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WELCOME TO THAMES DITTON JUNIOR SCHOOL

Welcome to your new school! I hope you will very quickly move to calling it ‘your’ school as you settle in and begin to enjoy working with us.

Thames Ditton Junior School is a place where everyone - children and adults - are given lots of opportunities to try new things. It is a place where we all feel valued as we try to do our very best. We aim for high standards of achievement and behaviour, and strive for excellence in all areas across our broad curriculum. Our staff are highly skilled and committed to ensuring that this applies to every single pupil.

Our school provides a warm, friendly, yet challenging environment for every child; we have children who genuinely care about each other and other people. There is a real sense of parents, staff, governors and pupils working happily and successfully together. We have strong links with the local community and this has been enhanced by the formation of the Ember Learning Trust with other local schools.

We hope this information pack will give you all that you need for a successful start to the year. Please contact us if you would like any further information about the school. We can usually be found each day on the playground after school. Please take this opportunity to informally introduce yourself. We look forward to meeting you.

Yours sincerely

Fionna Byrne
Headteacher

Lyndsey Lough
Deputy Headteacher
OUR VISION STATEMENT

A place to learn. We have high expectations and aspire to excellence in all aspects of school life. We encourage enjoyment and participation in a broad and balanced curriculum in which children achieve a high standard of literacy and numeracy and also have many opportunities to participate in sport, music and the arts.

A place to grow. We encourage a caring, nurturing spirit leading to respect and tolerance for all. We work in partnership with staff, parents and governors to enable all children to achieve their full potential within a safe and happy environment.

Our Aims

A place to learn.
Each child gains a lifelong appetite for learning by developing a lively and enquiring mind.
Each child gains a sense of enjoyment and achievement from the learning process.
Each child gains appropriate access to the major areas of human knowledge and experience including language and literature, mathematics, etc.
Each child develops intellectually, socially, emotionally, culturally, spiritually and physically to their full potential.

A place to grow.
Each child gains the attitudes and personal qualities to enable them to play their full part in a rapidly changing world.
Each child develops respect for others to enable them to work and play together harmoniously.
Each child develops responsibility for his/her actions.
Each child is able to develop informed, independent opinions in matters relating to the environment, morality, belief and spirituality.

Central to our aims is the importance of teaching children important values. Our six values are:-
- Respect
- Kindness
- Determination
- Honesty
- Responsibility
- Co-operation

We will achieve our aims by:-
- Maintaining a school environment which is, stimulating, well-ordered, tidy, clean and safe;
- Creating an atmosphere where children are happy, secure and ready to learn;
- Providing a relevant, broad and balanced curriculum;
- Providing excellent resources for the children in our care;
- Giving children opportunities to develop independence;
- Using a wide range of teaching and learning strategies;
- Promoting high standards leading to excellence in all aspects of learning;
- Involving governors, parents, the local community and relevant outside agencies in the work of our school;
- Adopting new ideas willingly;
- By responding, recognising and valuing everyone’s needs and contributions leading to an ethos of inclusion throughout the school.
ORGANISATION OF CLASSES AND TEACHING STAFF (2019-2020)

Miss Byrne, Headteacher
Mrs Lough, Deputy Headteacher

**Year Leaders**
Mr Archard
Mrs Di Biase
Miss Firmin
Mrs Hill
Mr Pearce

**Teachers**
Mrs Alcock
Mrs Barnett
Mrs Brown
Mrs Dinsdale
Mrs Feltham
Miss Fennell
Miss Gilbert
Mrs McKinnell
Mrs Pryor
Mrs Lee
Miss Salter
Mrs Stanley
Miss White

**SENDCo**
Mrs Payn

**Teaching Support Assistants**
Mrs Charlton (HLTA)
Mrs Davidson
Mrs Harrison
Mrs Munk
Mrs Richards (HLTA)
Mrs Straw
Mrs Village
Mrs Van Buskirk
Ms Whyte

**Learning Support Assistants**
Ms Bent
Mrs Buxton
Mrs Brazier
Ms Cooper
Mrs Dalton
Mr De Souza
Mrs Dupres-Leonard
Ms Foxley
Mrs Fryer
Mrs Graham
Mrs Offergelt

**ELSA Support**
Ms Bent
Mrs Richards

**SCITT Student**
Ms Conyers

**School Business Manager**
Mrs O’Sullivan

**Office Manager**
Mrs Gardiner

**Administrative Assistants**
Mrs Dawson
Mrs Howarth
Mrs Reed

**Librarian**
Mrs Glencross

**Reading Assistants**
Mrs Penny Lewis
Mrs Kate Robson

**Caretaker**
Mr Allasan

**Senior Lunchtime Supervisors**
Mrs McInally
Mrs Yates

**Lunchtime Supervisors**
Mrs Howarth
Mrs Massey
Mrs Noel
Mrs D Williams
Mrs N Williams

Last updated - 3rd July 2019
GOVERNORS

Governors make themselves available to parents through attendance at parents' evenings, induction days, the Summer Fair etc. Many of the pupils will recognise governors from their frequent visits to school and they are always very keen to speak to pupils and parents. If you would like to speak to a governor but don't know who to approach, the school office will always take your details and get someone to ring you. Similarly, correspondence with governors can be left at the school office, or you can email them via the website. Although some governors are also parents at the school, their role is not to canvas the opinions of other parents but to act in the best interests of the school as a whole, using their experience as a parent at the school. If you'd like to find out more about our Governors, please visit the school website.

Bronach Hughes
Chair of Governors

Ms Bronach Hughes, Co-opted Governor, (Chair of Governors)
Ms Fionna Byrne, Headteacher
Mr Wade Barnes, Parent Governor
Mr Jeffery Collins, Parent Governor
Mr Stewart Holt, Parent Governor
Mr Nigel Randall, Parent Governor
Mrs Rebecca Walker, Parent Governor
Ms Joan White, Foundation Governor
Mr James Pearce, Staff Governor
Mrs Lyndsey Lough, Co-opted Governor
Mrs Rebekah O’Sullivan, Co-opted Governor
Ms Karen Walker, Co-opted Governor

Mrs Sara Morgan, Clerk to the Governors
TEACHING ORGANISATION

All classes are of mixed ability. The content and assessment of the curriculum is delivered through whole school approaches. The monitoring of the curriculum is coordinated by the Headteacher and the Senior Leadership Team.

Throughout the school, classrooms and activities are planned, resourced and organised to provide a stimulating and supportive working environment. Teachers follow careful planning procedures to ensure that there is continuity, differentiation and progression.

For those children with a place in the Specialist Centre, literacy and numeracy are taught in the Centre. These children work with their mainstream class for all other lessons.

The school also employs Teaching Assistants who work with classes, groups and individuals in order to support the teaching and learning across the school.

Special Educational Needs

At Thames Ditton Junior School we believe that all children should have the right to learn together with an ethos of inclusion and harmony. We ensure that those with additional social, educational and physical needs have access to a broad and balanced education supported by the National Curriculum. A range of internal and external support staff provide additional help for children. We work closely with parents whose children have special needs. We aim to identify as early as possible any child who may need special provision. Our SENCo is available to meet parents and discuss any concerns that you may have.

The school meets the requirements of the Primary Disability Discrimination Act and complies with Surrey Local Education Authority’s policy. This policy can be obtained from the Local Authority.

Trainee Teachers

The school plays an active role in the training of teaching assistants and teachers. We therefore liaise closely with colleges and universities to give students the opportunity of undertaking some of their professional training with us. The Ember Learning Trust, of which we are a part, has a formal partnership with Kingston University.

Safer Recruitment

All staff hold an enhanced DBS (Disclosure Barring Service). The Governing Body require that all volunteers who work in the school hold a DBS check as appropriate to confirm that they are cleared to work with children.
# Daily Timetable

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.40</td>
<td>School gates open; a member of staff will be on duty in the playground from this time</td>
</tr>
<tr>
<td>8.55</td>
<td>School begins</td>
</tr>
<tr>
<td>11.00</td>
<td>Morning break (15 minutes)</td>
</tr>
<tr>
<td>12.15</td>
<td>Lunch</td>
</tr>
<tr>
<td>1.15</td>
<td>Afternoon Registration</td>
</tr>
<tr>
<td>2.50</td>
<td>Assembly (Monday, Tuesday Wednesday, Friday)</td>
</tr>
<tr>
<td>3.15</td>
<td>End of school / children dismissed</td>
</tr>
<tr>
<td>3.15</td>
<td>Teachers available should parents require a brief meeting</td>
</tr>
<tr>
<td>3.30</td>
<td>School gates close</td>
</tr>
</tbody>
</table>

*Centre children go home at 2.45pm on a Monday*
UNIFORM AND EQUIPMENT

We ask that all pupils wear our school uniform, which we believe gives them a sense of identity and pride in their school.

Please ensure that all clothing is marked with your child’s name. We are unable to accept liability for lost clothes, but if they are named we will do our best to return them.

- All P.E. kit should be kept in school from Monday to Friday.
- Please ensure that all items of clothing are clearly named.
- Children should not wear jewellery in school, but pupils with pierced ears may wear studs or sleepers. However, these must be removed before P.E. lessons and other sporting activities on safety grounds.
- There may be occasions where children wish to wear an item of jewellery for religious reasons - please see us to discuss this further.
- Sensible school shoes should be worn at all times. Trainers, open toe sandals, crocs, jellies, shoes with high heels or boots are not acceptable.
- Trainers must be worn for outdoor PE.
- Longer hair should be tied back or removed from the face using a plain/simple hair band or tie.
- Children may not wear head braids at school and that patterns are not shaved into short hair.

More comprehensive guidance is available regarding school uniform if required. Please ask at the school office.

Newly pierced ears
If children have their ears pierced, we strongly advise it is done at the start of the summer holidays to avoid a situation where a child is unable to do PE as they can’t take their earrings out.

Guidance advises that children cannot do PE with earrings in for health and safety reasons. However, PE/Games is obviously a statutory part of the National Curriculum so participation is essential.

As a result we have asked that where a situation arises that a child does have newly pierced ears in school time, the teacher uses their discretion as to whether it is safe for the child to join in with the lesson. Most of the activities in the curriculum are safe with the exception of rugby or netball.

I would also ask the parent of that child to put in writing that their child has recently had their ears pierced, can’t do PE for ‘x’ amount of time and that they understand it will be at the teacher’s discretion whether they can join in with the activities.

A primary school child generally would have their ears pierced with their parent’s consent so taking away playtime etc. is not appropriate.
**Equipment**

We ask parents to provide children with the following items to bring to school:

- A clear pencil case
- 2 pencils
- A pencil sharpener (that collects shavings)
- A 15cm ruler
- A glue stick
- A purple biro
- 2 handwriting pens (not Year 3)

These items are available to purchase from the school, or you may wish to buy them yourself. Other equipment which children may need such as felt-tip pens, coloured pencils, scissors, 30cm rulers and so on will be provided in their classroom.

**School Uniform**

The majority of the uniform items (shown on the next page) are available from general stockists.

There are two options to buy our branded school uniform:

1. M & S uniform service - [http://www.mandsyourschooluniform.com](http://www.mandsyourschooluniform.com)
   The school will earn commission on items purchased from this website.

2. Network UK Uniform Ltd  [http://www.ukuniform.co.uk](http://www.ukuniform.co.uk)

Children may wear *either* Summer or Winter uniform from September until October half term.

We expect children to wear Winter uniform from October half term until the Easter holidays. They should then wear Summer uniform from the Easter holidays until the end of term.
<table>
<thead>
<tr>
<th></th>
<th><strong>Girls</strong></th>
<th><strong>Boys</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Winter</strong></td>
<td>This uniform must be worn from October half-term until the Easter holiday and may be worn in the first half of the Autumn term.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>White shirt with collar (long or short sleeved) with school tie OR white revere blouse with collar</td>
<td>White shirt with collar (long or short sleeved) with school tie</td>
</tr>
<tr>
<td></td>
<td>Navy skirt/culottes OR long dark grey trousers</td>
<td>Dark grey long trousers or shorts</td>
</tr>
<tr>
<td></td>
<td>Navy V-neck jumper or cardigan with school logo</td>
<td>Navy v-neck jumper with school logo</td>
</tr>
<tr>
<td></td>
<td>White or navy socks OR navy tights Black low heeled shoes</td>
<td>Grey socks</td>
</tr>
<tr>
<td></td>
<td>Apron / overall or old shirt (for art)</td>
<td>Black shoes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Apron / overall or old shirt (for art)</td>
</tr>
<tr>
<td><strong>Summer</strong></td>
<td>Blue &amp; white striped or checked dress OR White polo shirt</td>
<td>White polo shirt</td>
</tr>
<tr>
<td></td>
<td>Navy skirt/culottes or grey shorts</td>
<td>Dark grey long trousers or shorts</td>
</tr>
<tr>
<td></td>
<td>Navy v-neck jumper or cardigan with school logo</td>
<td>Navy v-neck jumper with school logo</td>
</tr>
<tr>
<td></td>
<td>White socks Black shoes</td>
<td>Grey socks</td>
</tr>
<tr>
<td></td>
<td>White or navy cap or sunhat</td>
<td>Black shoes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>White or navy cap or sunhat</td>
</tr>
<tr>
<td><strong>For Sport</strong></td>
<td>Polo shirt matching house colour ** Plain navy shorts without logo Navy sweatshirt/school hoodie Navy joggers White socks Black or white trainers</td>
<td>Polo shirt matching house colour ** Plain navy shorts without logo Navy sweatshirt/school hoodie Navy joggers White socks Black or white trainers</td>
</tr>
</tbody>
</table>

** House colours are as follows:

York – Yellow  
Windsor – Royal blue  
Stuart – Green  
Tudor – Red
SCHOOL INFORMATION

Website
The website holds key information and documents related to the school. Newsletters and other correspondence are held here for parents to access. www.tdjs.org.

Newsletter
This is written weekly and emailed directly to parents. The letter outlines key events, information and updates related to current affairs in school. A copy of each newsletter is uploaded to the school website.

Correspondence
We currently use ParentMail when sending out letters relating to trips, events and other correspondence. We also share information via Twitter. Please do follow us @TDJuniorSchool

School Office
The school office is open from 8.30am to 4.30pm every day. Messages can be left outside these hours on the answer phone and will be responded to as soon as possible.

Pupil medication forms
If your child needs to be given medicine during school time, a form is available from the office or the school website and must be completed before any medication can be administered. Medication can only be administered by the school office if it has been prescribed by a doctor or pharmacist. In certain circumstances you may be asked to come in and administer it yourself. The exception to this is liquid paracetamol (e.g. calpol 6+) which is administered if required, when permission has been obtained.

Attendance
Please telephone or email on the first day of your child’s absence by 8.30am. It would also be helpful to advise us of any urgent medical or dental appointments. Unless parents confirm that their child will be absent for more than one day, we would expect to be notified of this on each day of pupil absence. This may be done by letter, phone, ParentMail or via email to the office - office@tdjs.org. Please try to make non-urgent appointments outside of school hours. As part of our First Day Calling Procedure, we will phone parents to follow up if we have not heard anything by 9.45am on that morning.

Registration is at 8.55 a.m. Children arriving after this time must sign the late book at the office. It is important to ensure that children are ready to start at 8.55am so that there is a smooth transition into the school day.

Holidays in term time
Children should not take holidays in term time unless it is in exceptional circumstances. Requests for holidays in term time must be made in writing, with two weeks’ notice.
Please note that if a child is taken out of school for 5 days or more and the absence is unauthorised, each parent can receive a penalty notice for each child who is absent.

**Change of address/ telephone numbers**
Please notify the school office of any change to your home/work/contact details immediately. This is most important as, in the event of any emergency, we may need to contact you quickly.

**Head Lice**
From time to time, we get cases of head lice. Please let a member of the school office team know so we can issue a note to remind parents to check their child’s hair. If your child has head lice, they should be treated as soon as possible, taking advice from the local pharmacy for the most effective treatment. If live adult lice are found, parents will be contacted.

**Collection Arrangements**
Year 3 children are to be collected from the classroom door – accessible via the playground.
Year 4 children may meet parents at the front gate or on the playground but must not leave the school premises without an adult.
Year 5 and 6 children are allowed to walk home with their parents’ permission. Please note that we do allow our Year 5 and 6 pupils to have a mobile phone on the premises in order to contact parents if necessary regarding collection arrangements. Pupils are made aware that they should not use their mobile phones during the school day.

Please ensure that you inform your child of any changes in collection arrangements. Should there be a change to agreed plans with your child, please notify us, by telephone or email, as soon as possible, preferably before 3.00pm.

Children should not be collected from within the school building and we request that pupils leave via the playground and paths not via the school reception.

**Class Assemblies**
Each class will produce one class assembly to perform to parents and the rest of the pupils, per year. The dates for your child’s class assembly will be shared at the start of the year; these are usually held at 2.50pm on a Wednesday afternoon.

**Lost property**
Any found items are placed in the lost property box by the back door. This is sorted through on a regular basis. Please do ensure uniform is named, so that we can try to return lost items to the owner!

**Breakfast and After school clubs/ activities**
Trailblazers is a breakfast and after-school club that is owned and managed by two existing teachers at the school. The club operates on-site and runs Monday-Friday. It has
both a breakfast club (7.30-8.40 am) and an after-school session (3.15-6.00pm.) It offers a fantastic range of activities on a daily basis, together with a homework session, should you wish. Children are welcome to join the club at any point during the session, meaning they can enjoy an after-school activity at the school then join Trailblazers when it finishes. If you would like further details, please email them at: - contactus@trailblazers-club.co.uk or ring 07961 935790 (Clare Robinson) or 07720 889237 (Sarah Brown)

We also have a comprehensive range of afterschool clubs run by teachers and outside agencies. Clubs timetables are shared with the weekly newsletter at the start of each term and further information is on the school website

Helping in school or on visits
We welcome any adult support to undertake a range of tasks both in the classroom and preparing resources. If you are willing to offer any time, please contact your child’s class teacher or the year group leaders. As part of safeguarding procedures, DBS checks need be undertaken and helpers need to sign up to a code of practice. You will be given a guide to being a parent helper when you begin to offer help in school.

Payments for school outings, etc.
All school trips and dinner money can be paid online at www.scopay.com/thamesdittonjunior. You will need to obtain an access code to use this facility. This can be obtained through the school office. Wherever possible we would prefer payments to be made online. We no longer accept cash or cheques at the school office.

Charging policy of the Governing body
The Governing Body recognises the valuable contribution that a wide range of additional activities can make towards enriching children’s education. However, like all schools, it has no funding for these activities and relies on voluntary contributions from parents in order to make them possible. Where insufficient voluntary contributions are made, the school may cancel an activity, trip or residential visit.

School Meals
Surrey Commercial Services provide a school meals service to Surrey schools. Their website features sample menus, tips on healthy eating and contact details. www.myschoollunch.co.uk/surrey. Your child may choose to have a combination of packed lunches or school dinners during the week, this needs to be the same each week – for example a packed lunch on Monday, Tuesday and Thursday, with a school dinner on Wednesday and Friday.

Payment for school meals must be made half termly in advance. One week’s notice is required to switch from school dinners to packed lunches. You can pay for school meals online. To pay online go to www.scopay.com/thamesdittonjunior. Alternatively you may send in a cheque made payable to Surrey County Council, with your child’s name and class on the reverse.
Please speak to the School Office if you think you may be eligible for free school meals. The Department for Children, Schools and Families website www.parentscentre.gov.uk gives further information.

**Packed lunches**

We will always encourage children to make healthy food choices and this extends to what food they bring to school in their packed lunch boxes. If you do elect to send your child in with a packed lunch we ask that you help us maintain our healthy school ethos by packing healthy and nutritious foods that are low in salt and sugar.

Please include:

- At least one portion of fruit and/or vegetables

Do not include:

- Sweets
- Fizzy and high sugar drinks
- Any nuts or nut based products

Children are allowed to bring in a piece of fresh fruit for morning playtime if they wish to. Please **DO NOT** send in dried fruit alternatives or cereal bars. On Fridays, pupils are invited to bring in one sweet item as part of their packed lunch including chocolate, a biscuit or cake if they would like to.

**Water bottles**

By keeping well-hydrated, children can maintain better concentration and therefore we request that they all bring a named water bottle to school. These can be re-filled with drinking water at any of the cold taps located in each classroom, from water dispensers or from the water fountains on the playground.

**Compliments and Complaints**

We hope that your child will enjoy coming to school and that as a parent, you will be happy and satisfied with your child’s education. Please do let us know if you have any concerns or problems. We would also really appreciate you letting us know when you are pleased with the way something is working too!

In the first instance please discuss concerns with your child’s class teacher and then if there is still a problem, with the Year Leader. If you feel a resolution has not been found please contact the Headteacher or Deputy Headteacher, who will be happy to listen to your concerns.

If you feel that a complaint has not been handled satisfactorily by the school you may wish to make a formal complaint. Details of the procedure for doing this can be obtained from the school office. Copies of all key current policies can be found on the school website.
**Home School Contract**

Parents are actively encouraged to be involved in the life of the school and are real partners in the education of our pupils. From the very first day children start school, they will be eager to share their learning experience with parents. Young children are happier to achieve much more if a positive partnership exists between home and school. All families are asked to indicate their support of the Home/School Agreement when signing the New Pupil Admission Form.

**The Parent/Guardian.** I/we shall make every effort to:

* support School procedures and disciplinary policy;
* ensure that my child is correctly dressed in school uniform;
* ensure that my child has the necessary equipment for independent working;
* inform the school of reasons of absence, lateness and any other circumstances which may affect my child’s well-being and progress;
* encourage my child’s involvement within the wider life of the school;
* attend parents’ meetings wherever possible;
* support my child in homework and other opportunities for home learning;
* have trust in the professional skill and integrity of all members of the school staff.

**The Pupil.** I will make every effort to:

* show a positive attitude towards classwork and homework;
* demonstrate use of the school values;
* attend school and lessons regularly and be punctual;
* come properly equipped for the day;
* wear full school uniform in the correct manner;
* be polite and courteous to all members of the school community;
* care for our school environment;
* accept our school’s disciplinary procedures;
* represent our school positively in the community.

**The School.** We shall make every effort to:

* care for your child’s safety and happiness;
* ensure that your child achieves his/her full potential as a valued member of the school community;
* provide a safe environment where bullying is not tolerated;
* enforce non-discrimination on grounds of race, colour, gender, disability, religion or academic ability;
* provide a balanced curriculum and meet the individual needs of your son/daughter;
* achieve high standards of work and behaviour through building good relationships and developing a sense of responsibility;
* keep you informed about general school matters and about your child’s progress in particular;
* be open and welcoming at all times and offer opportunities for you to become involved in the daily life of the school.
THE CURRICULUM

English
English is a core subject in the National Curriculum and has a special place in the curriculum because all learning takes place through the use of language. Our school aims to nurture our pupils’ enjoyment and creativity in English by providing them with opportunities for them to develop their imagination, knowledge and understanding, thus allowing them to become confident and progressive in their use of the English Language.

Each child receives five lessons per week in English. During lessons children develop their skills in speaking and listening, reading and writing. In addition to these five lessons, guided reading sessions allow class teachers to provide focused support in children’s reading development, and children receive an additional lesson solely focused on strategies to support spelling.

When planning and teaching units of work in English, we focus on writing, developing children’s knowledge and understanding of grammar and punctuation rules as they progress through the school, as outlined by the National Curriculum. Children read and analyse texts in their English lessons, plan and develop ideas through discussion and role play, before finally writing and evaluating final pieces of work. This process is supported by guided writing sessions with the class teacher to provide targeted teaching.

In addition to English lessons, children have the opportunity to write extended pieces in other subjects such as recounts in History, or diary entries in R.E. lessons. This allows them to write for different purposes and scenarios, still using all of the features of text types and grammar and punctuation rules that they have been taught in their English lessons.

Mathematics
The National Curriculum for mathematics aims to ensure that all pupils:

- become fluent in the fundamentals of mathematics
- reason mathematically
- can solve problems

Each class teacher organises a daily maths lesson of one hour. An emphasis is placed on mental calculation and there is a clear focus on direct, instructional teaching and interactive oral work.

Science
At Thames Ditton Junior School, the teaching of science aims to stimulate and excite our pupils’ curiosity about the world around them. We believe that science should be taught by giving the children as much enquiry-based learning as possible. We seek to harness children’s natural inquisitiveness through investigations, so inspiring them to discover answers for themselves.
Children are, therefore, encouraged to ask and find answers to their own questions about different scientific issues; choose suitable equipment for carrying out their investigations; make accurate and relevant observations and measurements and decide the best way of recording and analysing their results. In short the children are taught how to be scientific through hands-on practical activities. To support the learning of science in our school we are extremely lucky to have a purpose-built and fully equipped science laboratory – one of very few in primary schools in the UK.

**Computing**

We aim to ensure that children can become confident and effective users of Information and Communications Technology. This is done by helping all children to:

- use ICT with purpose and enjoyment
- use the internet and computers safely and know how to report problems.
- develop the necessary skills to exploit ICT
- become autonomous users of ICT

We have an ICT suite of 31 computers, allowing each child to have their own work station during lessons. In some computing lessons children are taught explicit skills through various programmes, for instance Microsoft Word, Powerpoint, Excel, Paint. These skills are then transferred to ICT activities that have been incorporated into schemes of work in a range of subjects. We are able to deliver this within individual classes by using wireless mini-notebooks. We have two trollies containing notebooks with a wireless device attached to them. Each classroom is wireless and has a visualiser and interactive whiteboard, enabling ICT to be used as a teaching tool and resource for learning. We also have the use of the monitoring and modelling room at Hinchley Wood Senior School, where we can take full classes along to learn how to build a control simulation.

**E-safety in the curriculum**

E-Safety is recognised as an essential aspect of strategic leadership in this school and the Head teacher, with the support of the Governors, aims to embed safe practices into the culture of the school.

The named e-safety co-ordinators in our school are **Fionna Byrne and Julia Hill**.

Staff are reminded/updated about e-safety regularly and new staff receive information on the school’s acceptable use policy as part of their induction.

ICT and online resources are increasingly used across the curriculum. We believe it is essential for safety guidance to be given to the pupils on a regular and meaningful basis. We continually look for new opportunities to promote e-safety.

- A personal login is set up for every child in the school.
- We provide opportunities within a range of curriculum areas to teach about e-safety.
- Educating pupils on the dangers of technologies that maybe encountered outside school is done informally when opportunities arise and as part of the curriculum.
• Pupils are taught about copyright and respecting other people’s information, images, etc through discussion, modelling, and activities as part of the computing curriculum.
• Pupils are aware of the impact of online bullying through PSHE and know how to seek help if they are affected by these issues. Pupils are also aware of where to seek advice or help if they experience problems when using the internet and related technologies.
• Pupils are taught to critically evaluate materials and learn good searching skills through cross curricular teacher models, discussions and via the computing curriculum.

**Music**
Our aim is to ensure that children enjoy and participate in a wide range of musical activities; we are fortunate to have a music lodge where class and instrumental lessons can take place.
Music is a key tool for learning and enjoyment and it is a powerful, unique form of communication that can change the way pupils feel, think and act. All children have class music lessons following a structured scheme which gives opportunities for singing, playing on tuned and un-tuned instruments, listening, composing and performing. There are also whole school singing assemblies each week, where children learn to sing a wide variety of songs.
There are many extra-curricular musical activities for the children such as the choir, recorder ensembles and school band; children are given opportunities to perform in assemblies and concerts as well as participating in the Elmbridge Choirs’ Festival each year. Individual and group tuition on a wide variety of instruments is provided by peripatetic music teachers who visit the school. Where possible, we arrange for visiting musicians to perform or give workshops, ensuring that children are given experience of as wide a variety of musical styles as possible. Our strong links with Hinchley Wood Secondary School give further opportunities to enrich the children’s musical understanding.

**Physical Education**
Sport and participation in games and group activities is paramount in our school philosophy. At Thames Ditton Junior School we believe that Physical Education plays an important role in making our vision statement a reality for every pupil, with the potential to change young people’s lives for the better. We encourage all children to become involved in physical activity either during lessons or as part of an extra-curricular activity.

Children follow the National Curriculum for P.E. in all year groups, with each unit having a progressive element that builds on basic skills, working towards application of these skills in team sports and more complex sequences of movement. Co-ordination skills are developed through schemes of work in gymnastics, dance and outdoor games, using a wide range of apparatus and equipment. As a result of thorough planning, innovative training and enthusiastic delivery, all pupils are given the opportunity to participate co-operatively and compete as part of a team in all areas of physical activity.

We are incredibly proud of the extra-curricular activities and clubs currently offered at our school – these include football, tag rugby, cross-country, athletics, cricket, judo,
tennis, netball, hockey and mini golf. Our fantastic outdoor facilities include a 5-a-side football pitch, tennis courts, astroturf and both long/high jump pits which are all used as part of curriculum teaching and by community coaches. Throughout the year, children take part in competitive football, netball, cricket and rugby matches, competing against other schools across the Esher district. We have experienced a great deal of success in these events over recent years, winning titles in both indoor and outdoor athletics, netball and cross-country.

During the Summer term, the school holds a Sports Day. We encourage all children to take part and award a trophy to the winning house. We have welcomed the Government’s sports premium funding to improve the provision of PE and sport across primary schools. We now look forward to working even harder to improve and maintain our performances, inspiring children across the school to become more active and develop as individuals through school sport.

R.E.
Religious education in Thames Ditton Junior School provides a framework to enable pupils to:

- Develop skills which increase their ability to study religious beliefs and ideas.
- Develop their interest and enthusiasm for the study of religion and enhance their own spiritual, moral, social and cultural education.
- Recognise the influence of beliefs, values and traditions on culture and community life.
- Foster an understanding and acceptance of the beliefs and values of all individuals.
- Develop knowledge and understanding of Christianity and of other principal religions.
- Develop a moral awareness and the ability to make reasoned and informed responses.
- Gain appreciation and respect for religious faiths and beliefs.

The main focus of religious education at Thames Ditton Junior School is Christianity. Throughout Key Stage 2, pupils will also explore the values and beliefs of at least two other principal religions. They will learn to recognise the impact of religion and belief locally, nationally and globally; as well as considering their own beliefs and values and those of others in the light of their own learning in religious education. Pupils will learn to consider the beliefs, teachings, practices and ways of life central to religion.

It may be possible for children to visit a place of worship associated with their studied religion, which will further develop their knowledge and cultural understanding.
**Art and Design**
We place a high emphasis on the teaching of art and design. We recognise that art forms a vital part of our cultural heritage and through it we can learn more about ourselves and each other. We aim to celebrate art by making the most of opportunities to express cultural diversity and to explore feelings and ideas.

We provide all children with the opportunity of being able to engage in art as makers, performers and as spectators. Art is part of the core curriculum and we give children opportunities to have access to professional artists and their work and to further enrich the pupils’ experiences through creative arts weeks and activity afternoons.

Children are expected to demonstrate a good level of control of materials, tools and techniques and to have confidence when communicating what they see, feel and think. They are expected to be evaluative of their own work as well as the work of others.

**History**
History fires children’s curiosity. It gives them a greater understanding of how the past influences the present. The curriculum is designed to provide both a stimulating and motivating programme of study that has the following objectives:

- To understand the present in the context of the past.
- To arouse interest in the past and encourage questioning.
- To foster an understanding of various cultural backgrounds.
- To promote the skills of chronology, sequencing, awareness of points of view, observation, evaluation, and research.
- To support other areas of the curriculum.

Children find out about people, important events, developments from recent and more distant times and make links across different periods of history. They learn about different aspects of local, British and World history. They are encouraged to discuss why things happened or changed and the consequences of events. Children carry out historical enquiries using a variety of sources of information and look at how and why the past is interpreted in different ways. They develop their ability to use their understanding of chronology and historical terms when talking or writing about the past.

Children will develop their understanding of the subject through the use of a range of written and visual sources, together with artefacts, reference books, videos, CD-ROMs, ICT sources and visits to local historical attractions and museums.
**Geography**
We aim to progress the children’s geographical knowledge and understanding of places, the human and physical processes which shape them, and the implications for environmental change and sustainable development, by providing opportunities for pupils to use and develop their geographical enquiry skills. We will help pupils to make sense of their surroundings and the wider world and promote sensitivity towards their environment and the environments of other living things.

Geography in the school is taught by using a wide range of methods; research, interpretation of primary and secondary resources, classroom activities and fieldwork investigations.

**French**
Learning a language is a compulsory element of the Key Stage 2 curriculum. In our school, all children have one French lesson per week, of 30 minutes duration in Years 3 and 4, and one hour in Years 5 and 6. French is taught by a fluent French speaker. Our aim is to enable our pupils to reach a high standard of written and spoken communication in French.

The pupils in Year 3 learn to talk about themselves and their families. In Year 4 the pupils begin to interact with others and develop their understanding of the wider world. Pupils are expected to use grammar to adapt language to their own needs in Year 5. By Year 6 they are able to speak and write about several different topics, and have the necessary linguistic skills to benefit from and enjoy the option of a five-day residential trip to France.

The French teaching is designed to provide pupils with a positive and successful learning experience which will develop their self-esteem as language learners. It intends to instil good habits and develop essential skills for future, successful language learning, and contributes to the provision of a broad and balanced curriculum for all pupils.

Through the teaching of French we aim to raise pupils’ awareness of a European culture other than their own and encourage positive attitudes towards other language cultures.

**Design and Technology**
Design and technology involves using skills, knowledge and physical resources to make products that meet a need. We help children to develop an understanding of various ways that people from the past and present have used design and technology to meet their needs. We provide a range of activities to develop the children's capability to use a range of tools and materials safely.

Within each academic year three design and technology units are undertaken, each lasting for half a term. These units cover a broad range of themes and skills, and can include woodwork, textiles or cookery. Children learn about and complete the different stages of the design process, starting with research and initial ideas, continuing through to production and evaluation.
**Personal, Social, Health Education and Citizenship**

Work in PSHE is designed to provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their full potential as individuals and within the community. They are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

Initiatives such as School Council and the pupil parliament encourage pupils to take an active part in the life and strategic direction of the school, and to feel that they have both a voice in school and a contribution to make to the welfare of themselves and their peers.

**Activity Afternoons**

We believe in giving all children the opportunity to try as many new things as possible and also to develop skills in a range of activities. During the second half of every term the children take part in an 'Activity Afternoon' each week. The children are able to choose from a range of activities, ranging from a sports club to ceramics, cooking, needlecraft and even traditional board games.

**Educational Visits & Outings**

The school organises visits to places beyond the school, invites guest speakers and theatre companies in to school in order to add value to the learning experiences of children. We can only provide these opportunities by asking parents to make voluntary contributions. If insufficient contributions are made, visits may unfortunately have to be cancelled. Residential trips are to centres in England in Year 4 and 5. However in Year 6, the trip is to a centre near Paris in France.
HOMEWORK

Through this policy we aim to:

- Ensure consistency of approach throughout the school
- Ensure progression towards independence and individual responsibility
- Ensure the needs of the individual pupil are taken into account
- Ensure parents/guardians have a clear understanding about expectations of themselves and their children
- Extend and support the learning experience via reinforcement and revision
- Provide opportunities for parents, pupils and school to work in partnership
- Provide opportunities for parents and pupils to work together to enjoy learning experiences
- Prepare children for Secondary education
- Give parents more information regarding the curriculum and their child’s progress

As children get older, homework provides an opportunity to develop the skills of independent learning. It is important that children should gradually become accustomed to regularly devoting periods of time to study on their own.

**Autumn and Spring Terms**

Traditional homework will be set weekly for maths and English (reading comprehension or grammar, punctuation and spelling). These tasks are an opportunity to reinforce taught concepts and share classwork coverage with families. They are not an assessment tool and will therefore not be marked. They will all be individually looked at because they will be used teachers to inform forward planning and analysis of gaps in learning objectives mastered. Year 6 will have their homework marked in class because in this particular Year Group the tasks set form part of their assessments.

**Summer Term**

Homework will be a project, which we understand from the children’s feedback they love to do. It will be a longer project than before, as it is the only one for the year. Children will have the opportunity to work on a skills-based topic, with time to showcase their knowledge, ideas and creative designs. We know working on a project will prepare them for learning beyond Junior School.
EVENTS DURING THE YEAR

Meet The Teacher
These meetings are held in early September and are an opportunity for staff and parents to formally meet and learn about the year ahead. The curriculum, opportunities and expectations for the year are discussed during the sessions. There is also an opportunity for parents to ask questions.

School Photographs
The School photographer will take individual photographs annually in the Autumn term and a whole school photograph is taken every three years. The next whole school photograph is due in 2021. Class photographs are taken in the Summer term.

Pupil Progress Meetings
We hold two pupil progress meetings during the year to give you the opportunity to meet your child’s class teacher. One takes place in the Autumn term and the other during the Spring term. In the Summer term you will receive a formal written report detailing your child’s progress. There is an opportunity after this to come in if you have any significant concerns you wish to discuss before the end of the academic year.

A further opportunity to look at your child’s work is available in the second half of the Summer term, where children and parents can look through the child’s books together.

In addition to the above there is an opportunity to discuss your child’s progress in mathematics directly with the set teacher during the spring term.

Special Information Evenings
It is important for parents to be kept informed of new initiatives and ways in which we are able to work together to support your child. Therefore as the need arises we may arrange evening events to keep you informed. The weekly newsletter will highlight these with as much notice as possible.

Christmas Production
At Christmas, the children perform in a concert to which parents are invited. Opportunities such as these give the school a real sense of community and the children really enjoy performing.

Musical Concert
At the end of the spring term children who play musical instruments are given the opportunity to take part in a concert which is shared with the whole school and the parents of the children performing.
**Curriculum Days/ Weeks**
We try to give the children as many opportunities as possible to gain experience in a number of areas. Each term we hold a themed week. During the past few years the children have experienced a Science week, London week, studied an artist during Take One Picture week and learned about making products during Enterprise week. The children have the opportunity to learn new skills, work with visiting teachers, understand different concepts and visit places of interest during these exciting and cross curricular topics.

There are also a number of other themed days that the children enjoy such as National Book Week, European Day, Red Nose Day, Children in Need and many more.

You will be informed of these events in advance.

**Assemblies**

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<tr>
<th>Day</th>
<th>Event</th>
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<tr>
<td>Monday</td>
<td>PSHE/ Values Assembly (led by one of the teachers) Year 4/6</td>
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<tr>
<td>Tuesday</td>
<td>PSHE/ Values Assembly (led by one of the teachers) Year 3/5</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Class Assemblies (parents are invited- 2.50pm)/ Singing Practice</td>
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<tr>
<td>Friday</td>
<td>PSHE/ Values Assembly (led by Miss Byrne)</td>
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**Friends of TDJS**

TDJS is very fortunate to have such a well-supported and successful Friends Association. The Friends organise events and raise funds to assist the school to pay for items, facilities and equipment that are not automatically provided by the Local Authority budget.

Parents of a child at the school are automatically members of the association and their active support is always very welcome.

There are many ways a parent can become involved in the work of the Friends: volunteers are always needed to assist with organising and helping at fund raising events. You can contact the Friends through the school office.
BEHAVIOUR

The school holds high expectations of pupil behaviour. All children and parents are expected to support these high expectations. It is our policy to encourage all children, parents and staff working with children to contribute to and support the school ethos. We therefore promote a caring, supportive environment where all individuals are able to feel secure and happy and are able to grow into caring individuals who value themselves and others.

We expect every member of the school community to behave in a considerate way towards others. We treat all children fairly and apply this behaviour policy in a consistent way.

An effective discipline policy is one that seeks to lead children towards high self-esteem and self-discipline. Consequently, good discipline arises from good relationships and from setting expectations of good behaviour. This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

We reward good behaviour and behaviour which reflects our school values, as we believe that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour. Class teachers send home reward postcards and recipients are mentioned in the weekly newsletter. Children are also sent to the Headteacher with excellent work and this is recorded in the Good News Book. A letter will be sent home to parents following three visits to celebrate their achievements.

Alongside the positive reward systems in place, there is also a traffic light system for behaviour management during lessons. Our core beliefs are that:

- Behaviour can change and that every child can be successful.
- Praising and a system of rewards are more likely to change behaviour than blaming and punishing. Using a positive system of rewards will increase children’s self-esteem and thus help them to achieve more.
- Celebrating success helps children to achieve more.
- Being aware of each child’s needs and their individual circumstances helps us to act in the fairest way. We always consider the safety of other children and minimize disruption while helping children acquire self-discipline.
- Reinforcing good behaviour helps our children feel good about themselves.

Anti-Bullying
We do not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear and take all allegations seriously.
KEEPING CHILDREN SAFE

Child Protection
We have a duty to ensure our children are safeguarded from the risk of abuse. We will investigate any physical injury until we are satisfied that the cause was accidental. If we suspect any form of abuse we shall report our concern to social services. Your child’s safety and well-being are our first concern.

Health and Safety
We want to ensure that our school and its surroundings are a safe environment for our children. In order to ensure this, please:

- Do not smoke within the school grounds
- Do not bring dogs onto the premises
- Do not walk across the car park
- Do not climb on or over fences.

Concerns about children’s safety have heightened our awareness regarding issues of school security. Every parent needs to feel reassured that their child is safe in school. We all need to share in this responsibility.

Doors and entrances are locked after the initial registration period. Visitors or late arrivals are asked to use the main lobby entrance of the building and report to the school office. Parents and visitors are asked to leave school through the main entrance after the doors have been locked. The children’s safety depends on everyone keeping the building secure and keeping an eye on the school during the evening and weekends.

Thank you for your cooperation in this matter.

First Aid
Where there is the need for medical attention, the children are brought to the medical room. Here they will be treated as appropriate by a member of the school office team, who have first aid training. The office staff may, where appropriate, give liquid paracetamol (e.g. Calpol) to your child (if written permission has been given on your medical information form). In the case that a more serious accident occurs, the school will contact you.
Photographic permission
We like to share and celebrate the achievements and events which happen in school. As a result, photographs are regularly taken at these events and may be published on the school website, tweeted, published in local newspapers or magazines or in the school prospectus. When your child joins the school, you will be asked to give permission for photographs to be used in this way.

A separate form to comply with the Data Protection bill 2018 is issued with the induction pack and your permission sought for all the different ways that the school could use your child’s image. You may consent to some or all of the medium used.

With regard to the Press, the school will allow local newspapers to take photographs of children, when appropriate, provided that parental consent has been given. Some newspapers insist that children’s names must be published with their photographs. If not, they may decline to cover school events. Therefore we will normally give the children’s full names (but not addresses) to newspapers. That is why it is important for you to tell us whether you have any objection. If you do object, the school will not allow your child to be photographed by the Press. (Please note that the school will seek an undertaking that a child’s name will not be used if their image is put on the newspaper’s own website).

Although it is fairly rare for television companies to visit the school, your consent for newspaper photographs would also apply to television images. However, children’s names are normally not given on television and we would seek specific permission from you if your child’s name were to be used.

Your decision on whether to give consent will remain valid throughout your child’s time at the school, unless you notify the school to the contrary in writing.
**E safety and internet use**
ICT, including the internet, e-mail and mobile technologies, has become an important part of learning in schools. We expect all children to be safe and responsible when using any ICT.

**Please read and discuss with your child the e Safety rules. You will give your consent for your child to use the internet in school sessions by indicating on the New Pupil Admission Form.**

This Acceptable Use of ICT Agreement is a summary of our e Safety Policy which is available in full on our school website.

- I will only use ICT in school for school purposes.
- I will only use my class e-mail address or my own school e-mail address when e-mailing.
- I will only open e-mail attachments from people I know, or who my teacher has approved.
- I will only open/delete my own files.
- I will only use the Internet after being given permission from a teacher.
- I will make sure that all ICT contact with other children and adults is responsible, polite and sensible.
- I will not deliberately look for, save or send anything that could be upsetting or not allowed at school. If I accidentally find anything like this, I will close the screen and tell a teacher immediately.
- I will not give out my own details such as my name, phone number or home address.
- I will not use technology in school time to arrange to meet someone unless this is part of a school project approved by a teacher and a responsible adult comes with me.
- I will be responsible for my behaviour when using ICT because I know that these rules are to keep me safe.
- I know that the school may check my use of ICT and monitor the Internet sites I have visited, and that my parent/carer will be contacted if a member of school staff is concerned about my eSafety.
Transport
It is the policy of the Governing Body that when hiring coaches, we will only use those which provide seat belts. Obviously, this does not apply to public transport. On some occasions, including transport to sports events, children will be taken by private car, belonging to either members of staff or parents.

Guidance for cycling to school
- It is suggested that Year 6 pupils who have undertaken cycling training may cycle to school unaccompanied if their parents give consent. All other pupils cycling to school should do so accompanied by an adult.
- All pupils cycling to school must wear a helmet. These must be clearly named and stored within lockers.
- Cycling must not take place anywhere on school grounds.
- Pupils must ensure that they have adequate means to safely secure bicycles to the racks provided. Pupils must take responsibility for keys and locks.
- The school accepts no liability for loss or damage to bicycles or scooters whilst on school premises.
A place to learn
A place to grow