



*'Working together to achieve our best in a
safe, nurturing environment'*

Staff Handbook

(September 2026)

Making a good start

- All teachers, as part of their PSHCE work when the children start back on 3/9/26, are expected to carry out work with their classes about their new class charter. The choice to how this is displayed within your classroom should be decided upon between staff and children so that each class has ownership over their own class charters. Discussions should take place about which articles the children believe in and together you should select the ones you will work on this year (EYFS– 2 articles; Y1/2– 3 articles; Y3/4– 4 articles and Y5/6– 5 articles). **EVERYONE MUST INCLUDE ARTICLE 28– WE HAVE THE RIGHT TO AN EDUCATION.** See the PSHCE folder for detailed guidance.
- All children should be set up on their 1:1 reading books by the end of the second week (11/9/26) and should have been given a new home reading record book (Reception – Year 2 only. Children in Years 3-6 will be provided with a bookmark). Teachers' files should be set up with a section for each child so that adults can record dates/notes/evidence from 1:1 reading sessions. It is expected that children in EYFS, KS1 and Y3 read with an adult on a 1:1 weekly. In Y4, Y5 and Y6, children needing intervention/on watch should read weekly and more competent readers should access a 1:1 read every other week. PLEASE NOTE THAT FOR SOME CHILDREN MORE REGULAR READING WILL ALSO BE NEEDED.
- All children should be given a green spelling book; spellings, linked to the learning in class in-line with Spelling Shed, should be sent home each week on a Monday (children will be tested on these words on Fridays). Spellings in KS1 should be linked to Read Write Inc books/stage of learning. In KS2, spellings should be linked to the spelling pattern/rule being studied that week. All KS2 classes will have 3 discrete spelling slots per week following the Spelling Shed programme for their year group.
- The office staff have printed off the children's name labels for all work books– these can be found in your curriculum box. PLEASE DO NOT WRITE NAMES ETC IN FELT TIP PENS ON THE FRONT OF CHILDREN'S BOOKS. If and when you need more labels, these can requested from the school office.
- The book cupboard has been re-stocked ready for this year. Please see the attached document to ensure you take the correct books for different subject areas.

- Coloured sticker dots are to be placed on the back covers of English, Maths, Guided Reading and Science books (top left hand side). These help different pupil groups to be quickly identified:

- **Black:** PPG
- **Green:** focus group
- **Red:** SEN



- Whilst it is expected that staff will have high expectations for all children and that they will all be exposed to the relevant year group outcomes, it is useful to sticker up the books to show 'rough groupings': orange, yellow, green, blue, red (orange being most able and red being the lower attainers). This helps adults to quickly identify and match the right support to pupils.



- Teachers should prepare their class page on **PA Connect** ready for their new class in September with their 'Welcome to Year _' along with a photograph of their classroom). Please send this to Rachel Kitchener, who will ensure the relevant class pages are connected to your year group. A new template has been created this year which teachers are asked to complete which will go on the class page on PA Connect containing key information such as PE days, expectations regarding reading, spelling, TTRS, Music lesson, swimming lessons etc. This is to be completed on the September INSET day so that a photograph of your classroom can be uploaded.

General points regarding routines and expectations:

- School doors open in the morning at 8.45am and it is expected that a member of staff from each class is there to greet the children using sign assisted speech and liaise with parents/carers. Doors close at 8.50am and the

register is then to be taken. Children are expected to come in to a morning challenge so they are immediately engaged in learning.

- Registers are completed electronically via SIMs. As part of our safeguarding procedures, registration must include an auditory and visual check– staff must conduct the register by saying “Good morning.....” and children are expected to reply “Good morning Mr/Miss/Mrs.....” It is crucial that staff lay their eyes on the children when their name is answered. Staff are to record pupils who are present with a present mark-forward slash (/). Pupils who are absent are to be marked with a capital N. Please do not use I or M or any other markings. If staff have received any messages directly from parents/carers in the morning, then these can be added in the comments section of the register to share with the office staff. The office staff will make the relevant checks for all pupils who are absent and will then record the reasons once they have made contact with parents/carers. We have a cashless payment service for school lunches and trips etc, however there may be odd times where money is brought into school for sponsored events etc. On these occasions, staff should gather this money and send it to the office along with a list of who has paid and what it is for.
- EYFS break times are from 10.15-10.45am (this includes their snack time and associated activities). KS1 break times are from 10.15am– 10.30am. Year 3 and Year 4 break times are from 10.30am-10.45am. Year 5 and Year 6 break times are from 10.45-11.00am.
- EYFS go for dinner at 11.30am– EYFS staff go in the hall to help supervise the children and to model good table manners etc. Year 1, Year 2 and Year 3 children go into the hall for lunch at 12pm and go out for break at 12.30pm. Year 4, 5 and 6 have a break from 12-12.30pm, and then go into the hall for lunch at 12.30-1pm.
- At lunchtimes, the midday supervisors will collect the children from classes; children need to have packed everything away ready for their arrival (classrooms should be left tidy). Teachers and TAs are expected to help the midday supervisors by lining the children up and sending them in small groups to the toilets to wash and dry their hands (a member of staff is asked to supervise near the toilets and to hurry the children along). Once the children are back in class, then teachers and TAs are able to go and start their lunch. At the end of lunchtime, teachers and TAs should be back in their classes to receive the children.
- Whole school celebration assemblies take place on Friday afternoons 2.30-3pm in the school hall. Each class should choose a child as their nominated ‘Star of the Week’, ‘Writer of the Week’ and ‘Maths Champ’. Teachers should collect the certificates from Nic’s office and fill them in. These should be left completed on Nic’s desk on Thursday night. Pupil’s are encouraged to recognise other’s ‘Acts of Kindness’ and nominate their peers by placing a note in the Recognition Box in the pastoral office. This will also be awarded in Friday assembly.
- EYFS collective worship should take place daily in class.
- KS1 and KS2 classes will come together for assemblies on Mondays and Tuesdays at 8.55am (whole school whole school themed/RR assembly on Mondays and singing assembly on Tuesdays). On Wednesday and Thursday mornings, Years 3, 4, 5 and 6 will hold Picture News assemblies in their own classes. On Wednesday and Thursday, KS1 will carry out collective worship in class.
- Any letters sent to parents/carers must be sent to the office to be checked before going home and a master copy is to be stored centrally in the office. This is really important as the office staff and members of SLT need to be aware of events etc when communicating with members of the school community. PLEASE NOTE: staff must make their own first drafts of any letters and then pass them through to the office for proof reading, editing and sending via PA connect. The admin team will not produce letters from scratch, however, they will always be happy to provide examples of similar letters to assist you when writing yours.
- Any trips/visits etc must be run past a member of SLT during the planning stages, prior to booking, and then staff should liaise with Ann Connelly and Rachel Kitchener regarding transport costs and invoicing etc. As with all purchases, trips/visitors in should be noted on the blue order requisition forms. Please refer to the Educational Visits policy, found on T drive, or speak with Oliver Drake (EVC) for information about school processes including risk assessments. All visits/visitors must have £10 million public liability insurance unless they have been awarded the ‘LOTC Quality Badge.’ Staff should ensure that provider forms have been completed.

- Trips out, visitors coming in, staff training off-site, appointments and absences need to be recorded on the school shared calendar on Office 365. When adding such events to the calendar, any relevant people should be added too using the 'invite attendees' option; the notes section should be added to provide further details if needed.
- Any visitors to school must have been thoroughly researched prior to them coming in to school. Any materials must be shared with staff prior to their visit and checks around their presence and views on social media should be made.
- When staff request training, this must be put in an email and sent to Nicola Edwards (the office staff must be copied in to this as well). Once agreed, a blue order form should be completed and submitted to the office—this will ensure that the relevant staff cover is arranged and enables Rachel Kitchener and Ann Connolly to update the personnel files.
- When staff are purchasing resources or booking training/events, please speak with the office staff first to check the supplier is on the approved list.
- Any new resources purchased must be stamped with the school details— the stamp can be found in the office.
- All new books purchased must go through the office to be stamped and then taken to the library so they can be scanned/uploaded on to the 'Reading Cloud' system.
- The dress code in school for staff, in-line with our code of conduct policy, is smart/casual (no jeans, low-cut tops and suitable, smart, enclosed toe footwear should be worn). Staff must wear their lanyards with identification cards at all times.
- When teaching PE lessons, staff are not expected to change fully. In the interest of health and safety though and for setting a good example to the children, we ask staff to change their footwear to suitable trainers. Staff may also choose to wear a new-style Beaver Staff Kit on PE days.
- Staff are to sign in and out of the school building using the Inventory electronic system.
- In the event of staff absences, staff are asked to notify either Nicola Edwards (07947924199) or Ann Connolly (07411626426) at their earliest convenience by telephone call. If your phone call is not answered, please follow this up with a text message and we will get back to you. It is always helpful for staff who have been absent to keep in touch with school regarding timescales for their return- staff are asked to ring and provide an update before the end of the school day, where possible, as this enables us to plan properly for any cover.

Points to note regarding Health and Safety and Safeguarding

- The Designated Safeguarding Lead in school is Nicola Edwards. The deputy designated safeguarding leads are Victoria Kindon, Oliver Drake, Tasha Groves and Emma Montgomery.
- All staff must complete the ihasco Keeping Children Safe in Education training at the start of each academic year. This must be completed the first week back in September together with the level 1 Prevent Awareness.
- As part of health and safety and safeguarding our children, hot drinks must not be taken from the staffroom when the children are present unless they are in a mug which has a lid on. (Please do not use the cups for Parent events).
- The fire alarm is tested every week on Wednesdays at 2pm (this is not a drill, just a check to make sure the alarm is working correctly).
- All staff should ensure they know the procedures in the event of a fire or lock down. Ann Connolly will discuss this with new staff as part of their induction.

- Where children have a PEEP (Personal Emergency Evacuation Plan) these are to be displayed in class and shared with all relevant staff members.
- Staff must ensure they are familiar with our safeguarding procedures. Nicola Edwards is the designated safeguarding lead and other staff with safeguarding responsibility include Victoria Kindon, Oliver Drake, Tasha Groves and Emma Montgomery. Any safeguarding, child protection, attendance, behaviour issues etc should be logged on CPOMs so that the relevant people are notified. With any significant concerns, or where staff are unsure about something, we strongly urge staff to come and speak face-to-face immediately with one of the key members of staff with safeguarding responsibility. Please refer to the CPOMs User Guide for further information.
- Children should not be left unsupervised in classrooms.
- When children arrive late (after registration) they are to be signed in at the office on the Inventory electronic system.
- Any child leaving the school site during the school day for appointments/sickness etc must be signed out on the Inventory electronic system.
- At the end of the day, when children are being dismissed, staff must ensure children who are being collected are handed over to a known adult. If in doubt, the collection sheet should be checked and advice should be sought from a member of SLT or call made home via the office.
- Due to the security doors at the front of school, children cannot get through to the office (they should not be pressing the door release buttons themselves). Children are not to be sent to the office alone. Staff should bring the children to the front of school if requested. If calls home are needed or staff need things then teachers/TAs should ring the office or go themselves. Please note: calls will not be made home for forgotten PE kits- in the event this happens, children should borrow a school kit.
- In the case of a child who is unwell and needing to be sent home, staff should speak with a member of SLT to gain authorisation before asking the office to make a call home.
- A number of staff are first aid trained in school: Cheryl McEvoy, Caroline Jump, Linsey Wrigley, Jenny Thompson, Samantha Parker-Grange, Helen Richards, Mahmuda Khatun, Gill Adamson, Nicola Edwards, Victoria Kindon and Jason Agravat. Middles who are first aid trained include Lisa Richardson, Samantha Kerwin, Christine Gwynne, Annette Shenton and Dawn Williams. All incidents of first aid must be logged using Medical Tracker.
- Each class has an asthma box containing the children's inhalers and spacers. All uses of the inhalers must be logged on Medical Tracker. Staff need to be aware of expiry dates on inhalers however electronic reminders will be sent to parents through Medical Tracker.
- Some pupils carry EpiPens and these are clearly labelled in a class medical bag. These are to move around the school with the child at all times.
- First aiders are responsible for their own first aid kits. They should check for expiry dates and make sure all items have been replenished so their kit is well stocked. Gill Adamson is the named person responsible for checking/ordering stock. If items are beginning to run low, staff should report this to Gill.
- Staff are not permitted to make or receive calls, or send texts, while during contact time. Use of personal mobile phones must be restricted to non-contact time, and to areas of the school where pupils are not present (such as the staff room). Staff are asked to ensure phones are in their pockets/bags when moving round the school when children are present. Staff must not use their phone to take photographs or recordings of pupils. Please see the Mobile Phone Policy for further details.

Expectations in all classrooms (September 2026)

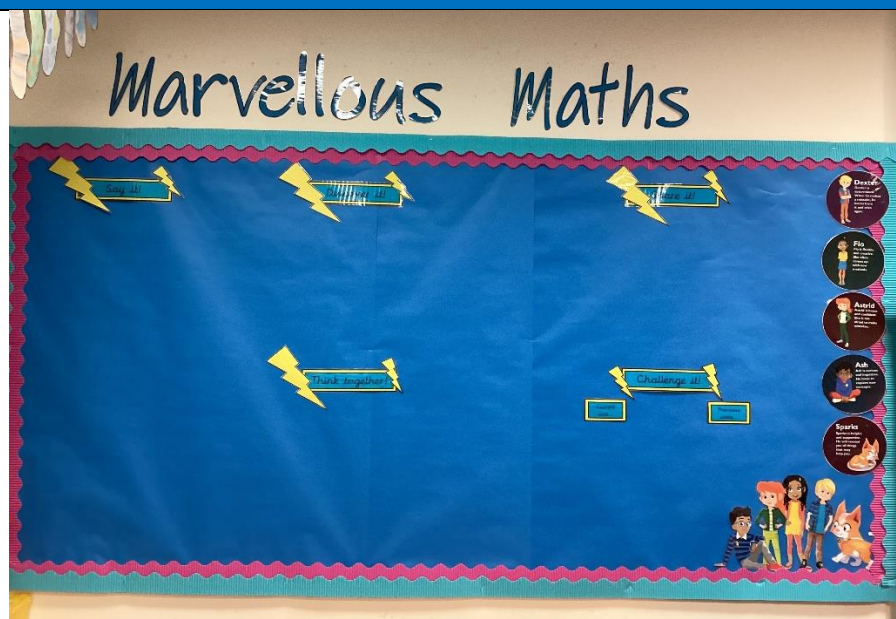
- During the first week in September, all teachers are expected to discuss their expectations, including our Beaver STAR values, and to formulate their class charter. This needs to be displayed in the classroom where it is visible (ideally at the front of the room as it will be referred to all the time).
- The rights and responsibilities, linked to the articles, must be routinely discussed/referred to. The language used with the children is crucial to the integral part that these play in helping the children to recognise their rights but also for them to acknowledge the rights of others (understanding this link is at the heart of our school ethos).
- All classes are expected to have a visual timetable and these should be used daily as covered in the ELKLAN training. The timetable must be positioned so they are easily visible at the front of the class next to the Interactive whiteboard and displayed vertically. Talking through the timetable each morning should form part of the routine at registration. As each lesson has passed, this visual should be turned over to provide a visual prompt of the day passing.
- Classrooms should be well organised and kept tidy. It is the responsibility of all staff to instil a sense of care and pride in the children so that they respect their environment and equipment. All resources should be 'homed' appropriately and should be clearly labelled/accessible in order to develop independence using Communication in Print (labels in T drive). Children should have access to the relevant writing implements at each of their tables. Children's workbooks should be neatly stored on the shelves. Children must also be encouraged to keep their trays tidy.
- At the end of each school day, equipment should be put away and children should be encouraged to pick things up off the floor. Tables should be left without clutter and chairs should be placed on top of the tables to enable the cleaning staff to Hoover thoroughly. Teacher desks and other surfaces also need to be clear and nothing is to be placed on window sills.
- There is an expectation that all classes promote the importance of reading– we encourage teachers to be creative (reading related wall/table top displays, attractive reading areas, enticing book shelves etc– whatever you prefer). Books should be an integral part of the topic wall too.
- Displays must not simply become wallpaper!! Classrooms should contain a mixture of displays which celebrate learning, share good work, provide prompts/reminders and act as an interactive resource for the children to use to help them with their learning. Please only use the boards to display work/information and **do not** stick anything to the walls. Classrooms should be stimulating and reflect the current learning/topic but not too visually busy.
- There are many display boards in all classrooms which can be used to create an attractive learning environment and teachers should use these to good effect. It is expected however, that all classrooms have an English, Maths, Science and Topic working wall. These should illustrate the 'learning journey' by providing top tips for success, questions to encourage deeper thinking, models of good examples for reference and offer ambitious vocabulary for the children to 'steal' (see further guidance attached which illustrates how we approach our working walls throughout school).
- One external window should be allocated for 'Parent Information' to display important messages e.g. PE days, kit needed, reminders of upcoming events etc. **Please leave all other windows clear** (both external and internal).
- Staff must consistently uphold and reinforce high expectations for all learners. We expect adults to refer to our Beaver STAR values regularly and model all behaviours for the children and to address any misuse of language and poor body language etc. Ensure the children use good manners, acknowledge people appropriately in conversations (using names), give eye contact and use positive body language e.g. standing up properly and not slouching. Staff are to use restorative conversation scripts (see Behaviour Policy) to support.
- We all have a collective responsibility. When children are moving around the school, we should encourage and praise them to walk sensibly, look smart in their uniforms etc.
- Sign assisted speech (using BSL signs) should be encouraged where appropriate by all staff. Signs of the week are introduced to children and staff.

- Staff should refer to the Zones of Regulation and encourage children to use the Regulations Stations to support their emotional wellbeing. Staff should co-regulate with children who struggle with this to avoid them getting to 'crisis' point.

SEND

- SEND folders are to be set up at the beginning of each academic year. They are to contain copies of each child's 4+1 targets and should be shared with all relevant staff.
- Each term, staff are expected to review the children's targets (this should be carried out by teachers in collaboration with TAs and with the support of the SENDCo if needed). New targets are to be set and displayed/shared accordingly.
- Any interventions agreed are to be delivered consistently and the relevant paperwork is to be completed and handed in to the SENDCo half-termly. Interventions should then be logged on the Intervention Tacker on each Co-hort file on the T drive.
- Children who are working on PIVATs are to be assessed half-termly. This information should be recorded on the PIVATs sheets and returned to the SENDCo.
- In the mornings, it is likely that TAs will support children's learning in class and they will work alongside the class teacher. In the afternoons, TAs are expected to deliver timely interventions as directed by the class teacher.
- Staff are not needed in assemblies on Mondays and Tuesdays- classes should be brought to the hall and collected. Staff should then use this time to deliver short interventions or to listen to 1:1 readers.
- When staff have concerns about individual pupils, these should be raised at the earliest opportunity in order to enable early intervention.

Maths Learning Environment



This is the maths working wall. The following headings are required in line with the Power Maths Programme and calculation policy. The wall should support the current maths learning and act as an aid for the children.

Say it

Discover it

Share it

Think Together

Challenge it (current unit/previous unit)

Vocabulary cards, pieces of flipchart and photocopies of pages from the textbook should be pinned to the wall with annotations. The working wall should provide worked examples with top tips to aid the children. You may choose to put photographs or blu-tac manipulatives to the board also to illustrate mathematical concepts.

English Teaching Sequence (September 2026)

CREATE INTEREST

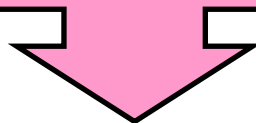
Plan a suitable 'hook', shared experience or question to investigate. Think about how to incorporate the use of drama, film or visit/visitor. Begin to create a class 'RAFT' to outline the reason for writing, intended audience, features and tone for the piece of writing.



PHASE 2: GATHERING INFORMATION

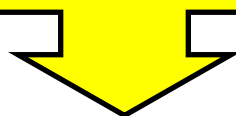
Research information and share ideas. Explore themes, situations, issues, plots, characters, settings and information to provide the content for writing. The teacher should guide and model the collection of information and during this phase help to rehearse the ideas.

NOTE: explicit/contextualised grammar teaching to take place (word and sentence level work)



PHASE 3: WRITING

Plan, teach and write in order to meet the intended outcomes
(this will contain a mixture of shared, guided, group and independent writing tasks)



PHASE 4: EDITTING AND PRESENTING

Children respond to feedback given and make adjustments/improvements to their work in light of their targets. Children should use their purple pens to make minor changes, for example, when correcting spellings, punctuation etc or when improving/substituting words; where larger sections of text are being edited, such as sentences or paragraphs, then an editing tab should be used.

Opportunities may be provided to present written pieces in different/creative formats e.g. leaflets, posters, booklets, books, through performance, digital literacy etc.

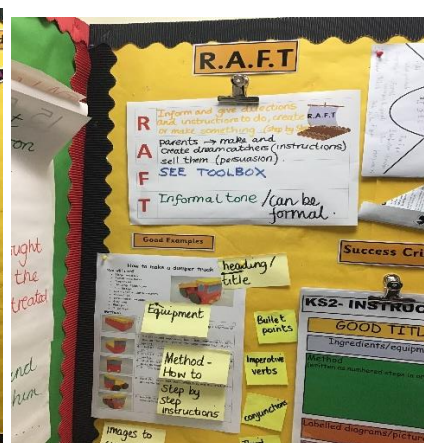
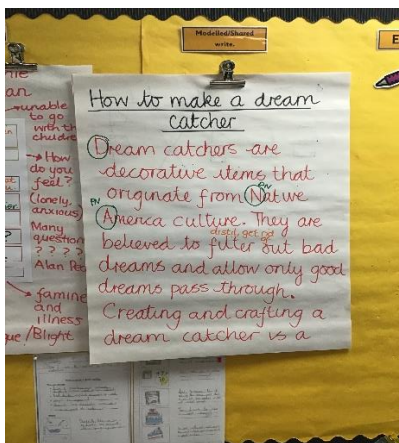
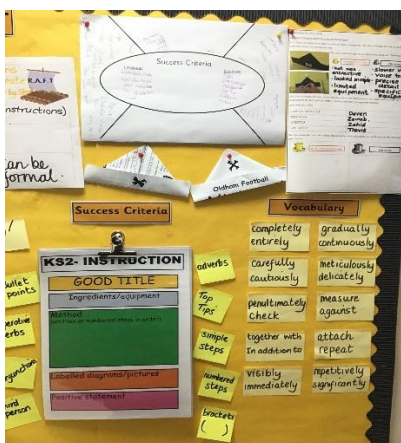
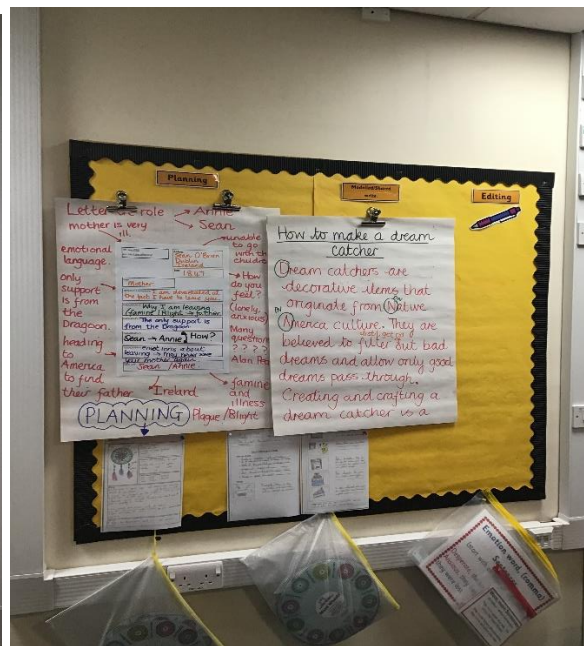
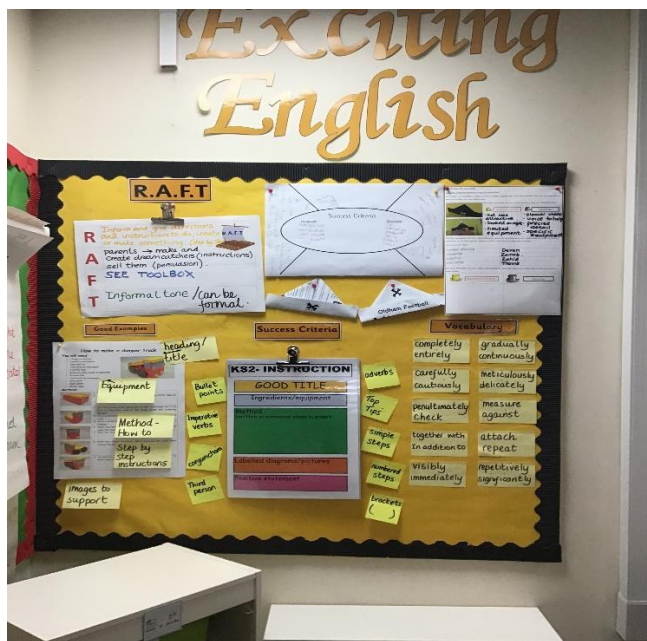
Generally, the entire teaching sequence for a unit of work should last 2/3 weeks.

The teaching sequence should present itself as a clear learning journey within the children's books and we would expect to see two extended pieces of writing over a half term.

Medium Term Plans for each unit can be found on the T Drive and in the curriculum folders.

At the end of each half term, the children will write up one of their **independent pieces** of writing and this will go inside their 'Published Book'.

English Learning Environment



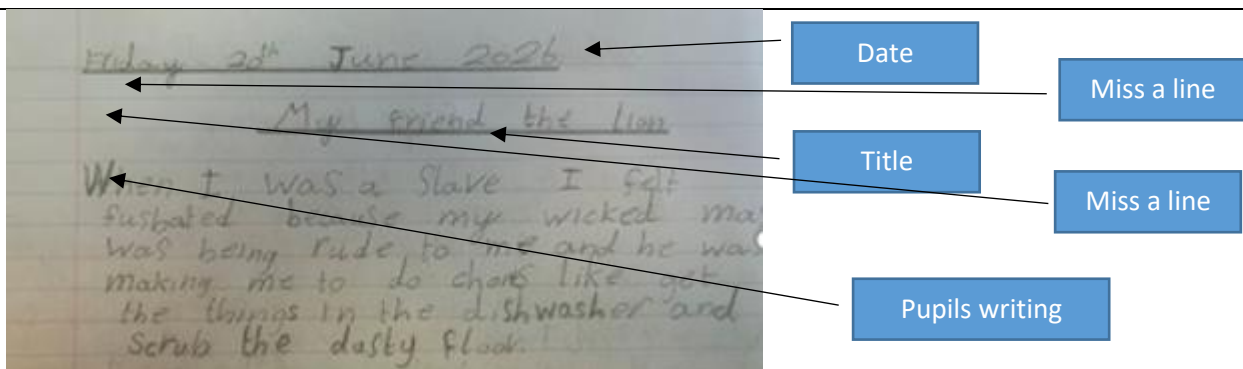
This is the English working wall. The wall should reflect/support the current English learning and act as an aid for the children. The following headings are used across school to illustrate the reading to writing journey/process:

- RAFT
- Structure
- Vocabulary
- Modelled/shared write
- Good examples
- Planning
- Editing

The writing framework should be displayed for the genre being studied.

Pieces of flipchart or work which has been annotated during whole class/group work should be pinned up on the display.

All written work should be complete with a sharp pencil/pen and set out consistently:



This presentation should also be used in all other subjects including maths.

Topic Work/Books

We produce topic folders to showcase the children's broad study of the Primary National Curriculum. One topic folder is created per half term along with a contents page to produce a high-quality book which will illustrate the children's learning journey. These are blank-paged books with black covers. It is expected that children design their own front covers and the blank pages allow not just for work to be stuck in, but for opportunities to be creative with the presentation of their work.

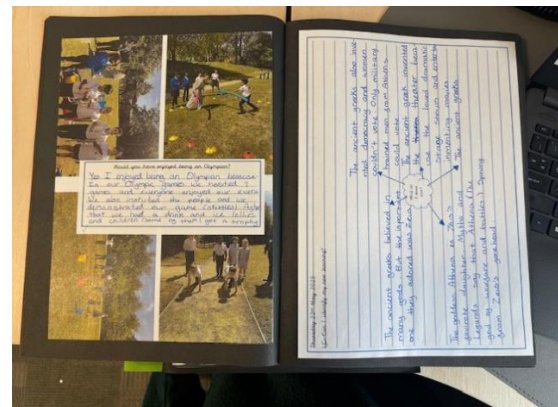
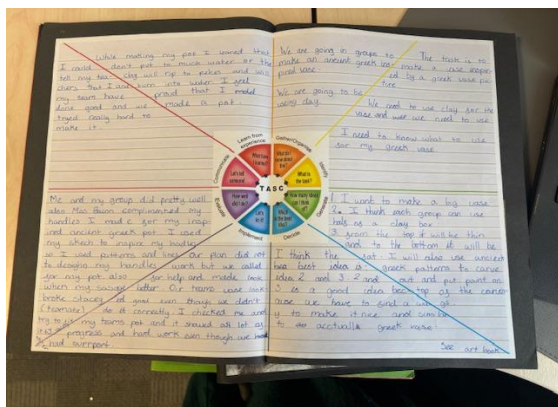
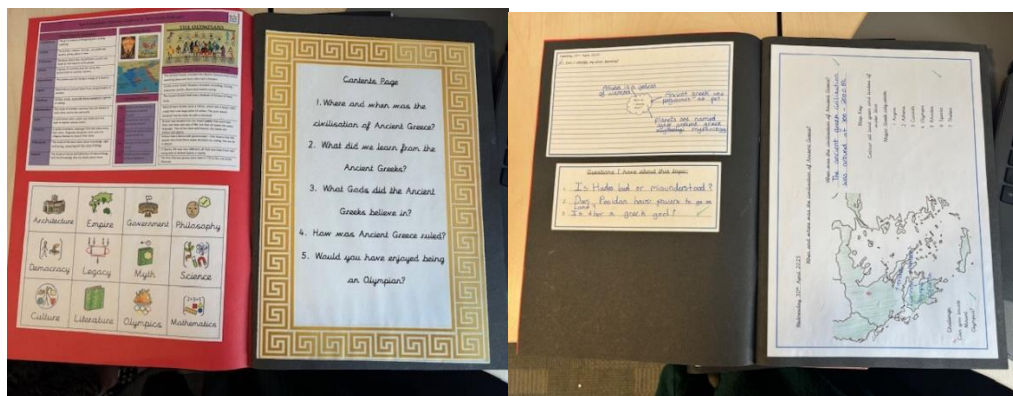
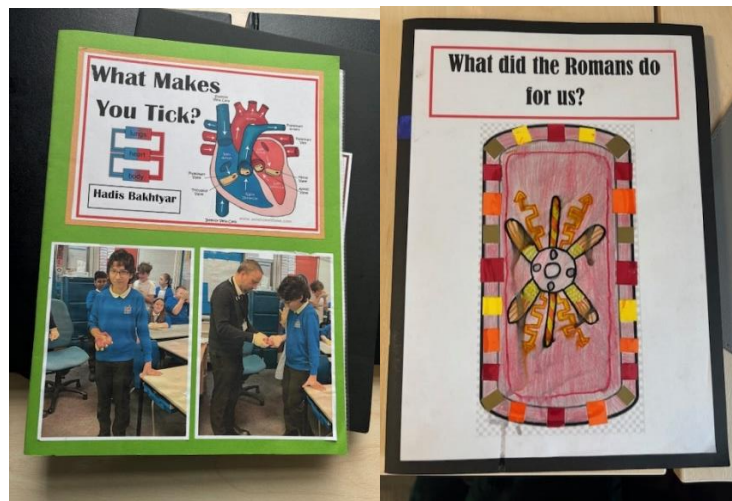
The front pages of every topic book should include the knowledge organiser, key vocabulary using CIP and a numbered contents page.

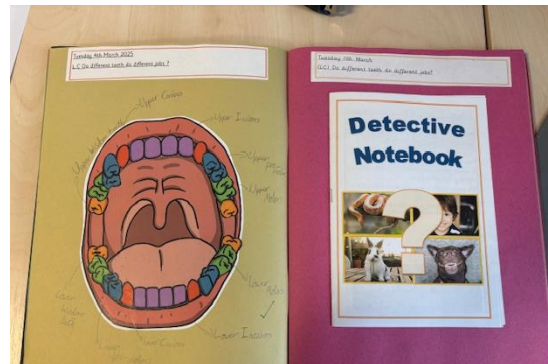
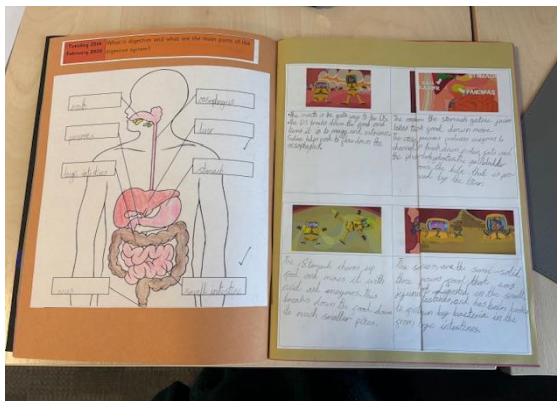
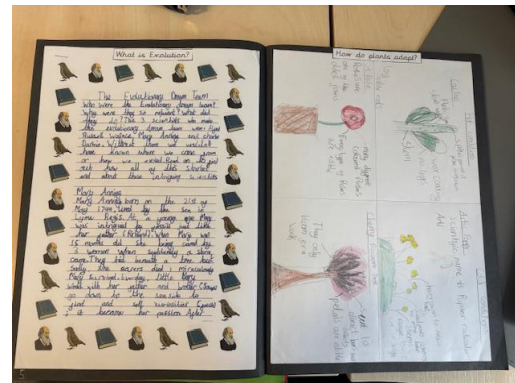
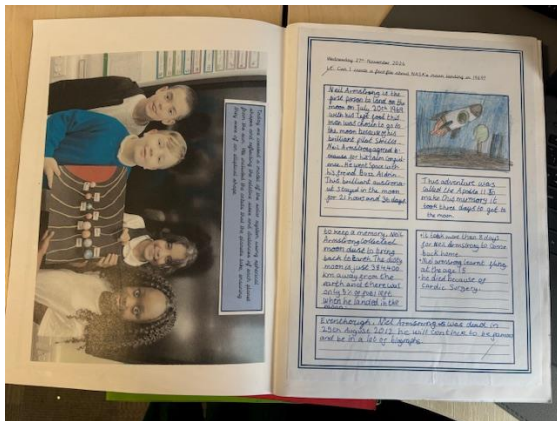
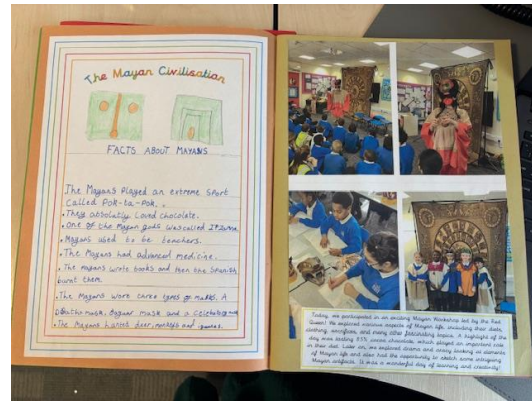
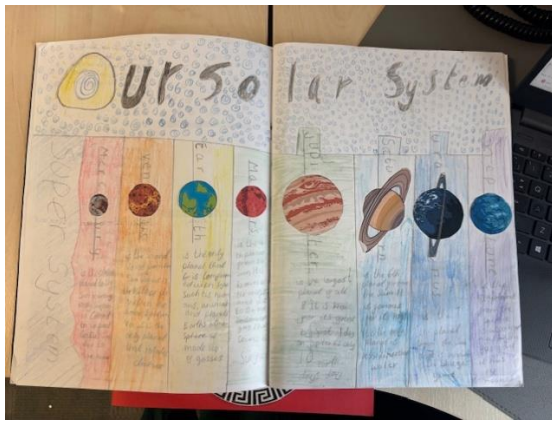


POINTS TO NOTE:

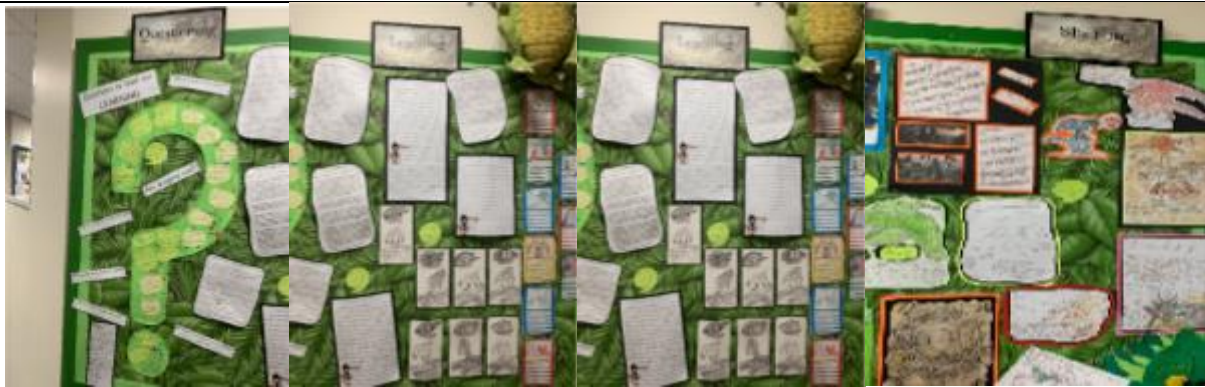
- Each week, the learning is centred around a key question/line of enquiry (children may generate further questions too).
- At the start of the topic, the children should discuss and record their prior/existing knowledge. At the end of the topic, the children are to re-visit this and use their purple pens to add their new knowledge. Consider the ELKLAN strategies for this activity.
- The learning is recorded/displayed in the children's books and this is collated over the half term to show the learning journey.
- Children's activities can be supplemented with photographs taken in class, artwork or pictures/captions downloaded from the internet.
- Twinkl, Sparklebox and other similar type worksheets are not to be used.
- The children's learning should be shared in a variety of interesting, exciting and varied ways.
- Children may cut, stick and mount pieces of work but when this is put into their folders, work should be undertaken to explore the importance of layout and the quality of presentation/finishing techniques.

- The key questions should form part of the contents page of the finished book, ensuring coverage and commitment to the work.





Topic boards in class should reflect the current learning and the enquiry questions should be displayed. The topic boards should be headed: Questioning, Learning, Deeper Understanding and Sharing.



Each topic has a planned 'Sharing' element and this provides an opportunity for pupils to celebrate, showcase, recall and apply their learning.

Example share:





The children invited their parents/carers into school to join them for this event.

Each group of children had studied a different Mediterranean country and it was their job to persuade people to vote to visit their specific country.

They made leaflets, models, powerpoint presentations and provided drinks etc.

At the end of the event, visitors were asked to vote for their preferred destination.

Pupil workbooks

Pupil workbooks are stored centrally in the stock cupboard inside the infant toilets.

The table below indicates which books are to be used for which subject.

Name labels for books will be printed by the office staff for you to apply.

If stocks are running low, please inform Victoria.

Subject/Curriculum Area	Type of book
Y6 Maths Journal	YPO 7mm squared (blue cover)
Y3/4/5 Maths Journal	YPO 10mm squared (blue cover)
Y2 Maths Journal	TTS A4+ 10mm squared (blue cover)
Y1 Maths Journal	TTS A4+ 20mm squared (blue cover)
Writing Book (Publication Book)	A4 oversized blue shiny cover with school logo printed in gold and sugar paper pages.
Key Stage 2 English book	YPO A4 8mm lined with margin (yellow cover)
Year 2 English Book	TTS A4+ 8mm lined with margin (yellow cover)
Year 1 English Book	TTS A4+ 15mm lined (yellow cover)
Key Stage 2 Guided Reading Book	YPO A4 8mm lined with margin (green cover)
Year 2 Guided Reading Book	WMS A4 10mm lined with margin (green cover)
Year 1 Guided Reading Book	WMS A4 15mm lined (green cover)
Key Stage 2 Handwriting Book	Double feint and line guide A4 (red cover)
Key Stage 1 Handwriting Book	A5 Double feint and line guide (purple cover)
Spelling Book	Pre-printed Green Spelling Book
RWI Book	A5 yellow cover lined books for Fred Fingers (two different sizes)
	Infant 15mm lined books for Get Writing tasks (yellow cover)
	A5 yellow cover plain pages for Reception children on set 1 to practise letter formation
Key Stage 1 Science Book	TTS A4 15mm lined (red cover)
Key Stage 2 Science Book	YPO A4 8mm lined with margin (red cover)
Y1-4 RE Book	YPO A4 half blank, half lined (purple cover)
Y5/6 RE Book	YPO A4 8mm lined with margin (purple cover)
Art/Sketch book	A4 shiny black cover with plain pages
Spanish	Yellow cardboard Folder
Assessment Folder	Beige/buff cardboard folder
Topic books	YPO A4+ presentation/scrap books (black cover)

Term Dates 2026-2026

Autumn Term 2026

School opens: Thursday 3rd September 2026

School closes for half term: Friday 23rd October

School reopens: Monday 2nd November

School closes for Christmas: Friday 18th December

Spring Term 2027

School opens: Tuesday 5th January 2027

School closes for half term: Friday 12th February

School reopens: Monday 22nd February

School closes for Easter: Friday 25th March

Summer Term 2027

School reopens: Tuesday 12th April 2027

May day holiday: Monday 3rd May

School closes for half term: Friday 28th May

School reopens: Tuesday 8th June

School closes for Summer holidays: Tuesday 20th July @3.15pm

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