

St Joseph & St Theresa Catholic Primary School



Parent Handbook 2022 – 23

A Warm Welcome

We are delighted that you have chosen St Joseph & St Theresa's Catholic School for the care and education of your child. Choosing a primary school setting for your child is one of the most important decisions that you will ever make. Not only is it essential that your child feels safe, confident and happy in their new environment but you must also feel comfortable that their developmental, educational and emotional needs are being met. At St Joseph & St Theresa's Catholic School we firmly believe that every child deserves the best possible start in life and the support & guidance to fulfil their potential. A child's experience in their formative primary years has a major impact on their future life and provides the foundation for children to make the most of their talents as they grow. We hope that this handbook will be a useful guide to help you support your child during their educational journey at our school and to act as a reference document for the future.

Our School Mission Statement

"Growing together with Jesus"



*Growing in the gifts, that God has given us
On our journey together
Developing as Jesus holds our hand.*

Our School Mission Prayer

Dear Lord,

Today we are:

Growing in the gifts, that God has given us

On our journey together

Developing as Jesus holds our hand

Aware that we have different gifts, according to the grace given to each of us.

Amen

Our School Aims and Values

As a Catholic community, St Joseph & St Theresa Catholic Primary School is a place where God and our children are at the heart of all we do, where the Gospel values permeate all aspects of school life:

1. **Every child in our care** will be supported to grow in Faith, to grow in Hope and to grow in Love. Growing in the Love of God, our children will become confident learners who have a desire to realise their aspirations. Our children will develop a passion for learning and its infinite possibilities in a nurturing, safe and loving environment.
2. **Everyone is a learner.** We provide challenging learning opportunities that promote intellectual curiosity, creativity and physical development along with moral and personal skills. By providing a rich, stimulating curriculum we: enable pupils to reach far and beyond their God given potential; we ensure that our pupils are happy, confident and independent learners.
3. **Everyone promotes self-esteem and self-worth** by showing mutual respect for others and developing an understanding of self in an atmosphere of trust. We create self-discipline through an awareness of the consequences of our actions, so as to nurture positive behaviour, secure in the knowledge of forgiveness.
4. **Every person is a valued member of our wider community** who can act independently and make a positive contribution for the good of all; this is supported through the building of a caring partnership between home, school, parish and community.

Working in Partnership

The distinct Catholic Ethos of our school creates an environment where all pupils are able to thrive: educationally, emotionally and spiritually.

Our school works in partnership with four other like-minded Catholic primary schools in the Cannock Chase area and our feeder secondary school Cardinal Griffin Catholic College [Cardinal Griffin Catholic College - Home](#)

Our school also belongs to a wider community of Catholic primary and secondary schools all within the Diocese of Birmingham [Birmingham Diocesan Trust \(birminghamdiocese.org.uk\)](#). All of our schools have a shared vision which takes the form of the Catholic Schools Pupil Profile. These pairs of virtues are a reflection of the way in which we wish our children to become more like Jesus as they journey through their educational years. These virtues allow them to be grateful for their gifts, for the gifts of others and for the blessings and grace given to them by God each day. As they '*Grow together with Jesus*' the children are encouraged to recognise their vocation in our local, national and international community and to consider the needs of others and how they can change the world for the better.

Catholic Schools Pupil Profile

Each half term we focus on one of the paired values within our collective worship and everyday life. Children who live out this virtue are awarded with a certificate to celebrate how they are growing to be more like Jesus.

Also, at St Joseph & St Theresa's Catholic School, all of the classes are named after a Catholic value, this allows the children each year to explore in more depth a different virtue and how they can come become closer to God through this.



Our pupils are growing to be...	How school helps our pupils to grow...
Grateful for their own gifts, for the gift of other people, and for the blessings of each day; and generous with their gifts, now and in the future	By encouraging our pupils to know and be grateful for all their gifts, developing them to the full so that they can be generous in the service of others.
Attentive to their experience and to their vocation; and discerning about the choices they make and the effects of those choices.	By promoting the practice of attentive reflection and discerning decision making: in teaching, in the examen, prayer and retreats; and through the practice and example of school leaders and staff.
Compassionate towards others, near and far, especially the less fortunate; and loving by their just actions and forgiving words.	By being compassionate and loving in the way pupils are treated, especially when a pupil is in trouble; and by opening pupils' eyes to those who suffer poverty, injustice or violence.
Faith-filled in their beliefs and hopeful for the future.	By passing on the living and faith-filled tradition of Jesus Christ; by having persevering faith in the pupils, and by encouraging them in turn, to have faith and hope in themselves and others.
Eloquent and truthful in what they say of themselves, the relations between people, and the world.	By developing an eloquent language which pupils can use to understand and articulate their emotions, beliefs, and questions, encouraged by the example of their teachers to be truthful in the way they represent themselves and speak about the world.
Learned, finding God in all things; and wise in the ways they use their learning for the common good.	By the breadth and depth of the curriculum; by excellence of teaching, and the creation of opportunities to become more learned and wise.
Curious about everything; and active in their engagement with the world, changing what they can for the better.	By leading pupils to be curious about the universe and all human activity, and to take increasing responsibility for their own learning, and by providing opportunities for them to be active in the life of the school, the Church, and the wider community.
Intentional in the way they live and use the resources of the earth, guided by conscience; and prophetic in the example they set to others.	By being a school community which is intentional in its way of proceeding to build-up quality of life; and which is prophetic in the way it offers an alternative vision of education and the human person rooted in the gospel.

Our School Staff Team

Ms Walker Headteacher & Designated Safeguarding Lead
Mrs Schneider Deputy Headteacher & SEND Lead

Class	Teaching Staff
Curious Creators: Nursery	Teacher - Mrs Bennett Teaching Assistant - Mrs Lowry, Miss Pearce, & Mrs Roden
Hopeful Helpers: Reception	Teacher - Miss Brown Teaching Assistant - Miss Gilbert
Loving Learners: Year 1	Teacher - Mrs Scott & Mrs Helibronn Teaching Assistant - Mrs Clinton
Truthful Tellers: Year 2	Teacher - Miss Munn Teaching Assistant - Mrs Betts
Discerning Disciples: Year 3	Teacher - Mrs Townsend (RE Lead) Teaching Assistant - Mrs Cartwright
Intentional Individuals: Year 4	Teacher - Mrs Schneider Teaching Assistant - Mrs Hamill
Prophetic Publishers: Year 5	Teacher - Mr Pickering Teaching Assistant - Mrs Matthews
Attentive Adventurers: Year 6	Teacher - Miss Elliott Teaching Assistant - Miss Sneyd

Other important members of our school team:

Office Staff Miss Palmer - School Bursar & Health & Safety Lead
Mrs Vickers - Clerical Assistant

Site Staff Mr Somerfield - Site Supervisor & Forest Schools Lead

Lunchtime Staff Mrs Chamberlin: Lead Supervisory Assistant
Mrs Roe Mrs Ennis Mr Somerfield
Miss Chapman Mrs Sturch Mrs Shepherd

Specialist Teachers

Mrs O'Hara Spanish & Computing Teacher
Mr Edge PE teacher
Mr Robinson MindFit Teacher
Mr Protheroe Music Teacher
Mrs Kelly Drama & Arts HLTA
Mrs Pickering Early Years & KS1
Intervention TA



Our School Governing Body

Kay Greene Chair of Governors
Germaine Caldwell Vice Chair of Governors

Yvonne Stanley Foundation Governor
Stephanie Hewitt Foundation Governor
Helen Ilsley Foundation Governor
William Lutterodt Foundation Governor
Brendan Harte Foundation Governor

Sarah Carter Parent Governor
Vacancy *Parent Governor*

Ben Carter Local Authority Governor

Mrs K Kelly Staff Governor

Mrs I Walker Headteacher

Claire Bishop Clerk to the Governors



Our Partnership with Parents

The most important person in your child's life is you! Parents have a fundamental role to play in their child's education and together, as partners, we can make their St Joseph & St Theresa's experience a huge success. We pride ourselves on our parental partnerships and involve you fully in your child's learning and development. We aim to achieve this by:-



We use the 'Evidence Me' App to share and receive snippets of learning and those all-important 'WOW' moments!

- ❖ **Gaining in-depth information about your child**
- ❖ **Involving you in your child's learning**
- ❖ **Welcoming you into our school environment**
- ❖ **Keeping you informed and updated**

We strongly believe that effective communication and partnership with parents is key to establishing a safe, welcoming, and purposeful environment in which the children feel confident and secure and able to reach their full potential.

The office staff use ParentMail as the school's main means of communication. This app has many facilities including:

- **Emails and SMS:** used to communicate information and reminders with parents
- **Parents Evening:** parents book teacher parent appointments to meet with their class teacher about their child's attainment, progress and wellbeing at set times in the school calendar
- **Accounts tab:** parents can pre-book and make payment for break time snacks & lunch meals
- **Payments tab:** in 'the shop' parents can book and pay for all activities, including: after school activities, trips, charity donations, birthday parties etc.
- **Absence:** parents must report their child's absence before 9am on the first day, this is one way in which you can do this

The teaching staff in Early Years (Nursery & Reception) use the 'Evidence Me' app to share and receive snippets of learning and important 'WOW moments' for your child. This app allows parents to view their child's in-school achievements; and also allows parents to

share new experiences and successes your child accomplishes at home.

The teaching staff from Reception to Year 6, use Google Classrooms as their learning platform for blended learning between home and school. Through their Google classroom teachers can make announcements about events that are happening in school. In the classwork tab children and parents will find the following to support blended learning between home and school:

- Home Learning
- CLIC Parent Packs
- Useful Weblinks
- Wellbeing Support
- Parents: Supporting your child's learning
- Out of School achievements
- Parent Inspire Workshops

Both of these platforms, Evidence Me & Google Classroom, allow parents to become fully involved in their child's learning and development.

How can you get involved in school life?

- Class mass weekly held at school or St Joseph's Church
- School-led weekend family mass once per half term
- Family lunchtime visits
- Parent aspire workshops
- Music performances
- EAL Parent Champions
- SEND Parent Champions

New for this year:

- Singing playground
- Art exhibitions
- Open classroom events

Our parents are an extended teaching resource...

Do you have a skill to offer?

Can you help enhance our curriculum?

We'd love to hear from you!

Essential Foundations for Learning

A Healthy & Balanced Diet

Encouraging children to eat well and learn about food in their primary years not only protects their health when they are young, but also sets the foundations for their future health and wellbeing. Please ensure that your morning routine includes giving your child enough time to sit and eat a healthy and substantial breakfast.

Children should not be arriving at school eating snacks or chewing gum.

Once in Key Stage 2 if you are sending your child to school with a lunchbox, please ensure it contains a healthy balance of foods to ensure healthy habits are developed for life. [The Eatwell Guide](#), recommends a lunchbox should contain:

- a starchy food, e.g. potatoes, bread, rice, pasta;
- plenty of fruit and vegetables, e.g. carrot sticks, an apple, sliced cucumber;
- a source of protein, e.g. beans, pulses, egg, fish, meat;
- a healthy drink, e.g. water, semi-skimmed milk.

Exercise & Physical Activity

Regular physical activity during the primary years provides immediate and long-term benefits for physical and psychological wellbeing. We should minimise the amount of time our children spend being sedentary. Physical activity includes all forms of activity, such as walking, active play and active games. It is recommended to maintain a healthy weight:

- Pre-school children (under 5s) should be physical active for at least 180 minutes (three hours) each day, the 180minutes should include at least 60 minutes of moderate to vigorous intensity physical activity. as recommended for children aged under five years in the UK.
- Children and young people aged 5 to 18 need to do 2 types of physical activity each week: aerobic and exercises to develop and strengthen their movement skills, muscles and bones. They should aim for an average of at least 60 minutes of moderate intensity physical activity a day. In addition, they should reduce the time spent sitting or lying down and break up long periods of not moving with some activity. All activities should make you breathe faster and feel warmer

Oral Health

It is recommended that children should go to the dentist with their parents as soon as possible. You should then take them regularly, as often as your dental team recommend. **If your child has not attended a dentist appointment within the last 6 months, you need to book an appointment ASAP.** Cleaning your child's teeth should be part of their daily hygiene routine. **It is important to supervise your child's brushing until they are at least seven.** Make brushing a routine - just before your child goes to bed and at least one other time during the day.

Establishing a Bedtime Routine

The NHS recommend:

- Children aged 3 to 5 years old, should get between 10 to 13 hours (including naps) of sleep every night
- Children aged 6 to 12 years old, should get between 9 to 12 hours of sleep every night

Below is an example of a good bedtime routine that should help children to fall asleep:

- Eating dinner as a family
- Quiet time in the evening – no TV, phones, tablets or other electronic devices for at least an hour before bed, as this reduces production of melatonin, the hormone that helps us fall asleep.
- Bath or wash time
- Story time or reading time in the bedroom, with low lights and curtains closed
- Snuggled into bed with a favourite toy
- Calming/Classical music can help relax and calm before bed time
- A kiss goodnight and say prayers
- Lights out

Discussing time, clocks and numbers offers an ideal opportunity to talk about bedtimes and wake-up times in your home. Bedtime should be the same each night – it is also important to get up at the same time each day, to anchor and reset the body clock.

Parents will...	The St Joseph & St Theresa's team will ...	Support & advice can be found ...
Ensure that my child has a substantial breakfast before arriving at school or nursery.	Encourage your child to try different fruits at snack time. Discuss & promote a healthy diet.	www.pacey.org www.dentalhealth.org
Limit 'screen time' and provide opportunities within the day for my child to partake in physical activity.	Provide daily opportunities for outdoor learning and physical activity.	www.foundationyears.org
Listen to and read regularly to their child to develop a love for reading and the English language.	Develop a reading culture across the school so that the children are immersed in a range of exciting, engaging texts that develop their vocabulary and love for reading	Brush your teeth song for younger children – see Early Years handbook Reward charts
Support & supervise my child when brushing their teeth each morning & evening. Book an appointment at the dentist for my child.	Promote good oral health and discuss ways to maintain good health. Provide reward charts for parents to use at home.	Class pages on website GP & Health Visitor
Establish a consistent bedtime routine which includes sharing a bedtime story together.	Discuss any concerns with parents and support/ refer where needed.	

“Reading is important, because if you can read, you can learn anything about everything and everything about anything.”

~ Tomie dePaola

Reading

At St Joseph & St Theresa’s reading is given our highest priority. Children are provided with daily opportunities to read and to enjoy being read to.

Reading is the window to the world for children, and as adults, we have to open the window

Reading is an essential life skill; every person reads every day of their life. It is like providing the mind with nourishment. Knowledge is the food for the mind and soul. It encourages us to think. It increases our hunger for knowledge and our thirst to learn more.

In September 2021 we introduced the ‘Little Wandle Letters and Sounds Revised’ which has been developed by the Little Sutton and Wandle English Hubs to teach our children phonics; phonics are the building blocks for developing confident, independent readers. It is essential that children are presented with a clear, systematic approach in order to master this key skill for reading. Alongside this we introduced the new Big Cat Collins reading scheme which is fully aligned with the phonics programme. The books are used alongside phonics teaching in our reading sessions to ensure the children are fully immersed in phonics and the common sight words (tricky words – you can’t sound them out e.g. the, go) as we teach them to read.

Each week your child will receive two books which they will keep for a whole week before they are changed.

Book 1: Collins Big Cat Phonics

This book will be well-matched to the child’s phonic & reading ability (they should be able to read 90% of the words independently). You should listen to your child read this book; the purpose of this book is to develop your child’s fluency (the ease, confidence and smoothness with which they can read) so they should be very confident at reading by the end of the week.

Book 2: Reading for Pleasure - School Library Book (personal choice)

It has been proven that: *reading for pleasure has social benefits and can make people feel more connected to the wider community. Reading increases a person’s understanding of their own identity, improves empathy and gives them an insight into the world view of others (The Reading Agency 2015)* – see below for further benefits of ‘Reading for Pleasure’ outlined by the Book Trust.

The intention of this book is that you and your child enjoy spending time together sharing the story. Your child probably will not be able to read all the words in this book as it won’t be phonetically decodable (words they can sound out), instead you should share this book by:

- discussing the title and the pictures;
- parents reading the book to your child;
- getting your child to repeat sentences you have read;
- taking it in turns to read a page;
- letting them have a go at reading some of the words/phrases/sentences they know;
- questioning them about the story – what might happen next? Why did the character feel like this? etc.

When reading this book if your child doesn't know a word then just tell your child the word. The purpose of this book is:

- for you to enjoy story time together;
- for you to model read to your child
- for your child to become very familiar with a story and be able to retell it in their own words;
- for your child to learn common story telling phrases.

Each week your child will pick their own book that they want to share at home with you; maybe you could read it together every night as part of their bedtime routine.

Of course you can also use books you have at home in this way too!

REMEMBER to record all reading you do with your child at home on your child's GoRead account – this will highlight to your child the importance you place on reading and they will be proud to share this with their teacher and class mates at school.

In Reception and Year 1 we will be teaching the children to read by focusing on Book 1 (the phonic Bug Club book). They will have three 30minute reading sessions a week, where they will read in a small group using their book for the week. The lessons will take the following structure:

- Day 1: Decoding – pre-teaching phonic sounds; GVC (grapheme – phoneme correspondence) - what the sounds looks like and what it sounds like; and tricky words (words that don't sound as they look, e.g. to, what); reading practice.
- Day 2: Prosody – a focus on fluency, pre-teach of GVC & tricky words, model reading with expression; reading practice
- Day 3: Comprehension: 5 questions about the story. Children will be asked to – Answer it! Prove it! Explain It!

In all lessons the common thread throughout will be the development of fluency. This is where the daily practice with parents at home is crucial.

By the time the children reach Year 2, we want to ensure ALL children have:

*The WILL to want to read
and
The SKILL to be able to read*

Whole Class and Small Group Reading

In Year 2 and Key Stage 2 children have 20-30minute daily reading sessions to continue to build on the firm foundations laid in Reception and Year 1. They continue to develop reading skills through the use of the following reading domains:

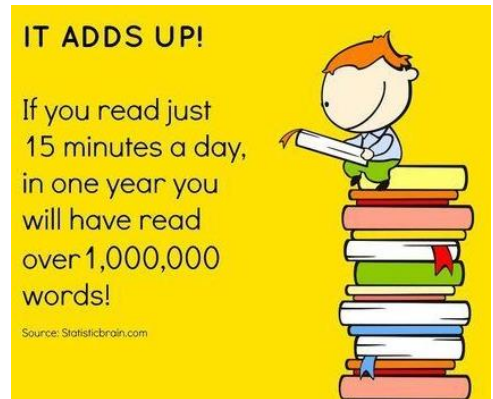
- Explaining the meaning of words in context
- Retrieving and recording information
- Summarising the main ideas from more than one paragraph
- Making and explaining inferences from the text, using evidence from the text to justify
- Predicting what might happen next from details stated and implied
- Identifying and explaining how information is related and contributes to the overall meaning
- Identify and explain how meaning is enhanced through choice of words and phrases

- Make comparisons within the text.

Reading is also embedded into our Fascinating Friday's. Each week children continue to develop their reading skills to also acquire historical, geographical or scientific knowledge around the topic they are studying.

Individual reading

Once children are fully competent with their phonics, they will move on to individual reading books self-chosen from the Accelerated Reader library. Each term the children complete the star reading assessments these determine the level AR book they will read; this allows all children to be working on reading levels matched closely to their individual ability. As they complete their book, they then complete an electronic quiz which assesses their understanding of what they have read – the children thoroughly enjoy the reward these quizzes bring.



All children in Year 2 and KS2 will be given the opportunity to read their book independently during the school day during DEAR (Drop Everything And Read). It is also essential that they read regularly at home. This can be done:

- Independently
- Reading aloud to an adult
- An adult reading to them, then discussion about the story – what has happened so far, what will happen next, new and adventurous vocabulary that is introduced

Reading for Pleasure

The power of reading is immense. There is plenty of evidence that reading for pleasure is a much bigger factor in determining whether a child does well at school (and in later life) than their social or economic background. That's because reading develops vocabulary through exposing the reader to a wide range of words and challenges the reader to work out the meaning of new words through their context in a sentence.

For younger children, hearing books read aloud is absolutely vital to the development of their language and understanding how stories work. They learn to try new sounds and words, building up their vocabulary through copying the adult who is reading to them. Picture books are also great, as children can ask questions and use their imagination to interpret what they mean.

As children get older, reading builds up the skills and vocabulary to enable them to read more challenging books, which extends their reading age and allows them to use reading as a tool for learning in all subjects.

In recognition of this children at our school are read to daily by the staff in their classroom in a 'Reading for Pleasure' session; this develops a love and passion for reading that will be immeasurable as they grow and develop.

Reading is the key to opening every possibility, opportunity and experience for children. In partnership with parents, we can ensure that every child is a reader, meaning every child is a learner.

Reading Ambassadors

In 2022 we introduced Reading Ambassadors to our school. This group is made up of children from our Year 5 & Year 6 class who have a real passion for reading. Their job is to help all children, parents and other members of the school and wider community to understand the importance and benefits of reading. Here are some of the things they have done so far:

- Contribution to the termly reading newsletter for parents
- Reading daily to Reception, Year 1 & Year 2 pupils
- Running reading competitions
- Writing book reviews for recommended reads for different year groups
- Keeping the school library organised and tidy

Mathematics

At our school we believe **all** pupils can achieve success in maths. We encourage pupils to have a 'growth mindset' – a belief that effort leads to success and that challenges are opportunities to learn.

Mathematics Mastery

The 'mastery approach' to teaching mathematics is the underlying principle of Mathematics Mastery. Instead of learning mathematical procedures by rote, we want your child to build a deep understanding of concepts which will enable them to apply their learning in different situations.

Developing children's language and vocabulary is absolutely essential. In every lesson key vocabulary (star words) are taught and children are expected to use them in full sentences throughout the lesson.

Mathematics Mastery lessons can feel livelier with more conversation going on than usual, because we actively encourage pupils to articulate, justify and explain their thinking, both as individuals and in groups.

We also have daily 10-minute Maths Meetings. These are used to consolidate key areas of mathematics in each class. Maths Meetings provide an opportunity to teach and revise 'general knowledge maths' which may not explicitly be covered during the maths lesson, and also allows the daily integration of maths into the surrounding environment. This means that pupils are practicing concepts and skills on a regular basis, meaning they are continually building on their mastery of these concepts.

Here are a few tips to encourage your children at home with maths:

- ✓ Talk to your children about everyday maths
- ✓ Play games with them
- ✓ Value mistakes as learning opportunities
- ✓ Recognise that there is more than one way to work things out.
- ✓ Praise children for effort over outcome.
- ✓ Avoid saying things like "I'm useless at maths".

CLIC

Each day classes will have a 20 minute 'CLIC' session. CLIC focusses on basic skills as this is the foundation for all mathematical concepts. CLIC stands for:

'Counting' - children will count forwards and backwards in steps depending on their ability e.g. in 1s, 2s, 3s, 6s, 25s or even in decimals and fractions for older children!

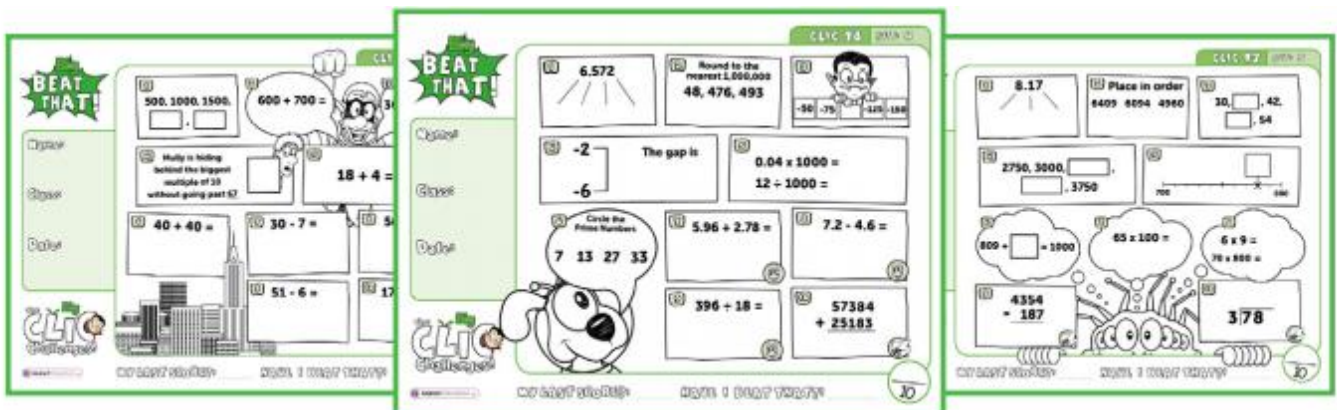
'Learn Its' are addition facts and times tables facts.

'It's Nothing New' is where children apply what they have learnt to any object, amount or unit of measure.

'Calculation' - here we develop the children's understanding of addition, subtraction, multiplication and division.

BEAT THAT

- The Big Maths Beat That challenges are completed by children every week.
- These are done in a fun, engaging and non-competitive way with the children encouraged to focus on beating their best ever score.
- These challenges will inform teachers of the next steps in learning so that we can ensure your child is still progressing.



LEARN ITS

There are only a few number facts we expect children to learn, and so although it is correct to refer to them as facts, it is actually more helpful to call the ones we wish children to learn 'Learn Its'.

This provides an instructional message as well as an accurate label for the subset of facts that need memorising.

A 'Learn It' is a number fact that is learnt so well that it can be recalled instantly. They are number facts that we need repeatedly, that is why it is highly efficient to learn them as facts. There are just 72 'Learn Its', 36 addition facts and 36 multiplication facts.

Rec	1+1	2+2	3+3	4+4	5+5
	2+1	2+3	counting in 10s		

Year 1	6+6 2+8 6+3	7+7 3+7 counting in 5s and 2s	8+8 4+6	9+9 4+3	5+2	6+2	7+2	9+2	4+3	5+3
Year 2	3+8 5+9	3+9 6+9	4+7 7+9	4+8 5+7	4+9	4+5	5+6	6+7	7+8	8+9
Year 3	X2, X5 and 10 X table facts									
Year 4	X3, X4 and 8 X table facts									
Year 5/6	All times table facts especially									
Year 5/6	All Learn Its above									

Our Curriculum

Our aim at St Joseph and St Theresa's is to provide a broad, balanced and rich curriculum, which ensures full coverage of all subject areas with Jesus at the centre of all teaching. Through our 'Curriculum Journey', we provide a curriculum to challenge, enthuse and support children in becoming confident, curious and active learners. Each Friday we have '*Fascinating Friday*' which is a day dedicated to the teaching of our curriculum design where links are made between History, Geography, Art & Design and Reading. The curriculum design is led by the Catholic Pupil Profile virtues alongside the standards outlined in 2014 National Curriculum. These have been used to create clear progression grids for all foundation subjects where knowledge is built upon each academic year.

The curriculum design provides opportunities for all children to be included and achieve their potential. Learners are able to make positive decisions in order to achieve in all aspects of life. They are attentive to their experience and to their vocation; and discerning about the choices they make and the effects of those choices.

Learners are empathetic and compassionate to the needs of others and support their peers. They have high self-esteem and believe that they can contribute to the world. High expectations of the vocabulary children should use are set and maintained throughout the lessons enabling children to eloquently discuss learning and understanding. Appropriate challenge and opportunities for children to deepen their thinking and understanding are provided in each lesson to all pupils. The use of imagination and curiosity questions are used to spark children's interests and elicit higher order thinking skills as well as allowing children to apply their knowledge and learning to other situations.

Common Vocabulary

Resilience Learners know that finding things difficult results in growth and will not be put off by failure; instead, they show a resilience and yearning to continue

Challenge Learners approach challenge positively and know that the challenge will support them in reaching their potential. Learners are happy, confident and have a desire to learn and improve

Ambition Learners are aspirational and are able to demonstrate how they can reach their goals. They are intentional in the way they live and use the resources of the earth, guided by conscience; and prophetic in the example they set to others.

Curiosity Learners show a curiosity in the world around them and ask questions to drive their own learning. They are curious about everything; and active in their engagement with the world, changing what they can for the better.

Our curriculum design identifies the different topics which are taught through each year group and the breadth of opportunities which we provide. Each topic is used as a vehicle to teach a range of subjects in interesting and imaginative contexts. Knowledge organisers for each topic in each year group can be found on class pages on the school website. In order to provide children with a range of experiences, we are committed to organising visits and visitors to enhance the curriculum topics with these making use of the local area where possible.

Topic Homework

To support your child's learning at home, topic homework is set half termly; this further develops children's knowledge and understanding of their new topic. The homework will be sent out as a paper copy and uploaded onto Google classrooms prior to the start of this topic which will normally fall before a half term break. Children should complete AT LEAST one activity from each curriculum area and work alongside siblings and other family members to continue to foster and build a love of learning and thirst for knowledge. Children are encouraged to bring their topic homework into school or upload it onto Google Classrooms so the learning can be shared with the whole class.

SEND

St Joseph and St Theresa is an inclusive school that is fully committed to providing the best possible education to all of the children regardless of their gender, ethnicity, social background, physical ability or educational needs. We aim for all children to become curious and active learners and hope to inspire and motivate for future learning. This information is aimed at providing you with a clear outline of how children, including those with SEND, are supported in achieving their full potential in all curriculum areas in a supportive, caring and committed environment.

It is important to note that it may not include every skill, resource and technique that we employ as these are continually being developed and modified to meet the changing requirements of individual children.

All children with a special educational need will be placed on the school SEND register and will have an individual education plan which consists of three targets based on the child's needs and next steps. These plans will provide a focus for one to one or small group work which will be closely monitored.

The staff and governors of St. Joseph and St Theresa's will endeavour to meet the Special Educational Needs of all pupils at the school by:

- Enabling all pupils to be offered access to a broad, balanced, exciting and relevant curriculum with the maximum degree of social and educational inclusion.
- Identifying SEND on our School Improvement Plan and for all staff to evaluate its implementation and how this can be developed.

- Enabling teachers to make appropriate provision for all their pupils by providing appropriate support, information and advice.
- Developing a partnership between parents, pupils, and the school, in which each has an active role to play in the education of all our children.
- Develop strong and successful partnerships with outside agencies who can offer specialist advice and support to certain areas of need.

Below is a document outlining the support which we provide within school. For all children we aim to provide quality first teaching but recognise that some children require more support than this, which is where Wave 2 support would be accessed.

Special Educational Needs and Disabilities (SEND) Local Offer

Staffordshire's local offer provides information and services for children and young people aged 0-25 with special educational needs and disabilities (SEND) and their families. The Local Offer website aims to help families by gathering the information that they need to know in order to make informed choices about the support they receive.

Please follow link to find out more:

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/localoffer.page?localofferchannel=0>

St Joseph and St Theresa Catholic Primary School
 Graduated Response for Support



	Wave 1 (Quality first teaching)	Wave 2 (Small group - possible IEP targets in place)	Wave 3 (Individual - IEP/EHCP)
<i>Cognition and Learning</i>	<ul style="list-style-type: none"> Differentiated Curriculum and activities Daily modelling of guided reading and writing. Use of coloured paper/overlays. Word banks Differentiated questioning. Differentiated phonics groups. Visual prompts Visual Timetables Scaffolding Use of writing frames Concrete resources Differentiated homework Differentiated weekly spellings. TA support Regular reading with an adult. Same day interventions 	<ul style="list-style-type: none"> Pre-teaching Small group support in curriculum areas Dyslexia outreach resources Regular small group support with an adult using explicit modelling. Planned, focused and targeted interventions Now and next board Small group CLIC (basic mathematics skills) groups. Memory game activities. Beat That Dyslexia activities 	<ul style="list-style-type: none"> Nessy subscription 5 minute box Individual and personalised work Educational Psychologist EY SENCO support Precision teaching Toe by Toe Word Wasp 1:1 support on IEP targets
<i>Communication and Interaction</i>	<ul style="list-style-type: none"> Structured School and Class Resources • Differentiated Curriculum Delivery Visual Timetables Simplified language Chunking instructions Partner Talk PHSE talking time NELI assessment EYFS Communication & Interaction INSPIRE session for parents. 	<ul style="list-style-type: none"> Lunchtime nurture groups led by teaching assistants. BPVS testing Language Steps interaction (EYFS/Year1) Talk about intervention (Year2-Year 6) Regular 'checking in' and 'prompting' during the lesson. Outdoor gym equipment Lunchtime structured physical activities. 	<ul style="list-style-type: none"> Speech and Language therapy 1:1 support focusing on Speech and Language targets. Cool Kids Programme (EYFS) 1:1 support on IEP targets
<i>Sensory and physical</i>	<ul style="list-style-type: none"> Language rich environments with a focus on language Flexible teaching approaches Flexible environments. Classroom arrangements Brain breaks Music (relaxation and concentration techniques) Teacher/whole school awareness of visual/hearing needs. Fiddle toys Pencil grips Weekly 'Sign time' sessions for all year groups Daily handwriting and letter formation lesson Go Noodle Cosmic Kids Yoga 	<ul style="list-style-type: none"> 'Top up' phonic interventions Play therapy Sensory breaks Now and next board Small group daily handwriting and letter formation. Adult support during PE sessions. Outdoor gym equipment Go Noodle Cosmic Kids Yoga 	<ul style="list-style-type: none"> Individualised seating arrangements Home- school diary Meet and Greet system Support from Autism Outreach Occupational Therapy BEAM programme (EYFS) Cool Kids (EYFS) 1:1 support on individual targets. Writing slant Pedals.
<i>Social, Emotional and Mental Health.</i>	<ul style="list-style-type: none"> Whole School and Class Reward System (ClassDojo, stickers, Praise Pads) Whole School and Class Expectations Whole School Policy for Behaviour regulation Circle Time Worry and praise boxes Emotion Coaching Mind fit session. Emotional thermometers Affirmation diaries. Mindfulness / meditation strategies Whole school awareness and focus on Children's Mental Health Week. 	<ul style="list-style-type: none"> Lego therapy Play & art therapy. Lego therapy. Lunchtime nurture groups Talking through pictures. Individual visual resources. 	<ul style="list-style-type: none"> Malachi 1:1 self esteem programme (EP) Action for children 1-1 support with specialist teachers Meet and Greet system. CAHMS support Outreach support Sherbrook Specialist Provision Outreach support Little Bridge Behaviour Support (ENTRUST)

Child Protection & Safeguarding

At St Joseph & St Theresa's Catholic Primary School, all members of staff and governors recognise and understand our individual & organisational responsibilities and duties with regards to keeping children safe. We work with other agencies and families in order to safeguard and promote the welfare of children and young people in accordance with statutory guidance.



Designated Safeguarding Lead - Ms Walker

Deputy Designated Safeguarding Lead - Mrs Schneider & Miss Palmer



St Joseph & St Theresa's adopt the Staffordshire County Council Policy for Child Protection and follow the guidelines outlined in the Keeping Children Safe in Education document. Parents wishing to read any of our policies should visit the school website: <https://www.st-joseph-st-theresa.staffs.sch.uk/about/school-policies/>
Or alternatively contact the school office on office@st-joseph-st-theresa.staffs.sch.uk or 01543 227220

All families experience difficult times - family break downs, loss of employment, bereavement etc. If your family needs help and support please speak to Ms Walker, Mrs Schneider or Miss Palmer and we will do all we can to support you and your child, including finding external agencies who may be able to help you. You can also access help and support through the Staffordshire Safeguarding Children's website:

<https://www.staffsscb.org.uk/>

<https://www.staffsscb.org.uk/children-and-families/>

If we have a concern about a child in our school we will firstly contact those adults with parental responsibility to discuss these concerns. However, if we feel a child or another adult would be put at risk, then we may contact Staffordshire Children's Advice and Support (formally known as First Response) without parental permission.

If you have a safeguarding concern about a child at our school please speak to one of our Designated Safeguarding Leads (DSLs); alternatively you can contact Staffordshire Children's Advice and Support (SCAS) yourself on 0300 111 8007

Attendance

All children are entitled to a full time education and it is a parent's duty to ensure this happens. Your child should be at school every day unless they are poorly. Children cannot learn if they are not attending school. Poor attendance leads to huge gaps in learning and affects children's attainment and progress; it can also impact on children's emotional well-being and social interaction with peers.

For children to be considered to have good attendance, their attendance should be 95% or above. Here at St Joseph's & St Theresa's we aim for 97%.

If your child's attendance falls below 95% we will issue an initial advisory letter to make you aware of this. If their attendance continues to fall and it goes below 90% the Education Welfare Officer will be informed and may decide to take further action.

Please familiarise yourself with our [Attendance and Absence](#) page and our [Attendance Policy](#) on the school website.

Your Child's Day

Start of the School Day

In Reception & KS1: Children may enter the school building at 8:35am, learning starts in all classrooms straight away with morning activities. All children need to be in class and settled by 8:45am, which is when formal lessons will commence.

In KS2: Children may enter the school building at 8:35am, learning starts in all classrooms straight away with morning activities. All children need to be in class and settled by 8:50am, which is when formal lessons will commence.



Morning Break Time: Each class has a 15minute morning break. Children get the opportunity to play with their friends, have a healthy snack and take the opportunity to go to the toilet. Reception, Year 1 and Year 2 children receive a choice of fruit through the government's fruit scheme and Nursery and Reception children can have milk throughout the morning if they wish. In

KS2, children can bring a piece of fruit from home for their break time snack or snack can be purchased from the school kitchen – there are a variety of food and drink options available. Reception & KS1 children can also purchase drinks from the school kitchen. All snack should be pre-ordered through the ParentMail app.

Lunch Break: Each class has a 50minute lunch break.

25minutes will be spent in the dinner hall, where the children will be encouraged to have a relaxed dining experience. Good table manners and healthy lunch boxes are expected. In September 2014 the Government introduced 'Universal Free School Meals' for all Reception, Year 1 and Year 2 children. Shires (our catering providers) serve delicious, nutritious and healthy options that can be ordered in advance by parents through our ParentMail app; there are hot and cold options daily. Parents of children with specific dietary requirements should inform the school; it is essential we are aware of any allergies before children start at our school.

25minutes will be spent outside accessing a range of exciting, structured activities. Each week the children will rotate through team building, Forest School and sports activities and there will also be the opportunity for imaginative free play too!

End of the School Day

School finishes for Reception and KS1 at 3:10pm and for KS2 at 3:15pm. The children will be accompanied by a member of staff who will release the children one at a time to ensure all children are safely returned to their parents. Please inform the school office if someone different is collecting your child; if we are not informed of this your child will not be released into their care until we have been able to confirm these arrangements with you.

School Uniform

ALL CHILDREN ARE EXPECTED TO WEAR THE CORRECT SCHOOL UNIFORM EVERY DAY

If parents need financial support in order to ensure the correct uniform is worn, please contact Miss Palmer or Ms Walker to discuss how school can support you with this.

School Uniform (to be worn on non-PE Days)

- Royal blue v-neck jumper or cardigan with embroidered school logo
- White collared shirt
- Grey trousers, skirt, pinafore or shorts
- Gold and navy tie
- White/grey socks or black/grey tights (patterned tights should not be worn)
- Black shoes (no heels). Children who cannot tie their own laces must have VELCRO fastening

During the summer term children may wear blue and white checked summer dresses.

Physical Education Kit

- White polo shirt (embroidered school logo optional)
- Black (unbranded) jogging bottoms, leggings or shorts
- Black (unbranded) sweatshirt or hoodie
- Trainers

On PE days children should wear their PE kit to school with their royal blue v-neck jumper or cardigan with school logo over the top;

these will be removed for the actual PE lesson so in winter months please ensure you send your child with a sweatshirt or hoodie to wear during their PE lesson.

Children with long hair should wear their hair tied back for school and ensure appropriate hair accessories are worn.

Additional items:

Summer: sun hat/cap, sunglasses, sun cream

Winter: gloves, hat, scarf

Uniform is available to buy from:

- Uniforms Plus, Burntwood Town Shopping Centre WS7 1JR
- A & J Designs Chasewater Country Park, Pool Road WS8 7NL

ALL clothing should be clearly labelled with your child's name.

The wearing of jewellery and fashion items is not allowed for health & safety reasons. Only one stud earring in each ear may be worn, however these **must** be removed for PE lessons. If you are planning to have your child's ears pierced, we politely request you do this in the six weeks holidays when it won't disrupt their learning in PE.

Academic year 2022-23

Entrance and Exit:

A one-way drop off system is used in the mornings to help with the flow of traffic in school.

Entrance:-

All children will enter through the pedestrian gate on the High Street and come across the senior playground. Ms Walker will be waiting to greet children in Years 1 - 6 at the double doors. Parents/Guardians should then continue around the side of the school building and exit through the pedestrian entrance on Hill Street.

Nursery and Reception children will continue around the side of the school building, go through the large wooden gates and across the main playground with their parents. You will be greeted by the Nursery and Reception staff at the Early Years outdoor area.

The pedestrian gate on the High Street does have two steps, so if you use a wheel chair or have a pushchair you will need to come through the car park entrance and in front of the school building. The car park will not be in use during school drop off and collection times.

Exit: -

Parents/guardians can enter the school premises through the pedestrian gate on High Street or Hill Street. Each class will be collected from individual pick up points:

Reception and Nursery: through the wooden gates across the playground and meet staff and children at EYFS grey-fenced area.

Year 1: through the wooden gates, collect from the main playground door

Year 2: collect from the double door where you drop off in the morning

Year 3: through the wooden gates, collect from the main playground door

Year 4: through the wooden gates and collect from the Year 4 classroom door

Year 5: collect from the double door where you drop off in the morning

Year 6: collect from the door on right-hand side as you come across the senior playground

Parents and children may leave via the pedestrian entrance on Hill Street or High Street, whichever is most convenient for your journey home. Once parents have collected children from the staff they are then the responsibility of the parent. Please do not let them climb on the outdoor classrooms or play on the equipment on school site.

Start and Finish times:

Nursery: 8:40am door opens; 8:45am or 12:15pm

Reception, Year 1 & 2: 8:35am door opens; 8:45am registration.

Years 3, 4 5, & 6: 8:35am door opens; 8:50am registration.

Children may enter the school building from the earlier time and learning starts in all classrooms straight away with morning activities. All children need to be in class and settled by registration as this is when registers are taken and formal lessons commence.

If your child is late arriving at school then parents must accompany them to the school office where you will have to 'sign them in' on the Inventory system, recording the reason for late arrival. If they arrive after 9:10am the registration period ends they will be recorded as 'late after register closes' and this will affect their attendance. By this time children will have already missed 25/30mins of learning and when this happens regularly it can have a huge impact on their emotional wellbeing and academic achievement.

Nursery: 11:45am or 3:15pm

Reception, Year 1 & 2: 3:10pm

Years 3, 4, 5 & 6: 3:15pm

The children will be accompanied by a member of staff who will release the children one at a time to ensure all children are safely returned to their parents. Please inform the school office if someone different is collecting your child; if we are not informed of this your child will not be released into their care until we have been able to confirm these arrangements with you.

Uniform & PE kits

The expectations for school uniform and PE kit are outlined on page 18. It is vital that all children wear the correct uniform so that they are identified as part of the whole school community, this gives the children a sense of belonging. Please ensure all items of clothing and footwear are labelled with your child's name as items inevitably get misplaced. We also ask that parents buy non-branded sportswear to prevent upset when expensive items get lost.

As we continue to promote healthy bodies and healthy minds all children will have PE lessons twice weekly; for Y4 one of these will be swimming lesson, children should bring their kits in a **drawstring pump bag**. Every class will also have a weekly MindFit session. On these days children should wear their PE kits to school.

Please check your child's class page on the school website and their Google Classroom stream for which days they have PE lessons.

Lockers & Bookbags

Each class has their own area in which to access their lockers; and each child will be allocated a locker at the start of the year. The lockers are not very big and there is only room for a coat and a book-bag, so please ensure your child **brings their belongings to school in their blue, school book-bags**. They should not need to bring any other bags or equipment unless they have a swimming lesson or after school club in which case please send items to change into in a PE pump bag, these are smaller and fit into the locker more comfortably.

Please **do not send your child to school with a rucksack**; they are too big to fit properly in the lockers this causes the children to force their locker closed, resulting in the locking mechanisms breaking. These are costly to repair and with extremely tight school budgets we cannot afford to keep replacing them. With children wearing their PE kits to school there should be no need for them to bring rucksacks.

Lunchtime Arrangements

Last academic year, we introduced a wide range of activities to keep the children entertained and active at lunchtimes. It has been extensively recognised that due to Covid-19 children's social and communication skills have been disadvantaged. Through the activities we have seen the children developing these key life skills in a fun and active way:

- Forest Schools: outdoor, nature activities. For example, building a bug nest, creating a natural collage, mini beast hunts and classification
- Team Building: playground and circle games to encourage turn taking, team work, sharing
- Sporting activities: a combination of developing physical movement (such as balance, strength, jumping, etc.) and sporting skill (e.g. catching, throwing, target practise etc.)
- Free play: imaginative, unstructured play

All of these activities develop children's self-esteem and confidence; encourage positive interaction and team work; provide the opportunity to problem solve and reason; develop listening and cooperation skills.

The children have spoken very positively about the lunchtime activities this year and it has had a positive impact on behaviour and accidents due to the high staffing ratio at lunchtimes.

Equipment

School provides all the necessary classroom equipment that the children need. The children have trays under their individual tables, allowing them safe storage and easy access to the equipment we provide.

When children are awarded their **pen license** we ask that parents provided **2 black gel pens**, which should remain in school. Please **label the pens with your child's name** so we can easily identify who pens belongs to.

Every day children should bring their book-bag to school with them. In their book bag they should have their reading book, an essential everyday so children are able to access the daily reading opportunities we provide for them. They will also have homework tasks, such as spellings, Learn Its & Beat That Challenges for them to practise at home. Please look out for these and encourage your children to complete them.

Children do not need to bring pencil cases into school, keep their personal equipment at home for them to use when they are completing home learning.

Water Bottles

For children to learn effectively they need to be hydrated so their brains work effectively. It is vital that your child has a water bottle in school every day, **filled with water**. **The bottle MUST have a sports top or fold down straw/spout** – on too many occasions open top bottles get split and cause irreversible damage to children's work, as you can imagine this causes great upset when a child's achievements are spoiled.

Items from home

Children should not bring items in from home without prior agreement with either their class teacher or the head teacher – toys, teddies, fidget toys etc. If personal items are brought into school and get lost, broken or shared this can cause great distress especially for younger children; in addition it introduces the risk of germs being spread between home and school. Please ensure you child realises toys are not allowed in school, encourage them to see that whilst at school they can enjoy playing with the toys and equipment we provide and save their special toys for home.

Mobile Phones

Only children in Year 6, who are developing their independence by walking home alone are allowed to bring mobile phones into school. Before they do this, children and parents must sign the school mobile phone agreement so they are aware of the protocols we have in place to keep all our children safe. All phones must be switched off before entering the school premises and should not be switched back on until they have left the school premises, this includes the playground areas. Phones have to be handed in to Year 6 staff on arrival into class. Any child found using their mobile phone on school premises (this includes the playgrounds) will have it confiscated and parents will need to collect it from the school office at the end of the school day.

School accepts no responsibility for mobile phones; children bring them to school at their own risk.

GoRead – Digital Reading Records

Last year we trialled digital reading records for Years 2 to 6. This allows children, parents and staff to record the child's reading on an app, they get rewarded for their efforts through a digital world. It also brings the benefit of tracking what children have read year on year, ensuring that as children move through the school their reading is progressing and they are accessing more challenging reading material year on year. Feedback is that this has been an efficient way to record individual reading and for teachers to track the range of texts being accessed. This academic year all classes from Reception to Year 6 will use this app to record reading. If you are having problems accessing the app please speak to the school office so we can assist with this.

Pupil Premium

Following the introduction of Universal Free School Meals some parents who would be eligible for other entitlements for their children have stopped applying for this funding. This is a terrible shame as with this funding children are entitled to enrichment activities and resources to further their education. During or following the pandemic, if you find yourself in financial difficulties or out of work (even for a short period of time) you can apply for pupil premium and this will stay with you children throughout their time in education.

Pupil Premium funding has helped to pay for things such as:

- School visits, trips and residential excursions
- ICT resources within the classroom
- School starter book bags and ties

For every pupil registered as eligible under the entitlement criteria, our school will receive extra funding. This is called the pupil premium. It is used to help raise achievement levels. It is important that parents who do meet the entitlement criteria continue to register their claim so that our school and pupils can continue to benefit from this extra funding

If you are in receipt of any of the following benefits you may be eligible:

- Income support
- Income-based Jobseekers Allowance
- Income-related Employment and Support Allowance
- Child Tax Credit and no Working Tax Credit with a household income of less than £16,190
- Universal Credit
- The 'Guarantee' element of State Pension Credit
- Support under Part V1 of the Immigration and Asylum Act 1999
- In receipt of the 4 week run on of working tax credit (this is where someone becomes unemployed or reduces their hours and so is no longer entitled to working tax credit but will continue to receive it for a further 4 weeks and is entitled to free meals during that time)

You can quickly check your eligibility by visiting:

<http://www.staffordshire.gov.uk/education/educationalawardsbenefits/FreeSchoolMeals/home.aspx>

If you receive benefits please complete a free school meals application – it is your child's right - it will allow the school to unlock additional funding to support your child (pupil premium).

You can complete the application online at

<https://www.staffordshire.gov.uk/education/educationalawardsbenefits/FreeSchoolMeals/Apply-Online.aspx>

Alternatively, ask a member of the office staff or Mrs Walker and they will help you complete your application. Thank you!

Questions and Answers



Here are some of the answers to a number of frequently asked questions...

What should I do if my child is unwell?

No child should be sent to school unless fit and well enough to participate in all normal activities. If your child is sick or has diarrhoea they should not return to school for 48 hours.

As part of our safeguarding duties, the school operates a first day contact policy. Please contact the school office via the ParentMail app or on 01543 227220 before 9:00am on the first day of absence. If your child is still not well enough to attend school on the third day of absence parents must make contact with the school again to give an update. On your child's return to school a written note or email should be sent to school to go in your child's attendance file if the absence has not already been reported in writing via the app.

If your child is taken ill at school or has an accident, the school will notify you or another nominated emergency contact as soon as possible.

What if my child has a dental/medical appointment in the morning and will be arriving late?

All routine medical or dental appointments should be made outside of school hours so your child's education is not affected. However, if this is unavoidable as your child has a specialist medical appointment or needs emergency dental treatment then the school office should be informed in advance (if possible) or before 9:00am on the day, via ParentMail. If the absence is due to a medical or dental appointment then a copy of the appointment letter/card/screen shot of text will be needed to keep in your child's attendance file.

What if my child is to be absent for any reason other than illness?

If a child is absent for any reason other than illness, permission must be sought from the head teacher and the Governing Body of the school.

All holidays taken during term time will be recorded as unauthorised absence and will be fined, unless considered exceptional circumstances in line with school policy.

What if my child is late?

Punctuality at school is imperative. The school doors and gates are locked at 8:50am for security reasons. **If children are late, they should be accompanied to the school office where their parent/guardian will be expected to sign them in on the inventory system and record their reason for lateness.** If your child is late after registers close (9:10am) they will be recorded as such and this will go against their attendance. As with absence, lates are monitored by the local authority Education Welfare Officer on a regular basis.

What if the weather is bad?

During times of inclement weather children are supervised in their classrooms during break times. If there is snow and the school needs to close there will be notification sent via ParentMail and on the school website.

What if my child soils themselves?

Staff will respond sensitively to your child's needs by helping your child to clean and change themselves. We do ask that all Early Years children keep wipes and a spare change of underwear, bottoms and socks at school in case such an incident occurs. If your child is older but is prone to toileting accidents then please send a spare set of clothing in to school in case the need arises.

What if my child forgets lunch, equipment etc...?

If your child forgets their lunch, book bag, water bottle etc. it can be brought to the school office and it will be passed to your child or the class teacher as soon as possible. If this is not possible, then arrangements will be made to ensure they have a cup to drink water from and a lunch will be organised for them for that day and the payment will go on their ParentMail system.

What if my child is taking medication?

Only prescribed medicine that is needed 4 times a day may be administered by school staff. Medication and completed medical forms should be handed to the school office who will pass the medication & form to the staff in your child's class who will be responsible for overseeing the administration of any medication. If a medication form is not completed staff will not be able to administer medicine.

What if I need to see the Headteacher or class teacher?

If you need to see either the Headteacher or class teacher please contact the school office on 01534 227220 or via office@st-joseph-st-theresa.staffs.sch.uk and an appointment will be made at the earliest possible convenience

What's Next...

Before your child starts at our school or returns to school for the new academic year please:

- Complete or update any changes to your child's pupil information form, ensuring your contact details, details of emergency contacts and medical needs are up-to-date. If they have changed contact the school office immediately.
- If you haven't already done so, complete the photograph consent form and pupil information form sent via ParentMail. Or if you want to change the preferences your previously submitted contact the school office to let them know office@st-joseph-st-theresa.staffs.sch.uk
- Talk to Mrs Palmer in the school office or Ms Walker if you think you may be eligible for pupil premium entitlements.
- Look at the school website and class pages and the handbook appendix at home with your child and discuss with them all the exciting things to expect when they start at our school or when they return in the new academic year and the expectations for their new year group
- Remember to start and end the day by sharing the school prayers and set prayers with your child
- Attend parent information sessions, parent aspire workshops and events in school so your child can see we are working in partnership: child, parent and school
- Take note of important dates and events happening in school so your child is prepared for these comes prepared and ready, these are published on the '[Diary Dates](#)' page on the school website.
- Ensure **ALL** items of uniform are labelled with your child's name before the start of the school year
- Contact the school office, Ms Walker or your child's class teacher if you have any questions or concerns:
 - Miss Palmer or Mrs Vickers: office@st-joseph-st-theresa.staffs.sch.uk
 - Ms Walker: headteacher@st-joseph-st-theresa.staffs.sch.uk
 - School phone number: 01543 227220
 - Class teacher – via the school office