



NASCOT WOOD JUNIOR SCHOOL
NASCOT WOOD ROAD
WATFORD
HERTFORDSHIRE
WD17 4YS

TELEPHONE: 01923 238784
FAX: 01923 445900

e-mail : head@nascotwoodjm.herts.sch.uk
 admin@nascotwoodjm.herts.sch.uk

website: www.nascotwoodjm.herts.sch.uk

HEADTEACHER

MRS C SINGH

CHAIR OF GOVERNORS

DR L TRODD

LOCAL EDUCATION AUTHORITY

HERTFORDSHIRE COUNTY COUNCIL
COUNTY HALL
HERTFORD
HERTFORDSHIRE
SG13 8DQ

TELEPHONE : 01992 555555



WELCOME TO NASCOT WOOD JUNIOR SCHOOL

Dear Parents,

I am delighted to welcome you and your child to our school. During the next four years you will see your child grow and develop in so many fascinating and wonderful ways across all aspects of learning, and it is a privilege for us to lead them on this journey.

We value the relationship that we have with our parents, and we are committed to working in partnership with you, to ensure the best possible outcomes for your children. We encourage you to participate in this partnership, as set out in the Home-School agreement.

All members of staff are committed to providing a happy, safe and hard-working atmosphere, in which children are challenged to extend their learning and achieve the highest possible standards. We value all children as individuals, and encourage them to develop into confident, independent and caring citizens.

I hope you enjoy learning more about our school from this brochure. It will give you an idea of the learning opportunities that we provide for the children in readiness for the next phase of their education at secondary school.

I look forward to meeting you and helping your child to achieve every possible success and fulfilment through learning.

Yours sincerely

Christina Singh

Headteacher

head@nascotwoodjm.herts.sch.uk



OUR SCHOOL

The school was opened in April 1971 on a site which was once woodland, forming part of the Cassiobury House Estate. The monogram of the Earls of Essex (formerly owners of Cassiobury House) was found in a 19th century book, John Britton's *History and Description of Cassiobury Park* and with the approval of the ninth Earl of Essex it was adopted as the school badge. The school shares the site with Nascot Wood Infant and Nursery School with whom we have very close links. Nascot Wood Junior School is a non-denominational, all-ability, County controlled day school, taking children from the age of seven to eleven. In Hertfordshire primary schools are provided for neighbourhood areas as far as possible and in general parents are able to seek admission for their children at schools near where they live. The school normally accepts children from the area it was designed to serve, and then from further afield if places are available.

Every classroom opens out onto a tree-lined playground with vegetable planters and grassy areas as well as tarmac areas large enough for football, cricket and netball. The smaller sections are ideal for individuals, pairs and small groups to chat, read, or play little games with play equipment provided.

The school has a large playing field, and a very substantial area of mature woodlands used for outdoor learning and leisure. There is also a large outdoor heated swimming pool with separate changing rooms.

In 2011 we acquired from Hertfordshire County Council the Recital Hall of the former Watford School of Music. The main Recital Hall has been refurbished and is used during the school day by both the Nascot Wood schools for music, PE and drama as well as providing additional spaces for meetings, staff training and special events such as 'International Day' and concerts and performances. At other times it is available for hire by parents, community groups, private individuals and approved commercial enterprises.

Organisation

Your child's class is his or her 'Home Base' and the class teacher is your first point of contact on all matters of learning, welfare and progress. The teachers in each year group work together as a team to plan and assess the learning and teaching. They share their planning with their Teaching Assistants (TAs) at a weekly meeting so that TAs are fully involved with the teachers in setting up a stimulating learning environment and supporting children's learning and helping them to make progress.

The year groups are numbered from Year 3 to Year 6 in accordance with Key Stage 2 of the National Curriculum. The classes are named after trees: Holly and Willow in Year 3, Juniper and Maple in Year 4, Elm and Beech in Year 5, Rowan and Poplar in Year 6.

The school operates a house system and the children are allocated to;

Dragon	Red
Phoenix	Blue
Unicorn	Green
Griffin	yellow

These houses are used for sporting events and the allocation of house points.

ADMISSIONS

Parents who are considering sending their children to Nascot Wood Junior School are welcome to visit the school and we will be pleased to show you around so that you may see the school at work. Two of the older children usually give parents a child's eye tour of the school and the Headteacher will also be very willing to answer any questions and to explain the admission procedure. The
May 2013



school's standard admission number is 60 children per year group. The school adheres to the Hertfordshire Rules for Admissions criteria which are outlined in *Appendix 1*.

Transfer from Infant School and other schools

A meeting is held for the parents of infant school children the term before they join us and the Year 2 children are invited to a variety of events, assemblies and performances. They also come over to the school in small groups for a lunch and playtimes which they spend with the "Buddy" they have been assigned, with whom they have already corresponded. They also meet their new teachers and become more familiar with the environment. The Year 3 teachers spend time in the Infant School visiting the children and discussing their progress with their teachers. Your child's move from infant to junior school is made easier by the close relationship which exists between both Nascot Wood Schools. Transitions between schools and from class to class are an important priority in our School Development Plan and we work as closely as possible with all schools from which and to which children transfer.



Our vision:

If you believe it, you can achieve it

Our Aims, and Values

Our school curriculum provides rich and varied contexts for children to acquire and develop:

- self-confidence, enjoyment of learning and an enquiring mind
- the highest possible achievement
- an appreciation of human achievement and aspirations
- a sense of identity and heritage
- physical, aesthetic and creative skills
- the ability to co-operate and to collaborate

Underpinning our curriculum are the following values:

- an understanding and appreciation of different beliefs and cultures
- care and responsibility
- the promotion of equal opportunity and the ability to challenge discrimination and stereotyping
- respect for the environment on a personal and global scale
- the promotion of self esteem and emotional well being
- development of good relationships within and outside the school community
- the preparation of the children for the next steps in their education
- the ability to respond positively to opportunities and challenges



OUR STAFF 2012/2013

TEACHING STAFF

Christina Singh GRNCM, PGCE Certificate for Teachers of Learners with SpLD	Headteacher
David Allen B Ed (Hons) Curriculum Co-ordinator Joint ICT Subject Leader (strategic) Assessment Coordinator Art Co-ordinator	Deputy Head Y5 Class Teacher Part time Senior Leadership Team
Debra Higginson B.Ed Maths Subject Leader	Year 6 Senior Leadership Team
Lucy Reynolds BA QTS(English) Literacy Subject Leader	Year 6 Senior Leadership Team
Lynne Stevenson, B.Ed (Hons) Geography Subject Leader History Subject Leader Responsibility for Library	Year 5
Justine Derbyshire BA PGCE PSHE Subject Leader	Year 5 Part-time
Ros Corbridge DE. HDE (music) (SA) Science Subject Leader	Year 4
Michael Mitcham BA PGCE	Year 4
Lynne Riley B Ed (Hons) Design & Technology Subject Leader	Year 3
John Robb BA (Hons) PGCE Joint ICT Subject Leader (curriculum) Responsibility for Website	Year 3
Jill Stebbing, BSc. PGCE PE /Sports Subject Leader	Part time teacher
Avril Agnew B.Mus (Hons) PGCE Music Subject Leader	SENCO Part-time teacher and English as Additional Language Co-ordinator



Peripatetic Teachers

Lucy Searle BMus(Hons), M.Res	Piano
Nancy Campbell-Stanway (Hertfordshire Music Service Approved piano teacher)	Piano
Ken Harratt BA (Hons) Music	Piano
Christine Holling GTCL(Hons),LTCL, DipTCL (Merit)PGCE/Chloe Mills	Violin
Sarah Evans BA(Hons) LGSM	Clarinet and Theory
Ruth Bitelli B.Ed	Recorder
John Brennan LRAM, LRSM(Dir.) Orch. Dip. Cert.Ed.	Cello and Double Bass
Callaine Edghill	Guitar (LifeMusic)
Aidan McAtominey LRAM	Drum Kit
Mr Stuart Quinlan	Cornet

SUPPORT STAFF

Administration

Rosey Mann LLB (Hons)	Full time
Jemma Foulkes	Part time

Network Manager

Gordon Campbell BSc, BE

Teaching and Learning Support assistants

Vanessa Angus*	
Julia Boydon*	
Caroline Coles*	Playleader
Bella Linley*	
Liz Marsh*	
Nina Roberts	
Lynn Sullivin*	
Sandra Savage*	
Ruth Malone*	

Midday Supervisors

Carole Strange Senior Supervisor
Rosita Barile
Farah Naeem
Rajine Sivakumaran
Karen Tabelin
Lucy Marsh
Also * above

Road Crossing Patrol

Brian Johnson

Caretaker

Steve Pearson

Cleaning

Haywards Cleaning Services
Vanessa Friele

School Meals

Hertfordshire Catering
Cook Angie Pearson
Assistant Katherine McNamara



OUR SCHOOL GOVERNORS

The Governing Body of Nascot Wood Junior School holds office for four years and is drawn from the local community. Parents are represented on the Governing Body and details of the procedure for nominations and elections of Parent Governors are sent out by the school as a vacancy occurs. The Community Governors are chosen by the other Governors because of their expertise or links with the local community. There are two teachers and a staff representative on the governing body in addition to the Headteacher.

At their meetings, which are held twice each term, the Governors receive reports from the Headteacher and discuss other matters relevant to the development and well-being of the whole school community. The Governors, who visit the school regularly and are involved in the life and work of the school, are aware of their duties as laid down by the 1988 Education Reform Act.

Governing Body as at January 2013

LEA Governors

Angela Basit (Vice Chair)
Malcolm Meerabux
Alex Fenton

Parent Governors

Ajay Patel
Debasis Datta
Rachel Macleod
Amanda Hobbs

Staff Governor

David Allen
Caroline Coles
Christina Singh

Community Governors

Lyn Trodd (Chair)
Tony Ginty
Pam Scragg (Headteacher Nascot
Wood Infant School)

Clerk

Rosey Mann

If you are interested in becoming a School Governor please do get in touch with the Clerk or the Headteacher for further information. Email admin@nascotwoodjm.herts.sch.uk



CURRICULUM

Content

All children are taught the National Curriculum, which comprises of the following subjects: English, Maths, Science, History, Geography, Physical Education, Design Technology, Art, Music, Information Communications Technology, Modern Foreign Language (Spanish), Religious Education and Personal Social and Health Education & Citizenship. Children's work is linked across different subjects within Topics whenever appropriate, in order to make learning fun, interesting and meaningful for real life. Aspects of the curriculum that do not fit the topic are taught alongside it.

A curriculum leaflet is sent out to parents at the start of each term and parents are invited to attend a meeting soon after the start of each new academic year. This meeting is used to explain the term's work and how you can support your child at home. Copies of your child's year group guides for this year are included with this brochure.

Individual Learning Targets

Children are set a target in Maths and English at regular intervals and they also have a personal target. These targets are agreed between the teacher and the child and recorded so that the child can refer to the target when self-assessing their progress. The targets help them to see how to improve their work and move on to the next step in their learning. When a target is achieved a new one is set.

English

Literacy is the core to all learning and is therefore present in each of the curriculum areas at our school. In every subject our children are taught how to use and manipulate the English language to allow them to express themselves effectively and independently. Consequently our children can explain, describe and record their work in a variety of different ways.

At NWJS we explicitly teach Literacy through daily lessons, which enable the children continually to develop their skills in the four key areas: reading, writing, drama and speaking and listening. The National Curriculum and The Primary Literacy Framework form the basis of the interactive and thought provoking material we deliver.

Guided reading, spelling and handwriting sessions are also taught explicitly, but they are delivered separately from daily Literacy lessons and from the rest of the curriculum. Guided reading sessions allow for comprehensive and in-depth discussions about texts; spelling lessons enable the children to learn strategies which they put into practice during dictations and daily work, and handwriting is taught to ensure all of our children form and join their letters correctly.

Drama is used as a valuable vehicle to access many concepts in all subject areas. However at one point during each academic year it too is also taught separately, giving every child the opportunity to take part in their Year group performance.

Mathematics

Mathematics is all around us in our daily lives. It is not only taught because it is useful but it should also be a source of delight and wonder. As a school we want to enable children to see that mathematics provides a way of viewing and making sense of the world. It can be used to analyse and communicate ideas and information effectively and to tackle a range of practical tasks and real life problems.

At NWJS we explicitly teach maths during hourly sessions each day, which enables the children continually to develop their skills in the key areas: using and applying mathematics; counting and understanding number; knowing and using number facts; calculating; understanding shape;



measuring and handling data. There are also additional maths lessons in some year groups to focus on areas such as mental maths and problem solving activities. We also encourage the application of Maths in real life contexts by incorporating cross curricular links as opportunities arise. Our planning is based on the National Numeracy Strategy Framework, which provides detailed guidance for the implementation of the National Curriculum for mathematics. This ensures continuity and progression.

In school we have a wide range of resources and the Internet is a great source of interactive material. The children also have their own accounts with 'RM Maths' (interactive maths software) to use in school and 'Mathletics' (online maths program) to use both in school and at home. We enter all of year 6 and selected able and gifted children from other year groups in the National Primary Maths Challenge.

Science

Science is a natural and fundamental part of our lives. Good science work stimulates and excites children's curiosity, helping them understand and respect the world around them.

Science is generally approached through investigation and practical work. Once the topic has been introduced and the necessary scientific vocabulary understood, the children participate in practical investigations, developing skills of observing, comparing, predicting, testing, communicating, recording and drawing conclusions. The children then investigate how these processes can be applied to everyday life.

Science is one of the 'core' subjects, and the school follows the National Curriculum, making links with other subjects in topics whenever appropriate.

ICT

Information and communication technology (ICT) prepares children to participate in a rapidly changing world in which work and other activities are increasingly transformed by access to varied and developing technologies. Children use ICT tools to find, explore, analyse, exchange and present information responsibly and creatively. We have designed a programme of work in ICT which is incorporated into most subject areas. Subject leaders liaise with the ICT co-ordinator in order to make the best possible use of ICT to inspire and support children's work in all curriculum areas.

The school has a peer-to-peer network of computers with PC stations in every classroom, two trolleys of laptops timetabled for use by all classes, plus a bank of PC stations in the dining room and library. Each classroom is installed with interactive whiteboards and visualisers to help make lessons more interactive and inclusive. For assemblies, larger presentations and meetings there is a data projector and large projection screen, connected to a wireless broadband laptop with a visualiser and a high quality sound system. This enables high quality, stimulating internet resources to be used for assemblies, learning and information sharing. We are constantly working to gain greater access to the full spectrum of information and communication technologies and have recently acquired iPod Touches for each year group, and a tablet PC. Mindful of concerns on the use of the internet we ask parents and children to sign a consent letter and user agreement, a copy of which is attached. Teachers also give assemblies and PSHE lessons, teaching children how to use the internet effectively and safely.

All classes will have a weekly timetabled whole class teaching session (about 60 minutes), based at the classroom computers. Further ICT lessons are added to support learning in various curriculum areas. One example is the use of RM maths across every year group. RM Maths is used to help raise levels and reinforce understanding in Mathematics, each child having four 15 minute sessions a week. A variety of grouping of the pupils on the computers will be used, appropriate to task and the individuals involved.



History

Children are taught about significant people, events and places from different periods of time. They learn about their own community as well as others, both in Britain and around the world. They use a range of media to investigate, interpret and represent historic information. Teachers make imaginative use of learning resources on the Internet to give children a window into the lives of people in the past.

Children make a number of visits to historical sites and the school has visits from drama groups from time to time to bring history to life. The Isle of Wight Year 6 residential school journey is linked to their study of the Victorian period. Year 4 visit St Albans in connection with their work on Roman Britain and the visit to The Globe Theatre links to Year 5's study of Shakespeare's drama and the Tudor period in general.

History is linked with other subjects where appropriate, for example; writing a recount in English; re-enactments through drama; Egyptian mathematics; art, craft and Design Technology.

Geography

Children are taught the geographical skills they need in order to find out how people affect the environment and how they are affected by it. They apply their growing skills and knowledge to explore the differences and similarities between a variety of peoples, places and environments in the UK and abroad. They make geographical investigations using first hand experience in the school playground and the woodlands on the site, as well as having access to high quality book and internet resources in the classroom.

Religious Education

Religious Education is concerned with learning from and about the great religions of the world. At Nascot Wood it is taught according to the Herts scheme of work.

Our aim is for the children to develop a positive awareness of the great faiths, whilst also developing their own beliefs within their family and community groups. Lessons are not only focussed on factual knowledge, but also on how religions can provide a scaffold for compassion, respect and self awareness. Children are also encouraged to consider larger, challenging questions of existence. As required by statute Christianity is taught alongside a second faith on a termly basis.

Any parent wishing to withdraw their child from RE or from assemblies is asked to contact the Headteacher.

Physical Education

A range of, games, gymnastic and dance is taught across the school. Teaching is provided by the class teachers and some specialist teaching. The school has strong links with local secondary schools through the Schools Sports Partnership enabling all children to take part in a range of inter school festivals and competitions. We also throughout the year arrange one-off taster sessions and workshops often in non curricular sporting activities eg yoga, squash, tai chi and street dance. All children visit an activity centre each year to take part in outdoor adventurous activities. The amount of Physical Education satisfies national requirements.

The school has a large outdoor heated swimming pool.

Art

In art we give your child a broad range of experiences, using many different media and techniques. Children are encouraged to express themselves through painting, drawing, sculpture, textiles and printing. We look at the work of various artists and the children's own work develops as they learn about how artistic expression has developed through different periods of history.



We regularly hold art curriculum events where the whole school engages with the work of a particular artist to create a whole school, class or group work of art. This sometimes takes the form of an Arts Week when the normal timetable is suspended, enabling us to spend extended periods of time really getting absorbed in the arts.

We are proud of our displays around the school which celebrate the children's achievements in art and act as mini galleries for all members of the school community to enjoy and be inspired by.

Design and Technology

Design Technology is a 'hands on' subject, most often taught as part of a topic or project. Through DT assignments children learn to use a range of materials and tools. They apply knowledge they have learned in other subjects, particularly science, and they begin to understand that there is often more than one way to solve a problem. Through designing, planning, making and then evaluating their own work, they develop increasingly effective ways of assessing their own and other children's work. As your child moves through the school their designs will become more complex and involved. Design and Technology encourages children to examine their environment, question the world and to think about how and why things work the way they do.

Music

There are weekly class-based Music lessons and a weekly singing assembly. Children are encouraged to join the school choirs and orchestra which run before school and at lunchtime. There are also opportunities to learn the piano, clarinet, violin, recorder, cello, and music theory within the school day through Hertfordshire Music Service and the school retains links with Watford School of Music and has forged links with The Purcell School in Bushey.

Drama

Drama is used as a cross-curricular tool to help children's learning in different areas of the curriculum as well as English. Annual performances are also carried out by each year group, in addition to their class/year group assemblies.

We regard the development of creativity in these curriculum areas as important as improving their proficiency in English, Maths and Science.

Each year we plan occasional off-timetabled days and weeks to devote extended time to Art, D&T Music and Drama.

Modern Foreign Language

It is widely believed that the early acquisition of a foreign language facilitates the learning of other foreign languages later in life. Our Modern Foreign Language is Spanish and all children have a 30 minute Spanish lesson every week. Additional time is made up of games, instructions and simple activities throughout the week. This introduction to the National Languages Strategy enables the children to develop their interest in the language and the culture of Spain.

Personal, Social and Health Education (PSHE) and Citizenship

This element of the curriculum is a strand which underpins everything we teach at school. Teachers draw upon the wealth of resources available, including the 'SEAL' (Social and Emotional Aspects of Learning) programme which provides for the development of the social and emotional aspects of children's learning and development. We aim to equip children with the necessary skills and understanding to remain healthy and safe and to develop worthwhile and fulfilling relationships, independence, respect, and responsibility as active members of the community. Our circle times, and our elected School Council give children the opportunity to feel listened to, express their views and influence the school's development.



Sex and Relationship Education

The school has a policy for sex and relationship education which is agreed and approved and kept under review by the Governing Body. The policy forms part of our overall strategy for Health and Relationship Education and is considered integral to the Personal, Social and Health Education (PSHE) curriculum.

The programme is concerned with the processes of life and is designed to prepare children for puberty. It contains knowledge of the process of reproduction and is concerned with relationships and the values and morals of individuals within the family and society. Parents are invited to come to a meeting beforehand to view the materials we use and to meet the school nurse and the teachers who will be teaching the programme. Parents have the right to withdraw their child from sex education where it is outside the National Curriculum. However, parents should understand that the right of withdrawal does not apply to the National Curriculum or discussion of sexual matters which arise incidentally in lessons outside the planned sex education programme. Parents should also be aware that if they do withdraw their child from the programme it does not prevent their child's involvement in peer group discussions about the programme in the playground or elsewhere.

ASSESSMENT RECORD KEEPING AND REPORTING

The teachers regularly record progress in English, Maths and Science and keep samples of children's work. Work is regularly monitored and evaluated across year groups and through the key stage. This procedure is adapted to the developing curriculum. Parents may see their child's record upon request to the Headteacher. The school also complies with national requirements for the testing of children, as well as using in-school assessment procedures. Through carefully monitoring the children's progress year on year the teachers identify the ability levels of each child and match the planned curriculum to the needs of the children. Targets are set to help the children progress.

Staff are alert and responsive to the needs of all children, including those who are able with particular strengths. They seek to teach and provide intellectually challenging work which raises achievement, develops good learning habits and is enjoyable.

Parent-teacher consultation evenings take place once a year in the Autumn Term. Consultations give you the opportunity to see your children's work and to discuss it with the teacher. All parents are encouraged to attend these evenings. Further consultations can be arranged between parents and teachers whenever either thinks it is necessary. Written reports are sent home at the end of the Spring Term. We try to give parents as much specific and useful information as possible to help you understand your child and their level of achievement.

A welcome meeting for all parents is held at the beginning of the Autumn Term. This is an opportunity for parents to meet the class teacher, hear about the curriculum, homework, expectations and other important information to support the children at school and home.

Equality

Our school is committed to meeting its public sector statutory duties as detailed below. We understand that the duties apply to service delivery and employment and staff management as well as policy development and implementation.

General Duty under the Equality Act 2010:

The purpose of this policy is to set out how our practice and policies have due regard to the need to:

- **eliminate discrimination**, harassment, victimisation and any other conduct that is prohibited by or under this Act.
- **advance equality of opportunity** between persons who share a relevant protected characteristic * and persons who do not share it



- **foster good relations** between persons who share a relevant protected characteristic * and persons who do not share it.

* **Protected Characteristics**

The Equality Act 2010 protects pupils from discrimination and harassment based on protected characteristics. The protected characteristics for school provisions (as they apply to children in the juniors years) are:

- disability
- ethnicity and race
- gender (sex)
- religion and belief
- sexual orientation

Special Educational Needs and Disability (SEND)

The Disability Discrimination Act

The DDA 2005 places a duty to promote disability equality on all public bodies including schools. This requires them to have due regard to the need to:

- eliminate discrimination
- eliminate harassment related to disability
- promote equality of opportunity between disabled people and other people
- promote positive attitudes towards disabled people
- encourage participation by disabled people in public life
- take steps to take account of disabled people's disabilities even where that involves treating disabled people more favourably than other people

The duties apply to disabled pupils, disabled staff and disabled people who use services provided by schools.

What is the definition of disability?

The DDA defines a disabled person as someone who has *'a physical or mental impairment which has a substantial and long term adverse effect on his or her ability to carry out normal day-to-day activities.'*

What are special educational needs?

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them. Special educational provision means provision which is additional to or different from the educational provision made generally for children of their age in primary schools.

How are special educational needs identified?

A special educational need will be identified as part of the school's monitoring and assessment process, information shared from a previous school setting, or information given by parents.

What will happen next?

The school will tell parents when a Special Educational Need has been identified. Children with special educational needs will be recorded on the Special Educational Needs register. A programme of support will be identified on an Individual Education Plan (IEP) which will be monitored and reviewed regularly.



We are committed to:

- working in partnership with parents to share information
- acknowledging and drawing on parental knowledge and expertise in relation to their child
- focussing on the child's strengths as well as areas of additional need
- listening and talking to children about their school experience

Supporting children who are learning English as an additional language (EAL)

We monitor carefully the language development and curriculum achievement of children from minority ethnic groups. All teachers are trained in the best practice for supporting the development of English skills in an inclusive way in their class. One of the teachers co-ordinates the school's EAL work and we are also able to call in advice and guidance from the County's Minority Ethnic Curriculum Support Service.

Results of End of Key Stage 2

Results of the last year's Key Stage 2 SATs are included in Appendix 3.

Secondary Transfer

At the age of eleven our children transfer to secondary school. The County Council provides a leaflet for parents setting out how to access their "Moving On" guidance online. The school holds a meeting for the parents of the children in Year 5 in the summer term so that the secondary transfer procedure can be explained. See *Appendix 2*.

Every effort is made to make the process as smooth as possible. Nascot Wood Junior School itself has no control over secondary schools' admissions procedures.

HOMEWORK

Please see the parents' guide to homework enclosed with this brochure.

Homework Diary

Each child is issued with a homework diary which should be used by children to record their homework tasks and completion dates. It should also be used as a home school link for positive comments as well as negative comments. It should be checked by the parents and class teacher regularly.

SCHOOL COUNCIL

The School Council comprises two children per class, one boy and one girl, with several more co-opted on the recommendation of the staff and the Council itself. Elections are held in January and class representatives hold office for one year. The Council meets fortnightly during assembly. Regular class circle times are encouraged to allow the two-way exchange of views and information.

PARENTAL CONCERNS

From time to time small, or not so small, anxieties and problems may arise. They may concern something at school or perhaps something at home which affects your child's performance at school. Do come and discuss it with the class teacher. If it is something you would prefer to talk to the Headteacher about the office staff will be happy to make an appointment for you. If it is not something confidential the Headteacher is regularly on duty at the gate at either end of the day. We promise you a friendly, understanding and professional response.

If you think something is not going well, let us know about it. It is best to see teachers at the end of the day rather than the beginning as this may delay the start of the school day with a knock-on effect for the rest of the morning.



If you have a concern that is not resolved in this way you should make an appointment to see the Headteacher so that the concern can be fully shared, understood and discussed. If the concern remains, parents have the option of having an informal discussion with a representative of the Governing Body. This is the informal stage of the school's complaints procedure, details of which are available from the school office.



HOME AND SCHOOL PARTNERSHIP

How parents can help

Parents are really welcome to come and help in classrooms, on outings and to assist with other activities. We are very grateful to the many parents who help so readily and we look forward to your involvement. Do please let us know if you have some time or talent to share and either contact your child's teacher or the school office if you can help in any way. Above all, your help and support at home are appreciated. The school seeks to work in close partnership with you for the benefit of your child. Don't hide your light under a bushel, come and share your skills with us!

Newsletters and other means of communication

Newsletters and other communications are sent home at frequent intervals via the children to keep you informed of dates, events and news. Newsletters are numbered so that you can file them safely and notice when one has not been brought home. Aspects of the curriculum are shared with parents through a variety of methods that have included curriculum evenings, concerts, book weeks, assemblies and special class events. Notices and general information are displayed in the Parents' Display Unit in the main entrance by the School Office or the Children's Noticeboard in the Dining Room. Newsletters and other information are also published on the school's website.

In order to reduce the amount of paper used in school, we will only send out paper copies if you specifically ask for this but all newsletters can be accessed on our website www.nascotwoodjm.herts.sch.uk. Newsletters can also be sent out electronically if you let us have an email address.

We welcome comments on the Newsletters and suggestions for items to include. Please contact; the headteacher on head@nascotwoodjm.herts.sch.uk, or the school office on admin@nascotwoodjm.herts.sch.uk.

Nascot Wood Schools Association (NWSA)

Nascot Wood School Association, which raises money for both the Infant and Nursery School and the Junior School has always played a valuable part in the life of the schools by organising a variety of events throughout the year to raise extra funds to buy equipment for the schools which would otherwise be unobtainable. The Association strengthens links between the two schools and their parents and brings the fundraising capacity of a larger organisation. It has in the past doubled the amount of money we can find in the school budget to buy extras in terms of equipment, experiences and visits for children. Among its activities have been the Summer and Christmas Fayres, quiz evenings for parents, film clubs and discos for the children and the very successful monthly 150 club.

All parents are automatically members of the Association which is administered by a committee of parents of both schools elected annually at the Annual General Meeting in the Spring. **If you would like to join the committee or help at any function please get in touch with the school or the Association's Secretary or Chair whose names are displayed in the Parents' Display Unit.** See *Appendix 4*. We would like to aim to have two parent representatives per class on the Committee to ensure information is disseminated to each class and that the good work continues. The more members, the less work load for those involved.

COMMUNICATIONS, SAFETY AND SECURITY

It is essential that we are able to contact you in an emergency and for the safety and security of the children we do ask that you keep the school up to date with telephone numbers and any change of address so that you can be contacted immediately. We use a 'Groupcall' text messaging system to contact parents in the event of school closures or other emergencies, or for example, if any school activities need to be cancelled or changed at short notice. We may also use



this system if we have not been able to make direct telephone contact, so it is important that mobile phone numbers are kept up to date.

All parents and visitors are asked, please, to report to the School Office, and the Visitors Book should be signed on arrival and departure.

TRAVEL TO SCHOOL AND THE SCHOOL GROUNDS

For the safety of the children **parents are not permitted to drive onto the site** routinely to deliver or collect their children. The large blue vehicle gates are padlocked at the busiest times and an electric rising vehicle barrier operates to admit staff to the staff car park. **Only vehicles with official business are allowed to park on the site.**

Parents and other adults are requested kindly to park with care and consideration in the neighbouring streets.

We actively encourage children to walk or cycle to school. We encourage parents to walk their children to school locally and participate in the 'Walk to School' weeks and encourage the setting up of "walking buses".

A gated entry system is in place with pedestrian access via the main gate in Nascot Wood Road. Members of staff are on duty at the playground entrance gate at the beginning and end of the school day.

All pedestrians must use the pedestrian gate and pathway. Parents and children must not attempt to short cut down the roadway as this is extremely unsafe and sets a very poor example to the youngest and most vulnerable.

Please remember that older children in Years 5 and 6 should not, for pedestrian safety, cycle on the pavements and should not cycle unsupervised without having passed the cycling proficiency training which we arrange in school in Year 5, and again in Year 6. **Bicycles and scooters must not be ridden on school grounds.** No roller skates, roller boots, or 'healies' are allowed on site.

Children's bicycles and scooters must be stored in the cycle sheds outside the Year 3 classrooms and should not be left overnight. A good quality lock should be used when the bicycle is unattended and the school cannot be responsible for items left on the school site.

All children in Year 3 must be brought to school and collected from school directly outside their classroom by their parent or carer or other nominated adult whose name will have been given to the classteacher or the office in advance.

From Year 4 onwards many parents start giving their children more freedom and responsibility by waiting for them away from the classroom or allowing them to walk all or part of the way home.

All children are different, so the school does not specify a particular age or date when children are allowed to come or go on their own. That is for parents to decide, after considering the following factors:

- the age of their child,
- their level of understanding, maturity and responsibility,
- what they should do in various emergencies, and who they would contact and how;
- what they should do if another child they are travelling with is not in school,
- the distance from school and the nature of the journey (busy roads, quiet passageways, poorly lit alleys, road crossings etc),
- the time of year, and the weather conditions,



- whether or not there will be someone at home when they arrive.

If and when you decide to permit your child to travel all or part of the way to or from school unsupervised **we ask you to complete a form to let us know**. If you have concerns we invite you to discuss this with the Headteacher and would prefer you to err on the side of caution.

Children may only use the Adventure Trail before and after school if their parent has signed at the school office that they will personally and actively supervise their child and be responsible for their safety. In high winds the Trail is closed off with barrier tape to prevent accidents from falling tree debris.

Dogs should not be brought onto the site under any circumstances, with the exception of assistance dogs.

The school and the governors regularly reassess school security and parents are notified of any changes, and are welcome to contact the school with any concerns.

CHILD SAFEGUARDING

All schools have a clear responsibility placed on them by the Children Act 1989 and by guidance from the Department for Education and Employment to safeguard the welfare of all their pupils. In doing so, schools are expected to consult with Social Services if they believe there is a possibility that a child may be suffering from abuse or neglect.

A referral to Social Services is not intended to be an accusation of any particular action or against any particular person. It is the reporting of concerns which have come to the school's attention. This is in accordance with Hertfordshire Child Safeguarding Procedures.

Nascot Wood Junior School has a Child Safeguarding Policy and a copy of Hertfordshire Child Safeguarding Procedures. Both of which are available for parents/carers to see.

The designated teacher for Child safeguarding is:

Mrs C Singh (Headteacher)

She will be happy to discuss any questions or concerns parents/carers may have about Child safeguarding Practice.

DISCIPLINE AND PASTORAL CARE

Act of Collective Worship

There is a non-denominational Act of Collective Worship for all children which is mainly of a broadly Christian character and which usually takes place during assembly. Through assembly we encompass aspects of school life and areas of the curriculum so that everyone feels involved. Assembly reflects and nurtures the life of the school. In particular, it develops the feeling of belonging to a community which is essential for personal development and spiritual growth. The children's achievements and school developments are shared and applauded. Parents are invited to attend class assemblies during the year and achievement assemblies when their child is known to be performing or receiving a significant award. Parents have the right to withdraw their children from the worship element of assemblies, details of so doing can be obtained from the Headteacher.

BEHAVIOUR

The school aims to provide a happy and secure environment for all those who work in it or visit it. By emphasising positive behaviour we marginalize bad behaviour and decrease the number of misdemeanours.

The school's behaviour policy states very clearly the high standards of behaviour expected.



The children are taught a simple set of Rules:

Everyone should

- ✓ always try to do their best
- ✓ treat everyone at school with kindness and respect
- ✓ be kind, polite and considerate of all
- ✓ take good care of our school
- ✓ be careful with their own and other people's property
- ✓ always walk quietly through the school
- ✓ call other people by their proper names.

In addition to these general rules, each class creates its own set of Golden Rules appropriate to that particular class and the children in it. There are special Golden Rules for the Playground which are prominently displayed in different parts of the playground.

Rewards

Praise is used to encourage positive attitudes and behaviour. Children may be asked to go to the Headteacher or deputy for particular praise or encouragement, rewarded by a special stamp or sticker for their work. Each teacher uses their own system of rewards within their class: House points, sticky notes, stamps, stickers and certificates. In addition to this every class teacher nominates a child for 'Star of the Week'. This could be for good behaviour, an achievement or a piece of work. In Friday's achievement assembly the child collects their star stickers from the Headteacher and their names are placed on the 'sky' board at the front of the hall. Their names appear in the next newsletter as additional recognition. The school has a House system and house points are awarded for good behaviour and good work. The house with the most house points is recognised in the achievement assembly and newsletters. The child with the most house points in each class attends the Headteacher's Friday afternoon 'Golden Tea Party'.

Golden Time

The children work hard throughout the week and are expected to behave well. In recognition of this and as a "Thank you", every child is given thirty minutes every Friday when they are allowed some free choice time in class or in the playground. They are allowed to bring in games from home, relax with friends, play outside, whatever they choose (within reason). The house with least lost golden time is also recognised in the achievement assembly.

Sanctions

If a child makes a poor behaviour choice they face losing a portion of their Golden Time entitlement. This might be the loss of 5 minutes for a '**Level 1**' misdemeanour through to the loss of all 30 minutes and a letter home from the class teacher for a '**Level 3**' misdemeanour. A record is kept of each child's running total of lost Golden Time. If this total reaches 60 minutes in a half term or three letters are sent home, the parents are asked to attend a meeting with the Headteacher. This measure helps to reduce the negative effect of repeated low level disruptive behaviour by a small minority of pupils.

Three '**Level 3**' letters in one half term may result in a **one-day Exclusion** from school.

'**Level 4**' behaviour may include '**Serious breaches of the school's discipline policy**' and situations where '**allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.**'

In these circumstances the Headteacher follows the strict criteria in the current Hertfordshire Education Authority's **Exclusion Guidelines** which cover either a **Fixed Term Exclusion** from school, or **Permanent Exclusion**.



ATTENDANCE and ABSENCE

Attendance at Nascot Wood Junior School is expected to be at least 96.1%.

Although attendance at this school traditionally has been very good, the expectation from the local authority and central government that attendance overall will be at least 96.1% is very challenging and has become increasingly hard to meet in recent years.

The remaining **3.9%** covers **ALL OTHER ABSENCES**, including **AUTHORISED ABSENCES** for such things as dental, doctor & hospital appointments; colds and 'flu; sickness & diarrhoea; any other general illness; recuperation after accidents; attending a funeral and visiting a new school.

The **3.9%** also has to include any **FAMILY HOLIDAYS TAKEN DURING TERM TIME**.

Parents are strongly urged **NOT TO TAKE THEIR CHILDREN OUT OF SCHOOL DURING TERM TIME FOR A FAMILY HOLIDAY**, despite the financial incentives from the travel industry to do so.

Such an absence is **NOT an entitlement** and the Headteacher will only authorise it in **exceptional circumstances**, such as the serious illness of a close family member abroad.

If there are exceptional circumstances that require taking a child away from school during term time a **written application must be made to the Headteacher giving at least three weeks' notice**. If the absence is required to be longer than 2 weeks (ten school days), a written application must be made to the Chair of Governors via the school.

It is particularly important that **all children are present** at the beginning of the school year.

It is imperative that no Year 6 child is absent for any reason during the week in May when they sit their national tests and assessments (SATs).

The following is an extract from a letter to parents from Hertfordshire's Chief Education Officer, Justin Donovan:

'The Local Authority takes the view that taking children on holiday during term time can be damaging to a child's educational progress 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.

As parents and carers you will want the best education for your child. By taking holidays during the designated holiday periods, you will be supporting your child's full school attendance, learning and development.'

COMMUNICATING YOUR CHILD'S ABSENCE

If you are aware in advance that your child will be away from school, please let the school office know by phone, or email to admin@nascotwoodjm.herts.sch.uk and give the reason. If we are not aware in advance of an absence, for the safety of the children, a 'Groupcall' message will be sent on the first day of absence asking you to contact the school. Confirmation of the reason for any absence helps us to complete the absence registers, which we are obliged to keep accurately.

PUNCTUALITY

Please ensure that your child is always on time for school, as under the latest Department for Education guidelines on Attendance, lateness may be recorded as unauthorised. See Appendix 6.

Children are expected to be near their classroom by **8.50am**, ready for the whistle at **8.55am** which signals the start of the school day and the first activity of the day. It is imperative that your child takes



part as it supports learning and allows the children to prepare for the day. The school gates are locked at **8.55am** for the safety of the children, so anyone coming into school late must report to the school office and indicate a reason for lateness. The school day ends at 3.30pm.

Children should not wait unaccompanied in the playground before 8.45am but you are welcome to wait in the playground with your child from 8.40am until supervision is provided at 8.45am. Please collect your child promptly at the end of the day. If you are unavoidably late please call the school office so your child can be asked to wait safely in the school entrance foyer. Regulations provide for a school to contact social services if a child has not been collected by an adult by 4.30pm.

SCHOOL TERM DATES

See *Appendix 5*.

GOOD HEALTH

Medicines

Parents are responsible for the administration of medicines to their children. If a child requires medicine during the school day they should either return home for this or parents should come to the school to administer the medicine. If parents would like the school to consider allowing self-administration of medicines then application should be made in writing to the Headteacher and medication should be brought to the office labelled with your child's name and giving clear instructions of the dosage and any other relevant information. **Please do not give your child any medication directly for use in school.** Children who are unwell should not be sent to school. The school always errs on the side of caution if a child is unwell during the school day and parents are notified as soon as it is deemed necessary. **It is vital to have up-to-date contact telephone numbers (home, parents' work and other emergency numbers). If a child has vomited or had diarrhoea they should not return to school for AT LEAST 48 hours in line with Health Agency guidance, and they should not swim for two weeks.**

Any medical issues affecting your child of which the school should be aware should be recorded on the admission form, or data checking sheet sent out before your child starts at the school, and thereafter annually for you to update. Please remember to update this information **AS SOON AS IT CHANGES by notifying the school office.**

Asthma Inhalers

The school has adopted the practice that all children who use inhalers keep the inhaler with them and take responsibility for it. Inhalers, & boxes where used, should have the child's name and class clearly marked. An asthma record card should be completed so that the school can follow the correct protocol.

Head Bumps

In the event of a child suffering a bump on the head during the school day we inform the class teacher and give the child a red triangle sticker to wear so that all staff are aware and can watch for any adverse signs. We also send a 'Groupcall' text message to the first parental contact and follow up with a 'bump note' home at the end of the day. If we are concerned about the bump, we will endeavour to contact parents to ask them to come up to school and collect their child, if it seems more serious.

School Health Programme and School Nursing Service

One of the School Nurses based at The Peace Children's Centre, Peace Prospect, Watford WD17 3EW visits the school from time to time, and is always willing to arrange visits upon request. They can be contacted on 01923 470654 or via the school office.



‘WISEPAY’

Payment online by Wisepay using a credit or debit card is preferable to payment by cash or cheques and is available for payment of school meals, music lessons and school trips and visits. On joining the school you will be given login details and a temporary password for the Wisepay system. Once you have changed the password any queries should be made to Wisepay directly via support@wisepay.co.uk. School meals may alternatively be paid by cheque (payable to Hertfordshire County Council) or cash. Other payments made by cheque should be made payable to Nascot Wood Junior School.

Children may go home to lunch or bring a packed lunch which should be a healthy balanced meal suitable to your child (no sweets, crisps or chocolate please).

SCHOOL MEALS

Parents are invited to take advantage of the excellent quality meals cooked in school by Hertfordshire Catering. If you have any concerns about school meal arrangements please let a member of the office staff know, so that the caterers can be informed. Copies of menus are circulated regularly to everyone and can be viewed on the Hertsdirect website. Meals may be paid for weekly on a Monday morning or half-termly in advance. Invoices will normally be sent out at the end of each half term.

Food and Drink

Children may bring sweets to share with the class on their birthday but at all other times sweet, chocolate and crisp eating is not allowed on the site.

Children are encouraged to bring a **healthy snack** preferably a piece of fruit or vegetable, to eat at morning play. We ask that all children bring a bottle of water to school to keep on their desk and refill from the drinking taps when necessary. School water bottles are available to buy from the office. Please make sure the bottle is clearly labelled with your child's name.

OTHER SCHOOL ACTIVITIES

Educational Visits

From time to time the children are taken to places of interest in connection with their classwork. As the cost is not covered by the school budget please see *Appendix 7* (Governors' Charging Policy). Payment for such visits may be made by Wisepay online (see above).

School Journeys

Year 6 go away for a residential visit in the summer, usually to the Isle of Wight. The school journey is valuable not only in terms of academic learning but also in providing an opportunity for children to develop their independence, confidence and social skills. The school journey is paid for through contributions by parents, and every effort is made to keep costs to a minimum. (See appendix 7 Charging Policy.)



Other Activities

The children have the opportunity to join early morning, after-school, and lunch-time clubs and these include such activities as netball, football, martial arts, drama, music, art, dance, French, Spanish, and chess, some of which are arranged by outside providers, who should be contacted directly with any queries. Information about these activities is included in newsletters and usually available from the parents' display unit outside the office. There are two impressive school choirs and a thriving orchestra. We welcome any help and expertise from parents for these or other activities.

Music Tuition

In addition to music lessons in the classroom provided under the National Curriculum, other music lessons are available. These are given by visiting specialist teachers, usually from Watford School of Music and for these a fee is charged. Please contact the school office for further details.

Piano	All Years
Violin	All Years
Recorder	All Years
Clarinet and saxophone	Years 4, 5 and 6
Music Theory	All Years
Cello and Double Bass	All Years
Drum Kit	All Years
Cornet	All Years
Guitar	All Years (service provided by Lifemusic)

▲ Djembe classes may be run depending on the availability of a suitable tutor.

These lessons usually take place during curriculum time in school or in the Recital Hall which is equipped with several pianos and music stands. If lessons take place in the Recital Hall the tutor collects and delivers the child to the main school reception foyer, but they are expected to be there waiting five minutes before the start of their lesson. Children having instrumental tuition are allowed to wear an inexpensive watch on the day of their lesson, provided they do not distract others in class. Lessons rotate weekly, where possible, so that a child does not always miss part of the same lesson, and the timetables are displayed on the music noticeboard outside the music room. There is an expectation that, when possible, work missed will be made up at home. Tuition in other instruments may be possible by arrangement.

UNIFORM

We expect all our children to wear school uniform. We encourage our children to take a pride in their appearance and we seek your support on this. Mindful of the many financial claims of family life, suitable clothing in school colours can be purchased inexpensively from local supermarkets. The school holds a small stock of sweatshirts, polo shirts and T shirts, and cardigans each with the school logo, for sale at very reasonable prices, and uniform can be ordered by completion of the yellow uniform order form enclosed with this brochure and displayed in the parents' display unit.

The uniform consists of:

- Dark grey skirt, tunic or trousers
- White, pale blue or navy blue polo shirt
- Navy blue sweatshirt or cardigan
- Smart black school shoes
- Trainers for football and PE (for full PE kit details, see below)
- Plain grey, plain navy or plain black socks or tights

In the summer children may wear grey shorts, or girls may wear a blue and white checked or striped dress, and white socks. Hair bands or accessories should be blue or black only.



Jewellery, Hair and Makeup

Children should follow the school policy. With regard to health and safety, a watch and one set of small stud earrings may be worn. Children must remove items worn in excess of the above. Permitted items should be removed for P.E. or other activities, as deemed appropriate by a member of staff. It is advisable for them to be removed at home as staff members are not permitted to remove children's jewellery. If earrings cannot be removed they should be covered by tape provided by you for your child. Certain items of religious jewellery may be worn, but only with permission of the Headteacher.

Hair should be tidy and in a style suitable for the work being undertaken. Long hair should be tied back with a blue or black hair band. No extreme styles or colouring.

No makeup or nail varnish should be worn during school time.

ALL items should be **CLEARLY MARKED** with your child's name using a sewn or iron on label, or permanent marker, not written on the label in pen as this washes out.

Children are not allowed mobile phones in school except in exceptional circumstances by prior arrangement with the Headteacher. Such items are brought into school at your own risk. These must be handed to a member of staff and should not be left on during the school day and the school cannot be responsible for any loss.

Adventure trail

Each Year Group has their own day per week on the adventure trail apparatus. For safety reasons, trainers must be worn but coats must not. **In high winds the Trail is closed off with barrier tape to prevent accidents from falling tree debris.**

Essential Equipment

We would be grateful if you could help your child to bring all essential items to school each day:

- Pencil case
- Handwriting pen
- Pencil
- Eraser
- Colouring pencils
- 30 cm ruler (plastic)
- Sharpener (barrel type)
- Dry Wipe whiteboard pen
- Break time healthy fruit snack (no sweets, crisps or chocolate)
- Water bottle
- Sunhat and sun cream, or outdoor coat (when necessary)
- Homework diary and homework
- Reading book

(Please see the illustrated list provided with the brochure)

PE Equipment

Indoors:

- Navy shorts
- Coloured T shirt (House colour – Dragon=red, Phoenix=royal blue, Unicorn=green, Griffin=Yellow))

Outdoors:

- Navy shorts, plain navy jog bottoms,
- Coloured T shirt (House colour (see above))
- sweatshirt
- Laced plimsolls/trainers and shoe bag



Swimming;

Costume and large bathing towel

Swimming hat (all children are expected to wear a hat – on sale from school office)

Waterproof drawstring bag for school uniform

Art Equipment

A plastic apron, overall or a cut down shirt with elasticated cuffs are all suitable for protecting clothes during art lessons.

Toys and other personal items

Children may only bring toys and games to school for use in Golden Time and on the last day of term. From time to time there are crazes for football cards and similar collector items. These may not be brought to school as they may cause arguments and potential loss. Some games and toys are expensive and parents should exercise their discretion in what items to allow into school.

Expensive electronic games and mobile phones are not permitted in school.

Lost Property

It is really helpful if the children's personal items are marked with their names. However, if an article is found with no name it is sent to Lost Property outside the Year 3 classrooms. If items of uniform etc. are clearly marked then they can be returned promptly, saving parents costly replacements. Children will be given an opportunity to view lost items at regular intervals. If they are not claimed within a reasonable time the Caretaker will dispose of them at the end of term.



PRIVACY NOTICE

Pupils in Primary Schools, Alternative Provision and Pupil Referral Units and children in Early Years Settings

Privacy Notice - Data Protection Act 1998

We **Nascot Wood Junior School** are a data controller for the purposes of the Data Protection Act. We collect information from you and may receive information about your child/children from previous schools and the Learning Records Service where applicable. We hold this personal data and use it to:

- Support pupil teaching and learning;
- Monitor and report on pupil progress;
- Provide appropriate pastoral care, and
- Assess how well the school is doing.

This information includes your child/children's contact details, national curriculum assessment results, attendance information ¹ and personal characteristics such as ethnic group, special educational needs and any relevant medical information.

We will not give information about your child/children to anyone outside the school without your consent unless the law and our rules allow us to.

We are required by law to pass some of your information to the Local Authority and the Department for Education (DfE)

If you want to see a copy of the information we hold and share about your child(ren) then please contact The School Office.]

If you require more information about how the Local Authority (LA) and/or DfE store and use this information, then please go to the following websites:

<http://www.hertsdirect.org/services/edlearn/privschi/> and
<http://www.education.gov.uk/researchandstatistics/datatdatam/b00212337/datause>

If you are unable to access these websites, please contact the LA or DfE as follows:

- Data Protection Team
Information Governance Unit
Room C1
County Hall
Pegs Lane
Hertford
SG13 8DQ
email: dataprotection@hertscc.gov.uk
- Public Communications Unit
Department for Education
Sanctuary Buildings
Great Smith Street
London
SW1P 3BT
Website: www.education.gov.uk
email: <http://www.education.gov.uk/help/contactus>
Telephone: 0370 000 2288

¹ Attendance is not collected for pupils under 5 at Early Years Settings or Maintained Schools