



**Head Teacher – Mrs McMullon  
Rodmersham School  
Prospectus 2021-2022**



## Welcome to Rodmersham School

I am incredibly proud to be Head Teacher of this amazing small village school. What we don't have in space we certainly make up for in enthusiasm and a desire for everyone to be happy, be themselves and to sparkle in their accomplishments.

We love learning here, but more importantly the school is driven by the under lying need to ensure that every child's and staff members well being is the priority and is supported..... If we do not feel valued or that we belong, we simply will not function and so our aim is to provide the best provision we can so that everyone can achieve and prosper.

We view your child's education as a joint venture, involving everyone – children, parents, staff, Governors and the wider community and we are proud of our open-door policy. We actively encourage our parents to feel able to approach any of our staff to answer their questions or queries.

With a talented and hard-working team of both teaching and non-teaching staff we provide a smooth transition for any child joining the school and strive to meet the needs of all.

If you should have any questions, please do not hesitate to contact me on [headteacher@rodmersham.kent.sch.uk](mailto:headteacher@rodmersham.kent.sch.uk). I look forward to working with you and your child/ren.

Yours sincerely,

Nicky McMullon  
Head Teacher



# Admissions

Our Admissions Policy can be located on our website; however, Kent County Council are responsible for allocating spaces for our school.

The criteria, as a maintained school is as follows:

- Looked After Children
- Sibling
- Medical
- Distance

We have a PAN (published admissions number) of 10 per year.

Our Reception Class has one fully qualified teacher and one full time teaching assistant. Sometimes, depending on the needs of challenges of children there are other adults placed in the class to support.



# Our school structure...

Our school has five classes. Year R and Year 1 are single year groups, Year 2/3 and Year 4/5 are mixed and then Year 6 return to being a single year group. By having such small cohorts of children at the start of their school career has really helped to support secure foundations on which they can build as they travel through the school. A single Year group for Year 6 also ensures that they have plenty of time during this year, to transition through to secondary school.

Classes	Teacher	Teaching Assistant
Class 1	Mrs Maria Cooper	Mrs Natalie Potter Mrs Sarah Dodd (1:1)
Class 2	Miss Kirsten Davenport	Mrs Sarah Cornish
Class 3	Mrs Joanne Henderson	Mrs Robyn Benyon Miss Chelsea Williams (1:1) Ms Erica Rains (1:1)
Class 4	Mrs Valerie Phillips	Mrs Anita Brown Mr Damian Doran (1:1)
Class 5	Mrs Jolande Lodge	Mrs Karen Jackson Mrs Natalie Stanley (1:1)
	<b>F.L.O</b>	<b>Office Staff</b> <b>Reading Support</b>
	Mrs Justine Williams	Mrs Alison PC Mrs Sarah Corder      Mrs Nicole West

# Transition into Reception



Rodmersham School has a policy of single intake, in September. In the summer term prior to joining, parents and children will be invited to an introductory meeting led by the Head Teacher and Class Teacher. This will be followed by two afternoon class visits which offer the children the opportunity to familiarise themselves with the teacher, teaching assistant, classroom and the resources. On the third afternoon we enjoy a Teddy Bear Picnic together, whilst Mrs McMullon meets with the parents for tea and cake!

During Term 6, the Class Teacher and Teaching Assistant will visit all of the pre school settings and meet with the key workers of our new children, gather as much information as they can to ensure a smooth transition into school. Your child will be provided with a transition box, full of photos of staff in their new school and of their new surroundings. During the Summer holiday children may wish to fill their box with information about their exciting summer adventures to share on their return to school.

The children will stay for half days for the first week of Term 1, leaving as the morning session ends. From the second week of Term 1 the children will be encouraged to stay for the whole school day. Parents of Reception children accompany their children into the classroom, rather than drop off and go until the children are ready for more independence. Reception children are collected from the classroom at the end of the day.

# A Typical Day in Reception

<b>8:40am – 8:55am</b>	Children can arrive at school
<b>09:00am</b>	Child initiated and early morning activities
<b>10:00am – 10:15am</b>	Snack
<b>10:15 – 10:30am</b>	Break
<b>10:30am</b>	Teacher Led activity
<b>10:50 – 12:00pm</b>	Child initiated
<b>12:00 – 1:00</b>	Lunch
<b>1:00 – 1:30pm</b>	Phonics
<b>1:30 – 2:30pm</b>	Child initiated
<b>2:30pm – 3:00</b>	Daily walk through the orchards and fields
<b>3:00</b>	Story time

## Lunch

Reception children are entitled to a free school dinner, or alternatively you can supply your child with a packed lunch. All of the children wet and play together at lunch time.

# Inside the Classroom

Our Reception Class has a large learning space, access of their own toilet facilities and a very well-resourced outside area.

Each classroom is set up with a variety of resources to deliver the seven areas of learning.

The types of areas may include:

- Communication and Language
- Maths
- Construction
- Water Play
- Role Play
- Small World
- Mark Making
- Book areas a
- Creative and Science
- Messy Play area

Through careful assessments and observations, including information provided by parents and other settings, children's development levels are assessed. The balance will shift towards a more equal focus on all areas of learning as children grow in confidence and ability within the three prime areas. However, if a child's progress in any prime area gives cause for concern, staff will discuss this with the child's parents and/or carers and agree how to support the child. This may also include a discussion with the SENCo in order to access Additional Needs support.



# Let's Go Outside

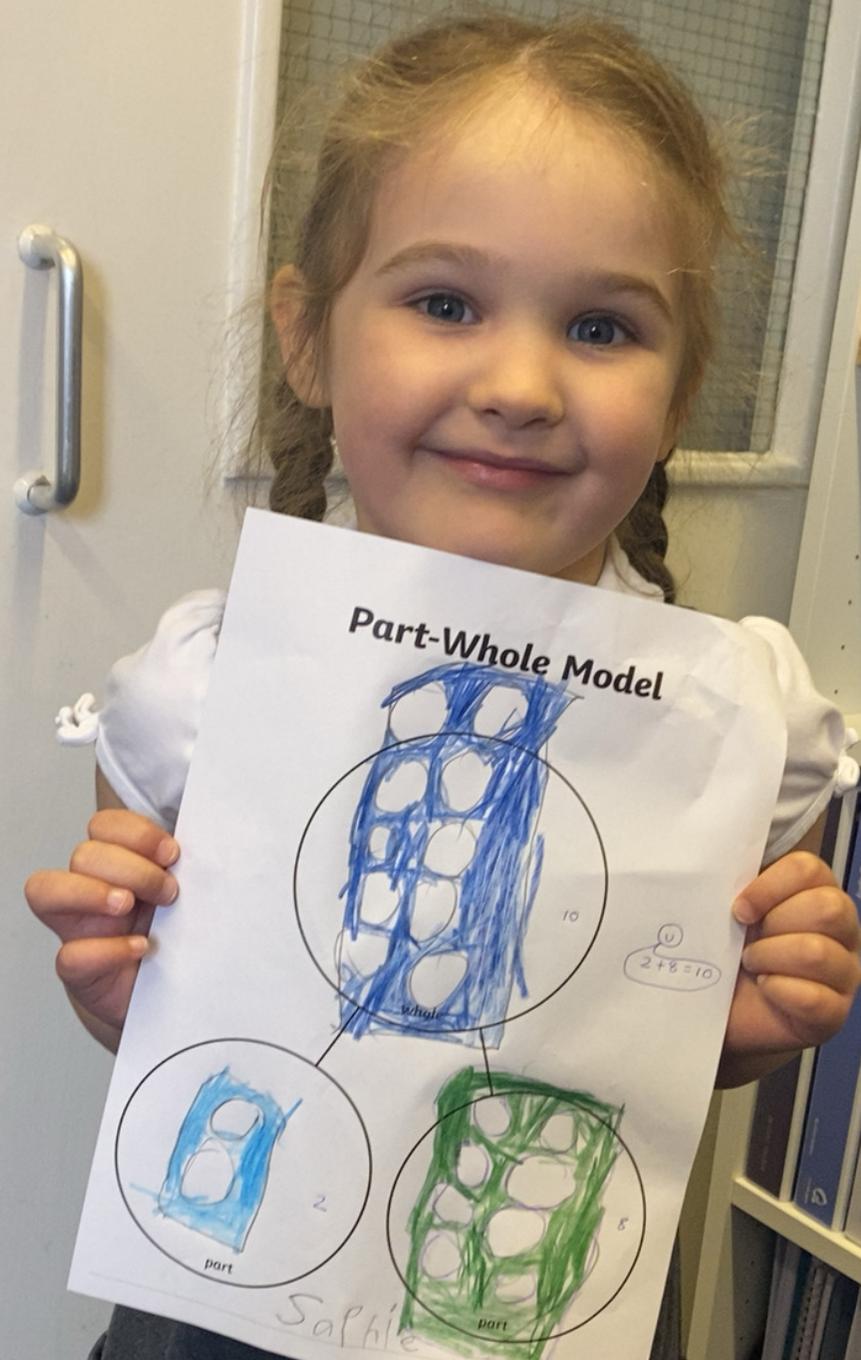
We have a large outside space that promotes curiosity and challenge children physically.

There are endless opportunities for exploration and for children to use their imagination. Within the Reception Class, children 'freeflow' into the outside area throughout the day.

There is a large canopy where activities on a smaller scale are also available for children to engage in and all children are carefully monitored to ensure they access a full range of learning activities. Children will always have favourite themes and activities and the staff work hard to ensure children can access a full range of learning activities, both inside and outside the classroom.

The Reception Class also have access to the Forest School, where they have opportunities to enjoy a range of activities from den building through to cooking on the fire pit.





# Early Years Curriculum

At Rodmersham we follow the Early Years Foundation Stage Curriculum. This is set out in seven areas of learning, which aims to ensure children get a broad and balanced curriculum:

**Personal, Social and Emotional Development** – involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

**Communication and Language** – development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

**Physical Development** – involves providing opportunities for young children to be active and interactive; and to develop their coordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food

**Literacy** – Involves sharing stories together, retelling them using puppets, learning songs and rhymes, exploring

different ways of making marks and talking about what they have produced.

**Maths** – involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers and to describe shapes, patterns and having opportunities to explore capacity, weight and length.

**Understanding of the World** – involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

Exploring Media and Materials – involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology. The curriculum states that these areas should be delivered through planned

and purposeful play. We ensure that each day we carefully think about what the children need and what they are interested in and plan appropriate activities to ensure children are supported and challenged. Throughout the day children also access focus activities, which are carefully planned to meet individual children's needs. Throughout the day all adults observe children and use these observations to help support their assessments of the children. Observations are recorded using our online learning journey system, 'Tapestry'. Parents are able to access this from home and contribute their own observations, which helps to provide us with a full picture of your child.

Each term we will also offer opportunities for you to meet with your child's 'key person' and look through your child's records – observations, assessments and together we will identify your child's next steps.

# Well Being

## Children's Welfare

We believe that children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with adults caring for them. For this reason we find our open door policy to be effective so that staff can liaise with parents freely and have an increased awareness of your child's individual needs.

It is vital we know who is collecting your child from school. Please let us know if someone different is coming and preferably introduce them to us, as we never let a child go with an unknown person. You can contact the office at any time to let us know if there are different arrangements or let the class teacher know through Class Dojo.

Reception children must be brought into and collected from school by a responsible adult.

The school adheres to the schools safeguarding policy. We have 3 members of staff who are the 'designated team' who deal with all concerns. However, all members of staff receive regular safeguarding training, to ensure we keep abreast of any changes and that they are confident in the delivery of policy and procedures.

Please see the safeguarding policy on the school website for further details.

## What should a child try to do for him/herself?

Starting school means your child will begin to be more independent and to look after him/herself. At Rodmersham we recognise that children develop at different rates and adults will always support your child. However, there are many ways in which parents can help to build their child's confidence and independence.

### Children should be encouraged to:

- Put on their coat;
- Put on their shoes and fasten (slip-on shoes or velcro fastenings will give that extra bit of independence);
- Use and flush the toilet themselves;
- Wash and dry their hands;
- Use a tissue to wipe their nose;
- Cover their mouths when coughing or sneezing;
- Ask for help politely when they find something difficult.
- Open their lunch boxes

At Rodmersham we encourage independence from an early age. It is therefore important that children are out of nappies (including pull-ups) unless there is an additional or medical need.

Staff are happy to support parents with strategies and advice if needed.



# Other Information

## Inclusion

We are a very inclusive school and cater for children with a wide variety of needs.

We work closely with outside agencies, who help and advise us to ensure that we meet the needs of all pupils. We also have a full time Special Needs Co-ordinator working at the school, who offers advice and strategies to ensure all pupils are safe, happy and making progress. Additionally our FLO, Mrs Justine Williams, can support families with a wide range of issues, including, but not exclusive to, accessing financial support or counselling if required.

## Attendance

It is expected that children attend school five days a week, this is to ensure they get access to the full curriculum, which is planned over 5 days. However, if your child is unwell then please contact the office and let us know.

If your child has a minor accident we will inform you with an accident form at the end of the session. If your child should bang their head, school policy states we should phone parents and that a 'bumped head' letter will be sent to home. If your child becomes ill or has a more serious injury, they will be looked after by someone qualified in first aid and you will be contacted.

## Snacks

During each session the children have the opportunity to choose a healthy snack consisting of milk or water and fruit or vegetables, which is supplied free of charge. Children are encouraged to do this by staff.

## Behaviour

Our standards of behaviour are based upon the importance of personal safety and well being and the moral values of kindness and respect for all. During the first few weeks of term, rules and behavioural expectations are discussed with the children, so that they are fully aware of the expectations of the setting. We have a positive approach to behaviour management, where children are praised for their good behaviour and reminded of behavioural expectations if they are not behaving in the expected fashion.

The school staff feedback to parents about any concerns or any exceptionally good behaviour as appropriate. We aim to build positive relationships with parents through close, continued and purposeful liaison in order to support their child to make positive choices about their behaviour.

We believe that a consistent approach promotes positive behaviour, as it provides children with clear boundaries and a safe secure environment in order that they can, where necessary, modify their behaviour. Please see the school behaviour policy for more details.

# Uniform

We want our children to be proud of belonging to Rodmersham Primary School and so we anticipate that all parents will send their child to school in school uniform. Uniform with the school logo may be purchased from Forster's in Sittingbourne, alternatively uniform can be bought from high street retailers and Forster's will provide iron on badges at a small cost.

## School Uniform:

- **Grey trousers / grey skirt/grey pinafore**
- **White polo shirt / blouse**
- **Navy blue sweatshirt / cardigan**
- **Navy blue zipped fleece with logo**
- **Navy blue waterproof zipped fleece with logo**
- **Grey / white ankle socks (summer)**
- **Grey or black tights (winter)**
- **•Blue & white striped /Checked summer dress.**

## PE Kit (in a named bag) as follows:

- **White round-necked t-shirt**
- **Blue / black shorts**
- **Trainers or plimsolls**
- **Dark blue / black tracksuit or jogging bottoms / sweatshirt (Winter)**

## Other useful equipment:

- **Book bag**
- **Hat / Sun cream Summer)**

**All clothing and equipment should be clearly named.** This is important, as they can be responsible for their own belongings and this is far easier if their belongings are named. Clothing should be checked periodically to ensure that names are still visible.

It is expected that children will refrain from wearing make up and that hair styles are suitable to school life; e.g. long hair should be tied back and colours added to hair is not appropriate.

## **Jewellery and Personal Effects**

It is our policy that jewellery should not be worn in school, with the exception of watches for the KS2 children. If your child has pierced ears they may only wear small studs and they must be able to remove these themselves before any PE or Games lessons. No child wearing earrings will be allowed to participate in these lessons. Earrings can create many problems and it is for your child's safety that we request these guidelines are adhered to. Ear piercing, if it to be done, should be done at the beginning of the summer holidays. Please note that KCC and therefore the school do not accept any responsibility for personal effects.



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