



OUR GUIDE FOR FAMILIES



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Our Family Guide

To help all families prepare for the year ahead we have put together the information you will need in this booklet. We hope that you find it useful. If you have any queries or concerns, please do contact the school where staff will be able to help you:



office@rodingsprimary.co.uk



01279 876288



Rodings Primary School, Dunmow Road, Leaden
Roding, Nr Dunmow, Essex, CM6 1PZ

WELCOME TO RODINGS

Our school is based around the Core Values of Respect, Enjoyment, Care, Confidence and Challenge and these values are an integral part of all that we do. Our school aims to provide a broad and balanced curriculum that is based on high expectations and standards. Furthermore, enrichment activities, educational visits, visitors and the school environment are used to stimulate a love of learning.

Our curriculum ensures that learning extends beyond the classroom, making good use of our extensive school grounds and the surrounding countryside through Forest Schools. Every child has the right to excel at something and by the time your child leaves Rodings we hope that they have discovered their talents. A child's happiness and wellbeing are also key priorities making sure that they can flourish personally and academically. Rodings is a school of friendship, teamwork and community and children leave this school with amazing, long-lasting memories.

The information in this guide is aimed to provide you with as much detail as possible, but please do not hesitate to get in touch if you have further questions or want to learn more about Rodings Primary.



Mr. Colin Raraty
Headteacher

Senior Leadership Team

Mr Colin Raraty – Headteacher
Mr Rob Jinkerson – Deputy Headteacher
Mrs Annabel Brown – SENDCo
Miss Emma Beard – EYFS and KS1 Phase Lead
Mrs Kate Oakley – KS2 Phase Lead
Mrs Andrea Paget – School Business Manager

Teaching Team

Miss Emma Beard – EYFS – Goslings
Miss Lucy Parker – Year 1 – Nightingales
Mrs Rigby – Year 2 – Robins
Mrs Deamer – Year 3 – Sparrows
Mrs Becki Keeble – Year 3 (Maternity Leave)
Mrs Megan Colbert – Year 4 – Swifts
Mrs Kate Oakley – Year 4 – Wrens
Mrs Alzbeta Hodges – Year 5 – Woodpeckers
Miss Yiu – Year 6 – Doves (Deputy SENDCo)
Miss Emily Curtis – Year 6 – Hummingbirds
Mrs Debra Coates-Reynolds – PPA Cover
Mrs Alison Hutley – PPA Cover

Higher Level Teaching Assistants

Mrs Fiona Heywood
Mrs Sam Kilpatrick
Mrs Judy Lewin – SEND

Learning Support Assistants

Miss Claire Allen
Miss Lucy Clark
Mrs Susan Cook
Miss Sian Crouchman
Mrs Lauren Eccleshall
Mrs Laura O'Keefe
Mrs Megan Pigott
Mrs Geraldine Sanders
Mrs Elaine Tunnard
Mrs Sammy Ware
Mrs Rebecca Whitbread
Mrs Emma Wiseman
Mrs H Wood





School Office

Mrs Andrea Paget – School Business Manager

Mrs Sarah Zepata – Senior Admin Assistant, Attendance

Miss Debbie French – Admin Assistant

The Kitchen

Mrs Lisa Scott – Catering Manager

Miss Kate Warner – Asst Catering Manager

Mrs Tracey Moodie – Catering Assistant

Site Team

Mr Gavin Timms – Site Manager

The Rodings, Easters and Great Canfield

Rodings Primary School sits within the area known as the ten parishes, serving the following nine villages:

- Leaden Roding
- High Roding
- Aythorpe Roding
- White Roding
- Abbess Roding
- Margeret Roding
- High Easter
- Good Easter
- Great Canfield

Created in 1965, following the closure of three smaller schools, Rodings has been at the heart of the local community for the last 60 years.

You may be wondering why our school logo includes a longship.

The Rodings (or Roothings) are a group of villages in Essex and are the largest group in the country to bear a common name. They are believed to be the remnants of a single Anglo Saxon community known as the **Hroðingas**, led by **Hroða**, who sailed up the River Thames and along a tributary in the sixth century and settled in the area.

The typical pronunciation of the name is "**Roadings**".





Our Vision

Learning Together. Caring For Each Other

At Rodings Primary School we strive to provide an excellence led and enriching experience for our children in a safe and stimulating environment. We have a skilled workforce and a high-performing culture, which provides the right support at the right time for all children and staff. We work hard on outside engagement to develop strong relationships with our parents and community.

We do this through:

ACADEMIC EXCELLENCE

SOCIAL INTELLIGENCE

CREATIVITY

COMMUNITY

Our Core Values

RESPECT

ENJOYMENT

CARE

CONFIDENCE

CHALLENGE

Our Curriculum



At Rodings, we aim to provide a broad, balanced and ambitious curriculum which allows each child to develop fully, according to their aptitudes and abilities. Our curriculum has been designed and revised to ensure that each child has equal entitlement and can develop their knowledge, understanding and skills in each subject. We deliver this through Explore, Discover and Create.

In Year 1 we use 'continuous provision' to aid the transition between Year R and Year 1. This allows the children to continue some elements of their learning through play.

We believe that all Rodings pupils should have a lifelong passion for learning. They should be taught the skills they need to identify and overcome any individual barriers to their acquisition of knowledge. This will be achieved through a holistic, evidence-informed pedagogy that holds inclusivity at its heart, where teachers model that they are also learners and are compassionate whilst having high standards. Our curriculum is rooted in our local area and allows learners to apply our core values. This will develop staff who are creative and engaged and pupils who are proactive, informed and who are confident in celebrating individuality.

The planned curriculum aims to encourage an enthusiasm for learning; nurturing the children's aural, visual, verbal, mental and physical skills. It also aims to help them understand and appreciate the social, moral, cultural and spiritual aspects of the curriculum; the school; the community and beyond. There are opportunities for children to showcase their learning each term both with the community. The school has a high expectation of all pupils, with everyone having equal access to the opportunities presented throughout the curriculum.

OUR CAREFULLY SEQUENCED CURRICULUM

In the Early Years and Foundation Stage, teaching happens through a mix of in the moment planning and direct teaching. In Key Stage One and Key Stage Two we teach explicit subjects through the use of themes and topics, where relevant and appropriate cross-curricular links are made.

Our curriculum is mapped from Early Years to Year Six so that we can ensure that a child's learning journey in each subject is developmental and builds on prior learning.

Each subject has a clear intent which outlines what we aim to achieve in our teaching of the subject. Each subject also has a Learning Ladder which illustrates how the learning of knowledge (skills and facts) is distributed between each year group. Year groups then have a curriculum map which shows how they will spread their year's required knowledge across the three terms. All of these documents can be found on the 'Our Learning' section of our school website

Our curriculum is a framework which we constantly review and revise to ensure the children are Rodings receive the best education possible. The framework of our curriculum outlines the content for the five fundamentals for each subject (values, knowledge, skills, outcomes, experiences) but it retains the flexibility to be adapted and shaped by subject leaders and class teachers.

The knowledge and skill bases are vital in terms of content but how this is explored and extended is decided upon by the class teacher, in response to each individual class.

Each lesson has a clear Learning Objective, which children can assess their understanding against, and whole class feedback can be given.

Feedback and Assessment

Assessment is an ongoing process in our classrooms, taking place continually through each lesson and each day. Teachers and Senior Leaders evaluate both formative and summative assessment data to refine our curriculum and provide opportunities for both extending and supporting each child's learning.

The impact is measured in both the work produced by the children and through assessment data, which will be reflected in our assessment tools, in the way the children conduct and present themselves, and in the knowledge and skills they retain and apply for the rest of their lives.

Home Learning

No matter which year your child is in, the most important thing you can do is read with them at home for at least ten minutes a day.

Key Stage 1 and 2 homework will consist of:

- Reading
- Number bonds and Timetables
- Spellings

Key Stage 2 will also have: Maths and English tasks, creative projects and SATs preparation.

Safeguarding

At Rodings, the health and safety of all children is of paramount importance. Parents send their children to school each day with the expectation that school provides a secure environment in which their children can flourish. We have thorough procedures in place to ensure the safety and welfare of all our pupils and staff. All our pupils know that they are valued and that any concerns they have will be taken seriously and addressed by the adults who care for them.

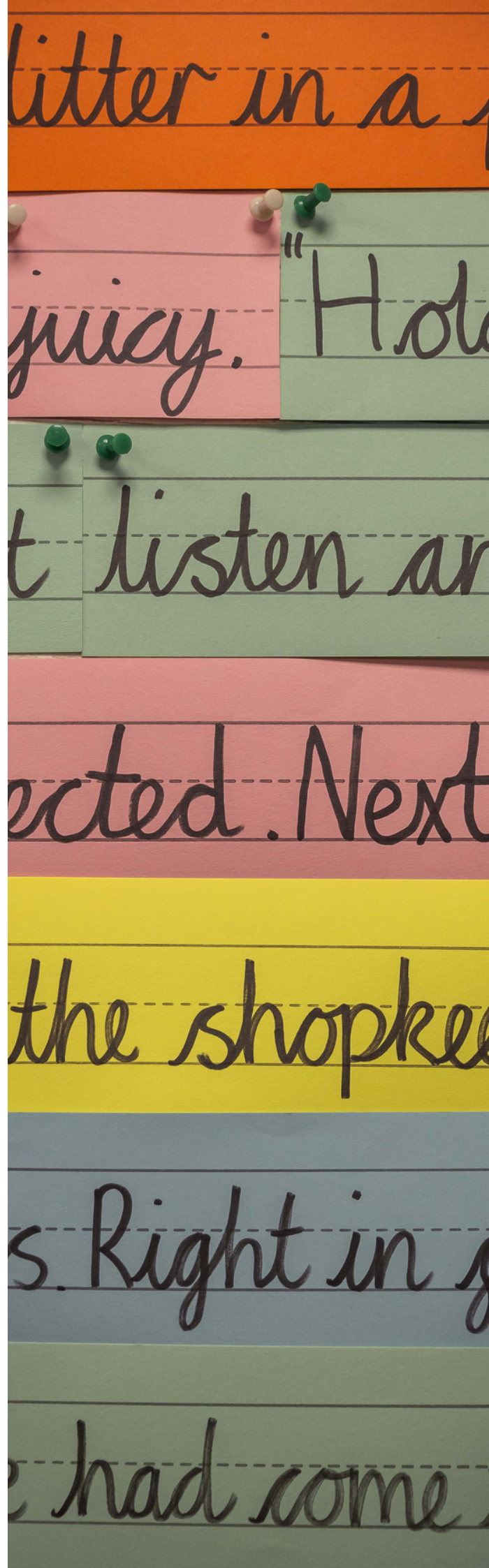
Governors and all staff have had appropriate child protection training, which is regularly updated.

Our School Designated Safeguarding Lead is:

- Mr Colin Raraty (Headteacher)

Deputy Designated Safeguarding Leads are:

- Mr Jinkerson (Deputy Headteacher)
- Mrs Brown (SENCo)
- Mrs Paget (School Business Manager)





Working with Families

The school believes it is essential that children and their families are supported through life's challenges, such as relocation, family breakups, managing children's behaviour and the occasional unexpected events that can affect wellbeing.

Members of Senior Leadership Team are available if ever you need support or advice.

Code of Conduct



Be Safe



Be Ready to Learn



Be Respectful

Special Educational Needs and Disabilities (SEND)

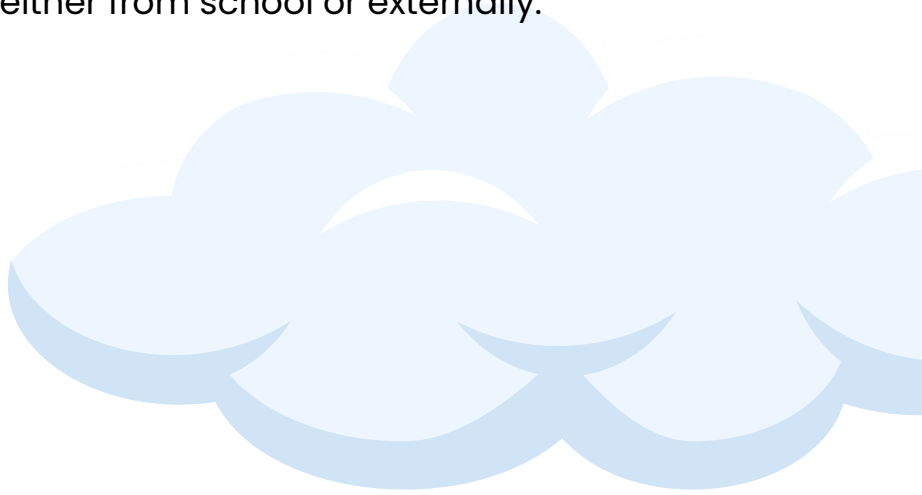
If your child is diagnosed as having SEND, it normally means that they have a particular additional need which cannot be met without extra support or expert advice.

This may be long-term support, but equally, it may mean they need extra help with their behaviour, emotions or learning for a short burst of time.

Mrs Annabel Brown is the school's Special Educational Needs and Disabilities Coordinator (SENDCo) supported by Miss Louise Yiu as Deputy SENDCo. A SENDCo is an experienced teacher with qualifications in identifying and meeting the needs of children with additional needs. If you believe your child needs extra help, you should first approach your child's teacher who will liaise with Mrs Brown.

Specialist help can include speech and language therapy, occupational therapy, counselling, educational psychology or your child may benefit from someone who specialises in helping with a particular need.

As a parent, you will always have a say in any help your child receives from outside agencies and you can ask for an assessment. If we feel your child has an additional need, you may be asked permission to refer your child for additional support. Additionally, we understand that children can present very differently at home versus in school, and we value working collaboratively with you to ensure our children get the support they need either from school or externally.



Attendance and Punctuality

We expect all our learners to have good attendance at Rodings. This means they should be in at least 95% of the time. If a student is not at school, then we cannot keep them safe. For this reason, we robustly challenge poor attendance in a number of ways:

1. Parents and carers must report all student absence, the first day of absence and each subsequent day of absence. This must be done by telephoning the school on 01279 876288 or completing the leave of absence form on our website. A clear reason for the absence must be provided (i.e. reporting that they are simply unwell is unacceptable) along with an estimation of when they will be returning to school.
2. Any student absence that is not reported to the school will be followed up with a telephone call or visit by a member of staff.
3. If we are unable to ascertain a reason for the absence it will be recorded as unauthorised.

We will work with families regarding absence due to medical issues.

100% Attendance	0 days absent	0 missed lessons	Perfect
99% Attendance	1 day absent	5 missed lessons	Best chance of academic success
97% Attendance	1 week absent	25 missed lessons	Best chance of academic success
94% Attendance	2 weeks absent	50 missed lessons	Risk of underachievement
92% Attendance	3 weeks absent	75 missed lessons	Risk of underachievement
90% Attendance	3.5 weeks absent	85 missed lessons	Severe risk of underachievement
<50% Attendance	18+ weeks absent	475+ missed lessons	Extreme risk of underachievement

Holidays and Trips taken during term time

In line with government guidelines, family holidays no longer constitute exceptional circumstances and consequently will not be authorised by school. Parents who believe an absence is exceptional and wish it to be authorised must notify the school in advance and request permission from the Headteacher for the absence by completing a leave of absence request which is available on our website. Parents who take their child out of school in term time, due to a holiday or other similar event without the permission of the Headteacher may be issued with a fine. With the introduction of the new National Framework for Penalty Notices, changes came into force for fines issued after 19th August 2024- details of the changes are available to see on our website.

Absence due to sickness

Students who are unable to attend school due to a medical need will have all reasonable and proportionate absences approved. However, if we feel the amount of time a student has taken off due to sickness becomes disproportionate we will insist on medical evidence, by way of an appointment card or letter from a GP, before we approve any other illness related absence. If this is the case families will first be notified via letter that this decision has been made. If after this letter, medical evidence is not provided, all absence related to sickness will be unauthorised and be eligible for a referral for a fixed penalty notice or legal prosecution. Any absence, whether it has been authorised or not is still classed as an absence.

Punctuality to School

Students arriving late to school create a disruption to their learning and the learning of others in their classes. Missing even just a few minutes of a lesson has a significant impact on everyone, including the teacher in the class. For this reason we have a firm stance on punctuality to school.

IT ALL STARTS HERE...

Joining us in Reception

Your child's first year at school is an incredibly important time. At Rodings, we make every effort to ensure that experience in the Early Years is happy, active, fun and secure whilst supporting their development and learning needs.

The first year of school is called Reception. We have one Reception class: Goslings.

Learning in Early Years

We follow the Early Years Foundation Stage Framework in the Reception classes. The Early Years Foundation Stage Framework explains how and what your child will be learning to support their development.

At Rodings your child will be learning skills, acquiring new knowledge demonstrating their understanding through 7 areas of learning and development. They will develop in the 3 prime areas. These are:

- Communication and language
- Physical development
- Personal, social and emotional development

As children grow, the prime areas will help them to learn in 4 more specific areas. These are:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design.

Altogether, these seven areas are used to plan your child's learning and activities. Children at Rodings learn by playing, exploring, and being active, as well as through lessons delivered daily. Children are encouraged to think creatively and critically and to explore both inside and outside the classroom.

You can help at home by talking, reading and singing nursery rhymes with your child or cooking and baking with them. If you make the time every day to do some of these things with your child it will make a real difference to their confidence as a young learner. We ask all families to read with their children every day. This can be a combination of listening to your child read their book and, very importantly, reading books to them.

SCHOOL LIFE

The School Day

8:30

The School gates open

Kiss and Drop begins for those that have to drive to school.

Teachers and Senior Leaders are out the front of the school to welcome the children

- Goslings, Nightingales, Robins - enter through the field gate
- Swifts, Wrens, Woodpeckers, Doves and Hummingbirds - enter through the front entrance

10:15

Break time

The whole school breaks together. Areas such as the all-weather pitch and adventure play equipment are timetabled by class.

11:50

Reception Lunch Time

Children in Reception go straight to the hall for their lunch

12:00

KS1/KS2 Lunch Time

Children go to the playground and are called in for lunch

3:15

End of school day

For children who go home on school transport, school staff will escort them to their buses and taxis. Parents collecting their children should go through the field gate onto the playground and wait for staff to bring the children out.

What to do if you are late?

Morning: Learning begins at 8:45 am.

If your child arrives after this time they will be missing out on valuable learning time. You must be on time to school each day. On the rare occasion that you are late, you must go to the school office where you will need to sign your child in.

Afternoon

If you are late to collect your child, you will need to pick them up from the school office.

If you know you are going to be late please inform the school as soon as possible.

Houses and Awards



We use rewards to encourage and praise the children at Rodings. We do this in a number of ways:

- House points
- Marbles for class treats
- Celebration assembly
- Reading bags
- Mount Multiply
- Accelerated Reader
- Effort Cup

School Lunch

Children have the option of a freshly cooked, healthy meal every day, with both meat and vegetarian options available. There is a salad bar for children to choose from and a choice of desserts.

The school menu is sent to parents and is changed twice a year (a winter and a summer menu) and can be seen on the website. For each menu there is a three week rotation of school lunches.

If your child has any requirements (vegetarian/vegan/allergies/kosher etc.) these can usually be accommodated, if you let us know.

Lunches are priced at £2.40 per day. These must be paid for prior to the order date. You make payments via Arbor. Failure to make payment in a timely manner will result in the cancellation of dinners booked and you will be required to supply packed lunches until the debt has been cleared. If you have any concerns please contact the School Office.

Wrap Around Care

JAM Childcare

Contact Kyleigh –
admin@jamchildcare.co.uk

The club is a welcoming, safe and secure environment for all pupils attending Rodings Primary School, before and after the school day. The children are cared for by qualified staff that have experience in delivering play activities which include crafts, sports, tabletop and outdoor play, and can access a range of toys, games and play equipment. All children are encouraged to be independent and to make their own decisions, through the choice of food and drink and participating in informal activities, as well as developing social and interactive skills.

Breakfast Club

A range of cereals, toast and toppings, water, juice, milk and a selection of fruit are offered.

Open from 7.30–8.10am.

After School Club

We provide a small snack when the children arrive and at 4.15pm something more substantial is offered, such as toast, wraps or crumpets, along with fruit, juice, water and biscuits.

Open from 3.15–6.00pm.

Free Breakfast Club

As part of a Department for Education pilot, we are offering a free breakfast club for all children. This operates separately from JAM between 8:10am and the start of school.

Clubs

We also offer a range of extracurricular clubs. Some clubs are delivered by Rodings staff while others are delivered by outside providers. Clubs incur a small charge to cover materials and staffing costs. We change the clubs every term.

Places at these clubs will be allocated on a first come first served basis.

On a day when your child is attending an sports after-school club, they should wear their school uniform and bring their PE kit, or other appropriate sports clothes for the activity they are taking part in, to school that day.

Due to circumstances beyond our control, clubs may have to be cancelled from time to time and we appreciate your co-operation when this happens. We will send messages to parents via Arbor and/or Class Dojo to inform as many parents as soon as possible. If a club has to be cancelled and we are unable to contact you we will ensure your child is kept safely in school until you or a nominated person arrives to collect them.

School Trips

We offer every child a wide range of educational trips each year. Children visit museums, art galleries and theatre performances, as well as going to see events and exhibitions linked to the subjects they are studying.

In Year 6 the children have the opportunity to go on a five-day residential to Fellowship Afloat in Tollesbury

PE

Children will have PE twice a week. Generally, they will have one indoor and one outdoor session. Each half term has a different PE focus, including:

- Gymnastics
- Dance
- Sport – including multi-skills, athletics, cricket, football, tag rugby, and rounders
- Swimming – Year 5 children have ten 1 hour lessons. Additional lessons will happen the following year for any Year 6 children who didn't meet the swimming standard of 25m.

Uniform

You can choose the school-branded uniform or the plain, logo-free uniform for your child. We do not allow logos other than the school logo on uniforms. The school uniform is red and white, with grey or black trousers or skirts.

You can choose from a red jumper/sweatshirt, cardigan or gingham dress; a white polo shirt; and dark grey trousers, shorts, skirts and pinafore dresses.

Children can wear black socks, or tights.

Children should wear all black school shoes.

The white polo shirts and sweaters are available with the school logo embroidered on them from Create Identitee (you can find a link to this shop on our school website under Parent Information/Uniform).

We ask that parents support us by following the school uniform rules, as outlined in our Uniform policy.

Children are not allowed mobile phones or smart watches in school.

PE and Sports Kit

Children wear their PE kits on PE days.

The children wear a coloured top that relates to their house.

DeVeres = Yellow

Hrotha = Blue

Mandevilles = Red

Tilty = Green

Children then wear black shorts or tracksuit bottoms. Black tracksuits with no logo can be worn during colder months. Children can also wear the Rodings PE jumpers or black jumpers.

Lost Property

We recommend that you label everything with fabric pens or that you stick/sew in fabric labels. The school has lots of unclaimed and unnamed lost property each term.

Lost property is stored in a box by the field gate

KEY INFORMATION

Health & Medical Needs

Reporting Sickness

Contact the School Office as soon as you know there is a problem: 01279 876288 or complete the leave of absence form on the school website.

- Head lice – if your child has head lice you can bring them into school as soon as you have treated the lice. Please let the school office know if you suspect your child has lice.
- Ringworm – once discovered, treat it and cover it. It is fine to send your child into school once you have done this but please inform the school office.
- Chicken pox – if your child has chicken pox you will need to keep them away for as long as they are contagious (that is, until the pox have scabbed over).
- Sickness / diarrhoea – keep your child off school for 48 hours after the last episode to prevent the spreading of the virus. If your child becomes unwell whilst at school you will be phoned immediately.

When your child is in school you or your named contacts must be always contactable. You must inform the school of any changes (temporary or permanent) to your mobile and home numbers so that you can be contacted.

Medicine

If your child needs prescribed medicine during school hours, you must give your signed consent. The school will not be allowed to administer paracetamol in

the school office unless prescribed by a doctor (although you are welcome to come into the school to give it to your child yourself).

Asthma and allergies

If your child has an allergy, please let the school office know and provide them with the appropriate prescribed antihistamine. Similarly, if your child has an epi-pen, the school will also need one along with the prescription. If your child suffers from asthma and requires an inhaler, please provide the school with one. It is also important to tell the school of any strategies you use to help your child manage their inhaler and at what times they may need it. It is school policy that children have their asthma inhalers with them during school hours. You can help your child by encouraging them to look after their pumps at home and school. Inhalers, epi-pens and full medical kits are always taken on school trips and excursions.

Serious Accident/Injury

If the school feels that the problem is serious, they may phone an ambulance first, then will phone you and arrange to meet you at the hospital. Your child will always be accompanied by a member of staff. If the accident is deemed serious but not urgent, the school will contact you and ask you to take your child to the hospital.

You will be notified, via email, of any medical events which have been treated.

Pupil Premium

What is Pupil Premium and Early Years Pupil Premium?

If you receive one of the following benefits you should let the office know.

- Income support
- Job seekers allowance – income-based
- Child tax credits (provided you are not also entitled to working tax credit and have an annual gross income of no more than £16,190)
- Income-related employment and support allowance; support under part VI of the Immigration and Asylum Act 1999
- Working Tax Credit run-on – Paid for four weeks after you stop qualifying for working tax credit
- The guaranteed element of state pension credit

Or

If a child is deemed to be “looked after” (or previously looked after) or has been in local authority care (minimum of one day) – including adoption.

Letting us know could mean your child is entitled to pupil premium funding. This increases the school’s pupil premium budget to enhance the school’s educational provision.





Assessment

Who is checking my child's progress?

In Early Years, the progress of your child is continually assessed through observations, looking at work and conversations with you and your child. From Year 1 upwards, the attainment and progress of each child is captured at the end of each term. Teachers look carefully at pupils' work in all subjects, and may also ask the children to complete independent assessment tasks.

Statutory Assessment

Reception Baseline

In reception, the government requires that all children participate in the Reception Baseline Assessment (RBA). It is a short, activity-based assessment of pupils' starting points in:

- language, communication and literacy
- mathematics

It is not used to label or track individual pupils. Schools are required to carry out the assessment within the first 6 weeks of pupils starting reception. No numerical score is shared and the data will only be used at the end of year 6 to form the school-level progress measure. However, teachers will receive a series of short, narrative statements that tell them how their pupils performed in the assessment. These can be used to inform teaching within the first term.

Children in reception are also assessed at the end of the year using the EYFS Profile (EYFSP). This is to ensure children are progressing well and meeting national requirements. Children are assessed in the following seven Early Learning Goals (ELGs):

- Communication and language - 'listening, attention and understanding' as well as 'speaking'.
- Physical development - 'gross motor skills' and 'fine motor skills'.
- Personal, social and emotional development - 'self-regulation', 'managing self' and 'building relationships'.
- Literacy - 'comprehension', 'word reading' and 'writing'.
- Mathematics- 'number' and 'numerical patterns'.
- Understanding the world - 'past and present', 'people, culture and communities' and 'the natural world'.
- Expressive arts and design - 'creating with materials' and 'being imaginative and expressive'.

These assessments are carried out using teacher observations alongside the teacher's knowledge of each child. During a child's time in reception, their teacher will spend time watching, listening and observing all elements of their learning as well as their social activities, such as chatting to their friends during play activities.

For each of the early learning goals (17 in total), the teacher must decide if a child is at the expected level of development, or at the emerging level of development.

Year 1 Phonics Screening

At the end of Year 1, the government requires that pupils take part in a phonics screening. This is a short assessment where children read a variety of real and 'nonsense' words with their teacher. This information is used by the government to assess reading ability using phonics across the country.

Year 4 Multiplication Tables Check

Towards the end of Year 4, the government requires that all children take the multiplication tables check (MTC). The purpose of the MTC is to check whether pupils can recall their times tables fluently, which is essential for future success in mathematics. It also helps us to identify children who may need extra help to master their times tables.

Year 6 SATS

Finally, children in Y6 participate in end of KS2 SATS (Standard Assessment Tests). These include a reading test, three maths papers, a spelling test and grammar, punctuation and spelling test, which are marked externally. In addition, pupils' independent writing is assessed against the nationally agreed framework. The school will always let you know the scheduled dates for these tests, but they normally take place in mid-May. The purpose of these tests is to track children's progress and attainment throughout primary school and ensure their needs are being met by schools.

Communication between home and school

All communication between the school and families should be professional, reasonable and respectful at all times. We will always endeavour to respond to your questions and needs as rapidly and with as much clarity as we can. If we need to investigate an issue you have raised or find some information from a third party, which may delay our response, we will let you know. We do not tolerate aggression, rudeness or disrespect to any of our staff. If you have any concerns, worries or questions, your first port of call should always be your child's class teacher as they know your child best.

You can contact your child's class teacher in these ways:

- Talk to them at the end of the school day and arrange a further appointment if needed
- Write a message on Class Dojo (these may not be read until the end of the day)
- Email the school admin email address (see Contact Us page of this guide)

School Reports

Your child will receive three school reports per year: each at the end of a term. The reports will be a summary of your child's engagement with learning and attainment, with the end of year report containing more personal comments.

Learning Consultations

Pupil Progress Evenings are held termly and are a chance to discuss your child's progress with the class teacher. It is worth noting these dates in your diary. If you need to speak to a teacher beforehand, then you can contact the office to make an appointment at a mutually agreeable time.

School Website

The best place to find important information is on our school website.

Class Dojo

We want to keep you as up to date as possible with our news at Rodings, and we believe the best way to do this is through Class Dojo. We will use both the whole school feed and class feeds for short updates.

Arbor

For anything official this will be sent from Arbor – this includes communication and payments.

Fortnightly Newsletters

Newsletters are sent out every two weeks and are accessible on our website.

Parent Forums & Workshops

We hold regular parent forums and workshops. Details will be available in our newsletters.

Friends of Rodings

We are always looking for enthusiastic parents to get involved with running events at our school. Please get in touch with the school office or email friends@rodingsprimary.co.uk to get involved.

Objectives

The objectives of the Friends is to organise fundraising events and activities and make these as much fun as possible, to involve as many people as we can, and to access funding and grants on behalf of the school where applicable. As parents, grandparents, carers and teachers of the children of the school, we are automatically members of the Friends. This year, we continued to see an increase in active membership which made our events very enjoyable.

We held a range of events with lots of different teams working with us to deliver them. The support from our community has been overwhelming. Why do we do these events? To bring our community together, deliver a fun and engaging event to our families whilst raising money for our children's education!

Staff Illness

Most of the time, in the case of a teacher's absence, a class will be covered by school staff.

My child's teacher isn't in the classroom every day. Why is that?

All teachers are legally entitled to something called PPA Time – this stands for 'Planning, Preparation and Assessment' and means they are given time each week to assess children's learning, plan lessons and partake in professional development etc. The exceptions to this are early career teachers (also known as ECTs) and teachers with added leadership responsibilities; both of whom are entitled to additional release time.

Specialist and PPA teachers always report back to your child's regular teacher so you can approach them with questions if you feel the need.

Parents WhatsApp Groups

Most year groups have a parent WhatsApp Group as they are a great way of sharing information. Please be aware that the school does not run these groups.

Contact us



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