



# School Handbook

## 2022-23

## At Cunningham Hill Infants' our aims are to:

**Be welcoming** - a school community where everybody feels safe, welcome and part of a friendly team

**Be exciting** - achieve high quality learning through a stimulating, creative and technological curriculum

**Be safe and caring** - provide a safe and secure environment where each individual is valued

**Be independent** - become confident, independent and responsible members of our school and ultimately our society

**Behave well** - value the importance of courtesy, good manners and respect for everyone

**Love learning** - promote curiosity, resourcefulness and an active, lifelong love of learning

**Be your best** - enable everyone to be the best they can be

*Be Ready, Be Safe, Be Respectful*

*Love Learning - Be your best*

# Our school

## Facilities

The school was built in the late sixties and shares a large site with Cunningham Hill Junior School, with whom we are federated. There are six classrooms; a library; a large hall; a dining room surrounding an open classroom for the Foundation stage children; the Discovery Room and the Rainbow room. The school has its own kitchen and meals are prepared on site by Herts Catering Ltd. There are additional facilities for parents and staff.

## Classrooms

The learning environment is designed specifically for the age and needs of young children. Each classroom is fully carpeted and furnished with attractive and modern furniture. Classrooms are light and airy.

## Outside Classroom

The school was built around an open area which we have turned into an outside classroom space for our children who need a more controlled outdoor space. This provides a safe environment for practical activities e.g. sand, water, digging and exploring.

## School Hall

This is a large well planned area which is used throughout the day for P.E., Music, Dance and Drama activities. In addition there is a projector and screen, a well-resourced Music area and a Reading area.

## Library

We have an excellent fiction and non-fiction library. The children use the library on a regular basis throughout the week and they borrow books to share at home. We regularly audit, review and update our stock of books. There is an interactive whiteboard in the library.

## Discovery Room

This area provides a practical space for groups of children to work with an adult on cooking, sewing and related science activities. The room has a fully fitted kitchen and work area.

## Rainbow Room

This room provides additional teaching space for smaller groups of children.

## School Grounds

To the front of the school there is an area of trees and grass with paths which direct you to the classrooms. At the rear there are two hard playground areas and a large field for children to use. In the playground we also have an activity area and large wooden play equipment. There is a large wooden shelter for sitting under, which also provides shade. Close by are fixed musical instruments which the children use at play time. There is a quiet garden area for children to use throughout the day which has been planted with flowers and herbs.

## Resources

In each classroom we have invested in a range of resources to support and extend the children's learning both practically and creatively in all areas of the curriculum. We are well resourced in all aspects of I.C.T. including clever touch screens, digital video/cameras, digital microscopes and sound and recording devices. There are computers in each classroom, plus a large number of portable computers that can be used throughout the school. Children also have access to iPads and other tablets to support learning.

## School Fund

Each term we ask for a voluntary contribution of £5 from each child to be paid into School Fund. This money is used to help provide materials for cooking and art work - all things that your child will eventually bring home. It also subsidises special visitors and events in school which enrich the children's experiences and learning. We also use the fund to subsidise school trips.

### **Staff**

The school has a very experienced teaching and support staff. We maintain a high ratio of adults to children. Each class has a teacher and teaching assistant. Additional teachers work across the year groups to provide support for children and staff. The school also employs a specialist music teachers. Further teaching assistants support small groups of children including those with special needs. The teachers work closely together to plan for the children's learning. The administration staff are based in the office and they are there to support children, staff and parents. Our full staffing list can be found on our website and in our Reception.

### **Governors**

As a Federation we have a joint Governing Body. A full list of the Governors of this school is on the school website and in Reception. Governors are happy to discuss all aspects of the school. They have a legal responsibility to work as a body to manage the school, are actively involved in school life and attend training courses throughout their terms of office.

### **Parents**

We believe that a successful education needs to be a working partnership between home and school. Parents are welcomed into school on many different occasions. We encourage parents to come and talk with the staff about any concerns or queries they may have. Communication between home and school is important and during the year there are both regular formal and informal opportunities to meet. The school sends out regular newsletters and updates which are useful to parents. We are very keen to involve parents in school at all levels, some parents may help in the classroom or on school trips. Also if you have a particular hobby or a specific job that you would like to share with the children please let us know.

### **Admissions**

Since September 2011 all children who become five years of age in the next academic year are offered a full time place in September. Parents may request that their child attends on a part time basis in the Autumn Term and school will consider this. Children are required by law to begin full-time education at the beginning of the term **following** their fifth birthday but cannot defer the place beyond the year for which it is offered.

## **Teaching and learning**

### **Organisation**

Each class has 30 children and there are two parallel classes in each year group. Children are taught in a variety of ways, based on knowledge of the children and their learning and personal, social and emotional needs including:

- Whole Class
- Flexible groupings of different sizes including:
  - Ability / Mixed Ability
  - Behaviour
  - Working individually / Working in pairs
- Interacting across and within the year groups with other children

However children are organised, they learn and progress at their own rate according to their individual abilities and educational needs. This will involve individual, group and whole class teaching at various times through the school day. Teaching methods include: explanation, discussion, questioning, 'by example' and demonstration. Emphasis is placed on extending the children's understanding and knowledge through a wide range of activities and opportunities. However in order for children to develop as learners they must be able to express their ideas in a variety of ways. Therefore at the very centre of our teaching is a strong commitment to teach children the basic skills that they need in order to access the wider curriculum. The children are encouraged to become self-confident, independent and constructively critical in their approach to learning. The teacher provides a

stimulating environment that is purposeful, challenging and pleasurable. Each classroom is organised and managed in a similar way so that children feel secure and confident when changing classrooms and teachers. Individual progress and continuity in learning are ensured by a whole school policy approach to assessment, record-keeping and planning.

### **Opportunities for Learning**

We introduce children to a wide range of concepts, experiences, knowledge and skills. We ensure that the curriculum is well balanced and covers all aspects of learning. Through careful planning we give children opportunities to use their skills, develop their ideas and take their learning forward thus children have ownership of what they do. The curriculum we offer provides a sound foundation for children's future development. Our curriculum covers the statutory framework and guidance for Early Years Foundation Stage (EYFS) and the National Curriculum (2014) for Key Stage 1. Our curriculum is available on our website.

### **Foundation Stage (for children starting school age 4+)**

There are seven areas of learning and development which are interconnected. There are three prime areas:

- Communication and Language
- Physical Development
- Personal, social and emotional development

These are strengthened and applied through four specific areas:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

We provide many opportunities for our Foundation Stage children to learn through play and through first hand experiences both indoors and in the outdoor area. Children are regularly involved in individual, group and whole class activities. The Teacher helps to develop the skills, knowledge and understanding through a carefully planned curriculum. This builds on the children's prior experiences. Our curriculum is planned to provide many opportunities to develop children's skills and knowledge both in a practical and creative way. The **Early Learning Goals** establish the National expectations for most children to reach by the end of the Foundation Stage and provide a framework for planning the curriculum. This framework provides a natural progression into the National Curriculum. Throughout their time in EYFS we use Development Matters: Ages and Stages assessment sheets to track the children's learning and development.

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

Our curriculum is designed to be relevant and meaningful for young children. We help children to learn the skills and knowledge through direct teaching within an exciting cross curricular framework. We build on children's prior learning and move them forward in a way that supports and challenges them.

The National Curriculum covers the Programmes of Study in the following areas:

**English:** We use Essential letters and sounds to support the teaching of phonics and early reading and The Literacy Tree to support with writing. We work extensively to develop the skills of speaking and listening in order for children to communicate, ask questions and listen attentively. When teaching reading we use a wide variety of methods including an emphasis on phonics and recognition of word pattern. Children learn strategies to help them read a variety of material and emphasis is given to developing their understanding. We encourage children to use their reading to read for pleasure and increase their knowledge. Children are taught to develop skills of handwriting, presentation and correct spelling of everyday words which are relevant to this age group. They are also taught punctuation and how to organise and present their ideas. Children are encouraged to write for a wide range of different purposes, both fiction and non-fiction: this includes stories, accounts, instructions, letters etc.

**Mathematics:** We follow Herts Essential Maths which covers number recognition, calculation, measurement, patterns, shape, space and handling data. We structure the children's learning to include practical experiences which help them understand mathematical concepts and apply them in different situations.

**Science:** Children learn about living things, physical processes, materials and their properties. The most important aspect of the Science curriculum is developing children's ability to ask questions and apply the skills of scientific investigation to a range of experiences.

**Computing:** Children work with and are taught to use a wide range of technologies that include computers, laptops, digital cameras, video cameras, recording devices, iPads etc. Children develop their computing skills, use of the Internet and are encouraged to use ICT as a tool in all areas of the curriculum to support their learning.

**History:** Children learn about people and events that happened in the past, including how people lived and how things have changed. They develop skills to research and ask questions and begin to recognise the effects of past events on the present.

**Geography:** Children learn about places both local and distant, how people live and work and develop their awareness of the environment.

**Music:** Children listen carefully to a wide range of music. They learn to play simple musical instruments and sing a variety of songs from memory adding accompaniments. They learn to make simple musical compositions and how to perform to others.

**Art and Design:** We use a variety of materials to explore and develop children's ideas. They begin to understand about colour, shape, space, pattern and texture and apply different techniques to their work. They also learn about famous artists and sculptors.

**Design and Technology:** Children improve their ability to design and make models, and structures in a range of contexts. Skills are taught using different tools and materials, including food.

**Physical Education:** The children are encouraged to engage in a range of different skills to develop and refine gross motor co-ordination as well as understanding the effects of exercise on the body as part of a healthy lifestyle.

**RE:** Based on the Hertfordshire Agreed Syllabus which is available in school. Children learn about themselves, about other faiths and how people celebrate special occasions. We take every opportunity to encourage children and their parents to share information about their faiths and festivals with us. This not only helps our children to understand different beliefs and ways of life in a multi-cultural society but also encourages them to respect other people.

### **Healthy schools**

We teach children how to stay healthy and make informed decisions about themselves. They learn to express their feelings within a safe environment and how to build good relationships with others. Children learn about a healthy balanced diet, the importance of water and sun safety. They are taught road safety skills and scooter safety.

### **Enriching the curriculum**

To enhance the children's learning and first hand experiences we plan special activities and themed events throughout the year. These could include visits around our local area, or longer visits to places that involve a coach ride. Such visits provide children with opportunities to find out about new things and extend their learning. We invite special visitors to our school to give children new skills and opportunities in a range of contexts.

### **Extra-curricular activities**

Where possible we offer a range of additional extra-curricular activities, both free and paid, to all children over the course of the year. School run clubs are led by our staff on a voluntary basis and so are reliant on their availability over the year.

## **Our school day**

Morning lessons start at 8.45 am for a prompt start.. During the morning children will have a milk drink or a drink they have brought from home. The school is part of the Fruit & Vegetable Scheme and this is served at morning break. School meals are cooked on the premises. A well-balanced and attractive selection of healthy meals (including a non-meat dish and fresh fruit) is prepared by the School Meals' staff (Herts Catering). We also encourage children to bring a water bottle and water is available all day. Children are collected at 3.15 pm.

During the school day the children will be working in their classrooms or other areas of the school for various activities. All children have a PE or games activity twice a week in the school hall or outside.

### **School assembly**

The children come together in a short daily act of collective worship, part of which is linked with Religious Education in its widest sense. It is a coming together of the school community to celebrate, share and learn about each other's lives. The 1988 Education Act requires school to organise a daily act of worship of a broadly Christian nature. However, parents do have a right to withdraw their children from collective worship and R.E. and the school would be happy to discuss this matter more fully if it is appropriate.

### **Extended care**

We offer a Breakfast Club/Early Birds (7.45-8.45 am) and an After School Club based at the Junior School (3.15-6.15 pm). Information on these clubs is available from the School Office or the website.

## **Inclusion and children's wellbeing**

The school community is committed to giving all our children every opportunity to achieve the highest of standards. The achievements, attitudes and well-being of all our children are important to us.

### **Special Educational Needs**

Within school we recognise that children may have a range of special and specific needs. We closely monitor children who find learning more difficult and give additional support within the normal classroom situation wherever possible, reflecting current policy of inclusion for all children. We are able to differentiate the work given and use a variety of teaching materials in order to support learning.

Any learning difficulties are discussed with the parents as soon as they are identified. Positive support from home and school is essential. In some cases we have to involve outside agencies such as Educational Psychologists, Speech and Language Therapist, Behaviour Support, Child and Family Services etc. Their advice enables the school to support learners more fully.

In some circumstances a 'Learning Support Plan' is drawn up which identifies the child's strengths and needs and lays down a set of achievable targets, which can be monitored, assessed and revised as required. Regular review meetings are held, to which parents are invited, to ensure careful monitoring of progress.

Children with Special Educational Needs may be, when necessary, formally assessed after consultation with parents, the School Educational Psychologist and the SENCo. Our policy is in line with the recent SEN Code of Practice.

### **Disability and Equality**

The school is committed to meeting the requirements of the Disability and Equality Act 2010 and is inclusive of all children. No child is debarred because of a disability. The school has an accessibility plan which is regularly reviewed. The school is committed to working with outside agencies to support children with disabilities. As a school we are committed to promoting equality of opportunity throughout every aspect of school life. We endeavour to promote and educate our children to understand and appreciate the breadth of cultural diversity not only within our school but in the world in which we live. Together we ensure that everyone is valued as an individual. All children and parents, regardless of race, religion, ethnicity, ability, gender, sexual orientation and socio-economic background are welcome as members of our whole school community.

### **Pastoral Care**

The trust between a child and their teacher is treated with care and respect. Time is always made for a child to share any problems with their teacher or any trusted adult. Similarly if there are any problems at home it is essential that we are made aware so that we can support your child in an understanding and sympathetic way. Confidentiality is always respected.

## **Safeguarding**

All schools have a duty to safeguard and promote the welfare of their pupils and may need to share information and work in partnership with other agencies when there are concerns about a child's welfare. Our school has a Safeguarding Policy and a copy of Hertfordshire Area Child Protection Procedures, both of which are available for parents/carers to see. The school has a Designated Senior Lead for child protection matters. Any parent helping in school on a regular basis is required to have a DBS (Disclosure and Barring Service) clearance certificate and read and sign a school safeguarding advice booklet.

## **Relationships and Sex Education**

Cunningham Hill Infant School considers that Relationships and Sex Education (RSE) is an integral part of the Personal, Social and Health Education (PSHE) and Citizenship curriculum, and is linked to that for Science. We aim to offer pupils a carefully planned programme on human development, relationships, sexuality and family life within a safe, comfortable atmosphere and in a relaxed relationship between teacher and pupil. The programme is set within a moral framework and matched to the pupils' level of maturity. This reflects the requirements of the DFE statutory guidance.

## **Behaviour and Discipline**

Our aim is to promote positive behaviour and good relationships. As a school we follow a therapeutic approach to behaviour and use Herts STEPs. The school has a set of 'Golden Rules' which are designed to encourage the children in responsible and caring attitudes, both for themselves and others. This is something which young children need support with, through example and discussion, so that they learn to understand the reasons for positive behaviour. It is important to emphasise the positive rather than the negative. We expect courtesy towards each other (child to child, child to adult, adult to child, and adult to adult).

Children are encouraged to confide in a member of staff if they are upset or troubled by the behaviour of others. Staff will always take the concerns of children and their parents seriously, investigate, and take appropriate action where necessary.

The school has an Anti-Bullying policy and we monitor any concerns closely. Persistent discipline problems and incidents of verbal/physical abuse are always discussed with parents of the children involved. Children need to know that home and school support each other in dealing consistently with unacceptable behaviour. We work with our children and constantly monitor their behaviour to ensure that it is appropriate and does not cause harm or upset to others.

# **Health and safety**

## **Security**

The safety and security of our children during the school day is very important to us all. With your co-operation we feel confident that we have created a secure school environment. We have clear procedures and policies based on the Hertfordshire guidelines for the health, safety and security of all within the school and for parents and other visitors. We provide advice on Security, Safe Routes to School, Sun Awareness and guidance on Health & Safety matters. From time to time we send reminders to parents about safety issues. Children are taught how to use resources sensibly and to take responsibility for themselves as they play and learn safely together.

## **Safety and e-safety**

Children are supported and instructed on how to behave in the event of any emergency. We conduct regular "Fire practices" and "Lockdowns" to ensure all our procedures are as thorough and reliable as possible. We also teach children how to keep themselves safe in a range of ways such as road safety and e-safety.

## **Medicines**

We ask for details of any children's specific medical requirements or allergies prior to starting school so we can institute a care plan, inform all staff and arrange training if necessary e.g. epipen. Parents of children who suffer with asthma must notify the school so that you can complete an asthma card which is retained in the school office. Any medicines kept in school should be clearly labelled with the expiry date clearly marked. We ask parents to update us with any changes.

## **Medicals**

The school nursing team will visit school and carry out health checks with certain year groups and are available to discuss concerns with staff or parents. There are separate Eye and Hearing tests and you will be contacted and advised if any follow-up is thought necessary.

## **Sun Awareness**

Please ensure that your child brings a named school purple cap to school for use in the playground. It is advisable to also apply sunscreen to exposed areas of skin before coming to school. Staff are unable to apply sunscreen during the day.

## **Water**

We request that every child has a named water bottle in school every day filled with fresh water only. Please reinforce the message that drinking water on a regular basis is important for good health. Water bottles are available to purchase from the school office. Further drinking water is available in all classrooms.

## **Parent Helpers/Visitors**

Any parent who is helping in school or attending a specific meeting is required to sign in using the signing in screen and must wear a visitor's badge. These are managed in the School Reception Area by the office staff.

## **Car Park**

Staff cars only are allowed in the Car Park. Please do not use the Car Park as a walkway, and ensure the school gates are clear at all times.

## **Parking**

Please park thoughtfully, safely and with consideration for local residents. Hertfordshire Police has issued information to schools concerning 'Flying Traffic Wardens'. They can issue fixed penalty fines and will target infringements of the parking regulations outside school, including:

- parking on pavements,
- parking on yellow lines including zig zag lines, and
- parking on "School Keep Clear" zones

## **Pedestrians**

Please only enter the school using the small green gates. Remember to use the paths and do not walk across grassed areas or through the school car park. Children should be delivered to the classroom doors by a responsible adult.

Access to the classrooms and to the rear of the school is restricted between 9.00am and 3.00pm (side gates are locked). Please ensure that no bikes or scooters are ridden through school grounds. Please do not bring dogs onto the school premises.

## **Off Site Educational visits**

These are organised following advice and guidelines issued and regularly reviewed by Herts County Council. Visits are considered to be a valuable part of an enriched curriculum planned to complement topic based learning within the classroom. Separate information and permission slips will always be sent to parents prior to off site visits, unless it is within the local area for which you will have already selected your permissions on the Parental Permissions form in the starter pack. However, we will inform you of any trips before they happen.

# General information

## School uniform

The school colours are purple and grey. Sweatshirts, cardigans and polo shirts with the school logo can be purchased via the Arbor app and collected from the junior school office. Book bags, P.E. bags, P.E shirts, tracksuits and school caps are also available to purchase. All items must be labelled with your child's name. It is important that your child can get in and out of his/her clothes and shoes easily so please consider this when making purchases. School footwear should be black and appropriate for young children's needs in and around school.

## P.E. Kit/Art Aprons

All children need to have an old shirt or plastic apron with long sleeves, or similar item, for all art and craft work.

For PE children need black shorts, Purple T-shirts without buttons, socks and trainers and school tracksuits for the cold weather. Long hair needs to be tied back for safety reasons so please provide an extra hair band to keep in school. A PE bag to hang on the child's coat peg is required to hold these items when they are not being used.

## Jewellery and hair

Due to Health and Safety regulations and as recommended by Hertfordshire County Policy, young children are not allowed to wear stud or drop earrings, jewellery, watches or Fitness Trackers and smart watches in school. We would also ask that hair is not cut shorter than a number 3 and has no tracks or patterns cut in. Hair should also be kept a naturally occurring colour. Children with long hair will need to be able to use their own hair band to keep it out of their eyes when learning. If children are unable to do this independently, then they should come to school with hair tied back.

## School meals

Children may choose to have a school dinner or a packed lunch. We operate a 'pupil choice' system which allows the children to choose their meal at the start of every day. Menus are sent home termly and are available on the Herts Catering website. Children with packed lunches should be able to cope with opening all containers and eating the food by themselves. Please send drinks in cartons or plastic flasks only, no cans or glass bottles.

**Please be aware that we have several children in school with severe allergies and would ask that you do not include anything that contains nuts of any type.**

## School Dinners

Children eat altogether in the dining room. However, because seating is limited a rota system is in place and ensures every child has adequate time to eat their food. The children collect their meals on an 'airline' tray. It is important that your child can use a knife, fork and spoon properly.

## Free School Meals

All children are entitled to a 'Universal Infant Free School Meal'. However, if you receive benefits you must register with Herts County Council at [www.hertsdirect.org/freeschoolmeals](http://www.hertsdirect.org/freeschoolmeals) or telephone the customer service centre on 0300 123 4048. The school receives an amount of money for every child that is registered. If you are eligible you are also entitled to free school milk and a reduction on school clubs and trips.

## Milk

A drink of milk can be provided for children on a daily basis (subsidised by European Community). This can be ordered through 'Cool Milk', a form is provided in the starter pack for new children (forms can also be collected from the School Office). Payment can be made on a weekly/termly basis, all children under five are entitled to free milk.

## **Drinks**

Children who do not have school milk have a drink from their water bottle at morning break. Fresh water is freely available from the classroom taps and the drinking fountains during the day.

# **Attendance/Absence**

Children can only make the most of the educational opportunities available to them if they attend school regularly and punctually. Under Government regulations we are obliged to report on all unauthorised absences. It is essential therefore that we are informed of the reason for non-attendance at school. For safeguarding purposes school must be informed by 9am on the day of absence at the very latest.

## **Sickness**

Please advise by telephone before 9. am on every day of a child's illness. A verbal communication by a child on his/her return is not satisfactory. In the case of sickness and/or diarrhoea a child must be kept at home for at least 48 hours after their last episode. This is in line with the Public Health Agency guidance and will help minimise the spread of infection.

## **Other authorised absences**

School is unable to authorise absences, unless in exceptional circumstances. Medical or dental appointments should be made outside the school day. Please inform the Head Teacher in writing well in advance.

## **Holidays**

Family holidays are not regarded as an exceptional circumstance (the cost of holidays does not fall in this category) and will rarely be authorised during term time. Any requests for absence should be made in writing to the Head teacher before booking who may then refer to the School Governors before granting authorisation.

## **Late Arrivals**

Registration is at 8.45 am. Any child who is not in school by the end of registration will be awarded a late mark in the register. The classroom doors are locked at 9.50 am and any child arriving after this time will have to enter via the School Office where parents will be asked to sign their child in and they will be marked in as late. Please note that legally the Attendance Improvement Officer has to follow-up frequent absences/lateness that affect a child's progress at school.

## **Collection of Children during the School Day (for appointments etc.)**

Please give prior notice to the class teacher. Come to the school office, sign your child out and your child will be brought to you. On your return, bring your child back to the school office and sign them back into school.

## **At the End of the Day**

Children need to be collected promptly at 3.15 pm from the classroom door. Children attending an after school club are collected from the main entrance. We will only let your child go with adults that you have previously given permission for, either verbally or in writing. If there are any changes to the normal arrangements for collection of your child after school, please telephone the School Office so we can inform the class teacher as soon as possible. Your child can then be told of the new arrangements. If you are going to be late to collect your child please telephone the School Office then they will be brought through to the Dining Room to ensure their safety. Please come to the front entrance to collect them from a member of staff. Children cannot be collected by other children of school age, this includes older siblings.

# Accidents/illness at school

Please ensure your daytime contact telephone numbers are up to date. If your child is sick, has a 'bumped head', a nasty fall, etc. we will contact you or your nominee so they can be taken home. General minor bumps and grazes are dealt with by our teaching assistants who have regular first aid training. An accident form is completed and sent home for your information.

## Communication between home and school

We believe that a successful education needs to be a working partnership between home and school. Parents are welcomed into school on many different occasions. We encourage parents to come and discuss any concerns or queries they may have with the class teacher or Senior Leadership Team.

## Newsletters

You will receive Newsletters with dates and general information about events during the term. Parents will receive these via the electronic system and these will be put on the school website.

## Curriculum Information

Curriculum information is available on the school website but a curriculum letter will also be sent home for each year group at the start of each term.

## Meet the Teacher

Early in each school year a meeting is arranged for all parents so that class teachers and support staff can be introduced. The class teacher will then outline and explain the curriculum your child will have access to in their new class.

## Consultation Evenings

Teacher/Parent Consultation Evenings will take place in the Autumn and Spring Terms, with an optional drop in consultation in the summer Term. These are arranged to discuss your child's progress on an individual basis. Other meetings are arranged regularly to inform you about the curriculum and how you can help your child. An annual report is sent out towards the end of the Summer Term.

## Open Classrooms

This is a chance for family and friends to look at all the children's achievements in the classroom. Dates will be advised.

## After School

You are welcome after school to come to talk with the teacher. Please do not discuss any worries in front of your child - make provision for a private talk with the teacher or Senior Leadership Team.

## School Website

The website is a source of information for parents including latest news, term dates, diary dates and photographs of school activities. This also has Twitter feed so you can keep up to date with what is happening in school.

## Parent Teacher Association

Cunningham Hill PTA raises money for the school by organising a variety of fun events throughout the year for parents, staff and children. The PTA is totally dependent on the help and involvement of the parents. The committee members are appointed annually and welcome support from all parents. We are extremely grateful for the funds that they make available to the school. They hold regular coffee mornings for new and existing parents to meet and chat over a coffee and a piece of cake. Information is sent out via Newsletters from the Committee.

## Complaints procedure

Any minor issues can usually be resolved through an honest discussion with the teacher. If this is unsuccessful a meeting can be arranged with a member of the Senior Leadership Team. However, the County Council has set up arrangements for considering any serious complaints.

These arrangements have three stages:

1. Any complaints should be discussed informally at the school, with the Head, other staff or a school Governor.
2. If necessary a formal complaint may be made to the Governing Body.
3. A formal complaint may be made to the Local Education Authority.

A full copy of the document setting out these arrangements is available on the school website.

## Notes

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