

HEREFORDSHIRE COUNCIL

MARLBROOK PRIMARY SCHOOL



PROSPECTUS 2022-23

‘ACHIEVEMENT THROUGH EFFORT’

Executive Headteacher : Mrs Sue Jenkins



Marlbrook Primary School

Welcome to Marlbrook Primary School. The Staff, Parents, and Governors welcome you to our learning community.

Marlbrook Primary School is one of 3 schools in the Marlbrook Collaboration of Schools. Tracey Kneale (CEO) and Sue Jenkins (Executive Headteacher) are also the CEO and Executive Headteacher of St Martin's Primary School and little Dewchurch C of E Primary School. The Leadership Team is the same for all 3 schools. Each school has its own identity, culture and ethos, but we share staff, resources and Governors. Each school has its own prospectus – please let us know if you would like the prospectus for any of the schools in 'our family'.

At Marlbrook, we operate an open-door policy, and are happy for you to drop in anytime – the Headteacher is always happy to see you without an appointment if she is available. If she's at a meeting or another school, one of the administrative staff will make an appointment for you.

Teachers are available before and after school – although Wednesday is best avoided as this is when we have our weekly staff meeting.

All our staff are extremely approachable – the administrative staff, Julie Worsfold, Sue Williams, Becky Allsopp and Charlotte Roberts will gladly offer you any assistance you may require when attempting to find out what we do, or help with any concerns. Emma Blankley, our Deputy Headteacher and Helen Osborne, our Early Years Manager, conduct extremely informative school 'tours' for new families.

The school was built in 2000, and is extremely well resourced. We have two large halls, large practical areas, a nursery class, well equipped classrooms and a kitchen that provides daily hot meals, salads and sandwiches/rolls/baguettes. The school offers wireless IT provision with laptops and iPads. We continue to develop children's high level computer skills and incorporate technology into the wider curriculum whenever possible. In March 2021 our new building project was completed, giving additional classrooms, a new hall and dining room, a new car-park and improved access for families.

Marlbrook has extensive playing fields, a large enclosed 'ball park' and hard-play areas. The playground has lots of shelter from sun and wind, plenty of activity areas including a climbing wall, climbing frames, mini assault courses and a Forest School area.



Over the past 10 years academic standards have risen significantly - we are consistently in the top 10% of primary schools nationally. The children and staff work extremely hard, and the majority of parents support their children's endeavours. We aim to give our children the best education possible, to enhance their chance of success in the future, and to give them greater choices in life.

We became a Full Service Extended School in 2006, offering pre-school, after school and holiday clubs for children from our Green Croft building. The facility is extremely well managed by Hilary Gauntlett-Small, who is available every day after school.

Challenge Community Church continues to support the school, using our facilities and offering worship and social events for our children, their families and the wider community.

The Green Croft Children's Centre is on the school site and is managed by Marlbrook School – it is also the home of our Nursery classes and after school Kids Club. Merry-go-Round, an independent Pre-school, is on the school site and enables us to provide full time child-care and educational provision for our parents and the wider community.

Over the years, we have had a number of very public successes, including an **Outstanding** judgement in our last Ofsted inspection. We have also been successful in achieving the following awards : the Basic Skills Quality Mark; the ECM Quality Mark; the National Well-being Award; the IT Foundation Mark; an e-safety award; Forest Schools Status; Arts Mark Gold; ECO Schools Silver; National Leaders in Education Status (and National Support School), the Special Educational Needs Quality Mark; the Active Sports Gold and the Enhanced (Gold) Standard for Healthy Schools.

All those involved in the school have a commitment to high expectations and supporting every child to achieve their real potential – not just academically, but socially and emotionally.

We hope that you feel we have what you believe your child needs.

This prospectus is intended to provide you with the majority of information needed to help your child or children settle into school. If there are things that we have not mentioned that you would like information on, please contact the school.

Marlbrook is a mixed Community Primary School for children aged between 3 -11 years. We currently have 653 children on school roll, with all year groups full.

Current maximum admissions to the Nursery = 52 children.

Please contact Mrs Worsfold, Ms Williams, Ms Allsopp or Mrs Roberts for admission forms to either school or nursery classes.

Please note that a place in our school Nursery does not guarantee a place in our Reception classes.



School Address

Green Croft
Redhill
Hereford
HR2 7NT

Telephone number : 01432 266643

Email address : admin@marlbrook.hereford.sch.uk

Website address : www.marlbrookschoo.com

Headteacher

Mrs Sue Jenkins

(All letters should normally be addressed to the Headteacher)

Chair of Governors

Rev. Andy Goode

School Hours

Nursery	8.30am to 11.30am	12.30pm to 3.30pm
Reception – Year 6	8.45am to 3.15pm (all classes have 20 mins breaktime and 50 mins for lunch)	

We love Parents/Carers to come in and see us, especially if you have any concerns or worries about your child. However, when children start in KS2 (Y3) we request that Parents/Carers see teachers before registration or after the end of the school day – this enables the classteacher to begin teaching lessons promptly following registration.

If staff are not immediately available, please make an appointment with the office staff – they will pass the message on to the classteacher. When visiting school, please report to the school office on your arrival, so that we can ensure you are signed in. This is to comply with Health and Safety Regulations in the event of fire.

Education Department

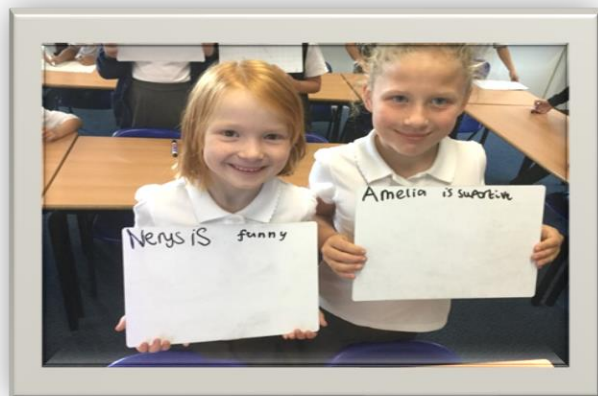
Herefordshire Council,
Plough Lane
Hereford.
HR4 0LE
Tel : 01432 260000
Fax : 01432 260957

Email : education@herefordshire.gov.uk

Web site : www.herefordshire.gov.uk

The Education Department office deals with admission arrangements, requests to move schools, secondary school places and poor attendance (linked to fines).

NOTE: The information in this booklet applies to the calendar year 2022-23 and whilst the administrative particulars are correct in relation to this year at the time of publication, it should not be assumed that there will be no change affecting relevant arrangements throughout the course of the year.



School Staff September 2022-23

CEO	Tracey Kneale CBE	
Headteacher	Sue Jenkins	Deputy Designated Safeguarding Lead
Deputy Head	Emma Blankley	Phase leader for Y5 and Y6 Deputy Designated Safeguarding Lead
Assistant Head	Helen Osborne	Head of Early Years Deputy Designated Safeguarding Lead
Assistant Head	Claire Smethurst	SENCo Designated Safeguarding Lead
Assistant Head	Anna Priday	Phase leader for Y1 and Y2 Deputy Designated Safeguarding Lead
Assistant Head	Sam Morgan	Phase leader for Y3 and Y4 Deputy Designated Safeguarding Lead
	Holly Ball	Nursery teacher
	Rebecca Thomas	Reception teacher
	Bethan Wilson	Reception teacher
	Gemma Stephens	Reception teacher
	Nicola Evans	Year 1 teacher
	Toni Douthwaite	Year 1 teacher
	Hayley Greenhalgh	Year 1 teacher
	Justine Buckley	Year 1 teacher
	Teleri James	Year 2 teacher
	Rebecca Darling	Year 2 teacher
	Alicia Lord	Year 2 teacher
	Guy Habbitts	Year 3 teacher
	Claire Willett	Year 3 teacher
	Georgia Lewis	Year 3 teacher
	Emma Griffiths	Year 4 teacher
	Emma Benjamin	Year 4 teacher
	Charlotte Walton	Year 4 teacher

Ruth Turner	Year 5 teacher
Clare Adams	Year 5 teacher
Laura Morris	Year 5 teacher
Sam Morgan	Year 6 teacher
Jo Caldicott	Year 6 teacher
Lucy Cuss	Year 6 teacher
John Hulse	Year 6 teacher
Sally Jenkins	PPA teacher
Gemma Hutton	PPA teacher
Cherry Denial	PPA teacher
Lauren Andrews	maternity leave
Lauren Murphy	maternity leave
Sarah Keenan	maternity leave

Pupil Support

Zoe Eggar	Designated Safeguarding Lead
Angela Partridge	Designated Safeguarding Lead
Marc Cripps	Designated Safeguarding Lead
Laura Harrison	Deputy Designated Safeguarding Lead
Jo Thomas-Robins	Deputy Designated Safeguarding Lead

Speech and Language Therapy Assistants Sally Simpson and Sarah Upham

Speech & Language Therapist Kirsty Finnegan

Extended School

Hilary Gauntlett-Small	Extended Schools Manager Deputy Designated Safeguarding Lead
Rebekah Lloyd	Extended School Deputy Manager Deputy Designated Safeguarding Lead

Breakfast Club Staff Dawn Devereux
Claire Holder
Jocelyn Hatt
Erika Mitchell
Zoe Cripps

Kids Club Staff Hilary Gauntlett-Small
Rebekah Lloyd
Rebecca Morgan
Claire Holder

Administrators Julie Worsfold (Finance Manager) Becky Allsopp Sue Williams
Charlotte Roberts

Caretakers Pete Smith Shane Staples Pan Michelis

Cleaners Sonia Anderson Clearview Contractors

Lunchtime Supervisors

All Teaching Assistant / Classroom Support

Classroom Support

Jo Davies (First Aid Lead)	Margaret Jones	Melissa Davies
Vicky Shaw (Lead TA)	Angela Newman	Jurate Beytula
Cheri Longhurst	Paula Preedy	Caroline Broad
Jenny Watkins	Claire Burton	Lucy Preece
Siping Yu	Claire Bowkett	Dawn Devereux
Sue Pritchard	Rebecca Chapman	Jocelyn Hatt
Claire Holder	Zoe Cripps	Rose Howells
Erika Mitchell (Lead TA)	Chloe Rogers	Jessica Pickford
Jessica Francis	Katarina Hadzhiyska	Nila Gribbin
Colette Stroucken		

Kitchen Staff : Alliance in Partnership

First Aiders

All Teaching Assistants and Student Support are trained first aiders. All staff in Nursery and Reception are paediatric first aid trained. Sue Williams (admin) is also a First Aid Lead.

IT technical support : Ian Bloomfield (Focus IT Services)

School Governors

Ms. T Kneale CBE	Mrs. S Jenkins	Revd. Houghton
Mrs. R Matthews	Mrs L Francis	Miss K Morris
Mrs. J Carroll	Mrs. N Purcell CBE	Revd. A Goode
Miss. E Blankley	Mr T.Wilson	Mrs S Rosser

Clerk to the Governors	Mrs. K Joiner
Chair	Revd. A Goode
Vice Chair	Miss. K Morris
Headteacher	Mrs S Jenkins

Designated school nurse Service provided by Wye Valley NHS Trust

School Aims

Marlbrook is a 3-11 Primary School that strives to motivate all our children. We hope that we teach our children in the way that best suits their learning style, and it is our intention to help all parents/carers support us in optimising each child's individual development.

Our principle motto is 'Achievement through Effort', whereby we encourage all pupils to achieve their full potential by helping them to give their best. This potential can be academic, physical, social, aesthetic or spiritual, or a mixture of these.

We believe that the ethos of the school is based around 'working together and playing together'. We encourage pupils to treat each other in the way they would like to be treated themselves. The ethos attempts to create a family atmosphere where everyone feels they belong.

We aim to create a caring community in which our pupils feel safe, secure, supported and happy and where they can expect to be treated fairly.

We aim:

- to give each pupil opportunities to feel successful and special. This can lead to a feeling of greater confidence which can in turn lead to greater achievements - a successful and productive cycle;
- to create good working relationships with all parents/carers;
- to draw on the support of all the adults who are working for the best of our pupils. We adopt an 'open-door' policy where we hope parents will join us on a termly basis at our Parents' Evenings to discuss their child's progress and their achievement related to individualised curricular targets. We encourage more regular contact if there are circumstances at home or in school that are affecting a child's progress.

All parents receive an annual report on children's progress.

We hope that the above aims may help to create an atmosphere of mutual trust that will enable us to get the best from the pupils in our care.

We like to think of ourselves as being a part of a large family where we share our successes and pleasant moments but where we also communicate our problems. Over the past couple of years we have been holding class "Circle Times" to promote discussion and provide a forum for children to express their concerns. Our Student Voice is one of the most proactive in the county, with all the children committed to developing our school as part of the whole community. One of our nicest moments each week is where children share and celebrate personal successes (either in school or out), children of the week are selected by classteachers', friends of the week are nominated by children from every class, awards are presented for attendance, behaviour and progress, those who have a birthday receive a card and sticker, and everyone sings "Happy Birthday" around a celebration candle. These typify the type of things that are encouraged in Marlbrook School.

Admission Policy

Admissions into our Reception classes and transfers from other schools are organised by the Education Authority Admissions department.

Please call into school if you have any concerns about admissions – we will try to help.

We currently have an annual intake of 90 pupils per year into Reception. All other year groups (from Year 1 to Year 6) also have a maximum of 90 pupils.

In rare circumstances, we will have more than 90 pupils in a year group from Years 3-6. This is related to applications from Service families who have been posted from overseas.

In the event that our classes are over subscribed, the following 'priority' criteria will apply :

1. Those with special educational needs
2. Children looked after by Social Services
3. Those living within the area
4. Those who already have siblings in our school
5. Medical, social or compassionate reasons
6. Other applications

Please be aware that a place in our Nursery classes does not guarantee a place in our Reception classes. Parents must apply to the Reception classes separately – please see/telephone one of our admin team if you have any questions about this.



Attendance

Children should arrive at school in good time, but we request that unless they are attending breakfast club, please do not arrive before 8.30am. If attending breakfast club, KS1 children will need to be signed in by an adult. Breakfast club starts at 7.40am and ends at 8.40am.

As I'm sure you are aware, parents/carers are legally responsible for their child's attendance at school and must ensure regular attendance. If your child is absent for any reason - please inform the school in person, by telephone/text (074707087881 or 01432 266643) by 9.00am or in writing/email (admin@marlbrook.hereford.sch.uk). This also applies to children who need to leave during the day for any medical checks or treatment.

Attendance records are kept and published annually as required by law. Children will not normally be allowed to leave the premises for medical appointments, unless a note or personal call has been received, and parents/carers (over 18 yrs) must collect children if they are to leave school during the school day.

Attendance records of all pupils are monitored fortnightly by the Headteacher and Attendance Officers. For a child to get the most from the education provided by the school, it is important their attendance level is above 97%. We will contact parents/carers whenever we are concerned about the levels of absence.

As a school we discourage holidays during term time. Absences will NOT be authorised for holidays. If leave of absence is required (funerals or other extenuating circumstances) we ask parents/carers to complete a leave of absence form from the office and return it to the Headteacher before the absence is due to begin. Absences which are taken without Headteacher authorisation will be automatically referred to the Attendance Officer and may receive a Penalty Notice.

The Headteacher will not authorise any leave requests unless the child's attendance is above 96% prior to the leave of absence (the Herefordshire target set by the Department for Education is 97%).

Lunch

We are extremely fortunate at Marlbrook to have our own catering facilities, so we are able to offer freshly cooked / prepared meals, prepared by Alliance in Partnership. Meals are served in the main hall. We also provide packed lunches and salads from our Cold Snack Carts (including fruit juices, water and milk). Packed lunches may be brought from home if parents wish. All meals are eaten under supervision and water is provided.

Please note that we do not allow fizzy drinks or sweets in school – however biscuit based snacks are permitted (kit kat, viscount, blue riband etc). Could parents/carers also please ensure that all lunch boxes and drink containers are clearly labelled with their child's name and their class – as I'm sure you will appreciate, many children's lunch boxes look the same!

School Organisation

There are twenty three classes, including two Nursery sessions in school at present. We have a full-time, non-class based Special Educational Needs Co-ordinator who ensures that the needs of children requiring additional support are met. All children from Year 2 onwards are taught in sets for English and Maths – this helps us to really extend the more able, whilst supporting those who need more support. In the summer term, Year 1 children are also taught in sets during the morning to prepare them for the Year 2 curriculum.

Children in Nursery and Reception follow the areas of learning set out in the Early Years Foundation Stage curriculum guidance. This phase lays the basic building blocks for everything the children learn and experience in school. They are vitally important years, and regular attendance cannot be emphasised strongly enough.

Year 1 children follow an 'integrated day' type curriculum for a term, before progressing to a more traditional curriculum. Over the past two years we have also been concentrating on developing children's phonic knowledge from Nursery onwards– this has had a tremendous impact on children's reading skills and will continue to be a priority area for future years. Please contact Mrs Osborne or any of our Early Years staff for more information.

In the KS1 and KS2 Curriculum it describes in detail what the children should be taught in each subject - English and Mathematics are core subjects and we view Science and Computing as core areas too, so spend a large proportion of time on these subjects. The children also study Religious Education, Geography, History, Design and Technology, Art & Design, Music, Modern Foreign Languages, PSHE (Personal, Social, Health Education) and PE, through a skills based curriculum, which allows links to be made between subjects.

Progress is assessed regularly and recorded by teachers, and reported in writing to parents/carers at the end of each school year.

National Standards Assessment tests/tasks are given to Year 2 and Year 6 children and school based assessment tests are used for Years 3, 4 and 5. Children in Year 1 are also given the national phonics test and from May 2022 (delayed from Covid), children in Year 4 will have a national multiplication tables test. Parents' Evenings are held once a term, but parents are encouraged to discuss children's progress at any other time.

A range of teaching methods are used, including whole class teaching, group work, paired work and individual tuition, to suit what is being taught, and the learning styles of the child. This allows a teacher to work on an individual child's needs when required.

Early Years

The children in our Early Years Foundation Stage (Nursery and Reception) thrive in an environment crafted by skilled practitioners who understand the key principles of Early Years education. Our nursery and reception staff work closely together to ensure that each child's time in our EYFS is exciting, engaging and memorable.

We follow the statutory guidance for the EYFS and the Early Years Foundation Stage Profile is completed at the end of the reception year.

Staff carefully plan next steps of learning from observing children in play. This way learning comes directly from the children's interests and individual needs. The children are nurtured to love learning in a challenging, carefully planned environment providing them with opportunities to develop their characteristics of learning thus laying the foundation for future learning success.



English

The National Curriculum divides English into three areas:

1. Speaking and Listening
2. Reading
3. Writing

Being a 'core' subject English is given a high priority in the timetable but, of course, these skills overlap into almost every school subject and certainly help children to achieve in them. Within our collaboration, we strive to inspire a passion for reading; we are determined to help *every* child learn to read, and to develop a love for reading that will continue throughout their lives. All classrooms have snug and inviting reading corners that are refreshed frequently to showcase stand-out stories, poetry and non-fiction books that spark the children's interest. The children are also actively encouraged to visit our large school library on a weekly basis and to take books home to share with their parents, carers and families. This sharing of books at home is an important part of children's learning. We hope you will continue to enjoy books

together throughout your child's life at Marlbrook and write comments in their reading diary whenever possible. We celebrate reading in a number of ways: children who read at home five times receive a Rainbow Reader certificate. Upon receipt of five certificates (awarded to the children in Celebration Assembly) the children select a book of their own from the Rainbow Reader vending machines in school to take home.

To further promote a love for reading, all children from year 2 take part in reading for meaning lessons at least four times a week. Within these whole-class sessions, the pupils focus on a different book each term and work in their class teams to answer questions relating to retrieval, the meaning of unusual or unfamiliar vocabulary in context and inference – all key skills for successful reading comprehension. Through these reading for meaning lessons, the children become confident and familiar with their class novels (from 'Cosmic' by Frank Cottrell Boyce in year 5 to 'The Twits' by Roald Dahl in year 2), which are then used as inspiration for purposeful writing in English lessons.

As well as teaching how to speak, listen, read and write, we aim to foster a delight in the written and spoken word. All children have a natural love of stories and rhymes. Drama is encouraged wherever possible within the curriculum and children are given opportunities to develop their own drama skills as well as being exposed to a range of theatre within school and through external visits.

Children practise writing a range of genres and text-types for different purposes and audiences using a range of styles and voices. We plan lessons on a two-week cycle to include opportunities for extended writing to help build children's skills and passion for writing, and we have weekly Celebration of Writing events where children from every class share their work with other children across the school. In addition to this, we further celebrate the children's successes in school through our English Wizard badge system which rewards children once they have secured the individual targets set by their teachers.

Alongside these opportunities to be creative and expressive, the skills of spelling, grammar and handwriting are taught systematically from Reception to Year 6 with support from our unique 'Grammar Toolbox'. Children are often expected to learn spellings at home and may be given special sheets to help with this. Parents should try to ensure the children learn the words and return the sheets on the correct day. The learning of language is a partnership between school and home. It has been shown over many years that children are more motivated to do well if supported by their families – we really appreciate your support.



Mathematics

Maths is part of the core curriculum and, in primary school, is often based on practical activities which improve the pupils understanding of mathematical concepts.

Maths should be fun, and far removed from 'just getting calculations right', with no real depth of understanding. Children are encouraged to use their knowledge of number and their understanding of mathematics to tackle problem solving; develop their own strategies, find solutions, and be able to communicate what they are doing clearly and logically.

As children progress through our school they will develop their skills in:

Number - this involves understanding our number system and how to perform a range of calculations using the 4 main operations (+, -, x, ÷). It also includes developing knowledge of specific areas of mathematics such as fractions, decimals, percentages, algebra and negative numbers. Particular focus is placed on children's early sense of number, and their fluency when applying simple number facts to more complex problems.

Geometry - this relates to the ability to describe, sort and draw or make a range of 2D/3D shapes. Also to perform transformations such as reflection and to name, draw and calculate angles. Children will learn to estimate, convert and utilise different units of measurement in real-life situations and to find perimeters, areas and volumes of 2D/3D shapes.

Statistics - this refers to the ability to collect and record a selection of data (information/figures) and then present this using a suitable table, chart or graph. This can then be analysed and conclusions can be drawn from the study. Children will also learn to calculate averages and the probability of events occurring.

Children are given weekly opportunities to use all of the above 'learning' and skills in real-life investigations or problem-solving scenarios. The children will develop their own strategies for solving a wide range of problems and will apply the mathematics they have learned to the real world. They then present their findings in a logical, step by step way.

In all maths lessons, we ensure that reasoning and problem-solving forms part of every child's daily learning through our unique 'deeper-thinking' approach. Children are provided with plentiful opportunities to broaden their knowledge and understanding through carefully planned questioning and activities that encourage the children to articulate confident mathematical responses and explanations. We also inspire our children to be resilient and creative mathematicians, who can confidently apply taught skills when unpicking problems of increasing complexity where the approach is not immediately obvious.

The multiplication tables are of huge importance: all children should be fluent in their tables upto 12 x 12 in order to apply them confidently to the increasingly complex objectives in the Key Stage Two curriculum. All children from year 2 are set multiplication targets (these targets relate to addition and subtraction in year 1). Upon meeting these targets, children are awarded with enamel maths wizard badges in celebration assembly.



As pupils progress through the school, pupils also start to understand that maths has its own language, which is very precise, and they should be confident in its use. The school continues to dedicate at least one hour each day to teaching Maths, providing structured teaching of maths concepts using mental and oral recall, as well as group and whole class teaching using a range of teaching strategies and materials. In addition to this, there are many small group focused activities throughout the day, maths clubs that operate during after school, and additional 'booster groups' when required.

Continuity and progression through the year groups is measured through unit based assessment activities. This data is used to accurately pitch future work at an appropriate level.

Science

The Science curriculum in our school aims to help children to develop a sense of inquiry and extend their knowledge and understanding of the world around them. Children are involved in activities concerned with Living Things, Materials, Forces and Energy, the Solar System and the influence of science on the environment. A wide variety of teaching methods are used. The school has a tradition of encouraging learning through investigation with emphasis on working scientifically. So wherever possible, we will encourage the children to conduct practical experiments, emphasising the importance of 'fair testing'. During Science Week, we also run workshops for those children who consistently demonstrate hard-work and effort in lessons and a real passion for Science.

At Key Stage 1, Science is taught as an integral part of a topic, linked with the other curriculum areas when possible. Throughout Key Stage 2 separate Science themes are explored such as Light and Sound, Materials and Animals, including Humans, but are linked with other curriculum topics where appropriate. We promote the teaching of significant individuals (both of the past and today) across our curriculum. In Science, the children learn about changes in scientific understanding overtime as well as key discoveries of the past (from Mary Anning, the pioneering female paleantologist in year 3 to David Attenborough's contributions to our understanding of the natural world in year 5). Activities are planned in such a way as to encourage full and active participation by all children irrespective of gender and ability, and pupils are given support to achieve their full potential.



History

History both within Key Stage 1 and Key Stage 2 forms a central element of the school's Curriculum. Children are encouraged to become true historians through questioning sources and forming their own opinions as they move up the school, whilst developing a true passion for the subject of history.

Within Key stage 1, children are given the opportunity to study events and significant men, women and children from the history of Britain and the wider world. They are also encouraged to discover changes that have occurred within the history of Britain, for instance the changing traditions of how Christmas is celebrated.

In Key Stage 2, children experience a range of linked historical periods from the Iron Age settlements to the Shang Dynasty of Ancient China. Comparisons and contrasts are made with civilisations across the world, and there are also opportunities for thematic investigations.

Throughout both key stages children will learn and develop a number of Historical skills such as:

- Chronological understanding
- Historical enquiry
- Understanding of historical changes and developments

Historical learning is often integrated within many other topics such as art, D&T, English and music, making it a truly creative topic.



Geography

At Marlbrook, we value Geography because it allows all children the opportunity to explore the inter-relationships between the Earth and its peoples through the study of place, spatial pattern and the environment.

The children seek to describe and understand not only the location of the physical and human features of the Earth, but also the processes, systems and inter-relationships that create or influence those features. They study spatial relationships that allow children to explore the relationships between places and patterns of activity arising from the use people make of the physical settings where they live and work.

We look closely at the environment and how it embraces both its physical and human

dimensions. Thus it addresses the resources, sometimes scarce and fragile, that the Earth provides and on which all life depends; the impact on those resources of human activities; and the wider social, economic, political and cultural consequences of the inter-relationship between the two.



At Marlbrook our geography teaching is designed to stimulate children's interest in their surroundings and in the variety of human and physical conditions on the Earth's surface. It develops children's sense of wonder at the beauty of the world around them and helps them to develop an informed concern about the quality of the environment and the future of the human habitat; and thereby enhance children's sense of responsibility for the care of the Earth and its people.

In Early Years and Key Stage 1, geography is about developing knowledge, skills and understanding relating to children's own environment and the people who live there, and developing an awareness of the wider world. Children begin to investigate and learn about the physical and human features of their own environment and appreciate how their locality is similar to and different from other places. They focus on geographical questions like : What/Where is it? What is it like? How did it get like this?

In Key Stage 2, geography is about developing knowledge, skills and understanding relating to people, places and environments at different scales, in the United Kingdom and overseas, and an appreciation of how places relate to each other and the wider world.

Throughout the school children's geographical skills are developed in relation to the history curriculum. Where possible, teachers consolidate pupils understanding of geographical skills through the context of their history topics to explain differences and change through time.

Teachers encourage children to use geographical language, draw maps and diagrams to communicate geographical information; to participate in fieldwork, work with others, listen to each other's ideas, and treat each other with respect. Children have opportunities to consider their own attitudes and values, and those of other people and develop a respect for the environment and be encouraged to evaluate their own and others' effect or impact on it.

Forest School

In 2014 we started running Forest School sessions for the Early Years children. This provides the children with opportunities to learn about their local natural environment; to safely use basic garden and domestic tools to make items and create art from nature; to gain confidence in tackling problems where there is no wrong or right answer and develop co-operation and communication skills in an open environment.



Art & Design

At Marlbrook Primary School, Art is taught in combination with other subjects as part of our integrated curriculum. This allows for a wide range of media and materials to be explored, and techniques to be taught, but also the children have the opportunity to apply their skills and knowledge in other curriculum areas. We aim to provide the children plentiful opportunities to appreciate and learn from professionals as well as become independent and creative artists themselves. Our Art and Design curriculum provides the children with the opportunities to develop and extend skills and an opportunity to express their individual interests, thought and ideas. Areas covered include sculpture, mosaics, printing linked to African culture, nature, Aboriginal art, WW2 propaganda posters, painting, pointillism, Pop Art and the works of the Impressionist artists. The work of famous local, national and international artists are explored and celebrated to enhance the children's learning.



Design Technology

At Marlbrook Primary School, DT is also taught within the integrated curriculum and as a discrete subject. This allows for a wide range of designing, making, evaluating and developing technical knowledge to take place in a variety of contexts. The children explore everything from cooking and nutrition to textiles and construction. They learn a wide range of skills and techniques and how to handle tools safely and purposefully. The knowledge and skills learnt in DT will support the children in other curriculum areas and everyday life.



Physical Education

Our ethos at Marlbrook combines physical learning, health and cognitive thinking across all key stages. Our mission statement is 'Achievement through Effort'. We encourage 'Sport for All', with the emphasis on health related fitness. We believe that PE and sport play a key role in personal development and that every child should be provided with opportunities to participate in a wide range of sporting and physical instruction. We believe that children in all years of our school should participate in Physical activities.

In the Early Years Foundation Stage, Nursery and Reception children participate in adult led PE sessions where they learn basic skills incorporating fine motor, gross motor and hand and eye co-ordination to prepare them for future learning and development. The children free flow choosing activities to enhance their physical development. Resources are provided for the children to explore their physical development both indoors and outdoors.

Key stage 1 and 2 children participate in a wide variety of individual and group activities covering the main National Curriculum including gymnastics (including apparatus work), dance, athletics, games, outdoor and adventure activities and swimming. We also participate in a number of different sporting tournaments; this is an opportunity for the children to represent their school. At the end of the school year we have our annual sports day.

Children should wear appropriate PE kit for their PE sessions (see uniform section of prospectus). We have two large halls with apparatus and a vast outdoor space for our PE sessions to take place.

The school often invites visiting coaches and PE experts to work with the children. Dance plays a big part in our school productions including Christmas and Easter shows. The children are encouraged to participate in lunch/break time and after school activities where a wide range of

activities are on offer – including tennis, multi-skills, netball, football, tag rugby, rounder's, cricket, dance and basketball. Children regularly report their activities in assemblies/displays and receive certificates and rewards for their efforts.



Swimming

Pupils are encouraged to learn to swim - we aim to have all children able to swim 25metres by the time they leave our Primary school. Our swimming lessons take place in weekly blocks throughout the year at Hereford Leisure Pool. A swimming cap must be worn over long hair and towel and swimsuits are needed when it is your child's turn to swim. Lifeguards are always in attendance at the pool, and we employ qualified instructors to teach the children to swim.

Healthy Schools

Marlbrook is very proud of having been awarded Healthy School status. Every child in the school contributed to the application for us to be accredited with the coveted 'Gold' Status and we are one of only a handful of schools in the county to have achieved this.

Being a Healthy School means we care about the 'whole' person. We have a huge range of activities and initiatives in place to try to make Marlbrook a safe and happy place, and to make sure that everyone here is fulfilling their potential.

The expectations of a 'Healthy school' include work in the areas of personal, social and health education, spiritual, moral, social and cultural education, emotional health and wellbeing, physical activity and healthy eating.

Religious Education

Since September 2020, pupils have followed the revised Herefordshire County agreed syllabus which provides the framework for the teaching of R.E. All children receive a broadly Christian-based education, but this is supplemented with studies of other faiths. R.E can be studied via group, class or individual work and a great deal of interest can be generated via exciting stories both from the Bible and through other stories from different faiths. R.E can be dramatic, written or told and often classes perform religious stories during Collective Worship/Assembly times. Across the key stages from the Early Years Foundation Stage through to Year 6, children explore cultural celebrations, special places and significant objects, encompassing a range of world religions.

The above are only a selection of topics covered but we try to give our children an insight into world religions. We also engage the support of Challenge Community Church and St Martin's Church for acts of Collective Worship. If you have any concerns regarding the teaching of R.E. or wish to withdraw your child from R.E lessons please contact Mrs Jenkins.



Music

Nursery and Reception music activities are linked to expressive art and design in the Early Years Foundation Stage. Children are encouraged to create their own music independently and a variety of instruments are always available both indoors and outdoors. Music is also enjoyed as an adult lead focus as songs are sung on a daily basis during circle time and Early Years assemblies.

For Key Stage 1 and 2, music is linked to the creative curriculum and is embedded through other subjects. As well as a stand alone music lesson where children appraise a wide range of music, improve their understanding of how music is put together, improvise and compose using voice and a wide range of percussion and tuned instruments.

Children in Years 4 and 5 have the opportunity to learn an instrument through the Wider Opportunities programme delivered through the Hereford Music Services. Ukuleles, penny whistles and African drumming sessions have been an extremely positive and rewarding

experience for all involved. Year 5 are also given the opportunity to take part in the Young Voices celebrations in Birmingham.

Clarinet, chime bars, flute, keyboard, recorder and guitar lessons are offered during lunch and after school clubs. These are taught in school by our own teachers or peripatetic music teachers employed from Encore. We have instruments in school which we loan to children, but children often purchase their own guitars. We make no charge for children learning musical instruments.

Marlbrook School choir has been running for the past 10 years and is open to Years 3,4, 5 and 6. The children learn singing technique and are actively encouraged to contribute ideas to the type of music they sing. They are also given many opportunities to perform outside of school during the year.

Nursery, Reception, Year 1 and Year 2 children perform a musical nativity play each Christmas. Year 5 children produce a Harvest celebration, Years 3 perform a music show and Year 4 produce an Easter show. We continue with the tradition of a summer term Leavers' show, performed by Y6 children – an exciting, emotional and highly professional event marking the end of their time at Marlbrook.



Computing

Computing is an integral part of the curriculum and is used to support and extend learning across the whole school. All classes have access to computers in the form of laptops and iPads.

Computing education starts at Marlbrook from Nursery where children play a role in using the Interactive Whiteboard



Children work on a range of different technology to code and amend programs as well as learn how to process, handle and represent data. We use common software such as word processing and digital media to enhance the children's learning across the curriculum. As the internet becomes more widely used in our everyday life the importance of staying safe online is a major priority. All children are given advice in this area and each class has its own online-safety representative.

Special Educational Needs and Disabilities

All children are 'special', however the term 'Special Educational Needs and Disabilities' or SEND refers to the needs of a small proportion of children who require additional or different provision from usual, either in their own class, or with a specialist teacher or assistant for short periods or long-term. These needs may be due to sensory (sight/hearing) impairment; physical disabilities or medical problems; learning difficulties both general and specific; emotional and social difficulties; speech and/or language problems; poor attendance. If a child's educational progress is at risk due to any of these factors, they are considered to have 'Special Educational Needs'.

Marlbrook endeavours to meet the needs of all its pupils and has an excellent record of providing for those children with Special Needs.

Marlbrook has always understood the importance of early intervention when it comes to issues with speech production and acquisition or understanding of language. We have our own speech and language department consisting of a fully qualified speech and language therapist and two full time speech and language therapy assistants. The team assess individual children's needs, write intervention programs, train staff in the delivery of the programs and in some cases deliver the interventions themselves.

The model advocated by the SEN Code of Practice forms the basis of identifying, assessing and providing for the needs of a proportion of the school population (nationally about 18-20%), who are thought to have Special Needs. Most of these needs are met by the teachers and the SENCo within the school. Many children are assessed and supported by other agencies from Education Support Services or health professionals. A very small number of children nationally (about 2%) may require more long term support and qualify for an Education, Health and Care Plan.

Full copies of the school's Policy for Special Educational Needs and the DfE 'Code of Practice' documents are kept in school and are available upon request. Please also see the school website for relevant policies and the School Offer.

At Marlbrook we also have in place an Equality policy and an accessibility policy which both aim to ensure that all those using our facilities (including families, visitors and staff) are able to access the building comfortably, without harassment or discrimination and that all are offered equality of opportunity.

Support for the more able children

At Marlbrook, we value the progress and advancement of all children and believe there should be no cap on learning. By emphasising challenge for **all** learners, including those with high abilities, a philosophy of enquiry and investigation can be nourished. A positive culture of learning can be developed, with opportunities to cultivate a 'challenge' mindset creating a more dynamic approach for all. This belief is held by, and shown, by the entire school community, as we can see in our mission statement "Achievement through effort", even for those already deemed to be 'high flyers'. We strive to ensure that the more able, gifted and talented pupils at our school are identified and supported, helping them to exceed expectations and fulfil their maximum potential. We believe that by encouraging and helping more able, gifted and talented children to exceed their age-related expectations, we are maximising the chances of success for each child's future. This encouragement is provided throughout the curriculum, including enrichment activities, where a child may express and improve upon a talent.

We are concerned not only for developing children at a 'greater depth' academically, but also socially, morally, spiritually and emotionally. More able learners can be particularly vulnerable to disengagement and to a range of pressures from both internal and external sources – including perfectionism, fear of failure, low self-esteem, imposter syndrome and social difficulties. At Marlbrook, we aim to ensure effective support is provided at all stages to ensure all more able learners have a chance to thrive.

In order to implement this, we pride ourselves on the quality first teaching that is evident throughout the school across all phases. The ethos of 'challenge' is embedded into our lessons for all children and we work on a 'Mastery' approach across our subjects, ensuring a sound depth of knowledge and provide greater depth and even more challenging activities for the more able. This might be achieved through;

- Extension-giving the most able the opportunity to go more deeply into whatever topic is under study.
- Enrichment –additional activities on the same topic which are stretching - not just more of the same. These are likely to involve: decision making, speculation, hypothesis, discussion and communication.
- Adaptive teaching and planning – this should maximize potential, should also match aptitude and interest, exploring relevant teaching approaches.
- Teaching thinking skills – developed, for example, through our P4C sessions (philosophy for children) and the employment of diverse questions to encourage higher order thinking (based on Bloom's taxonomy).

We also offer the children the chance to generate their own learning via projects and we encourage independence. Most provision will be through the curriculum, with extra-curricular activities being provided where possible or appropriate to meet particular needs. Enrichment and Extension activities could be provided in the following formats:

- Extra-curricular activities in school
- Visits/trips
- Links with other schools
- Links with specialist organisations
- Workshops for our more able scientists.

We strive to provide a programme of enrichment for all, to encourage growth for every child and provide opportunity for talents and interests to be explored. It is hoped that this way underachievers will be supported to fulfil untapped potential and high achievers will be extended further.

Student and Family Support Team

At Marlbrook we have an extremely well qualified, energetic team of five dedicated full-time staff who are committed to enhancing our children's lives by providing support and guidance when needed. We are able to develop self-esteem, build confidence and provide children with the life skills to manage their own anger and behavioural issues. The team is set to grow as we take more children into school and as we support the pastoral and social needs of other schools in the Marlbrook Collaboration.

By focusing on the positives, we believe that each child is nurtured and empowered, enabling them to recognise and reach their full potential. We address the barriers preventing children from thriving, these are many and varied, such as perceived bullying or teasing, difficulties at home, communication, bereavement, worries regarding transition, and we respond accordingly, referring to other agencies if appropriate.

All members of our team are eager to engage with the school community and can be seen around school, available to help, reassure and provide a listening ear.

As highlighted above, we create opportunities for children to participate in alternative and/or extra curricular activities, such as sports, cooking, learning to play an instrument and nature club. Throughout the year we plan a range of exciting learning opportunities, include trips for every class, together with a residential for Years 6. These are just some of the many ways we believe can improve social skills, build on relationships and provide memorable personal experiences.

Personal, Social and Health Education (PSHE)

PSHE is the planned provision for emotional and social development. It helps children and young people develop a secure sense of identity and to function well in the world. Throughout the school year we focus on a particular value and focus much of our teaching around one of the following; Resilience, Kindness, Understanding, Honesty, Appreciation and Imagination.

During KS1 pupil's learn about themselves as developing individuals and as members of their communities, building on their own experiences and on the early learning goals for personal, social and emotional development. They learn the basic rules and skills for keeping themselves healthy and safe and for behaving well. They have opportunities to show they can take some responsibility for themselves and their environment. They begin to learn about their own and other people's feelings and become aware of the views, needs and rights of other children and older people. As members of a class and school community, they learn social skills such as how to share, take turns, play, help others, resolve simple arguments and resist bullying. They begin to take an active part in the life of their school and its neighbourhood.

During KS2 pupils learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of their communities. They become more mature, independent and self-confident. They learn about the wider world and the interdependence of communities within it. They develop their sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect local, national or global

issues and political and social institutions. They learn how to take part more fully in school and community activities. As they begin to develop into young adults, they face the changes of puberty and transfer to secondary school with support and encouragement from their school. They learn how to make more confident and informed choices about their health and environment; to take more responsibility, individually and as a group, for their own learning; and to resist bullying.



We endeavour to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.

Teaching about mental wellbeing is central to these subjects, especially as a priority is a child's happiness. We know that children and young people are increasingly experiencing challenges, and that young people are at particular risk of feeling lonely. Our curriculum, will give them the knowledge and capability to take care of themselves and receive support if problems arise.

We will endeavour to deliver this new content through our current PSHE programme in school, linking to areas of the curriculum such as PE and Science for some.

It is important that the children know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help them to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion, at an appropriate age-related level, about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions. Pupils will be made aware of the relevant legal provisions when relevant topics are being taught, at an appropriate age.

Homework

In response to pupil and parent requests, we recently reviewed our homework policy and procedures. The response was overwhelmingly in favour of school providing homework, which we continue to do in both literacy and numeracy. All children will also continue to receive daily reading, weekly tables and weekly spellings.

With regards to homework, we urge parents to help their children with these tasks, but not to do the tasks for them ! We also request that families contact the classteacher or the Headteacher if homework causes family conflicts or if you need help understanding the nature of the task – this is often the case in maths activities where methods are different to how many of us were taught at school.

We expect all our children to read at home from Reception classes onwards. We find this helps consolidate the skills they learn in school, enables the children to share their learning with parents and carers and for the older ones prepares them for their secondary school routine. Children **should** bring home reading books every day and parents can help us by hearing their child read. Encouragement and interest from parents make a great difference to children's progress in school. Please let the classteacher know if reading books and reading records do not arrive home or if you lose the reading bag – these are easily replaced, **at no charge**.

Learning multiplication tables and spellings are also given as homework tasks and if these improve, then maths and English skills will generally improve with them.

If parents have any complaints about the Curriculum or the way it is being taught they should in the first instance contact Mrs Jenkins. If any issue is not resolved, further complaints should then be made to the Chair of Governors.

Detailed information on the National Curriculum can be obtained from the school website.

Charging Policy

Many of the activities and studies that take place during a year lead to the organisation of an educational visit. In the majority of cases this will be non-residential.

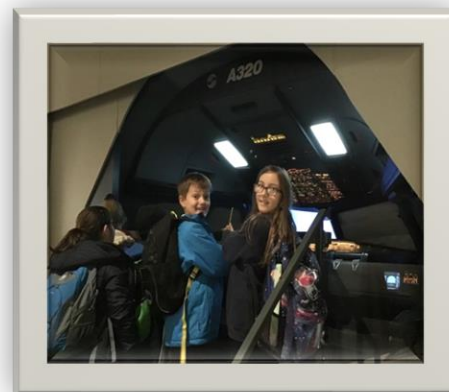
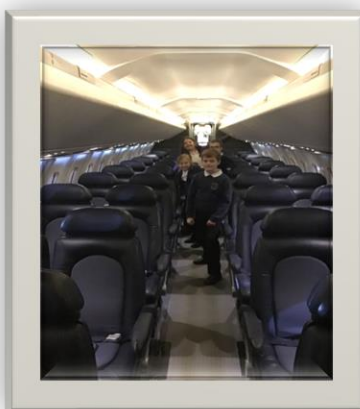
As a school, we try as far as possible not to charge families for school visits and use money donated from fund raising events to support coach costs and funds raised through our work with other schools to support the remaining costs. Occasionally, we may ask families to make a nominal *voluntary contribution*. There are occasions when it will not be possible for all parents/carers to make a contribution – in such cases please contact Mrs Jenkins.

Ultimately the most important aspect of the visit is that the children are exposed to a variety of learning and social experiences.

Our annual residential visit for Year 6 operates on a payment basis, although it is heavily subsidised by the school. The costs of instructors, catering facilities and residential fees can be high. We try to spread the cost of these trips, so that parents/carers pay over a period of months rather than in one lump sum. We also charge reduced rates in the event of 2nd or 3rd children wanting to take part in the trip.

Please contact Mrs Jenkins if we need to be aware of particular funding needs - we will help if we can.

Parents should also be aware that the school may refuse to take children on residential visits if their behaviour in school has presented as a 'health and safety' concern. The school must take into consideration the safety, enjoyment and welfare of **ALL** children and if specific children are deemed to be too significant a risk, their place may be withdrawn.



Behaviour at Marlbrook Primary School



Our Golden Rules:

- Be ready
- Be respectful
- Be safe



Be ready:

- Be on time
- Complete all work
- Try your best
- Tidy up after yourself
- Have what you need (PE kit, coat)
- Be a positive role model
- Wear your uniform with pride
- Follow school staff instructions
- Ask if you need help

Be respectful:

- Be kind and helpful
- Use your good manners
- Take turns when speaking
- Take part positively
- Look after our school
- Speak at the correct volume for where you are (indoor/outdoor voice)
- Let others learn
- Listen to others and respect personal space
- Put litter in the bin
- Represent our school with pride
- Be a positive role model

Be safe:

- Be kind to others
- Walk sensibly inside school buildings
- Use equipment safely and as intended
- Walk cooperatively in your line
- Report unkind behaviour
- Report broken equipment
- Use the internet safely
- Travel safely when not within school grounds

Whole School Behaviour Policy

We try to keep our whole school policy simple, but apply it consistently to help reduce confusion and ensure the school runs efficiently. Our priority is for the safety and welfare of the children in our care. We aim to create a caring, open-door policy to achieve it. The rules are in place to ensure an ordered, safe and secure environment, in which we can live and learn. At Marlbrook we have three golden rules:

- Be Ready
- Be Respectful
- Be Safe

Our children are taught what these rules mean and the behaviours that we expect under each heading using the Behaviour at Marlbrook Primary School document on the following page. We run a system of rewards and sanctions that help the school to run smoothly. We encourage children to work towards positive goals, but we do have a system of sanctions as well as rewards in place.

School Systems and Rules

As a school we pride ourselves on having few rules and sanctions, but lots of praise, rewards and reinforcement.

We actively encourage children to arrive in good time but not before 8.30am. Children go to their classrooms at 8.40am. Morning school begins at 8.45am. Parents generally let their children make their own way from the school gates in Years 2-6, but if you need to bring your child in, that's fine too. However, our pupils' safety is paramount and we need to ensure they are able to have safe access to the classrooms without any additional hazards. Your support as parents is invaluable at the beginning and the end of the day.

At the end of playtime and lunchtime, children line up outside on the playground and are escorted into school by teachers and teaching assistants.

In and around school :

- Children are asked to be polite, considerate and responsible in all they do in school,
- Children are required to show effort and co-operation in all aspects of school life,
- Children are required to be tidy and courteous at all times,
- Expensive toys and games are not allowed to be brought to school. Their loss or damage causes considerable upset,
- Chewing gum, bubble gum, sweets and fizzy drinks are not allowed on the site,
- Parents are asked not to smoke on the school campus,
- Jewellery is not permitted, except small ear-rings and/or a watch,
- Hair extensions, 'tram' lines and hair gel and mousse are not permitted in school,
- Children are expected to wear correct school uniform every day, including shoes (unless parents/carers are notified otherwise).

Rewards

We like to commend good behaviour, positive attitudes and good work at Marlbrook and have put into place a rewards system for children who achieve in all sorts of areas.

Children can gain rewards in the following areas: -

Co-operation, Being responsible,	Effort, Tidiness,	Politeness, Courage,	Good Manners, Consideration,	Achievement, Excellence.
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The system is built around stars, stickers, certificates and bronze, silver and gold badges.

Each child will have an individual card on which to collect their rewards, and a progress chart is displayed in the classroom. We also award class "Friend of the Week" awards, and two class badges and certificates every Monday (KS1) and Friday (KS2) in Assembly when teachers select pupils for something outstanding during that week. We aim to display good work in the foyer and classrooms. Every fortnight we hold a writing celebration event - one child per class shows their writing to the Head of English, the writing is then kept in a folder outside the library, all the children are photographed (which is displayed) and the children have a drink and fruit before returning to class.

Sanctions

Following a comprehensive rewards system we have also to look at sanctions to be used when children do not maintain acceptable behaviour. Children who deviate from the expected will be kept in at playtimes or lunchtimes. Parents are informed depending on the severity of the episode or episodes.

Internal exclusion (time spent with the Student Support Team away from their classmates) and External exclusion (time spent at home) is seen as a last resort, and is used primarily to protect the safety and well-being of others. Acts of violence, verbal or physical abuse towards staff and other students are not tolerated and will normally result in a fixed period of exclusion (internal or external). Parents are always informed when episodes of poor behaviour become more frequent. Children may be placed on 'report' at the discretion of the Headteacher.

In accordance with the Disability Discrimination Act, we do not discriminate against disabled pupils, either by treating them less favourably without justification or by failing to make reasonable adjustments to procedures and practices.

We generally find that any breakdown in acceptable behaviour can normally be dealt with successfully by parents and school working in partnership at an early stage.

School Security

As a school community we are very aware of the need to be vigilant. We encourage all visitors to report to the office to sign in and out. This also helps in the event of fire. Parent helpers and visitors will be given a badge to wear for the duration of their visit. Following recent incidents in schools nationwide, all helpers and new employees must undergo an enhanced Police check (DBS), the results of which remain confidential.

We also ask all parents to help us by reporting to the office if collecting a child outside of normal hours. We really like to encourage the involvement of our parents/carers and appreciate your support in keeping our children safe and helping them to feel secure in the school environment. *Children will not be allowed to walk home during the school day for appointments etc.*

At the end of the school day, children in KS2 (Y3-Y6) are able to walk home alone with their parents' consent. Children in KS1 must be collected by a responsible adult.

We request that children in Nursery, Reception and KS1 are not collected from school by older brothers/sisters/cousins etc unless they are over 18yrs of age.

Transport and Access

Due to concerns for the health and safety of all children we discourage parents/carers vehicles from entering the school premises at the main dropping off and collecting times. We also ask that the main gates be kept clear at all times to ensure emergency access is possible if necessary.

We are concerned for the safety of all our children – please support us in achieving this.



Marlbrook School Uniform

We are proud of our school and how well we present to the community we live in. It is for this reason that we are very keen for all children to wear school uniform.

WINTER

Trousers (not jeans) - school grey/charcoal/black for boys and girls

Skirt – school grey/charcoal/black

Shirt/Blouse - white

Polo or T-shirt - white (plain or with school logo)

Jumper, sweatshirt or cardigan - navy (plain or with school)

Tie - School ties are available from the Office

SUMMER

As above or :

Charcoal grey or black shorts / culottes (for boys and girls).

Blue and white check or striped dresses may also be worn.

SHOES

Preferably black and below ankle height. They should be as flat and low heeled as possible. Not to be any higher than 3.5cms (1½inches). ***We do not allow children to wear trainers in school, except at play-times.*** In Summer the children may wear low heeled, sensible sandals in any colour – but please not flip flops or 'jelly shoes'. The children should be able to run safely in their shoes !

HATS/SUNGLASSES/SUNCREAM – Baseball caps and woollen hats are available in school colours. In Summer, hats are encouraged of any variety and colour. We encourage children to bring sunglasses during sunny weather for playtimes and lunchtimes. Sun cream should be applied at home by parents/carers before school. Older children can apply their own sun cream during the day, but must be warned not to share it with others. School staff cannot apply sun cream to children in their care.

SCHOOL PRINTS

Cardigans (£7.80) - Navy with school print badge and MARLBROOK SCHOOL
Sweatshirts (£7.00) – Navy with school print badge and MARLBROOK SCHOOL
Polo shirts (£5.50) – White with school print badge and MARLBROOK SCHOOL
Baseball caps (£3.70)
Woollen hats (£3.20)
PE polo shirt (£2.50)
PE t-shirt (£2.50)
PE bag (£3.50)

Games Kit

WINTER

Football boots/trainers; black/navy shorts or pleated skirt
Pale blue polo or long sleeved shirt / sweatshirt (plain or with school logo).
Black/navy tracksuit or jogging bottoms.

INDOOR / SUMMER KIT

Trainers, black/navy shorts, pale blue T-shirt or polo shirt (plain or with school logo).
Trainers/pumps for outdoor wear.

Key Stage 1 children should wear pumps rather than trainers.

With regards to school uniform, unfortunately we cannot be responsible for the clothing of every child in school. We also try to encourage our children to be as independent as possible, taking responsibility for themselves and their possessions. In order that we can return lost items of clothing, PLEASE ensure that you have labelled all items of your child's uniform.

We have a 'Lost Property' cupboard in the main entrance, which you are welcome to look through at any time. However, we are not in a position to replace lost items of clothing or reimburse the cost of the items.

At the end of every half term, all lost property that is un-named is washed and dried and sold at the Summer Fayre.

Jewellery/Presentation

For health and safety purposes we do not allow children to wear jewellery (rings, necklaces, bracelets), except an inexpensive watch and small ear-rings. Unfortunately, we cannot be held responsible for the loss of watches or ear-rings. Children will be expected to remove ear-rings for PE lessons or cover them with plasters.

In terms of presentation, we also do not allow children to have any other kind of body piercing than ear-piercing.

We also actively discourage the use of hair gel / mousse and hair dye during the school day.

We also prefer parents not to have 'tram lines' or designs/logos cut into their children's hair during term time – surprisingly, we find it impacts directly on the behaviour of children.

We recognise that many of our KS2 children have mobile phones. However, bringing them to school is a privilege and permitted for safety purposes (as many KS2 children walk home unsupervised). All mobile phones must be left with the classteacher in the morning and collected at the end of the school day.

If any child is found to be using their mobile phone during the school day, it will be removed and the privilege to bring it to school will be lost.

Disabled Access

Our admissions policy does not exclude any child on the grounds of disability. We have disabled access and toilet provision for children and adults. Ramps and safety rails have been installed across all areas of the school to improve disabled access.

Kids' Club

This club is run five nights a week for families who need some after-school provision, but whose children do not want to attend the after-school sports/craft clubs that evening. Please be aware that Nursery children are not able to access our Extended School provision, due to insurance regulations.

The available hours are :
Monday to Friday 3.15 – 6.00 p.m.

The cost is £2.50 per hour and all Marlbrook School Children are welcome. Please contact Mrs. Worsfold, Ms Williams, Ms Allsopp, Mrs Roberts or Rebecca Lloyd / Hilary Gauntlett-Small on the main school telephone number. Alternatively, you can come into school to book a place for your child (or ring the Kids Club number : 07471081662).

As part of Kids' Club, we also offer a breakfast club facility. This runs from 7.40am-8.40am daily. The costs of breakfasts are kept to a minimum. We see this as a fantastic opportunity for children to eat healthily before a hard day at school. We also provide activities for them to play before classes start.

Holiday Club

Marlbrook Primary School operates a holiday club that allows parents to book places on Monday – Friday for 3 weeks of the Summer Holiday, every half-term break and at least a week over the Easter break.

Please request a copy of the kids club brochure if you are interested, or for further details contact the school office or Hilary Gauntlett-Small / Rebecca Lloyd.

Attendance Rates

Attendance for Sept 2021 – July 2022 was 93% .

Marlbrook Primary / Little Dewchurch CE / St Martin's

TERM DATES : 2022-2024

Tues 6 th Sept 2022	8.40am	School opens
Friday 21 st Oct 2022	3.15pm	School closes for half term
Monday 31 st Oct 2022	8.40am	School opens
Friday 16 th Dec 2022	3.15pm	School closes for Christmas
Tues 3 rd Jan 2023	8.40am	School opens
Friday 17 th Feb 2023	3.15pm	School closes for half term
Wed 1 st March 2023	8.40am	School opens
Fri 31 st March 2023	3.15pm	School closes for Easter
Mon 17 th Apr 2023	8.40am	School opens
Mon 1 st May 2023	Bank holiday – school closed	
Friday 26 th May 2023	3.15pm	School closes for half term
Mon 5 th June 2023	8.40am	School opens
Fri 21 st July 2023	3.15pm	School closes for Summer holiday
Wed 6 th Sept 2023	8.40am	School opens
Friday 27 th Oct 2023	3.15pm	School closes for half term
Mon 6 th Nov 2023	8.40am	School opens
Friday 22 nd Dec 2023	3.15pm	School closes for Christmas
Mon 8 th Jan 2024	8.40am	School opens
Friday 9 th Feb 2024	3.15pm	School closes for half term
Mon 19 th Feb 2024	8.40am	School opens
Fri 22 nd March 2024	3.15pm	School closes for Easter
Mon 8 th Apr 2024	8.40am	School opens
Mon 6 th May 2024	Bank holiday – school closed	
Friday 24 th May 2024	3.15pm	School closes for half term
Wed 5 th June 2024	8.40am	School opens
Fri 19 th July 2024	3.15pm	School closes for Summer holiday

Please note : children must attend school for 190 days per academic year.

Teacher Training Days (children not in school) :

2022-23: Mon 5th Sept 2022, Mon 27th Feb 2023, Tues 28th Feb 2023,
Mon 24th July 2023, Tues 25th July 2023

2023-24: Mon 4th Sept 2023, Tues 5th Sept 2023, Mon 3rd June 2024, Tues 4th June
2024, Mon 22nd July 2024

We hope you find this information useful. If you have any questions about this document or anything it raises, do not hesitate to contact Sue Jenkins, the Headteacher. This document has been produced in conjunction with Marlbrook Governors and staff. Thank you for taking the time to read it.