



Highover JMI School & Nursery

ENJOYING AND ACHIEVING TOGETHER

Head - Lisa Hayes

Deputy - Sophie Driver

Deputy - Marie Michaelides

Highover JMI School Brochure



'The whole ethos and general feeling of Highover School is one of encouragement. Guiding the children to be the best they can be in all aspects of life and to care for and respect everyone and everything. I do not have anything negative to say.'

(Quote from a parent in our most recent Ofsted Inspection- March 2020)

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We are independent and confident learners. We rise to any challenge and never give up, even when it seems impossible. We work together as a team and look after one another, showing kindness and respect. We love learning creatively and we know we all learn in different ways. We are part of a bigger community.



Leading Parent
Partnership Award

2019-2022

Welcome to



Highover JMI School & Nursery

Dear Parent/Carer,

The Governors and Staff of Highover JMI School & Nursery extend a very warm welcome to you and your child.

Highover is an exciting and stimulating learning environment. Everyone at Highover will strive to work in partnership with you to ensure that your child's educational, social, emotional and physical needs are met and developed as fully as possible.

We hope this booklet will give you some idea of our life at Highover, what we aim to achieve and how we go about our work.

We look forward to getting to know you and your child and forming a happy and constructive relationship over the coming years.

Yours sincerely,

A stylized, handwritten signature in black ink, appearing to read 'Lisa Hayes'.

Mrs Lisa Hayes
Headteacher

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School Aims and Values

We aim to work in partnership with parents and pupils in order to:-

- ◆ create a high quality learning environment which is happy, caring and stimulating allowing all children to thrive;
- ◆ realise each child's full potential by providing a wide range of learning opportunities for academic, social, emotional, moral, spiritual, cultural and physical development;
- ◆ provide a broad and balanced curriculum appropriate to the children's needs, and in accordance with the Early Learning Goals and the National Curriculum;
- ◆ raise self-esteem and confidence by helping each child to gain a sense of achievement and to take a pride in that achievement;
- ◆ develop high standards and quality work across the curriculum;
- ◆ develop self-discipline and mutual respect for all members of the school and the wider community;
- ◆ develop skills that the children will need in order to be active citizens and take their place in a multicultural society;
- ◆ promote and encourage a caring, thoughtful attitude towards others;
- ◆ foster a sense of responsibility for the environment in which we live.

Vision Statement and Motto

Highover's Vision

"Enjoying and Achieving Together"

At Highover, we are **independent and confident learners**.

We rise to any challenge and **never give up**, even when it seems impossible.

We work together as a team and look after one another, showing **kindness and respect**.

We love learning creatively and we know we all learn in different ways.

We are **part of a bigger community**.

Admissions

Highover is a Local Authority (LA) maintained Community School for children aged from three to eleven years. We are now a two form entry school for 420 children plus a 30 place nursery class. There is one intake in Reception and Nursery and all children start in September.

Admissions to the Primary School and in year admissions are managed by Hertfordshire County Council (HCC). More information on applying for a school place within Hertfordshire can be found at the HCC website at www.hertfordshire.gov.uk/admissions

Admissions to the Nursery class from September 2018 onwards have been decentralised. The maintained nursery schools and classes within Hitchin form part of the Hitchin Partnership which has agreed a process to ensure consistency for parents. More information regarding the admission process and the over subscription criteria can be found on the school website.

Please note that a separate application is needed to move to the main school and allocation of a Nursery place does not guarantee your child a place in our Reception class.

Organisation

Children attend Nursery from 9.00am to 12.00pm on Monday to Friday. The Nursery staff also offer a lunch club (for nursery children only) from 12.00pm to 1pm. The cost is currently £5.00 per session and parents provide a packed lunch from home. In the Summer term before children join our Nursery, we send out all the relevant information to parents and invite them to a meeting where Nursery staff explain the daily routine. The Nursery staff also visit the children and parents at home prior to them starting.

Children enter the school in reception class with a single intake of up to 60 children in September. These children stay as a cohort of 60 in 1 large open plan space and are put into two classes as they move into Year 1. As children move through the school, the organisation of teaching and learning varies depending on the age of the children and subject area being taught. Our curriculum overviews offer a guide to what is taught when and where and information on year group organisation, routines and expectations are shared with parents at the beginning of the new school year.

Year	Age	Key Stage	Number of children/Classes
Nursery	3-4 year olds	EYFS	30/1 (mornings)
Reception	4-5 year olds	EYFS	60/2
Year 1	5-6 year olds	KS1	60/2
Year 2	6-7 year olds	KS1	60/2
Year 3	7-8 year olds	KS2	60/2
Year 4	8-9 year olds	KS2	60/2
Year 5	9-10 year olds	KS2	60/2
Year 6	10-11 year olds	KS2	60/2

Our school day

EYFS

8.40 am Classroom entrances open and children come into class.
8.50 am School day starts.
Anyone arriving after this time needs to sign in at the school office.
11.50 am-1.10 pm Lunch break.
3.20 pm End of the school day. Children prepare for home time.

KS1

8.40 am Classroom entrances open and children come into class.
8.50 am School day starts.
Anyone arriving after this time needs to sign in at the school office.
10.10-10.25 am Morning break.
12.00-1.00 pm Lunch break.
3.20 pm End of the school day. Children prepare for home time.

KS2

8.45 am The bell is rung and KS2 children line up quietly until staff bring them into school.
8.55 am School day starts.
Anyone arriving after this time needs to sign in at the school office.
10.10-10.25 am Morning break.
12.30-1.30 pm Lunch break.
3.25 pm End of the school day. Children prepare for home time

The School

'Pupils' excellent behaviour makes the school a happy and friendly place. They are kind and respectful and look after one another. They say that they feel safe and that bullying is not a problem.' **Ofsted March 2020**

Highover JMI is a 2 Forms of Entry school. There are two buildings and both are on a single level with disabled toilets available in all areas. The original building dates back to 1950 with another building added in 2012 when the school expanded. An automatic gate enables wheelchair access from the school car park.

As well as the additional building, we continue to improve the original school. The dining room has been extended and a Sensory room and Design and Technology room have been created. The school library is well stocked with reference and fiction sections and is a well used resource which each class visits on a weekly basis. Our large hall is used for assemblies and indoor PE lessons and includes a staged area for school performances.

At Highover, computing runs through all areas of learning and is not treated as a stand alone subject. Because of this, we do not have a traditional separate ICT suite. Instead we use iPads, Chromebooks and laptops that can be taken into the classrooms for staff and children to use.

We are very fortunate to still have large, mature grounds which offer an ideal natural environment to complement the work of the school as well as extensive games facilities. There are 2 playgrounds each with large play equipment plus a new multi use games area (MUGA).

Teaching and Learning

In planning the curriculum, we consider the needs of each child in that year group, while giving careful consideration to a range of requirements: (a) Statutory Framework for the Early Years Foundation Stage – Reception classes (b) The National Curriculum 2014 – Key Stage 1 and 2, Years 1 - 6 (c) Programmes of study (d) The resources of the school, both human and material Details of the content and teaching of the different areas of the curriculum are shared in detail on our website. The following is a summary of our provision.

'Leaders expect all their pupils to meet high standards and have a well-rounded education. They have achieved this. Leaders are not complacent though. They have built a strong and happy team whose members look for new and creative ways to make the school even better.' **Ofsted March 2020**



Early Years Foundation Stage (EYFS)

We recognise the importance of giving our children the best possible start to their education by planning and implementing teaching and learning opportunities that supports them in reaching their full potential. We know that our children enter the Reception classes with varied life experiences and we aim to plan teaching and learning opportunities accordingly, working with our nursery and other local nursery and pre-schools to ensure a smooth transition by sharing information on the specific learning preferences and needs of each child. We recognise the crucial role that Early Year's education has to play in providing firm foundations upon which the rest of a child's education is successfully based. It is our intention to provide a broadly enriched, rounded and stimulating learning environment where children can work with adults and peers in a climate of mutual respect to develop:

- Confidence in their ability to learn.
- The social skills necessary to learn.
- The emotional capabilities to enable them to understand their feelings and to solve problems.
- A unique child.

We aim to provide children with a well-structured, safe, active learning environment both indoors and outdoors. This will enable them to develop the skills, attitudes and understanding that will form the basis of lifelong learning and encourage them to become useful, active members of a diverse and constantly changing society.

Key stages 1 and 2

Details of the content and teaching of the different areas of the curriculum are shared in detail on our website but in summary, high priority is given to Mathematics, English (writing, reading and speaking and listening) Science and Computing across the curriculum. Programmes of study in the National Curriculum core subjects of English, Mathematics, Science, Computing and Religious Education together with the foundation subjects of Geography, History, Art, Technology, Personal Social Health and Emotional (PSHE), Religious Education, Music and PE are taught throughout the school within all year groups. In addition, French, as a modern foreign language, is taught throughout KS2.

Teaching methods are varied to suit the age of the class, groups or individuals. All year groups follow the guidelines for the National Curriculum. In the youngest classes the children are introduced to a range of broader activities.

Some activities involve independent learning while others involve learning to share and to co-operate with other children. In Years 3 and 4 basic skills are further developed and practised. Children undertake more difficult tasks within a wide curriculum with encouragement to become increasingly independent. As they move through their last two years at Highover, pupils' responsibilities are broadened as they prepare to transfer to secondary school.

'Reading is at the heart of the curriculum. Right from the start of early years, children learn phonics and that helps them to read. Staff who teach phonics are well trained. Pupils achieve well where teachers' subject knowledge is strong.' **Ofsted March 2020**

Physical Education

PE is a vital aspect of the curriculum. Through PE we aim to provide opportunities for the children to develop body control, co-ordination and specific games skills and techniques. PE teaching at Highover covers the 4 strands of the PE National Curriculum where children acquire new skills, learn how to use these skills in appropriate game situations and then evaluate their performance. Pupils also learn about health and fitness and how exercise is good for their bodies. Each child has equal access to facilities and is encouraged to develop both individual and team awareness and skills. PE offers challenges to the child, promoting good health as well as an enjoyment of, participation in, and appreciation of sport for future life. The physical education at our school is taught through a balanced programme of gymnastics, games and athletics, dance including expressive movement, swimming and outdoor education.

In year 3 and 4 the children go to Hitchin Swimming Centre for swimming lessons. Parents are invited to make voluntary contributions towards these lessons to cover transport costs and to help towards the tuition fees.

Currently schools receive the Primary PE and Sport Premium to enhance provision.

Sex and Relationships Education

During their time at school, the children follow a programme of health education of which sex and relationships education is a part. Much of the content relates directly to the attainment requirements of the National Curriculum (Science). The work is incorporated in cross-curricular themes and specifically in Personal, Social and Health Education (PSHE), using the Jigsaw scheme of work. Health education includes safety in the home, accident prevention, personal hygiene, nutrition, etc.

All these incorporated subjects gradually lead to a programme of specific sex and relationships education. The sex and relationships education programme is led by class teachers and NSPCC representatives. The children follow online video programmes recommended by the school health service.

Parents who do not wish their child to be involved in the Year 5/6 sex education programme may discuss this with the Headteacher. Every effort is made to encourage parents to support the school curriculum.

Assessment

Throughout your child's schooling they will be assessed and their progress will be monitored. In the Reception classes, staff assess children against the Early Years Foundation Stage (EYFS) curriculum. This assesses key skills, including social and physical development.

Your child's progress will be shared with you during the Learning Reviews. National assessments take place when your child starts Reception ('Baseline Assessment') and in Year 6 (SATs). At the end of Year 1, children take part in a National Phonics screening check. At the end of Year 4 the children will take a National multiplication check. All results will be reported to you along with your child's annual report. In addition to national assessment there will be continual, regular formative assessment by the teacher.

Special Educational Needs and Disabilities (SEND) and Inclusion

'Disadvantaged pupils and pupils with special educational needs and/or disabilities (SEND) access the curriculum well. Staff support pupils with SEND to develop independence when tackling tasks.' **Ofsted March 2020**

Please read the SEND/Inclusion policy and the SEN information report, on the school website for information about SEN at our school.

The SEND Code of Practice (2014) defines a pupil as having SEND where *'their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.'*

Highover is an inclusive school. We treat each child as an individual, with their own journey to success. We support each child by providing high quality teaching within the classroom.

Classrooms at Highover are inclusive and we strive to ensure resources closely match children's abilities by careful differentiation which challenges children to meet and exceed their targets. If we feel your child needs something more, we assess, and liaise closely with other professionals to make sure each child accesses the most appropriate support.

If you think your child might have special educational needs then please talk to us about it. We are a very open and friendly school and do our best to ensure all parents feel well supported. We all want the same thing for your child – the very best - and we aim to work together to give them the best possible chance we can.

Pastoral Care

All staff work closely together in consultation with the parents to ensure the welfare of the children in school. If you are concerned about any aspect of your child's time in school, please do not hesitate to contact the school. Members of staff will also contact you if they are concerned about your child's work or well-being.

Mental Health and Wellbeing

At Highover we endeavour to promote our children's and our staff's mental health and wellbeing as being every bit as important as their physical health. Our staff are trained to understand the impact of good mental health to help to ensure we have resilient staff and pupils. We recognise supportive pathways for those without good mental health within school and work with outside agencies such as the NHS.

Extra Curricular Activities

'Pupils appreciate all the clubs teachers run. If a pupil, for example, has an interest in music, they are enabled to flourish through wider experiences. Staff offer all pupils the same opportunities to develop their interests in areas such as music, art, sports and craft. Pupils told me that, 'The teachers could have been doing something else, but instead they are helping the children.' **Ofsted March 2020**

Children have the opportunity to take part in several voluntary school activities which take place during lunchtimes and after school. Some of these are run by staff and others by external providers. There may be a charge for some activities and parents are responsible for collecting their children if activities are held after school hours.

We take pride in our sporting achievements and inter-school football and netball teams compete in various matches and tournaments. Both boys and girls are encouraged to participate.

Please visit the school website to see the full range of clubs on offer.

Trips

Educational visits are often arranged by class teachers to enhance and support work being carried out in school.

We organise two residential trips for children during the year, one in Year 4 which is a camping trip using tents owned by the school and one for Year 6 to JCA, Condover Hall. These trips give children a chance to learn about different environments and contribute greatly to the social and personal development of the children. In order to help prepare pupils for staying away from home, we hold a sleepover in school for the Year 3 pupils.

Uniform

The school colours are dark green, yellow and grey. Sweatshirts, cardigans, fleeces polo shirts, PE t-shirts, shorts, PE bags and book bags may be purchased from either of our two suppliers; Tylers Sportswear <https://www.tylers-sportswear.co.uk> or Beat School Uniform <https://beatschooluniforms.co.uk/>

Please note that it is not compulsory to wear branded school uniform. Your child may wear a plain green sweatshirt or cardigan with a plain white or yellow polo shirt, or plain white t-shirt and green or black shorts for PE.

Tops	Dark green sweatshirt/cardigan, fleece White or yellow polo shirt or shirt
Bottoms	Plain grey or black trousers, skirts or shorts
Dresses	Grey pinafore or green or yellow gingham check dress
Indoor/outdoor shoes	Plain dark shoes or plain dark trainers
PE	A t-shirt with the school logo or a plain white t-shirt with no logo and plain green or black shorts (no logo) to be kept in an appropriate drawstring bag. Tracksuits and trainers are needed for outside PE. No tights are allowed to be worn for PE.

Please ensure that every item of clothing is clearly marked to aid identification of any lost property.

Hair

For health and safety reasons and to support pupils' learning, hair should be kept out of children's eyes and tied back using plain-coloured headbands, clips and slides.

We encourage pupils to express their cultural identities. Hairstyles worn because of cultural, family and social customs can be part of a pupil's ethnic origin and therefore fall under the protected characteristic of race.

During term-time, pupils' hair colour should be their 'natural' colour and styles should not be extreme or 'attention grabbing' (for example shaved, dyed, streaked, patterns, mohawks, lines and tramlines).

This is to ensure that children can fully focus on their learning, without feeling distracted by each others' appearance or pressured to look a certain way.

Please note children should not wear nail varnish, gels etc. If they do, they will be asked to remove it.

Jewellery and watches

For safety, only simple ear studs may be worn and children must be able to remove these for PE lessons. Jewellery worn for religious or medical reasons should be kept to a minimum and children may be asked to remove them for PE activities if appropriate. Pupils may wear an ordinary watch or a simple Fitbit which tells the time and counts steps.

Medical information

To help us support your child, please let us know any relevant medical history including asthma, medically diagnosed allergies etc.

During the Reception year, nurses from Herts Community NHS Trust carry out medical reviews including hearing and eyesight tests. If any problems are indicated, the nurses will inform you to enable you to take your child for a more detailed examination.

Minor illnesses or accidents during school hours are checked by qualified first aiders and we will contact parents if necessary or speak to you at the end of the school day.

If a child requires additional medical attention, paramedics will be called and you will be contacted immediately. If required, a member of staff will accompany the child until the parent is able to get to the hospital.

As always, please ensure that the office is advised of any changes to your contact details so we can get in touch with you quickly.

Medicine

Most medications can be taken before and after school so medicine should only be taken in school when absolutely essential. For short term medical needs, school is only able to administer prescribed medication, in the original, labelled packaging, where the dose is clearly detailed. School will only administer medication if it has been prescribed 4 times per day or more unless we have a specific letter from the doctor stating otherwise and a consent form has been submitted.

Click here to access the consent form (<https://forms.gle/BRMWay9osT8yXj8w7>). Parents may visit the school to administer medication during the day.

For long term medical needs including asthma and medically diagnosed allergies, children will have immediate access to prescribed medication. The first aiders will issue specific medical forms to enable us to store and administer the medication.

School Meals/Snacks

Herts Catering Ltd (HCL) provides a pupil choice school meals service. Meals are pre-ordered by parents through SchoolGrid (<https://app.schoolgrid.co.uk/>). The school will arrange log in details to be issued to you. Meals must be ordered by 8:55 am. Copies of the menu are available on the school and HCL websites. If a child has a medically diagnosed allergy, you will need to apply for a special menu. Please visit the HCL website at <https://specialmenu.hcl.co.uk/> for more information including details of the medical evidence required.

All meals are cooked to order and the daily menu includes hot and cold meals with a vegetarian option.

Please note that if your child does not attend school the meal ordered for them that day must be cancelled before 8:55 am.

Children in the Reception and KS1 classes are currently entitled to a daily free school meal under the Universal Infant Free School Meals (UIFSM) scheme. However, if you register for Free School Meals (FSM), the school can get extra money which we use to support the teaching and learning at Highover.

You can check whether you are eligible for FSM by following this link: <https://www.hertfordshire.gov.uk/services/schools-and-education/at-school/free-school-meals/free-school-meals.aspx>

The current price of a daily meal is £3.15 and payment for meals must be made in advance and online via SchoolGrid.

If you prefer, you may provide your own packed lunch in a suitable container marked with your child's name. Please support our healthy eating policy by providing a healthy, balanced packed lunch.

Children eat in the dining hall with the rest of the school and a drink of water can be provided. If you bring a drink as part of the packed lunch please help us by not providing fizzy drinks, glass bottles or hot drinks.

We also operate a strict policy of no nectarines, no pesto as well as no nuts of any kind including peanut butter.

Children who stay in school for lunch are supervised at all times. If you make an arrangement for your child to go home for lunch, they should not return until 12.55pm for KS1 pupils or 1.25pm for KS2 pupils.

Milk

Milk is available to children in EYFS and KS1. There is no charge for children in Nursery and for those in Reception classes who are four years old for the whole term. Milk is also free to pupils who are registered for Free School Meals (not Universal Infant Free School Meals).

Where payment is required, it must be received before Herts County Council (HCC) will accept the order. The price is set by HCC and varies depending on the length of each term.

Bottled Water

Children should bring in a water bottle to drink throughout the day. This should be clearly marked with their name and class and can be refilled during the day if required. Please note juice, squash or anything other than water should not be brought in.

Snacks

Under the School Fruit and Vegetable Scheme, fruit is provided free of charge to EYFS and KS1 children.

KS2 children are encouraged to bring in a healthy snack of fresh fruit or vegetables. Please be aware that sweets or chocolate are not allowed in the school.

Money

Children do not need money in school. Payments for school dinners or activities or trips are made online.

Attendance and Absence

At Highbury School we believe good attendance is essential for your child to learn and progress well. Children with good attendance come to school even when they are slightly 'under the weather'. They also arrive at school on time so that they enter school every day in a calm and systematic way.

Obviously children who are extremely ill, for example, with a very high temperature, sickness or diarrhoea, would not be expected to attend school. However, if your child has, for example, a cold, they can still attend school. If we feel that a child is struggling and appears too ill to be at school, we will always telephone and let you know.

Evidence suggests that

- overall, children with the highest attendance will make the most academic progress
- socially, children find it very difficult to settle at school if they are often late or absent.

For these reasons we work very closely with parents/carers to ensure that children are on time and attend well. On the rare occasion that a pupil's attendance drops below 95%, the Local Authority Attendance Officer may intervene. The Attendance Officer works closely with the school and parents to ensure that attendance improves. This is because attendance at school is a legal requirement. Please see our 'Attendance Policy' on the school website for details.

The school commitment is to

- send children home if they are too ill to stay at school.
- support parents if they are having difficulties at home and children's school attendance suffers because of this.

We ask that parents and carers commit to

- ensuring that their children are ready for school and are in their class at the start of each day.
- email/telephone the school before 9.15am each day that their child is absent from school
- sending their children into school if they are feeling tired or under the weather, but well enough to attend.
- making appointments for your child e.g. at the dentists, doctors, outside of school hours. If this is unavoidable, then please notify the school beforehand and collect and deliver your child from the office.
- booking family holidays out of term time only.

Holidays

At Highover we support the Government and the Local Authority in their attempts to dissuade parents from taking their children on holiday during term time. We believe time out of school is damaging for two reasons. Firstly, children find it very difficult to catch up on the learning that they have missed and in the longer term this can have a negative impact on their progress. Secondly and as importantly, children can be given a very unhelpful message about the value and importance of going to school. Parents have a legal duty to make sure their child, aged 5-16, if registered at a school, attends regularly. Taking unauthorised term time holidays is grounds for issuing a penalty notice and our Attendance Policy details our approach. As parents and carers, we know that you want the best possible education for your child. By taking holidays during designated holiday periods, you will be supporting your child's full attendance, learning and development. Please see our 'Attendance Policy and Procedure' guidance on the website for clarity and how we work with Herts County Council regarding fines for non-attendance.

Child Protection

'Leaders ensure that keeping children safe is everyone's responsibility. Leaders carry out appropriate checks on adults before they begin to work or volunteer at the school. All staff receive training and regular updates, so they know how to identify and report any concerns about pupils' welfare. Leaders work well with external agencies to make sure that pupils get the help and support they need.' **Ofsted March 2020**

Highover staff and governors understand that they have a duty to safeguard and promote the welfare of children attending our school. In accordance with our Child Protection policy, the school will keep appropriate records, share and pass on information and work in partnership where there are concerns about a child's welfare.

Debbie Nisbet is the Designated Safeguarding Lead (DSL) and she will be happy to discuss any questions or concerns parents/carers may have about Child Protection Policies and Practice.

Deputy DSLs are Lisa Hayes, Marie Michaelides, Sophie Driver and Monika Donoghue
Frances Clarke is the E-Safety DSL and will deal with any online safety issues.

The school's child protection policy and whistle blowing policy can be found on the school website.

Behaviour

Staff encourage all pupils to achieve in a learning environment where self-discipline and positive behaviour are promoted. We believe pupils will achieve their full potential in a happy, stimulating and supportive environment.

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all.

The school's positive behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way.

It aims to promote an environment where everyone feels happy, safe and secure. We congratulate, praise and reward children in a variety of ways and sanctions are used sparingly and only when necessary.

At Highover, we have implemented the Zones of Regulation across the school as a strategy to assist our students in developing skills to maintain and improve their mental and social well-being. This is a whole school approach to help children manage their emotional literacy which has a direct effect on behaviour and ability to learn.

Our Personal, Social, Health Education scheme of work, Jigsaw, has a strong emphasis on emotional literacy, building resilience and nurturing mental and physical health, Jigsaw supports our whole-school approach to positive behaviour management. Jigsaw lessons also include mindfulness, allowing children to advance their emotional awareness, concentration and focus.

Positive behaviour is promoted through a variety of strategies. The children are expected to be courteous and thoughtful towards others.

Many reward systems recognise pupils' achievements:

- **Dojos** - We distribute Dojos via an app to children either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school; Children receive a certificate for every ten Dojos achieved and their parents receive a notification to tell them what the Dojo was received for e.g. hard work/presentation/kindness/team work etc.
- **Star Challenge Award** – one child is selected from each class each week. This is a celebration of their ability to challenge themselves over the week and show perseverance. They receive a certificate and wear a “star of the week” medal which is presented in whole-school celebration assembly
- **Child of the Month** – at the end of every month each teacher nominates a ‘child of the month’. This can be for academic or personal and social achievements. They receive a certificate which is presented in whole-school celebration assembly
- The Headteacher has a '**Wow Wall**' in her office where 'wow' pieces of work and achievements are displayed. This wall is renewed termly and all work that comes down off the wall is placed in a 'Wow Wall' book for all to enjoy. Children will also receive a **Headteacher's sticker** if they are sent to the headteacher to celebrate their achievements.

Parental Engagement

'All parents and carers are positive about the school.' **Ofsted March 2020**

At Highover we believe that parents are a child's first and enduring teachers. They play a crucial role in helping their children learn. Where parents are involved with their children's education and learning both at home and in partnership with the school, their children do better and achieve more. Your contribution enriches the life of the school and helps to foster the vital partnership between home and school.

All parents are given a copy of our Home-School Agreement when their children join the school and teachers will discuss it regularly in parent information meetings.

Our Home-School Agreement sets out the role of parents, pupils and teachers in ensuring the best learning experiences and outcomes for our pupils.

There is the opportunity once a term to come and share your child's work with them in our termly 'Book Showcases'. The children are rightly proud of what they have achieved and enjoy sharing and discussing what they have learnt. This is very important as it allows your child to revisit their learning and is a great way of helping to embed it. It is also a very good way of raising your child's self esteem. This time also allows you to discuss what your child thinks they need to work on next. In EYFS, parents are invited into the classes to view their child's learning journals half-termly.

During the year class teachers hold a number of workshops/curriculum meetings for each year group to help keep you informed about the curriculum and what and how your child will be learning.

In addition to these, we run other workshops/curriculum meetings for phonics, reading, grammar and maths to help parents support their child in their learning.

We also hold evenings for parents to come in for meetings if their child is going on a residential trip.

Thorough transition systems are in place for each year group where all teachers have timetabled meetings to meet with next year's teacher to pass on information, data, overall teaching and learning issues as well as individuals. Pupils use 'pupil passports' to pass on to the next teacher which incorporate each child's interests, what helps them learn and things they need help with in class.

Additional support is given for transition through 1:1 meetings for pupils who need extra support when moving from one class to the next.

We gather feedback from parents regularly to ensure our parent partnership is truly a partnership and to adapt our practice accordingly when appropriate. We respond to any queries from parents promptly and thoroughly.

Highover School Association (HSA)

We are very fortunate to have an active parents' association who work hard to raise funds to support the school. Previous events have included school discos, movie nights, cake sales, Easter egg hunt, Christmas fair and the musical festival 'Overfest'.

All parents automatically become members of the HSA and your support for their events and activities is very much appreciated.

School Governors

The school's Governing Body (GB) currently consists of three co-opted members, one local authority member, four parent members, one staff member and one associate member. Full GB meetings are held at least once a term. The Governors welcome your interest in the school and are available for discussion with parents.

Parking and Security

For reasons of safety parents cannot park their vehicles within the school grounds at the start and end of the school day. The parking spaces in school are limited and are reserved for staff cars and visitors to the school. Those with a disability should contact the school office to make specific arrangements to aid access. **Parents' cars are not allowed on site.** The school car park is in constant use therefore please only use the paths and designated walkways which are signposted.

We ask parents to take extra care in the vicinity of the school and at the 3 entrances. Please observe the parking restrictions, show consideration to pedestrians, other drivers and local residents.

Security

The school has a door entry security system and all visitors and helpers must enter through the main entrance to the building and sign in through our electronic system by the school office. Children attending appointments with their parents during school time or arriving after the start of the school day must report to the school office to sign in or out, and use the main entrance to the school building. Parents with messages or deliveries must also use this entrance to the school. Gates are closed during the school day and visitors entering by foot may enter through the pedestrian gate (Cambridge Road) then make their way to the school office. All visitors are made aware of the Health and Safety/ Child Protection regulations on their arrival as they sign in.