

PARENT INFORMATION HANDBOOK



2021 - 2022

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Welcome to Osborne

Dear Parents and Carers,

May I extend a warm welcome to you and your child as they begin their learning journey with Osborne Primary School, which is highly regarded within the local community.

In April 2021, we are very pleased to have joined the family of schools at ATLP Multi Academy Trust (<https://atlp.org.uk>) who strives to ensure their schools offer a 'world-class' quality of plus, an exciting, fulfilling curriculum, producing outstanding outcomes for all.

This prospectus is aimed to provide a reference point for vital information in order to ease your family's transition into the Osborne family.

We pride ourselves upon discovering every child's unique strengths and abilities, in order to challenge and assist them to achieve their best, whilst also developing an enthusiasm for learning through a fun, stimulating curriculum.

The school values of respect, self-control, persistence, courage, fairness and forgiveness enable all children to become successful, confident, responsible citizens, whilst at Osborne and in their future.

All decisions made at Osborne have to meet one criterion; is it in the best interest of the child / children?

With this knowledge, a purposeful partnership between home and school can be nurtured via our teaching and pastoral teams, which is essential for the best possible development of each child.

Therefore, we look forward to meeting you and please contact the school with any queries.

Michelle Gay
Head Teacher

A Letter from the Local Governing Body

On behalf of the staff and Local Governing Board, I would like to take this opportunity to extend a warm welcome to Osborne School. It is the aim of everyone at Osborne to work in partnership with families and carers to create a happy, safe and thriving learning environment for your child.

We trust that the school prospectus contains all the information you might need, but please do not hesitate to contact us, via the school website: osborneprimaryschool.co.uk if you need any further help, guidance or support.

Mrs Rona Gorton
Chair of Governors



Our Vision

At Osborne, we nurture our children to believe they can make a positive difference.

We aim to:

- Support each child to develop a personal vision for their future within the global community.
- Ensure each child enjoys varied, exciting learning experiences within a well-planned, broad and balanced curriculum.
- Provide a stimulating, challenging, interactive work environment conducive to learning.
- Promote an ethos that values democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.
- Maintain high expectations of behaviour.
- Support children and parents to keep themselves safe.
- Develop self-esteem, emotional well-being and social skills; enabling children to form positive relationships within school and the wider community.
- Involve children, parents, governors and the local community as active partners in school life.

Safeguarding Children

Governing Statement:

The appropriate safeguarding of children is an essential element of the work of the local governing body and ATLP. It is a pre-requisite to the effective development and well-being of the children who attend Osborne Primary School and should be seen as an underlying principle in all that we do.

The ATLP is totally committed to safeguarding and promoting the welfare of children. It recognises that this is the responsibility of everyone; all staff, trustees, governors and visitors have an important role to play.

The ATLP fully understands the role it plays in safeguarding the youngest and perhaps most vulnerable members of the community and how through good multi agency working it can help protect those too young to protect themselves.

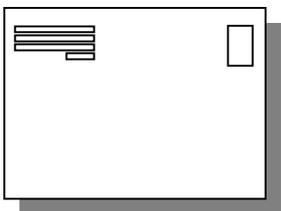
Statement to parents

In the interest of safeguarding children there may be occasions when the school has to consult other agencies **without a parent's prior knowledge**. The school's **first concern** is the **child's welfare** and the school has a duty to act to protect the child at all times. Such consultation may result in a formal referral which could prompt visits from Social Care, Health and/or the Police.

We fully understand that this can be a very distressing set of circumstances, but we can only assure you that we follow the procedures laid down by ATLP in a copy of our Child Protection and Safeguarding Policy (which will be updated for September 21.)

School Contacts

Osborne Primary School, Osborne Road, Birmingham B23 6TY





0121 464 3346



enquiry@osborne-pri.bham.sch.uk

The website is www.osborne-pri.bham.sch.uk

Local Governing Body

Chair of Governors: **Rona Gorton** (Co-opted)

Governors:

Gillian Davies (Parent)

Rob Faris (Staff)

Michelle Gay (Head Teacher)

Sonia Griffiths (Co-opted)

Marlene Guscoth (Co-opted)

Paul Holley (Co-opted)

Herline Simon (Co-opted)

Andrea Barrett (Local Authority)

The School

In September 2017, Osborne Primary School admitted two classes of children into Reception, as the first step in an expansion programme to become a full two form entry school in September 2023.

Our admission limit is **60 children in Reception, Y1, Y2, Y3 & Y4 and Y5 from September 2021.**

- ✓ In July 2018, the whole school relocated to Osborne Road in a completely refurbished Victorian building plus, six brand new classrooms and some offices. This caused some obvious disruption to the efficient running of the school.
- ✓ In the March 2018 report, these events were described by Ofsted as a 'perfect storm' and culminated in an inadequate judgement from Ofsted in March 2019. However, they also commented:
- ✓ 'Leaders and governors have demonstrated that they have the capacity to improve the quality of teaching and outcomes for pupils. They are now tackling poor teaching. They have implemented new policies and have a clear strategy in place which is focused on the right priorities to improve the school.'
- ✓ **Key Outcomes** identified from a School Performance Review in April 2021 state:
 - is an improving school
 - The school recently received a positive Ofsted inspection which acknowledged the progress the school leaders have made since the previous inspection.

- All children to go straight to their classroom and begin physical exercise
- From Monday 1st November, Reception children will walk to the Reception door on their own.

End of the Day

Parents **MUST** collect children **Reception and Y1 children FIRST** at **3:20** Monday to Thursday and **1:00 on a FRIDAY** from the Reception outdoor area. This is because the children are released first.

Please be aware that the collection of Reception children will initially take longer, until staff have learnt children's and parents' names.

Y2 – Y6: parents to enter school via car park gate (opposite Wilton Road) and then collect children from behind the blue Smooga barriers on the playground **at 3:25** Monday to Thursday and **1:00** on a **Friday**.

Collection of your child by another adult

In order to safeguard your child, we will only release your child to a known adult, or one whose name appears as an emergency contact, **UNLESS** you have spoken to us in person or by phone. If we have not received a verbal message, this may result in a delay of the collection of your child, while we contact you, for your permission.

Early Closure on a Friday

In order to improve learning provision and reduce the cost of providing all teachers with their statutory 10% Planning, Preparation and Assessment time, the school closes to pupils at 1pm on Fridays. Any parents who meet the school's criteria i.e. working parents in full time work or education are able to access, currently free of charge, afternoon provision for their child. A letter will be provided to you.

Punctuality is essential to ensure the children do not miss any part of the vital **learning** process, as this can delay their understanding and cause them distress (it can also be seen as a potential sign of neglect). **School gates will close at 8:50 am.** Therefore, parents **MUST** ensure their children arrive and are collected at the correct time.

Attendance

Parents **MUST** inform school by e-mail, telephone or in person, explaining the reason for your child's absence by 10.00am on the first morning of absence. School will rigorously follow up any cases of unexplained or frequent absence, **including home visits.**

We know that children can only learn effectively and more easily, if they are in school on a regular basis. Therefore, the children earn attendance tokens which can be used to purchase various prizes/privileges, at the end of each term (covid permitting.)

We aim for our children to achieve a target figure above 97% attendance during the year. Under new laws, authorisation **CANNOT** be given for any holiday absence during term time.

During this and previous years, several **parents have been fined** for **taking holidays during term** time and for **regular poor attendance.**

Poor attendance is considered to be any figure below 90% (This equates to 19 school days, or 4 weeks, or 100 lessons lost from a school year.)

A copy of the school's attendance policy is available on the website.

Break Time: allowing children plenty of space on the playground and time to eat a healthy snack.

Y1 and 2 (5 - 7 years old): 10:15 – 10:30

Y3 and 4 (7 - 9 years old): 10:30 – 10:45

Y5 and 6 (9 - 11 years old): 10:45 – 11:00

Lunch Time:

YR (4-5 years old) and Y1 (5-6 years old): 12.00 - 12:45 allowing children plenty of space on the playground

Y2 and 3 (6 - 8 years old): 12:15 to 1:00

Y4, 5 and 6 (8 - 11 years old): 12:30 to 1:15

Children also have the opportunity to visit the library, quiet playground or classroom for 'Time to Chill', except during Covid restrictions.

Uniform

An acceptable dress code has been agreed that demonstrates school is a special and important place, not to be confused with sporting or leisure activities. Uniform choices consist of:

White, blue or grey shirts / blouses (**MUST be named**)

Blue, black or grey school trousers / skirts / pinafores (**MUST be named**)

Dark blue jumpers (**MUST be named**)

Sensible (low heeled) shoes (**MUST be named**)

Jumpers, cardigans, polo shirts, t-shirts, fleece jackets, shower-proof fleece jackets and heavy duty school bags embroidered with the school logo are available from Trutex, Erdington High Street. Items with the school logo are not essential.

Please ensure all uniform is **named** so we **can instantly return items** to the correct child.

Staff **CANNOT** spend time searching for **unnamed** uniform as children's learning will suffer.

One of the positives of the current pandemic, is that on a day when your child has PE they come into school wearing their PE kit (joggers, sweatshirt, t-shirt and trainers) and **do not** wear school uniform. This enables all children to spend more time on physical exercise rather than getting changed, especially the younger children.

A (**named**) swimming one piece costume / trunks or close fitting shorts (not knee length) will be needed in Year 4 only.

Lost Property

If an article has been misplaced or lost, staff will ask children to look for it as they should be encouraged to be responsible for looking after their own property; parent/carers can also ask to check the cloakroom, classroom, playground and hall, **AFTER** school, when children have left the premises. Staff are **not** responsible for your child's belongings; the children are.

After two weeks, lost property which is **NOT** claimed will be **thrown away**, as the school lacks storage space.

Jewellery

For health and safety reasons the children are **NOT** permitted to wear **ANY** jewellery apart from a watch and stud earrings which must be removed or taped during swimming or PE lessons. If your child wears jewellery as part of religious traditions, they may be asked to remove it or place tape over the item, if it may be hazardous.

Curriculum

The Early Years Profile has been updated and this term, the Early Years team have reviewed and refreshed the Early Years curriculum planning in readiness for September.

Assessment

Each lesson will start with a question, quiz etc. about the learning from the previous lesson, which has been shown to improve long term knowledge. The lessons will contain a learning objective and challenging success criteria so your child knows what they are learning and how well they have learnt. They will receive feedback throughout the lesson from class staff who will address

misconceptions and challenge pupils to improve and extend their knowledge and understanding. Staff, then use these daily assessments to plan challenging learning activities for children of all abilities in the next lesson and gauge each child's immediate and termly progress.

All children in Y1– 6 are assessed in relation to age related expectations; i.e. working below, working towards, working at or achieving greater depth. These statements will be shared with parents termly in learning consultations, and via a written annual report.

Children in Reception, are assessed on seventeen different areas including reading, writing, speaking, listening, understanding, managing feelings, number and shape, space and measures. At the end of the year children are assessed, as meeting the expected level of development or are not yet meeting the expected levels of development (emerging).

Y6 children will be required to undertake Statutory Assessment Tests (SAT's) in reading, spelling, grammar and punctuation plus maths in May. Y2 undertake all the same statutory tests except for spelling and grammar.

The results are shared with the children, included on their report and the school's performance can be seen on the school website, enabling a comparison between other schools.

Y1 children have to undertake a phonics assessment (plus any of the Y2 children that did not reach the expected standard in Y1) in June. The outcome is also reported to parents. In the current pandemic, Y2 children may be asked by the Department for Education to undertake a phonics check in the Autumn Term.

Reception, Y2 and Y6 end of year assessment results are reported to the Department for Education and used as the main way of holding the school accountable for the effectiveness of school provision.

During the first half term, Reception children, for the first time will be assessed via the reception baseline assessment. This is to provide an on-entry assessment of pupil attainment to be used as a starting point from which a cohort-level progress measure to the end of key stage 2 (KS2) can be created.

The reception baseline is not intended to:

- provide on-going formative information for practitioners
- be used in any way to measure performance in the early years, evaluate preschool settings or hold early years practitioners to account
- provide detailed diagnostic information about pupils' areas for development.

Reports will also identify your child's many strengths, efforts in learning activities and the next steps (targets) they need to undertake to improve their learning in the following year.

Learning Consultations

Termly consultations are arranged so you, the teacher and teaching assistant can discuss your child's progress; behaviour and to celebrate achievements in their learning journey books. If parents cannot attend one of these evenings then class teachers will arrange an alternative time, as these meetings **are vital** to celebrate and develop the child's full potential.

Special Educational Needs/Disabilities (SEND) see the website for more information

Teachers are aware that each child is an individual with differing abilities and diverse rates of development. Osborne Primary recognises the high level of SEND need in the school (currently 28%) and in response it has a trained Special Needs Lead, with TAs and the Learning Mentors also trained in specialist areas eg Autism Spectrum Condition (ASC), Speech and Language, Thrive (emotional and behavioural support) and Dyslexia.

Structured Conversations are held with parents of SEND children, for half an hour twice a year, in place of Learning Consultations. This is to ensure an effective partnership between home and school supporting a child's development and improved progress.

Staying Safe Online

We are keen for all children to develop an awareness of using the internet safely as it is an essential element of twenty first century life plus, a crucial tool for many daily tasks. The children will be taught how to access appropriate information from the internet, by both staff and the police, alongside our school online safety rules. All visited sites will be monitored by a Senior Leader (as set out in the Online Safety Policy, which is available on the website) and any incidents reported to the governing body on a half termly basis.

Filtering systems are in place, reviewed and improved constantly to restrict access to unsuitable sites. Parents will be informed of any inappropriate conduct or access made by children and support is offered to parents on how to keep their children safe whilst online, via newsletters, websites, workshops and Safer Schools app.

We ask parents to ensure that any devices used by the child at home (ie telephone, I-pad, x box, play station, laptop), have parental controls applied and ONLY age appropriate material is accessed; otherwise this becomes a safeguarding issue.

Transition between classes and schools

Secondary School

During July, Year 5 children receive the secondary transfer request forms and although this may be a difficult process for parents, each of the secondary schools will send out literature and have open evenings to enable the correct selection for each child. We are happy to offer and secure support for any parents experiencing difficulties in this selection process.

Also during July, the Year 6 children will experience an Induction day at their allocated Secondary School. Extra transition sessions and support will be arranged for any SEND children.

New Classes for September

During July, all pupils of Osborne, including the new Reception children, will spend three sessions with their teacher and teaching assistant for the next school year, aiming to ensure a smooth transition. Not permissible under Covid restrictions. However, virtual tours etc can be accessed via the website.

Extra transition sessions and support will be arranged for any SEND children.

Pastoral Care

At Osborne, the development of the whole child is essential, not just their curriculum abilities and pastoral care was identified as a strength of the school, in the Ofsted report 2019. Your child's safety, happiness and emotional and social developments are of equal importance.

Great emphasis is placed on promoting independence, resilience and confidence via 'Secrets of Success' in order to make children be successful learners, successful friends and successful in their adult life. Each term your child will be asked to challenge themselves in one of these areas: Try new things; Work hard; Concentrate; Push themselves; Imagine; Improve; Understand others and Not give up.

Each class has a teacher and teaching assistant during literacy and maths sessions. Across the school, the children are well supported by two Learning Mentors, a Pastoral Manager, Malachi for emotional/family support and three Assistant Heads who have a 2 day a week class teaching commitment.

Occasionally, families experience difficult circumstances eg a bereavement, financial issues, break

up of a partnership and these issues will affect your children's capacity to learn. In these instances, we are here to offer support to your child via the Learning Mentors and support you and your family, via our Pastoral Manager, Lisa McCullough.

As a result, the following groups have met, at the parent's request: ASD/ADHD, Support for those experiencing Domestic Abuse. Please contact Lisa McCullough for details of either an existing group or an idea for a new group.

Regular coffee mornings are also held and you will be invited to a specific Reception morning in September (covid permitting.)

Educational Visits (covid permitting)

We believe that children should be familiar with as wide a variety of stimuli as possible to engage them in their learning and future life experiences eg trips to the theatre, art galleries, museums, etc. Therefore, our curriculum themes are linked, nearly always, to a place worthy of a visit.

Attendance at educational visits during curriculum time **is statutory** and all children **MUST** participate, as non-attendance will be classed as an **unauthorised absence**. The **only possible** exception is for place of worship visits, but parents should speak to the Head Teacher regarding this decision.

Risk assessments are undertaken for each and every trip to ensure child safety.

Signed consent slips (for visits outside of Birmingham) are to be returned **before the day of the trip** or children will not be allowed to leave the school site. Not attending the visit will seriously harm the children's learning because the curriculum is specifically planned around these trips.

Contributions

The school allocates a percentage of the budget to subsidising educational visits, including some from the Pupil Premium Funding for disadvantaged pupils (i.e. Free School Meal, Services Personnel and Looked After children) but it would be impossible to pay for all the invaluable experiences we identify. Therefore, on occasions, parents will be asked to make a voluntary contribution towards costs such as transport, insurance, fees, board or lodging. **Where sufficient contributions are not forthcoming, the activity may have to be cancelled.**

The Extended Curriculum

After School Clubs



School provision is currently being reorganised for September but will involve a variety of clubs that will encourage children to be active and follow their interests. All we ask, is that parents sign a consent form, pay a minimal fee of £1 and inform us of who will pick the child up or give **written consent** for an older child to walk home alone. Parents are asked to collect children promptly at the end of these sessions.

We are also part of Kingsbury Sports Partnership which enables many children to engage in competitive sports both during and after the school day (covid permitting.)

Breakfast Club (covid permitting.)

Breakfast Club is open from 8am and parents can bring their children to school under the supervision of a qualified adult.

School subsidises Breakfast Club which includes the following;

- Breakfast of any choice and a drink for each child
- Participation in daily sporting activities by a trained coach

Current payments of **£3** are made for each day the child attends the club or a discounted price of **£12** if payments are made for a whole week. Parents can also purchase items directly from the kitchen if you choose to stay.

Home Learning

Through home learning we aim to challenge all children, creating opportunities for them to be able to learn and remember more, plus practice these learned skills independently. It is also an integral part of the positive, learning partnership between the child, family and school. Home learning will consist of a:

1. Project Learning Task



Each class receives a research project with specific criteria based upon the curriculum theme of that term. Each child will then be encouraged to apply their curriculum skills to this independent project following their personal interests within the curriculum theme and preferred medium for their presentation. At the end of the half term, the children will then present their project task to children in a different class.

2. Weekly Learning Task Sheet



Each child will receive a weekly, home learning task sheet on a specific day of the week including guidelines to parents and children on how each task should be successfully completed.

As **reading** is the vital key to learning, we ask all our parents to spend some time **reading WITH and TO** their children in order to:



- Explain
- Talk about the suggested by the text
 - Discuss the or question the events in
 - Enjoy the reading



- new vocabulary
- pictures or images
- characters feelings
- the story
- experience.

We encourage parents to support their children in completing home learning activities independently or with support as it further improves the children's learning capacity.

We also realise that for many parents, especially those that work or have several children, it can be difficult to provide the quiet space and time for your child to complete these tasks.

Therefore, next term, we hope to be offering a **home learning club** from 3:30 – 4:30 on one night a week, when every class can stay and complete their home learning at school. Further details to follow.

Osborne boasts a school library which is resourced with a wide variety of high quality books. The Library has dedicated, timetabled slots during lunchtimes in which it is open to the children so that they can share fiction, non-fiction and poetry texts, plus research areas of interest using i-pads or laptops.

Parent/School Partnership

A good partnership between home and school is vital to ensure your child learns to their full potential. This collaboration, begins the moment your child gains a place at Osborne and our task is to discover from you and your child, about all the valuable skills and experiences they have encountered, so we can develop their learning further.

We want your child to be happy, feel safe, comfortable and welcome, plus, achieve at Osborne School. Please feel free to approach us with any concerns you may experience. No problem is too small or too difficult. You could talk to these staff members before, during or after school:

- Pastoral Manager– Lisa McCullough
- Special Education Needs Co-ordinator – James Heathershaw

- Early Years Lead – Helen Salt
- Assistant Head Year R – 1 (Phase 1) Sam Prigg
- Assistant Head Year 2 – 3 (Phase 2) Rob Faris
- Assistant Head Year 4 – 6 (Phase 3) Clare Harris
- Head Teacher – Michelle Gay

Morning messages: for class teachers **MUST** be given to the Office staff or a senior leader at the gate who **WILL** pass them directly to the class teacher.

Afternoon Messages: should **ALWAYS** go to the class teacher **FIRST** (as you collect your children); then Assistant Head (or Early Years Lead) and **FINALLY** the Head.

Communication

A newsletter is regularly sent home to inform you of dates, future events and to share activities that your children have enjoyed participating in. If events are particular to just one class eg class assembly then an extra letter is sent home; only to those families.

Newsletters are then always placed on the website; where they can be translated into numerous languages.

The school also uses **Group Call** for text messages which are sent directly to parents' phones, as long as we have your current telephone details.

Osborne Primary also uses **Marvellous Me**, a positive behaviour reward system, which both children and parents have been very pleased with. This online platform allows parents/carers direct access and an instant notification of a reward. Please ask for your log on details from the School Office.

Twitter -

Twitter is a great way to communicate school news, photos, videos and upcoming events. This is a key means of not only promoting the many wonderful things that we do at the school, but also as a way of engaging you in your children's daily activities more effectively.

If you want to see the amazing work we have already done you can see our latest tweets on the school website:

www.osborneprimaryschool.co.uk/

To follow us on Twitter our username is:

@OsbornePriSch

Tapestry -

In Reception we use Tapestry as a way for you to be involved in your child's learning journey. When we make observations of activities your child is undertaking, their learning plus, their next steps, these can be made immediately available to you on Tapestry. This can be in the form of photos, comments and videos. All you need to do is download the app onto your phone and to have completed the consent form that will be sent to you before your child starts school.

We would also appreciate your comments on your child's observations and by letting us know what your child loves doing at home by sending photos and videos back; this will help us understand their development at home. Your child's other relatives can also be set up with access to the Tapestry profile, so you can all share the excitement of the learning and growth of your child.

Tapestry can be used to share these special moments with your child at any time by logging into their Learning Journal, you will have your own password. Talking together about the pictures and video clips in their journal helps to develop your child's language skills and build their self-esteem, as well as be a special time to discuss their day and the learning they have undertaken and remembered.

Contact Information

If you change telephone numbers (particularly mobiles) address, or e-mail address you **MUST** inform the school office immediately so we can contact you in an emergency (for example taking your child to hospital, collecting your child when sick, or emergency closure of the school.) Not providing school with these updated details, can be seen as a sign of neglecting your parental responsibilities.

We also require, by law, at least **TWO emergency contacts**, in case you cannot be reached during an emergency.

Medical conditions policy

This policy exists for children with acute medical needs (such as peanut or fish allergies, epilepsy, asthma or diabetes) to ensure that, in terms of both physical and mental health they are;

- Properly supported so they can play a full and active role in school life, remain healthy and achieve their academic potential.
- Effectively supported in consultation with health and social care professionals, their parents and the pupils themselves.

Please let the school know of your child's specific care needs so the appropriate support can be given and contact can be made with the School Nurse.

Medicines

If you feel your child is well enough to return to school but they still require **prescribed** medication, we are very happy for you to call into school and administer the dose personally or if circumstances prevent this, then you **MUST** fill in and sign a form stating the specific medicine, dose and time required. The medication **MUST** be handed into the school office with the form. The Teaching Assistant working with your child will then administer the specified dose at the stated time.

Publicity

Occasionally, children appear in the local papers as we celebrate our achievements with the local community. Most families are thrilled to see their child's photograph in a newspaper but occasionally we know it can present difficulties with religious beliefs or safeguarding issues. Therefore, parents will need to **sign a document** annually stating their preferences regarding publicity, enabling us to consult the document and carry out the parents expressed preferences. This forms part of our obligation to protect yours and your child's data.

Consultation

For the parent/school partnership to be successful it is vital to frequently acquire your opinions and act upon them. Our parents/carers provided a far greater response than those gained from national parent's/carer's opinions on Parent View via the Ofsted website, which confirms the positive partnership between school and our families.

As a result of parental consultations we have reviewed and improved the school dinner menu which now includes halal meat; all children receive a hot meal including on Fridays, the School Motto, School Values, Behaviour and Home Learning Policy have all been reviewed and updated. All suggestions are gratefully received.

School Meals



Children may have a school meal cooked on the premises (halal, if required) or bring a packed lunch.

ALL children in Reception, Year 1 and Year 2 classes are entitled to a Universal Infant Free School Meal. (UIFSM)

The school office can give confidential advice on whether a child is entitled to have free school meals and how to apply. It is **very important**



that **ALL** parents register their qualification for free school meals, as the school **receives an extra £1300** of Pupil Premium Funding for each of these pupils. This can be registered **even** if you want to provide a packed lunch, so that school and your child benefits from the Pupil Premium Funding.

Parents who pay for their children’s meals are asked to log into their Parent Pay account, to order and pay in advance. The current price is **£2.40** per day.

Cheques and cash will no longer be accepted at the school from September 2021.

ALL payments for meals, snacks, trips etc MUST be through Parent Pay.

Friday Lunch Times

All KS1 children receive a hot school lunch on a Friday but due to time constraints KS2 receive a packed lunch.

Special Dietary Requirements

If your child has specific medical or religious needs please inform the class teacher and school office, in writing, so the kitchen staff can then meet your child’s requirements.

Healthy Diet

The Senior Catering Officer has to balance the school menu each week in order to ensure that the children eating school meals are receiving adequate amounts of vegetables, carbohydrate, protein, fats etc and limit the amount of restricted foods such as processed meats.

Therefore, we ask parents providing lunches to **not include chocolate or sweets** as part of their child’s packed lunch.

Snack Time



Free fruit is available for all children in Reception, Year 1 and Year 2.

Currently; ALL children in school are offered and slice of toast a costing £1.50 per week. Children may bring their own drink.

ALL payments for meals, snacks, trips etc MUST be through Parent Pay.

We hope that you have found this handbook useful. However, if you have any further questions we will be happy to help you, so please do ask.

We look forward to working together in partnership with you to enable our children to achieve their full potential and enjoy their successful learning journey.

Osborne Primary School

2020-2021 School Calendar

September 2020							October 2020							November 2020						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
u		u		h			u		u		h			u		u		h		
			1	2	3	4						1	2		1	2	3	4	5	6
5	6	7	8	9	10	11	3	4	5	6	7	8	9	7	8	9	10	11	12	13
12	13	14	15	16	17	18	10	11	12	13	14	15	16	14	15	16	17	18	19	20
19	20	21	22	23	24	25	17	18	19	20	21	22	23	21	22	23	24	25	26	27

The following policies are all available on the school website:

Acceptable Use
Accessibility and Equality Plan
Admissions Statement
Anti-Bullying
Assessment
Attendance
Behaviour
Charging and Remissions
Complaints Procedure
Collective Worship
Critical Incident
Curriculum
Designated Teacher for Looked After and previously Looked After children
Emergency Response
Equalities
Exclusions
Learning and Teaching
Parent and Visitor Code of Conduct
Online Safety
PE
Safeguarding and Child Protection
SEND
Severe Weather
Supporting Pupils with Medical Conditions
Values and Ethos
Whistleblowing and Serious Misconduct