



Learn, Aspire, Achieve

WOODS LOKE PRIMARY SCHOOL

PARENT HANDBOOK 2026-27

Lots more information can be found on our school website:

WWW.WOODSLOKE.ORG

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INTRODUCTION



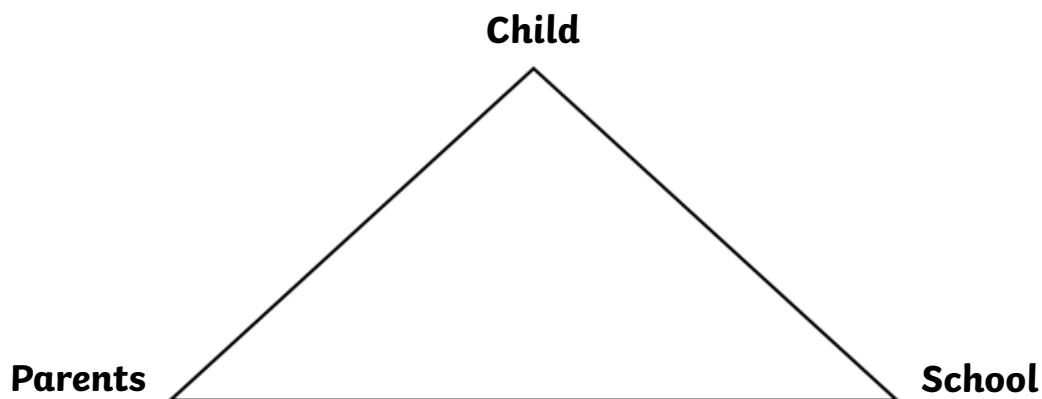
The new academic year is upon us, and we are all looking forward to an exciting year ahead, concentrating on the important business of learning.

We're delighted to be able to, once again, provide you with this detailed Parents' Handbook. Its purpose is to contain all the important information that you, as parents, need to know about supporting your children through school. We felt it would be useful to have everything in one place so that it can be easily referred to should the need arise.

Please keep this handbook somewhere safe and accessible so that you can refer to it throughout the year, and don't hesitate to tell us how it could be improved. We're hoping to update it every year so any feedback will be gratefully received.

WORKING IN PARTNERSHIP

It goes without saying that a friendly and supportive relationship between school and parents is vital if children are to get the very best out of their school experience. This relationship can be best illustrated through the following diagram:



As long as the links remain strong and in place, the child is well supported. Should any of these partnerships break down, that support is compromised.

This doesn't mean of course, that parents have to agree with everything that the school says or does. However, it does mean that, when parents work **with us** to resolve any issues, disagreements can be amicably resolved without those supporting links being broken. When children see that school and home are working together, rather than disagreeing with each other, it sends out a very powerful message. A message that says we **all** want the best for **all** our children and that home and school will always try to work together to find a solution.

We work extremely hard to ensure that lines of communication between home and school are open at all times, whether that is through talking to staff on the playground, telephone conversations, or via email, as we feel this is beneficial for everybody. Therefore, if you ever have an issue with something that has happened in school, **please talk to us first**. Relying on social media, other parents' opinions, and even what your children tell you, can never give you a full and accurate picture. There are numerous occasions where parents have heard or been told about something that turns out to be entirely inaccurate – misunderstandings and misconceptions can be easily avoided by talking to us in the first instance.

OUR SCHOOL COMMUNITY



We view our school as a community; a community that is made up of hundreds of different people, all with different opinions, ideas, and priorities. Communities require rules in order to operate effectively, and being part of a community means respecting and abiding by those rules, even if we sometimes don't agree with them.

Again, this is a very important lesson for our children to learn which will be of huge benefit to them as they move on to High School and on into the adult world. Therefore, we are extremely grateful for the support we receive from all of our parents who understand and abide by the rules of our community. It is only through this support and conformity that our school is able to run smoothly and efficiently.



CONTACTING SCHOOL

Regular communication between home and school is a vital element in ensuring our children receive the best educational experience. As such, we strive to ensure that our staff are always on hand to speak to parents, whatever their query.

Mr Crawley and Miss McGowan are on duty at the start and end of every day and are always happy to chat to parents. There is also member of staff from each year group on the playground at drop off and pick up times if you need to pass on a message. Equally, we can be contacted via the telephone or email in the following ways:

- School Office: 01502 561234 office@woodsloke.org
- SEND/Pastoral Team 01502 561234 sen@woodsloke.org
- Class teacher: 01502 561234 classname@woodsloke.org (eg for Mr Javes – 6RJ@woodsloke.org)

Please note: In order for our staff to maintain a healthy work/life balance, emails sent after 5:00pm may not receive a response until the following day.

It is equally important that school are able to contact you. Therefore, please ensure that we have at least two contact numbers, as well as an emergency contact and, should you change your telephone number or email address, please tell us straightaway or update through your Arbor account.

START AND END OF THE SCHOOL DAY



The school gates are opened at around 8:35am and parents are welcome to wait on the playground until the classroom doors are opened at 8:45am. There is then a 10-minute window for children to arrive in their classrooms where they will do an early morning activity until 8:55am when the doors are closed and registers taken.

Children who arrive after 8:55am will have to come in to school through the main office and will be marked as 'late'.

At 3:15pm all children will be brought out on to the playground to be collected by their parents. If a child remains uncollected by 3:30pm, they will be taken to the main office and parents contacted.

We ask that parents and children respect our school environment whilst waiting, and also that they respect other people. **Scooters and bikes should be walked through the school playground** and parked in the bike sheds. Equally, the school car park is for **staff only** and should not be used by parents.

Children in Year 5/6 have the option of walking to and from school on their own. Parents must consent via their Arbor account if they wish their children to do so. Please note however that walking to school is a privilege and children are still representing our school. We reserve the right to withdraw this privilege should the need arise.

SCHOOL DINNERS

Our onsite kitchen provides hot meals, including vegetarian option, jacket potatoes, and pasta every day. There are also two dessert options everyday as well as salad and fresh fruit. We have a three-week menu cycle, available from the school office or the school website, which ensures choice and variety for all tastes. Children in Reception, Year 1, and Year 2 are entitled to free school meals as well as free fruit at playtime. Meals can be paid for through your Arbor account.

PHOTO CONSENT

When children join our school, we ask parents to complete a photo consent form. This indicates whether you are happy for your child to be photographed or filmed for the following reasons:

- School displays
- Appearing on our website
- Photos in our newsletters
- School brochure
- Social media content
- Photos in local newspapers
- Being filmed during school performances

If you do not give permission, your child will not appear in any of the items above. Should you decide to change your consent, you must come into the school office and sign a new permission form.

HOME/SCHOOL AGREEMENT



When children first start at our school, they and their parents are required to sign our Home/School agreement highlighting how all parties will support each other. It might be a while since you signed this document so, for reference, this is what we've all promised...

The school will:

- Provide a high standard of education in a safe and caring environment
- Create opportunities for children to learn, question and share their ideas
- Promote a clear system of values and rules for behaviour in school
- Keep parents and carers fully informed about their child's progress

The family will:

- Ensure their child arrives at school on time and wearing the correct uniform
- Ensure their child attends school and inform us of the reasons for any absences
- Attend parent consultation evenings to discuss their child's progress
- Support their child with homework
- Support the policies and practices of the school

The children will:

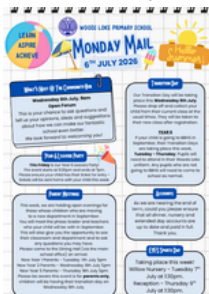
- Always follow instructions and show respect for other people and the school environment
- Aspire to follow the school learning behaviours and become a 'Woods Loke Learner'
- Always do their best and make the most of their learning opportunities

COMMUNICATING WITH PARENTS

Newsletters

At the end of every half term, we send home a School Newsletter. This is designed to give you an overview of all the exciting things that have been happening in school throughout the half term. Each department has its own page and there is also news of our sporting endeavours as well as updates from our different pupil groups. There are always lots of colour photographs and it is, we hope, both an informative and entertaining read.

Click on the images to be taken to more News on our website, including previous issues of each.



Monday Mail

Every Monday, all parents receive 'Monday Mail' which is delivered via email. This is designed to provide important information and notices about the week ahead as well as reminders of upcoming school events and key dates to remember.

Next Week @ Woods Loke

In order to provide parents with some information about what their children's future learning, we send home an email every Friday called 'Next Week's Learning'. Each class has its own section giving some brief information about the main things that the children will be learning about during the forthcoming week.

SCHOOL UNIFORM



Information about our school uniform can be found on our school website. Click the images below to go directly there.



Our uniform consists of widely available colours and is available at all well-known supermarkets and retailers. optional uniform with the Woods Loke logo can be purchased at [Screens](#).

BREAKFAST AND AFTER SCHOOL CLUBS



Juggling the demands of work and family life is not always easy and, as a community school, we are very keen to support our parents through our Breakfast and After School club offer. Both clubs take place in our Community Hub building and can be booked through your Arbor account. We also offer the flexibility of choosing both regular and occasional bookings.

Our Breakfast Club runs from 7:45am-8:45am and offers:

- A variety of cereals, breads, fruit, and yoghurts for breakfast
- A range of fun activities including drawing, board games, crafts, and construction toys
- A quiet area for children who want to read or do their homework
- Pupils in Years 3-6 also have the option of participating in sports activities in our sports hall

There are two venues for Breakfast Club:

- Children in Nursery – Year 2 have breakfast club in our Community Hub building
- Children in Years 3 – 6 have breakfast club in our Woodlands room. They also have the opportunity to take part in activities in the sports hall if they wish

Our After School Club runs from 3:15pm-5:45pm and offers:

- A healthy snack and a choice of toast, sandwiches, teacakes, fruit and a drink
- A range of fun activities including drawing, board games, crafts, and construction toys
- A quiet area for children who want to read or do their homework
- A second, shorter After-School Club runs from 3:15pm-4:15pm

We also offer a programme of after school activities which change from term to term and are open to all children from the age of 3. This year's offer includes choir, sports clubs, chess, arts and crafts, and many more! So keep an eye out for more information each half-term.



ATTENDANCE



Attendance is a high priority at Woods Loke and we feel strongly that pupils can only achieve their potential if they are in school every single day, on time and ready to learn.

Most parents and carers are aware of the importance of attending school regularly. Our school is inspected on its attendance record and we are required to encourage good attendance as a priority. There is clear educational research which demonstrates that those children who attend school regularly make better progress than those who don't. Children who are away from school miss out on work, miss out on social interaction with their friends, miss important parts of their learning and can miss important events in the school year. Even when they return they may feel 'out of place' because of the work and social events they've missed, and the class may be involved in group work which can cause disruption for other children if individuals are not present.

Clearly there are occasions when children are ill and the best place for them is at home where they can be looked after and recover properly and we would never advocate children being 'forced' to come to school. However, there are also occasions when a little encouragement and the excitement of a busy school day can help children forget all about any aches and pains they may have had in the morning.

What does the attendance % mean?

97% attendance is the equivalent of missing over a week of school across the academic year

95% attendance is the equivalent of missing two weeks of school across the academic year

92% attendance is the equivalent of missing over three weeks of school across the academic year

90% attendance is the equivalent of missing a month of school across the academic year

87% attendance is the equivalent of missing over five weeks of school across the academic year

85% attendance is the equivalent of missing six weeks of school across the academic year

Lates

If children are late into school, it can cause them some anxiety to have to walk into the classroom when the rest of the children are already settled. It is also disruptive for the rest of the class and the teacher when teaching has already begun. Whilst we totally understand that occasionally things happen that prevent children from being here on time, this should not be a regular occurrence. If pupils are late more than five times in any academic year, parents will be required to have a meeting with the Headteacher to discuss the reasons and to see whether anything can be put in place to prevent your child from being late. Children can come into class from 8.45am and registration starts at 8.55am

ATTENDANCE



Absences

If your child is absent from school, please email or send an Arbor app message, informing us why your child is absent. If we do not hear from you, the absence will be unauthorised.

If your child's attendance falls below 95%, no further absences will be authorised unless we receive evidence for the absence e.g. appointment cards, copies of prescriptions, photographs of the prescribed medication.

If your child receives ten unauthorised marks in the academic year, you could receive a Fixed Penalty Notice.

Holidays

Children are in school for 190 days out of the 365 in a year and therefore, we expect holidays to be taken during the school holidays to avoid them missing chunks of their learning. If you do decide to take your child out of school for a family holiday, you will need to complete a Leave of Absence request form. However, please be aware that the holiday will be unauthorised unless there is an exceptional reason for the holiday being taken during term time.

If you still take your child out of school, a fixed penalty notice will be issued to each parent with parental responsibility.

Educational Welfare Officer

If your child's attendance falls below 90%, they are classed as 'persistently absent'.

If we are concerned about your child's absence record, you will be called in for a meeting with the Educational Welfare Officer to discuss attendance and if there is no improvement, further action could be taken.

Lots more information can be found on our school website:
www.woodsloke.org

It goes without saying that we expect all of our children to behave well at all times. Good behaviour allows children to feel safe and to concentrate on their learning and make the most of their time in school. As such, we have high expectations of pupil behaviour and have a clear, consistent, and fair approach to dealing with any incidents of poor behaviour.

We have two behaviour rules in our school:

- “Always follow instructions”
- “Show respect for each other and the environment”

These rules are reinforced and referred to regularly and all children know what they are.

Recognising Positive Behaviour

Often the most effective reward for work well done, or a positive approach to something, is a verbal comment from an important adult. As a school, we seek opportunities to praise and thank pupils for their positive actions, including how pupils might meet or exceed the Woods Loke Learners Expectations. In addition, class teachers may opt to use a variety of strategies such as marbles in the jar, stickers, certificates or other awards to reward positive behaviour and good quality work. These strategies complement our whole-school approaches which is age appropriate and may include:

- Gold cards in KS2 and Reaching the Rainbow in EYFS and KS1.
- Learners of the Week, for each class, which is rewarded in a weekly celebration assembly. These pupils also have their photo displayed in the hall and their name appears on the weekly letter to responsible adults.
- Special Headteacher awards which reward exceptional work, effort or behaviour by an individual letter home to the responsible adults.

Behaviour Consequences

It is an important part of the role of the school to provide guidance and management to ensure that high standards of behaviour are consistently maintained. The guidance on the following page indicates the usual sequence through which staff will progress in the case of continued issues with unacceptable behaviour. However, it is important to note that all staff can choose to skip earlier stages where they consider the conduct is sufficient to warrant a more serious consequence.

Tier 1: Yellow Card/'Thinking Cloud'

In the first instance, for low-level disruption or misbehaviour, pupils will be issued with a verbal warning. This will explicitly state that it is a warning and if the behaviour continues, a more formal warning will be issued. This will be indicated as a yellow card in KS2. In EYFS and KS1 a first formal warning will be shown by moving the pupil from the 'sunshine' to the 'thinking cloud'.

Tier 2: Cumulative Red Card/'Rainy Cloud'

If the first formal warning does not lead to an improvement in low-level behaviour or disruption, then staff can issue a second formal warning which also includes a time sanction. In KS2 this will be indicated as a red card and in EYFS and KS1 this will involve moving the pupil onto the rainy cloud. During the next break, the pupil will speak to the Phase Leader to discuss why they have been given a red card or reached the 'rainy' cloud. The Phase Leader will record this on a purple form which is sent to the behaviour lead and the pupil will miss part of their next break or lunchtime. If the incident happens during the afternoon, it will be necessary for the pupil to miss some of their break the following day. The Class Teacher will contact responsible adults, on the day, to notify them of this sanction and will record this incident in a class behaviour log.

Tier 3: Straight Red Card/'Rainy Cloud'

In some rare cases, it may be necessary to remove a pupil from the classroom and his/her peers for part of a school session to ensure that a clear message is given about expectations, both to the pupil involved and to others in the class. These instances would occur when there has been an instance of deliberate physical behaviour towards a peer, an incident of rudeness that is judged by a member of staff as being unacceptable or a clear lack of respect for the school environment. This will result in a 'straight red card'. Pupils will be sent to work in the room of the Phase Leader for 15 minutes, where they will complete work set by the class teacher. The pupils will then also miss their lunch break. The Phase Leader will contact responsible adults to notify them of these consequences. These incidents are recorded on a purple behaviour form.

Tier 4: Repeat of Straight Red Card/'Rainy Cloud'

Very rarely, a repeat of this behaviour may occur. If this is the case, Pupils will be removed from class to complete work away from their peers for a period of 30 minutes. This will be supervised by our Behaviour Lead or SENCO, who will also be responsible for reporting this to responsible adults. Other sanctions – such as missing of free time – will be determined at this point. These incidents are recorded on a purple behaviour form.

Tier 5: Internal Suspension

Internal suspension will be considered where there is an instance of:

- significant and intentional physical injury of peers
- insulting and offensive language intended to cause upset
- deliberate intent, resulting in significant damage

Pupils will be sent to the Headteacher, Deputy Headteacher or Behaviour Lead, who will make the decision regarding any appropriate sanction. This may include an internal suspension from class. If this is the case, the responsible adult will be contacted and informed of this decision as soon as possible. All internal suspensions will be recorded on a purple form and submitted to the Behaviour Lead.

Tier 6: External Suspension

External suspension will be considered in cases where there has been:

- Pre-meditated and high-level physical harm towards peers
- Uncontrolled and violent abusive language designed to threaten and intimidate
- Physical attacks on or intimidation towards staff
- Verbal abuse and/or aggression towards staff

An External Suspension can only be decided by the Headteacher, who will also make a decision regarding the length of any sanction. When a pupil has a fixed term suspension from school, a reintegration meeting will be required with the Headteacher prior to the pupil returning to school. At this meeting, planned support will be discussed to help the pupil and also clear guidelines and consequences will be reinforced with the pupil and their family. These incidents are also recorded on a purple behaviour form.

Incidents Outside of School

The school takes seriously its responsibility to set high expectations of pupil behaviour, including outside of school. Where pupils are known to have behaved in a manner contrary to the school's expectations outside of school, the behaviour policy may be applied as if the incident were to have happened in school. In such cases, parents will be informed of the actions taken and the grounds for such actions.

We believe that reading is the most important thing that children learn to do at school. Being able to read well not only opens up a whole world of opportunities, it is a vital skill that enables people to play an active role in society. As such, we have invested heavily in ensuring that reading is at the very core of our curriculum offer. We have a very well stocked whole school library, as well as individual phase libraries, and we are regularly refreshing books to increase the choice and variety for all our children. We also employ a librarian whose role is to support, encourage, and enhance our 'reading offer' for all our children.

Teaching Reading

Phonics is a way of teaching children how to read and write by developing their phonemic awareness—the ability to hear, identify, and manipulate different sounds used in the English language. The teaching of phonics begins in Nursery using 'Jolly Phonics'. From Year 2 onwards, whilst phonic skills are refined and gaps addressed, there is a consistent taught approach, forming part of Key English Skills lessons at least twice a week. Using a wide variety of high quality and appropriate texts, children build their comprehension skills whilst continuing to improve their reading fluency.

Whole Class Reading

Throughout the school, children are read to by an adult in their classes regularly. Teachers will either use their class stimulus text (see below) or another which fits in with the learning taking place. Teachers read a huge variety of written material regularly with the children, fiction and non-fiction, stories, reports, diaries and poems.

Reading for Pleasure

All classes from year 2 onwards have regular reading slots, focussed on giving children time to read for pleasure. These sessions promote and instil a love of literature and allow children to independently apply the skills of decoding and comprehension that they have been taught.

Book Banding

From Nursery to approximately the end of Key Stage One, pupils select books that match their assessed reading level. In Key Stage Two, children are expected to have developed a sound degree of fluency and are encouraged to select books based on individual interests.

Reading at Home

Reading is one of the most important things that children learn whilst at school. This should be supported at home and we expect all of our children to read/be read to at home every day. This forms the main portion of our home learning policy. Click on the images below for support and ideas with reading at home.



Support for children with reading difficulties

For those children identified as working below the expected standard in reading, the school provides further support in various ways. Resources are available to encourage reluctant readers to engage more with the subject.

Reading in the Curriculum

The Woods Loke Curriculum has at its heart a set of cultural stimuli to help our children appreciate, understand and access a wide-range of ideas, attitudes and beliefs. As part of this, a reading stimulus is mapped out for each half-term and this is used to enrich and enliven the learning that takes place across the curriculum.

You can find out more about our stimuli on our school website.

YOUR CHILD'S PROGRESS

As mentioned previously in this handbook, we feel it is vitally important that parents are involved in and supportive of their child's education. In order to facilitate this, there are many opportunities throughout the year for parents to find out about how their children are progressing, both academically and socially:

- Our teachers are always happy to have an informal chat about how children are getting on. It may be a word in the playground, or a telephone call, but please feel free to ask;
- Every term your child will bring home a Termly Short Report which reports on their current level of attainment compared with national expectations, as well as their attitudes to learning. These are sent home the week before parents' evenings to provide a focus for discussions;
- Parents' evenings are held in the Autumn and Spring terms on two separate evenings. If you're unable to make either date, teachers are happy for you to make a separate appointment;
- Written annual reports are sent home at the end of the Summer term. There is also then an optional parents' evening for any parents who wish to discuss their child's report.

OPEN LESSON WEEKS



As a school, we very much value parents playing an active role within our school community and we like to involve parents in their child's educational journey as much as we can. We send out a lot of information about all the things that go on in school but there is no substitute for experiencing it yourself. Therefore, throughout the year, each class holds an 'Open Lesson Week'. During this week, one lesson per day is 'open' for parents to come and join us, to work alongside their children, and to participate in a genuine lesson just as they happen every day of the week.

In order to make these sessions comfortable for everybody, we offer 6 available spaces for each lesson. With five lessons to choose from throughout the week, this ensures that everybody has an opportunity to join us should they wish to do so. Spaces can be booked through Arbor and will be made available in advance.

PARENT FORUMS

As a school, one of our key aims is to strengthen our links with our local community, both our immediate parental community, and our wider, local community. Therefore, we have put together an exciting programme of events that will take place in our Community Hub building throughout the year:

Parent Forums: A variety of sessions about all aspects of school life with the aim of providing you with a greater understanding of what goes on in school as well as the reasons why. These sessions will take place every Wednesday from 9:00am-10:00am with refreshments provided. A detailed programme of sessions and dates will be sent out at the start of the year and also advertised in 'Monday Mail'

Family Partnerships: These will be run by Mrs Paisley, our Pastoral Lead, and will provide parents with an opportunity to discuss anything they like in a supportive environment. These sessions will be advertised in 'Monday Mail'

Community Support: Sessions run by different community and business groups on such topics as fire safety in the home, helping with technology, finances, adult education, well-being, first aid and many more to follow. We are currently liaising with a number of different local organisations and details about these events will be emailed directly to parents as well as being advertised in Monday Mail

We are hoping that this community offer will not only run successfully throughout this year, but also continue to grow and develop in time. Please help us by supporting any of the sessions that you can and, if you have any good ideas for further sessions, please let us know.

We look forward to welcoming you into the Community Hub.

Lots more information can be found on our school website:

www.woodsloke.org

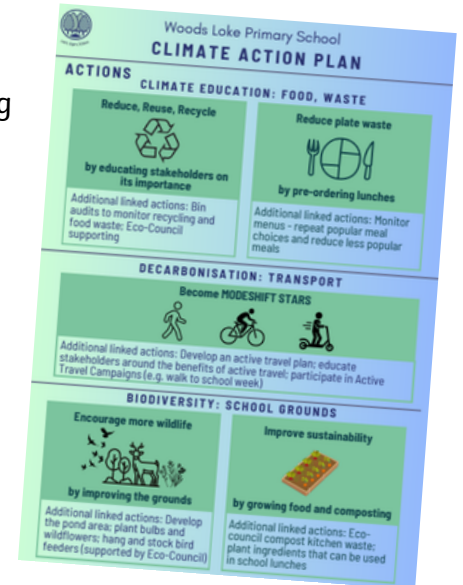
SUSTAINABILITY



All schools are expected to have Climate Action Plans, in which we consider our school's carbon footprint and how we can work to reduce it. The actions on our plan are threaded through daily life at Woods Loke - from travelling to school, to lunchtimes and from the curriculum to our Character Diploma.

We are actively developing our site to improve the biodiversity: using produce from our allotments to cook with; maintaining our pond area; surveying and planning on our to improve our wildflower areas; treating the wood on site to ensure its longevity.

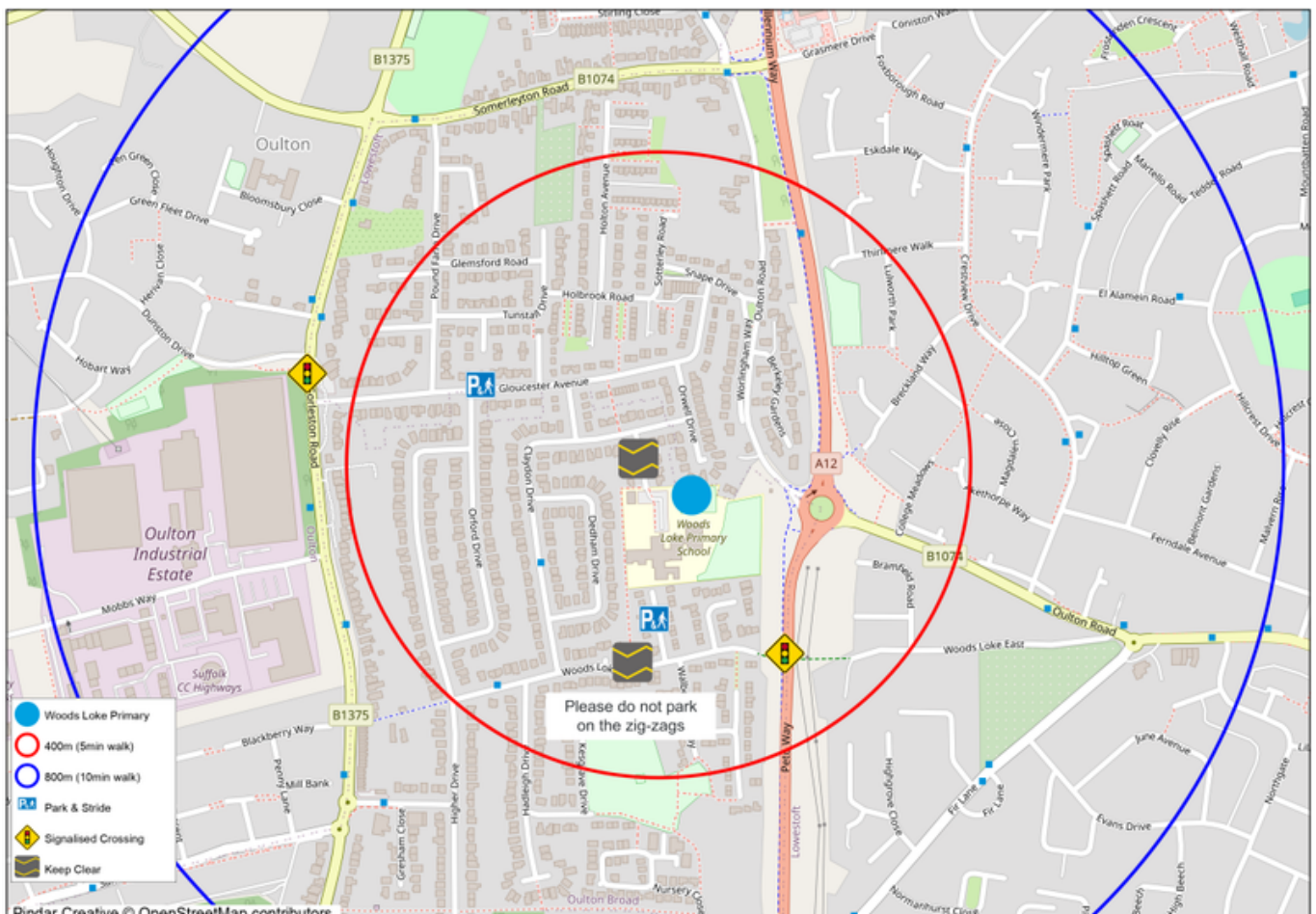
We work closely with our school kitchen to reduce food waste, and with our classroom staff and cleaners to manage our waste and bins.



More information can be found by clicking on the image to the right.

ACTIVE TRAVEL

By clicking on the images below, you can see our Active Travel leaflet which gives you ideas for where you can park, how long it will take to walk from different local areas, where you can safely cross the road and where you can 'Park and Stride'. This is in conjunction with Suffolk County Council and aims to make the roads around our school safer, and encourage our school community to be more active where they can.



THE YEAR AHEAD



At the start of every academic year, we plan out the dates of key events for the entire year to give parents as much notice as possible about when things are going to happen. It is extremely rare that we have to change these dates, and we only ever do it when there is no other option. The dates for 2025/26 are shown below - please keep it safe to ensure you don't miss out on any key things happening this year.

DATES FOR THE DIARY

25th September – EYFS Reading information evening for parents
29th September-3rd October – Year 4 Open Lesson week
13th-17th October – Year 5 Open Lesson week
14th November – Termly reports
18th November – Parents' evening
20th November – Parents' evening
24th-28th November – Year 6 Open Lesson week
10th December – Nursery Christmas share event
15th December – Year 5/6 Christmas share event
16th December – Year 3/4 Christmas share event
16th December – Christmas dinner
17th December – Reception Christmas share event
18th December – Year 1/2 Christmas share event
19th December – Christmas parties for all classes
12th-16th January – EYFS Open Lesson week
26th-30th January – Year 3 Open Lesson week
6th February – National Number Day
10th February – Safer Internet Day
5th March – World Book Day
6th March – Termly reports
10th March – Parents' evening
12th March – Parents' evening
16th-20th March – Year 2 Open Lesson week
20th-24th April – Year 1 Open Lesson week
27th April-1st May – Nursery stay and play sessions
11th May – SATs week
18th May – Year 3 sports day (morning), Year 4 sports day (afternoon)
19th May – Willow Nursery sports day (morning), Reception sports day (afternoon)
20th May – Year 5 sports day (morning), Year 6 sports day (afternoon)
21st May – Year 1 sports day (morning), Year 2 sports day (afternoon)
22nd May – Maple Nursey sports day
1st June – Year 4 multiplication check week
8th June – Year 1 phonics screening week
15th June – Reception new parents' meeting
17th June – Nursery new parents' meeting
1st-3rd July – Year 6 residential trip
3rd July – New teacher photos sent home
6th July – Annual reports
7th July – New to Year 1 parents' meeting
8th July – Transition day
8th July – New to Year 3 parents' meeting
9th July – New to Year 5 parents' meeting
10th July – Year 6 leavers' disco
14th July – Year 6 performance