for a holiday, please complete a request form and return to the school office.

Parents booking trips abroad must consider any quarantine period that may be required on return to England. Quarantine periods should not fall within term time where this can be avoided.

### **Twitter**

We have a live twitter account <https://twitter.com/RPSPrimary> where you can access the latest news and photographs from RPS.

### **Website**

The school's website [www.rotherhitheprimary.co.uk](http://www.rotherhitheprimary.co.uk) contains a wealth of information about our school. There are many sections including future events, life at RPS and the school calendar which aims to keep parents updated with what is happening at the school. The school Governors have a dedicated area and parents are able to view governor biographies. Many of our policy documents are also available to download from the website for your information.

The school's website can also be accessed via the River Hill federation website at

<http://riverhillfederation.co.uk/>

# Rotherhithe Primary School Communications Procedure- Autumn 2021

## Introduction:

We at Rotherhithe we want to make it easy for you to get in touch with any concerns or questions you might have. This procedure is outlined to make it clear and easy for parents to communicate with the school regarding any queries within the school. We hope this clearly explains the process for expressing concerns and clarifies which member of staff is best placed to speak to you about given issues.

We understand the importance of a strong working relationship between parents and staff in supporting our children in their learning. Due to the pandemic communication will be more varied again this academic year. Some conversations or appointments will be held either by telephone or virtually using Microsoft Teams. Face to face meetings will be avoided but are possible this half term. If parents require a face to face meeting, we are recommending parents wear a face covering but this is not compulsory. SLT will still look forward to welcoming the children into school but please be aware that we are unlikely to be able to talk to parents or take messages at the gates.

## Safeguarding:

At Rotherhithe, it is of paramount concern that all our children are happy and safe. If you have any concerns about the safety or wellbeing of a child, please email or telephone our Safeguarding and Intervention Officer, **Kofi Danquah** or a member of the Senior Leadership Team; the Head of School - **Lisa Christiansen**, Executive Head - **Galiema Amien-Cloete**, Assistant Head Teacher's (AHT) **Annalise Loughnan** or our Early Years Lead and Interim AHT- **Helen Walsh**.

## Chain of Communication

Class Teacher (Teachers will attempt to respond to email communication within 3 days. Note emails will be read after school).

You should email the class teacher in the first instance or request an appointment to discuss:

\*Home Learning.

\*Social, academic, and personal progress.

\*Classroom and playtime incidents.

\*Organisational issues e.g. lost property which is not in the lost property area.

Assistant Head Teachers: Annalise Loughnan and Helen Walsh

For Nursery and Reception: Helen Walsh

KS1 & 2: You can email or telephone to arrange an online appointment via the office to:

Discuss any ongoing concerns or unresolved issues in the first instance before speaking to the Head of School

Head of School:

You should approach Lisa Christiansen

([lchristiansen@rotherhithe.southwark.sch.uk](mailto:lchristiansen@rotherhithe.southwark.sch.uk)) to discuss:

\*Unresolved issues after speaking to the class teacher and Deputy or Assistant Head Teachers

## Other Communication Needs:

We understand that you have a range of communication needs and are committed to positive communication. You can contact these members of staff via email or by calling the school office to make an appointment to discuss any appropriate issues.

### Assistant Head Teachers

Any queries that you might have that were not resolved.

Annalise Loughnan:

[astorey7.210@lgflmail.org](mailto:astorey7.210@lgflmail.org)

Helen Walsh:

[hwalsh@rotherhithe.southwark.sch.uk](mailto:hwalsh@rotherhithe.southwark.sch.uk)

### Early years and year 1 SENCO -Matt Kenney

[mkenney@rotherhithe.southwark.sch.uk](mailto:mkenney@rotherhithe.southwark.sch.uk)

Year 2-6 SENCO- Jennifer Cristobal:

[jcristobal@rotherhithe.southwark.sch.uk](mailto:jcristobal@rotherhithe.southwark.sch.uk)

\* Queries regarding additional needs your child may have.

### Learning Mentor:

**(Lisa or Danielle):** by telephone via the school office).

\* Queries about behaviour support and social or emotional needs).

See emails addresses below.

### Safeguarding and Attendance

[kdanquah@rotherhithe.southwark.sch.uk](mailto:kdanquah@rotherhithe.southwark.sch.uk)\*

Attendance

\* Request for authorised absences

\* Punctuality (late)

### PTA:

**Alex Montgomery**

By making an appointment via the school office

\* If you would like to join/support the PTA.

\* To support with fundraising.

### Attendance:

Lisa Salkeld-Townsley: by email at

[lsalkeld@rotherhithe.southwark.sch.uk](mailto:lsalkeld@rotherhithe.southwark.sch.uk)

Danielle Cooper-Perrott

[dcooperperrott@rotherhithe.southwark.sch.uk](mailto:dcooperperrott@rotherhithe.southwark.sch.uk)

### The School Office:

The majority of other queries you may have, which are not answered on our website, are best dealt with by the school office in person, by telephone 0207 237 1586, or by email at

[office@rothehithe.southwark.sch.uk](mailto:office@rothehithe.southwark.sch.uk) you could also speak to **Maxine Walters (PA to Head Teacher)**

This may include questions about school meals, updating contact details, absences or other points of which you wish to inform school.

## COMMUNICATION WITH THE SCHOOL

We communicate with parents in a variety of ways. Parent Meetings (Parents will receive a letter inviting them to meetings.)

**Please note that some parent meetings this year will be Virtual Meetings unless a face to face meeting is specifically requested.**

Autumn Term (Sept – Dec) –		
Type of Meeting	When?	What can parents expect at this meeting?
Meet the new teacher	During September – normally the second week of term	Discussion on behaviour strategies, communication, when PE will take place, homework policy / expectations.
Individual Parents Meeting with the class teacher	During November or December	Formal meetings where you will be given the opportunity talk to your child's class teacher and ask any questions you may have about your child's progress.
Special education / Individual Acton Plan meetings with the class teacher	November to discuss the needs and provision for each child.	A meeting with the class teacher discussing and reviewing the Individual Education Plan (IEP). It might also be possible that the SENCo may be able to join the meeting at your request. An opportunity for parents to raise any concerns they might have about their child's learning or progress.
Spring Term (Jan – April)		
Individual Parents Meeting with the class teacher	February -March	Formal meetings where you will be given the opportunity talk to your child's class teacher and ask any questions you may have about your child's progress.
Review Special education / Individual Acton Plan meetings	April	A meeting with the class teacher discussing and reviewing the Individual Education Plan (IEP). It is also possible that the Inclusion Leader may be able to join the meeting to support. An opportunity for parents to raise any concerns they might have about their child's learning or progress.

Summer Term (April - July)		
Celebration and to discuss report – with class teacher	Normally in July	Annual reports will be sent out and if you have any concerns these need to be raised individually with the teacher via a mutual appointment.
Meet new teacher	Normally mid – July	Parents will be given a letter with dates and times to meet their child's new teacher for September. This is just an informal meet and greet. This is likely to be virtual this year.
Review Special education / Individual Acton Plan meetings	June	A meeting with the class teacher discussing and reviewing the Individual Education Plan (IEP). It is also possible that the Inclusion Leader may be able to join the meeting to support. An opportunity for parents to raise any concerns they might have about their child's learning or progress.

## **Parental Complaints Policy**

### 1 Preamble

1.1 This document covers the formal procedure for handling complaints.

1.2 We hope that people having concerns about any aspect of the school will talk to the class teacher or the deputy head teacher or the head of school so that concerns can be resolved informally. If the concern is not resolved informally, the complainant may make a formal complaint in writing to the School Governors. The complaint will then be considered by a panel of Governors nominated by the Disputes Committee.

### 2 The Disputes Committee

2.1 The Disputes Committee shall be made up of governors elected by the Governing Body from time to time. The disputes committee shall have a Convenor elected by the Governing Body.

2.2 Where the Disputes Committee is required to decide any question, the Convenor shall arrange for a panel of three members of the Disputes Committee to hear and decide the question. The Convenor shall ensure that none of the panel members is unsuitable because they have an interest in the decision or have been involved in the matter in question to a significant degree.

### 3 Making a Complaint

3.1 Any person with sufficient interest in the school may complain to the Governing Body about any matter relevant to the complainant which is within the powers of the Governing Body and which has not been resolved by reasonable informal steps.

3.2 A complaint to the Governing Body must be made in writing and delivered to: The Clerk to the Governors of Rotherhithe Primary School, 160 Tooley Street, London SE12TZ.

3.3 The vice Chair of Governors may stay a complaint where reasonable steps have not been taken to resolve the complaint informally. Such a stay must be delivered to the complainant in writing together with an explanation of the informal steps which ought to be taken.

### 4 Translation and Interpretation

4.1 The Disputes Committee will endeavour to assist with translation and interpretation if necessary.

### 5 Hearing a Complaint

5.1 If the complaint has not been stayed, the Disputes Committee shall hear and investigate the complaint.

5.2 The Disputes Committee shall respect the confidentiality of all persons concerned.

5.3 The Disputes Committee shall decide which persons and/or organisations complained of should be invited to attend the hearing. The complainant and those persons and organisations invited to attend are referred to in the following paragraphs as the parties.

## 6 Preparation for the Hearing

6.1 The Disputes Committee shall inform the parties in writing of the following:

- i. The date & time of the hearing
- ii. The specific nature of the complaint
- iii. Their right to produce written statements and to bring witnesses
- iv. Their right to representation

6.2 The Disputes Committee shall supply the parties with

- i. A copy of this document
- ii. The names of the witnesses who are expected at the hearing
- iii. Any written statement or written evidence to be used at the hearing

## 7 Conduct of the Hearing

7.1 The procedure at the hearing shall be determined by the Disputes Committee. The rules of natural justice or procedural fairness shall apply to the conduct of the Disputes Committee. In particular, the parties have the right to representation, to present their case fully, to call witnesses, to question any witness, to introduce any relevant evidence and make submissions.

7.2 With respect to witnesses who are children, their own written statements or statements taken down by an adult may be introduced. Children should not be called as witnesses unless there is a highly unusual and compelling reason. A child so called must be accompanied by their parent or other responsible adult. The statements of children may be introduced without naming the children.

## 8 The Decision

8.1 The Disputes Committee shall make such findings of fact as are necessary to determine the issue and shall make such recommendations as appear suitable to resolve the issue. The Disputes Committee shall set out the findings of fact and recommendations in writing and deliver them to the parties and to the Head Teacher and to the Chair of Governors or to the Vice Chair when the chair is not available or by reason of the chair's involvement is not the best person to act on the findings and recommendations.

8.2 A party who disagrees with a finding of fact may appeal to the remainder of the Governing Body by delivering a notice to the Clerk to the Governing Body within five school days of receipt of the findings of fact.

8.3 The remainder of the Governing Body shall either re-determine the facts itself or appoint a special sub-committee to do so.

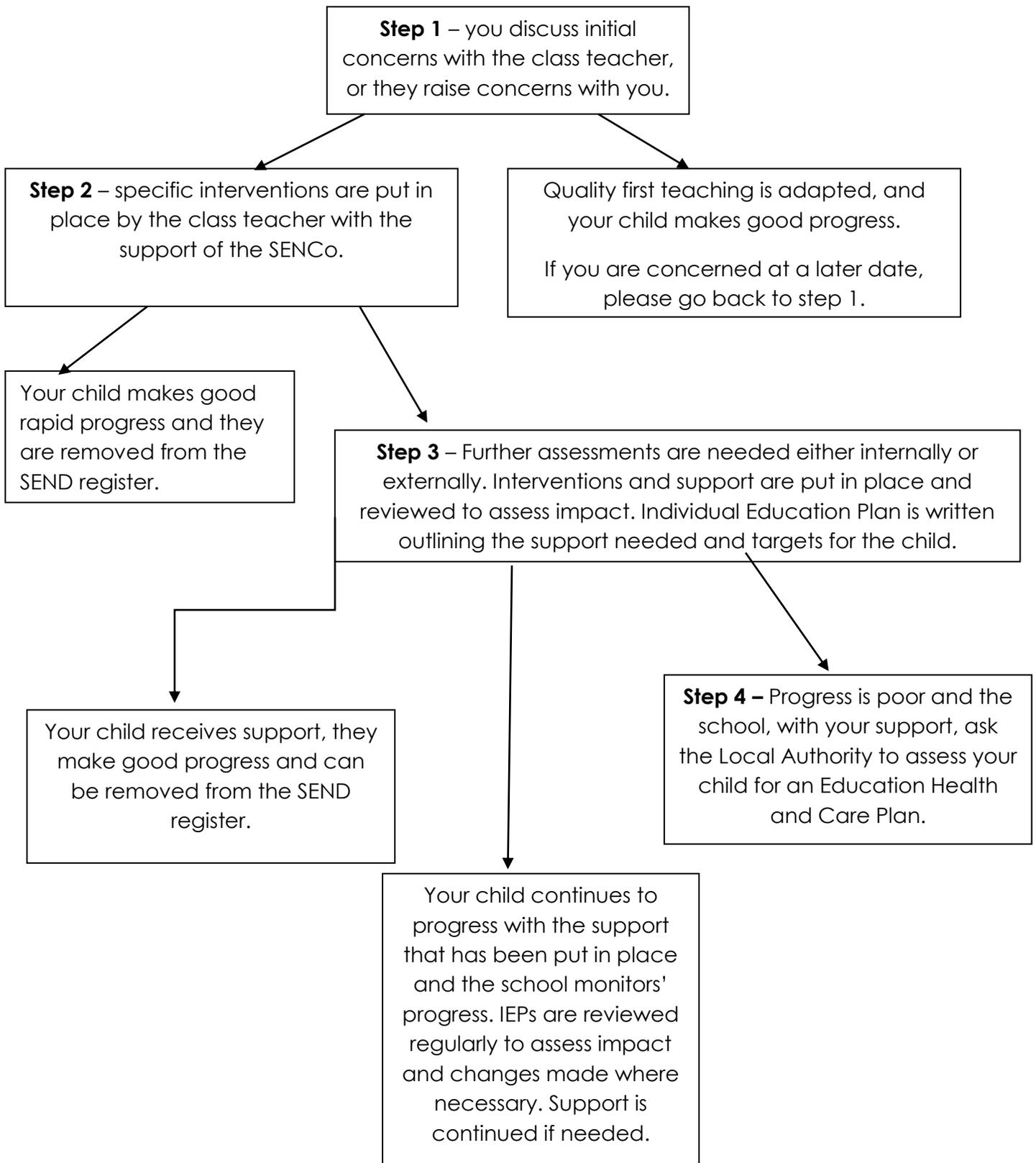
8.4 Provided that no notice of appeal has been lodged the Chair of Governors or the Vice Chair shall accept the findings of fact and may take such steps as are ordinarily in their power to put the recommendations into effect.

8.5 The findings of fact and recommendations whether implemented or not shall be reported to the next meeting of the Governing Body

*A range of useful information can also be found on our school website*

[www.rotherhithe@southwark.sch.uk](http://www.rotherhithe@southwark.sch.uk)

## How concerns regarding Special needs are managed



## Rotherhithe Primary School Staffing 2021-2022

**Executive Headteacher:** Mrs Galiema Amien-Cloete

**Head of School:** Ms Lisa Christiansen

**Assistant Headteacher:** Annalise Loughnan (Monday to Thursday)

**Interim Assistant Headteacher:** Helen Walsh

UPPER PHASE KS2				Intervention TA PPA cover
LEA	YEAR 6	Colleen Maasdorp	Karon Stocker	Lucy Kerr
THAMES		Alex Montgomery		
RAVENSBOURNE	YEAR 5	Michelle Powell	Emma E	Kay Turner
WANDLE		Sarah Hall		
WALBROOK	YEAR 3 & 4	Anthony Williams	Amandeen	Marvette Heather
EFFRA		Amber Weldon	Lubanna	
BRENT		Conor McTernan	Karen Scott	
LOWER PHASE KS1				
SEAL	YEAR 2	Leah Delahaye	Erin	Donna
CORAL		Grace Adeyeye		
OCTOPUS	YEAR 1	John Deighan	Christine Jo M and Maria	Jayne Kiddey
WHALE		Kealan Doherty	Tracey	
EYFS				
JELLYFISH	RECEPTION	Rochelle Banton Helen Walsh (3 days) & Annalise Loughnan (2 days)	Laura Joanna G Ganiat	Olga Skachko
TURTLE	NURSERY	Matt Kenney (3 days) Helen Walsh (2 days)	Michelle	

<p><b>Inclusion:</b></p> <p>Mrs Jennifer Cristobal (Year 2-6 SENCo)  Mr Matthew Kenney (Early years and year 1 SENCo)  Kofi Danquah (Safeguarding and Interventions officer)  Lisa Salkeld-Townsley and Danielle Cooper-Perrott (Learning Mentors)</p>	<p><b>Music:</b></p> <p>Margaret Omoniyi (Music Teacher) *  Kemi Omoniyi (Music Teacher)  Lily-May percussion teacher  Owen Wales (Brass Teacher)  Duncan Hamilton (Ukulele Teacher)</p>
<p><b>Office Staff:</b>  Mrs Maxine Walters (PA to Head Teacher)  Mrs Sharon Hudson (Admin Assistant)</p> <p><b>Premises Staff:</b>  Mr Khalid Boulia (Premises Manager)  Mr Lahcen Laaraji (Premises Assistant)</p>	
<p><b>Catering Staff:</b>  Shola (Manager)</p>	<p><b>Tree Tops Clubs:</b>  Ms Kay Turner  Ms Lucy Kerr</p>
<p><b>Staff on Maternity Leave:</b>  Nina Hall  Jade Carrie</p>	<p><b>Governors:</b></p> <p><b>Chair of Governors:</b> Mary Henley  <b>Vice Chair:</b> Christine McCree</p> <p><b>Executive Head Teacher:</b> Mrs Galiema Amien-Cloete</p> <p><b>Authority:</b>  Liam Wardley  Julia LePla</p> <p><b>Co-opted:</b>  Ray Piggott  Jamie Saunders</p> <p><b>Parent:</b>  Jonny Allams</p> <p><b>Staff:</b>  Mr Kofi Danquah  Ms Darren Lalchan</p> <p><b>Associate Member:</b>  Lisa Christiansen  Barbara Ghezzi  Amber Malik</p>



# Meet some of our RPS staff

## Staff at RPS

Introducing the staff who may greet you at the gates in the morning.

Helen and Annalise are both AHT, who you are most likely to see at the Early years Gate along with Jennifer or Matt our SENCOs (dependent on the day of the week).

Lisa S and Danielle our fantastic Learning Mentors will typically be at the Main gate.

Kofi is stationed at the year 5 & 6 gate.

I (Lisa) float around all the gates.

You may see Maxine or Sharon too.



Helen – Interim Assistant Head teacher and Early Years Lead



Lisa – Head of School



Annalise – Assistant Head teacher and Maths Lead



Danielle – Learning Mentor and attendance



Kofi – Safeguarding and Intervention Officer



Lisa S – Learning Mentor and attendance



Maxine PA to the Executive Head Teacher



Sharon – Admin and Finance Assistant



SENCO – Years 2, 3, 4, & 6



SENCO – Early years & Year 1

**ROTHERHITHE PRIMARY SCHOOL**

**HOLIDAY DATES 2021-2022**

AUTUMN TERM 2021	Events / Days	ADDITIONAL INFORMATION NEW SCHOOL BUILD
	<b>INSET DAY 1:</b> Wednesday 1 <sup>st</sup> September 2021	
Children Back	Thursday 2 <sup>nd</sup> Sept 2021	
<b>HALF TERM HOLIDAY</b>	Monday 25 <sup>th</sup> October 2021 Friday 29 <sup>th</sup> October 2021	
Children Back	Monday 1 <sup>st</sup> November – Thursday 16 <sup>th</sup> December 2021	
	<b>INSET DAY 2</b> Friday 17 <sup>th</sup> December 2021	
<b>SPRING TERM 2022</b>	4 <sup>th</sup> January – Wednesday 9 <sup>th</sup> February 2022	All children start back to school
	<b>INSET DAY 3 &amp; 4</b> <b>10<sup>th</sup> &amp; 11<sup>th</sup> February</b>	Staff will be moving into the new school and getting it ready for the children to come back in February 2022
<b>HALF TERM HOLIDAY</b>	Monday 14 <sup>th</sup> February 2022 – Friday 18 <sup>th</sup> February 2022	
	21 <sup>st</sup> & 22 <sup>nd</sup> February 2022 are orientation days to settle all children into the NEW SCHOOL building. Orientation day HOME LEARNING	Children will attend for only 1 ½ hours over the two day period. Parents will be informed by letter, email and Newsletter of date and times allocated for each year group.
Children Back	Children Back Full time: Wednesday 23 <sup>rd</sup> February	
	Wednesday 23 <sup>rd</sup> February – Friday 1 <sup>st</sup> April 2022	
<b>SUMMER TERM 2022</b>	Children Back Wednesday 20 <sup>th</sup> April -Friday 27 <sup>th</sup> May 2022	
<b>MAY DAY</b>	Monday 2 <sup>nd</sup> May 2022	School Closed
<b>HALF TERM HOLIDAY</b>	Monday 30 <sup>th</sup> May 2022 Monday 6 <sup>th</sup> June 2022	
Children Back	Monday 6 <sup>th</sup> June – Friday 22 <sup>nd</sup> July 2022	

**1 INSET DAY TO BE CONFIRMED**