

Summercroft Primary School

'Achieving through care, challenge and creativity'



Parent Information 2026-27



Early Years Foundation Stage

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Introduction

Welcome to Summercroft Primary School. Thank you for taking an interest in our school. This brochure has been prepared in order to provide information for new parents and visitors to our School. We believe that it answers most of the questions that are frequently asked, but if there is anything else that you want to know, please contact the school office or visit our website! www.summercroft.herts.sch.uk We hope that you will find the information in this brochure useful.

Summercroft Primary School provides a high standard of all-round education and aims for excellence in an enjoyable environment of mutual respect, care and discipline, where each individual's contribution to the school community is recognised and appreciated.

We aim to give each child the opportunity to achieve their best and fulfil their potential by providing a wide range of subjects and activities. We encourage them to be confident, compassionate, independent and proud of their own ability. Our children will be well-prepared socially, morally, spiritually and intellectually for the next stage of their education. The partnership between home and school is very important to us.

We recognise the children as individuals, all with their own particular needs, both academic and social. A number of interventions are run in school to support additional needs in our pupils.

In addition to the academic subjects, the school provides opportunities for children to experience a range of physical and artistic activities. Art work and displays are used extensively to provide a stimulating environment. Music features strongly and a large number of children take instrumental lessons. During the course of the year there are several occasions for children to perform in public. We enjoy taking part in competitive sports and display our winning trophies proudly in the library. Children with a particular interest in music or sport are encouraged to participate in the extra-curricular club activities.



**Headteacher
Mr Stephen Jess**



Our School Aims

Our school community has high expectations of all and works together in order to fulfil potential. The school's motto is 'Achieving through care, challenge and creativity'.

Our key values: Honesty, Consideration, Care and Respect

Our aims:

- ♦ To provide a caring, supportive and stimulating environment in which pupils can learn and become responsible, confident and independent members of the community.
- ♦ We encourage facing up to challenges as a valuable part of the learning process.
- ♦ To acknowledge that all children can have special needs at some time and to support them at all times.
- ♦ To ensure learning is enjoyable, make the most of outdoor learning and first hand experiences
- ♦ Through effective communication, staff will have an awareness of the decision making process.
- ♦ To recognise that all staff need the support and encouragement of colleagues, professionally and personally.
- ♦ To accept that all staff have the right to professional development.
- ♦ To be committed to Equality of Opportunities for all.
- ♦ To encourage parental involvement in their children's education through good communication and the development of close working relationships.
- ♦ To make the school a part of the local community and to develop strong and productive links with that community.
- ♦ To have respect for cultural diversity.
- ♦ To encourage environmental awareness.

In order to be a truly successful school, we believe that everyone involved in educating our children must share the same aims and values and be actively involved in promoting these. If we are to work in genuine partnership with our parents for the benefit of our children, we must establish mutually supportive roles. Regular parent consultations are held as well as termly learning surgeries. We have a strong commitment to a positive behaviour policy at our school. We aim to actively promote the behaviours we want children to exhibit and deal positively with those behaviours we deem unacceptable. Our Behaviour for Learning Policy is supported by our school rules. These have been developed in collaboration with all staff and children and are visually displayed in all classrooms. Our school explicitly encourages both the understanding of and respect for these rules.



Staff

Senior Leadership Team



Mr Stephen Jess
Headteacher



Mrs Emily Richardson
Deputy-head



Mrs Clare Bugg
Assistant Head

Early Years Teachers and Staff



Mrs Katie Caulfield
Nursery



Mrs Clare Bugg
Reception Willow



Ms Hazel Lynch
Reception Ash



Mrs Clair Del Federico
Early Years Practitioner



Mrs Fiona Dutton
Early Years Practitioner



Mrs Melissa Parrish
Early Years Practitioner

The School Day

Access to the school is through the main gates and using the path past the bike sheds down to the infant building. Entrance for Early Years is from the rear of the building. You can also access the school via the back gate, which leads onto the Reception and Nursery gardens, between 8.30am - 9.00am and 2.45pm - 3.30pm. Morning registers are taken at 8:50am.

If you are late, please come to the school office where your child can be signed in. If you need to collect your child during the school day, again this should be via the school office, so that they can be signed out. Please let the class teacher and school office know in advance if your child is going to be late, needs to be picked up early, or if someone else is collecting your child.

School finishes at 3:10pm, and children should be collected from the Nursery or Reception garden. If you are running late, please contact the school office, so that the staff and your child are reassured that you are on your way. Please note that you are responsible for your child until they enter the school building and after they come out of the school building. The play equipment must not be used by the children during drop-off and pick-up.

School Day Timings for Nursery and Reception

Morning session

8.50am - 11.45am

Lunch Break

11.45am - 1.00pm

Afternoon session

1.00pm - 3.10pm

Term Dates

Term dates are available via our website <https://www.summercroft.herts.sch.uk/term-dates/> and the Calendar can be set up to pull events through to personal calendar. Please see the following link for more information: [Calendar | Summercroft Primary School](#)

Communication with Parents

Most of our communication is electronic, with the majority of messages sent via email. It is important that the school has your correct mobile phone number and email address, please advise the school office of any changes.

Newsletters are sent fortnightly, so if you are not receiving any emails from the school, and you have checked your spam/junk folders, please send an email to the school office: admin@summercroft.herts.sch.uk with your child's name and class, and someone will investigate this for you.

Early Years

Early Years Foundation Stage

The EYFS is a very important stage in a child's life as it helps prepare for school 'readiness' as well as preparing them for their future learning and successes. Children's Early Years' experience should be happy, active, exciting, fun and secure, and support their development, care and learning needs. Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences before the age of five will have a major impact on their future life chances.

The EYFS framework explains how and what children will be learning to support their healthy development and provides the foundation children's needs to make the most of their abilities and talents as they grow up.

The EYFS specifies requirements for learning and development and for safeguarding children and promoting their welfare.

Children will learn skills, acquire new knowledge and demonstrate their understanding through 7 areas of learning and development.

Children should mostly develop the 3 prime areas first. These are:

Communication and language;
Physical development; and
Personal, social and emotional development.

As children grow, the prime areas will help them to develop skills in 4 specific areas. These are:

Literacy;
Mathematics;
Understanding the world; and
Expressive arts and design.

All 7 areas of learning are used to plan children's learning and activities. The professionals teaching and supporting your child at Summercroft will make sure that the activities are suited to your child's unique needs. The curriculum is designed to be really flexible so that staff can follow your child's specific needs and interests.

Children in the EYFS learn by playing and exploring, being active, and through creative and critical thinking which takes place both indoors and outside. It is very important that they develop social skills, such as turn-taking, sharing and independence, which help them greatly in the next stages of their learning. The guiding principles that shape our practice in the Early Years are that children are born ready, able and eager to learn. They actively reach out to interact with other people, and in the world around them. Development is not an automatic process however; it depends on each unique child having opportunities to interact in positive relationships and enabling environments.

Phonics teaching and learning are a key part of the Foundation Stage and help to develop early reading and writing skills.

Children work and play independently, with a strong emphasis on choice and being able to sustain concentration on projects, as well as joining a variety of adult-led activities. We encourage a partnership with parents so they are actively involved in their children's learning.

Early Years

Assessment at the end of Reception

Assessment plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs, and to plan activities and support. Ongoing assessment is an integral part of the learning and development process. It involves practitioners observing children to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those observations. In their interactions with children, practitioners should respond to their own day-to-day observations about children's progress, and observations that parents and carers share. To this end we make systematic observations and assessments of each child's achievements, interests and learning styles. We then use these observations and assessments to identify learning priorities and plan relevant and motivating learning experiences for each child.

Each child's level of development is assessed against the 17 Early Learning Goals which cover the seven areas of learning. Teachers will indicate whether children are meeting expected levels of development:

Emerging - not yet reaching expected levels of development for age

Expected - reached expected levels of development for age

Our Vision for Early Years

Children

The children in our Early Years Foundation Stage are excited and motivated to learn through rich and challenging learning experiences; opportunities to explore and take risks, and first-hand experiences. We have high ambitions for all our children and recognise that children have different starting points to their learning. We plan according to children's stage of development so all can thrive and develop. We aim for children to be well-rounded individuals who are independent, resilient, and confident in themselves and with others.

Parents

Our partnership with parents means that parents have the opportunity to work closely with our Early Years team to support children's transition into the setting. We want parents to feel secure in the knowledge that their child is well cared for and happy at school.

Our parents are welcome to be actively involved in their children's learning in school and are able to share learning experiences through 'stay and play' sessions, end of topic finales, learning journeys, volunteering, special weeks and days and parent workshops. We recognise that parents are the first educators in children's lives and value contributions to judgements about children's development. We use this information to support our assessments and share information about what children need to do next to develop and thrive.

What is it like in the Early Years on a day-to-day basis?

Every day, we provide opportunities for children to come together to share their experiences and have fun. Our children are happy, proud and feel secure knowing that we celebrate their successes and value their achievements. The curriculum is centred around the children's interests, with a balance of child-initiated and adult-led learning.

Learning Environment

Our learning environment facilitates child-initiated play and provides children with carefully planned opportunities which allow children to explore, create and learn through exciting, stimulating, interactive and accessible resources.

Role of the adults in Early Years

We work closely as a team and play-based child-centred learning is at the heart of our practice. We communicate and work cooperatively with parents and carers to support our children's development.

Nursery & Reception

Children learning in Nursery and Reception classes are known as the Early Years. We follow the National Early Years Foundation Stage (EYFS) framework 2021.

A Typical Day in Early Years



A Typical Nursery Day

8.50am Self-registration and Funky fingers
Adult led activities Snack
Child Initiated Learning
11.55am Lunch
1.15pm Adult led activities
Child Initiated Learning Story
3.10pm Home



A Typical Reception Day

8.50am Self-registration and Funky fingers
Phonics Adult led activities Snack
Child Initiated Learning Maths
11.55am Lunch
1.15pm Adult led activities
Child Initiated Learning Story
3.10pm Home



Funky fingers

Funky Fingers encourages the development of fine motor and language skills that are essential for hand writing. They are series of fun activities for children to build up their upper body strength (gross motor skills) and finger/hand strength and control (fine motor skills).

Adult-Led Activities

Through *adult-led activities* we introduce the children to new *ideas*, provide opportunities for them to develop their skills and ensure that they experience all areas of learning in the *Early Years Foundation Stage (EYFS)*.

Child-Initiated Learning

Child-initiated learning involves the children making decisions about what they want to do, where, with whom, and what resources they will need. They then need time to play, to explore and experiment with their ideas and knowledge. During this playing time, children need support from adults in a variety of ways to scaffold, extend and model learning.

Forest School

'Along with milk and vegetables, kids need a steady diet of rocks and worms. Rocks need skipping. Holes need digging. Water needs splashing. Bugs and frogs and slimy stuff need finding.' Go RVing

At Summercroft, we are passionate about giving children the opportunity to learn through experience within an outdoor setting in a 'hands on manner' to develop their self-esteem and confidence. We want to enable each child attending Summercroft to have the opportunity to develop an inquisitive and positive relationship with the natural world. Increasing confidence, self-esteem and respect are vital skills in preparation for an ever changing world, and we feel every child needs to have the opportunity to achieve their holistic, full potential.

Forest School is an inspirational educational ethos that focuses on developing children's personal, social and emotional development through regular outdoor nature and woodland experiences. The ethos of Forest Schools is to allow children the time and space to develop skills, interest and understanding through a range of activities which provide practical, hands-on experiences in a natural environment. The Forest School ethos is embedded in our **Forest School Policy**.

During Forest School sessions, children will use tools, play, learn boundaries of behaviour (both physical and social), grow in confidence and self-esteem and become self-motivated.

Throughout, the adult's role is to be a positive role model to the children and to observe their learning which can then be developed further.

Forest School provides an encouraging, inspiring environment where children can learn using all their senses to explore and investigate the world around them, where they can grow in self-esteem, worth, independence and confidence.

Forest School involves

- Child initiated learning;
- Being outdoors;
- Integration with the Foundation Stage curriculum;
- Lots of fun
-

Forest School helps to develop

- Confidence and self-esteem;
- Communication and social skills;
- Physical skills;
- Greater understanding and awareness of the natural environment;
- Natural motivation and a positive attitude to learning;
- The ability to recognise and manage risk;
- Healthier lifestyles



Forest School

Forest School aims to

- Provide an opportunity for individuals to develop, to learn and to enjoy themselves.
- Provide a safe and non-threatening environment in which children can take risks, make choices and initiate their own learning.
- Help children understand, appreciate and care for the natural environment.
- Provide ways of developing practical life skills in an outdoor environment.
- Develop self-esteem, confidence and a positive disposition to learning through the completion of small, achievable tasks.
- Meet the needs of children with all learning styles.
- Develop social and team working skills.
- Enable children to be independent, self-motivated and considerate.
- Develop a secure, happy and welcoming environment.
- Provide stimulation and varied learning activities appropriate to the child's needs and stages of development.
- Help each child build self-esteem, confidence, independence and self-control and interpersonal skills.



For Forest School sessions, we wear waterproofs and wellies, even on dry days, as waterproofs enable children the freedom to comfortably explore the natural world around them. The children engage in outdoor learning in all weather conditions and this often enhances their experiences, as children love nothing more than splashing in puddles and mixing up mud paint in order to tree paint in the rain. The learning opportunities available in varying weather conditions are endless and educate the children on how to cope in challenging weather.

Health Benefits of Outdoor play

It is essential that young children get frequent and regular opportunities to explore and learn in the outdoor environment. In recent years there has been a cultural shift in our society that has reduced the access and use of outdoors for many young children for e.g. television, video and computer games.

- Being outside and playing outside is vital to a child's growth.
- Daily exposure to natural settings increases children's ability to focus and therefore enhances cognitive abilities.
- Allows children to play safely and freely while they learn to assess risk and develop the skills to manage new situations.

Forest School

- Supports the development of healthy and active lifestyles.
- Opportunities for children to do physical activities, freedom and movement, and promoting a sense of well-being.
- Gives children contact with the natural world and offers them experiences that are unique to outdoors - such as weather and the seasons.
- Helps children to understand and respect nature, the environment and the interdependence of humans, animals, plants and lifecycles.
- Supports children's problem-solving skills, nurtures creativity, developing imagination, inventiveness and resourcefulness.
- Provides children with space, both upwards and outwards, and places to explore, experiment, discover active and healthy, and to develop their physical capabilities.
- Develops very young children to learn predominately through their sensory and physical experiences which supports brain development and creation of neural networks.



“Children have a natural affinity towards nature. Dirt, water, plants, and small animals attract and hold children’s attention for hours, days, even a lifetime.”

Robin C. Moore and Herb H Wong



Ready, Respectful, Safe

BEHAVIOUR EXPECTATIONS AT SUMMERCROFT



Ready



Respectful



Safe



SUMMERCROFT'S LEARNING POWERS



CHALLENGE



COMMUNICATION



CREATIVITY



INDEPENDENCE



POSITIVITY



RESILIENCE

Outdoor Play and Learning

OPAL

At Summercroft Primary School, we are committed to ensuring quality play opportunities are available to all our children. We believe that play is essential for the physical, emotional, social, spiritual and intellectual development of each child. Most of our best childhood memories are from playing outdoors, climbing trees and exploring the wide world around us. OPAL gives us the opportunity to give those memories to your children. **OPAL (Outdoor Play and Learning)** is all about using natural and man-made resources to allow children to be inspired and creative at playtime.

What does this mean for us

- Happier children
- Children coming into class ready to learn
- A fully inclusive playtime offer
- Allows the children to be creative and make decisions
- Children develop independence and resilience skills
- Increased social skills
- Children are active and healthy
- Most importantly fun!

OPAL Policy

For further information, please see the Summercroft Play [policy](#)

OPAL

We envisage our OPAL journey will take 12 to 18 months in order to fully develop our play offer. We will be posting updates and news about the project as it progresses. Updates will be shared via the school newsletter.

How does OPAL work at Summercroft?

All children in the school (from Nursery to Year 6) have the freedom to play where they choose within the school grounds (outside)

A variety of zones, stations, equipment, activities and areas are available to the children and these may vary each day depending on what the children choose to do. Each part of the field and playground is supervised by Play Leaders so no child is ever out of sight or sound.

'Rangers' are based at strategic points to ensure support for play leaders and the safety of the children.

Children are asked to be responsible for the equipment and tidying it away at the end of the session.

Children are allowed to roam and so wellies and old outdoor coats are recommended (they then change into their indoor shoes when coming back to class)

We have a Play Assembly once a fortnight when the OPAL Play team celebrates great play, introduces new activities or equipment, reminds the children about any rules or expectations and presents a 'Golden Welly' award for something outstanding that has been noticed during OPAL playtimes or the 'Golden Brush' award for fantastic clearing up.



Attendance

Holidays

Children attend school for 190 days per year. During term time, five staff training days are taken along with one day per year designated as an Occasional Day and determined by the school. The children do not attend school on these days.

We strongly discourage parents from taking children out of school for family holidays. Vital teaching time and specific learning support programmes will be interrupted. The Headteacher is not permitted to authorise an absence except in exceptional circumstances (this does not include a family holiday). If you intend to take your child on a family holiday during term time, please complete a leave of absence form, available from the school office. Even if it is unauthorised it is important that we know that a child will be absent from school. We do not set homework for children to complete whilst on term time holidays.

Children under the age of 5 are below school age, so absences are not recorded as unauthorised. We do however request that an absence form is completed so that the teacher is aware and milk can be cancelled if necessary.

Absence due to Illness / Lates

In the case of sickness or unexpected absence, please telephone the school by 9.00am so that we know and can ensure that any meals ordered are cancelled. You can leave a message on the school's absence line (01279 307477, option 1). Unexplained absences will be followed up. A child cannot return to school for 48 hours after their last bout of sickness or diarrhoea. Parents are also responsible for informing the school if their child has any infectious diseases. Further information can be found in our [Attendance Policy](#).

If you know that your child will be late in to school, please telephone the office to inform the school and if necessary, confirm the school meal order.

Collection During the School Day

If you need to collect your child during the school day, please notify the school office (and class teacher) of the date/time and reason for collecting early, and who will be collecting. Please come to the school office, and we will request that the child be brought to the school office for you. If it is break time, lunch time or during PE, please bear this in mind, as it will take longer for your child to be ready.



Lunchtime and Snacks

Snacks

At morning breaktime, Nursery and Infant aged children have a drink of either milk or water. They also receive a free piece of fruit or vegetable as part of the National School Fruit and Vegetable Scheme. As part of our Healthy Schools work, we encourage the eating of a healthy snack—fresh fruit or vegetables with as little plastic wrapping as possible. Healthy snacks are provided until the end of Year 2.

Milk Scheme

Children under the age of 5 receive free milk as part of the government scheme. This is supplied by Cool Milk and children are registered when they start Nursery or Reception (subject to parental consent). When your child turns 5 years old he/she can continue to receive milk for a subsidised charge.

To register, please go to the www.coolmilk.com website and make the payment. The milk will be delivered to the school for your child from the following week.



School Meals

At Summercroft, we have a Pupil's Choice menu. The menu is on a three week rota and changes twice a year. Children may choose to have a school lunch some days and bring in a packed lunch from home on others. Lunch is prepared in the school kitchen by well-qualified staff under the organisation of Herts Catering Ltd. The emphasis is on good, nutritious food. Children are encouraged to eat the food they ask for as a sign of good manners to our cook, Mary.



Children with allergies, or intolerances will not be able to have a school meal until a special menu has been agreed with Herts Catering Ltd. Please use the following link to register or update your child's allergies: <https://hcl.co.uk/allergy-overview>

As part of the Government's Universal Infant Free School Meal programme, a hot lunch can be provided for those children in Reception, Year 1 and Year 2, that wish to have one. Children in Nursery and KS2 are charged for each meal taken. Please see the website for the latest menu and current prices <https://www.summercroft.herts.sch.uk/lunch-menus/>

We are now using School Grid to allow parents/children to select their meals in advance. You will receive notification of your login details, and all meals should be ordered online before 9am each day. You can order meals for several days in advance, rather than each day, if preferred.

Home Packed Lunches

Those children not wishing to have a school meal may bring a packed lunch from home. Any drinks should be brought in watertight containers but should not be fizzy or in glass bottles. Please ensure grapes, cocktail sausages, tomatoes etc. are sliced in half lengthways to reduce the risk of choking.

We are a nut free school, so please do not put any nut products (peanut butter, Nutella, Museli Bars) in packed lunches, as we have several children and staff who have severe nut allergies.



School Uniform

What your child will need

Learning indoors and outdoors is an integral part of the Nursery and Reception day. The wearing of school uniform is encouraged and includes:

- Grey or black leggings/jogging bottoms/trousers/skirt/pinafore dress,
- White polo shirt
- Bottle green school sweatshirt or cardigan.
- Black trainers / shoes / plimsolls with Velcro fastening

The Summercroft sweatshirts, cardigans, fleeces, hats, caps and white logo polo shirts are available to purchase from Mapac. Please be aware that your child may come home messy but this shows they have engaged fully in their learning. Painting aprons and water aprons are provided for the children to wear.

Outdoor learning takes place whatever the weather. In order to be prepared your child will need the following items to remain at school for the year:

- Waterproof trousers and jacket (both named)
- Change of clothes bag – underwear / socks / trousers / top (all items named)
- Wellington boots (named)

In preparation for September, please let your child/ren practise dressing themselves in their uniform (including waterproofs and coat).

Ordering Uniform

Please go to <https://www.mapac.com/education/parents> and search for Summercroft Primary. If you have any queries, please do not hesitate to call MAPAC on 01923 255525 or email them at parentcustomerservices@mapac.net - they will be happy to help!

Our PTA often run second hand uniform sales and we have a small selection of pre-loved items in the office so please do ask and we will help where we can.

Please ensure that all clothing and bags are clearly named.

[Click here to order Stikins name labels and raise 30% commission for the school PTA.](#)

Lost Property

Lost property is stored in the corridor between the hall and Reception class rooms in infant building and in the School Office. Named items will be returned to the class teacher, un-named items are donated to the PTA at the end of each term.

Health and Care

Medical and Administering Medication

Our number one priority is to ensure the safety and well-being of your child whilst in our care.

It is important for us to be aware of any continuing medical conditions which are likely to affect your child at school and we ask you to supply us with the necessary details on the admission form. The school nurse is available to discuss health problems with parents at school. Please contact the school office for the name and phone number of the school nurse.

For minor injuries sustained at school, all staff can administer basic first aid as a 'prudent parent'. A child who receives a more serious injury (e.g. a bump on the head or a knock) will be treated, monitored closely and a notification of the injury will be emailed home via Medical Tracker. If a child needs to be referred to the accident and emergency department, we always try to contact one of the parents first. It is essential that the school holds up-to-date records of names and telephone numbers of parents and/or a responsible adult who can be contacted in case of emergency, illness or accident during school hours. Please be sure to inform the school of any changes in the contact numbers.

Please inform the class teacher about any injuries sustained at home so we can monitor them throughout the day.

Temporary Medication

For any medication that must be given during the school day, parents may give written permission for the school staff to give prescribed medicine to a child, or parents can come to school to administer the medication. The medicine should be handed in to the school office each day and collected by an adult at the end of each day from the office in KS2, or class teacher in EYFS/KS1.

Please note we will only administer prescribed medicine where more than 3 doses per day are required.

Ongoing Medication

If your child has a medical condition which requires them to keep medication in school, for example an EpiPen or Asthma inhaler, then an IHCP (Individual Health Care Plan) must be put in place for that child. This details when and how your child should take this medication and what to do in an emergency. These will be completed alongside a trained first aider. It is the parents' responsibility to ensure medication is in date at all times.

Please contact a member of staff straight away in order that we can deal with this for you.

Each year our staff are trained in the use of an EpiPen and treatment of Asthma.

Finance

Charging and remission of fees

Under the terms of the Education Reform Act (1988), the school cannot charge for any activities that take place within school hours apart from the board and lodging cost on residential trips. However, parents are asked to make a voluntary contribution to the cost of off-site educational visits.

Parents in receipt of family income support and/or any other financial assistance should discuss (in confidence) with the head teacher any difficulties connected with contributing.

Arbor Parent App

The school is cashless so consent and payments for trips should be made via the Arbor Parent App. A login link will be sent once your child is enrolled at Summercroft.

Official Documents and Policies

All official documents including the Ofsted report, Department for Education circulars, schemes of work, policies, can be viewed on our website <https://www.summerville.herts.sch.uk/policies/>. Printed versions of policies can be requested via the school office.

Complaints

Where a parent has reasonable grounds for doubting that the school is complying with recent education acts, or wishes to have any matter investigated beyond the initial contact with the class teacher and/or head teacher, then there is a procedure for making complaints, details of which are held in school. Briefly, parents should firstly talk with the headteacher and if still not satisfied, contact the governing body which will consider the matter and refer it to the EFA as appropriate. Full Complaints Procedure is available on our website at the following location <https://www.summerville.herts.sch.uk/policies/>



Wider School Parental Involvement

Reports and Parents Consultations

Parents are invited to consultation meetings during the academic year in the Autumn and Spring terms. We encourage the children to attend the meetings with their parents and carers. The SENCo also holds termly consultations which are open to all parents. During each school year, a written report is sent home in the Summer term. Reception children receive an End of Key Stage report containing levels of achievement as measured against the Early Learning Goals.

Helping children in school, particularly with Computing, library skills, on trips and at after school clubs are other ways for parents to become involved in school life.

PTA

There is also an active Parent Teacher Association that needs help in organising and running events such as Quiz Nights, Discos for children, Summer and Christmas Fairs etc. The PTA is always grateful for your financial support. New computers, PE equipment and outdoor play equipment are just some of the items purchased by the PTA in the past. The PTA has recently funded a set of new laptops as well as other computing devices such as BeeBots and BBC Microbits.



Premises



The building is situated on a large site with lovely playing fields. We use these for football, cricket, rounders and athletics and for lunchtime play. There are hard surface play areas - for ball games and general playing areas, marked out with playground games. Two of the playgrounds have climbing equipment with safety surfaces. The school was built in 1960, with the two separate schools, one for Juniors and the other for Infants. The two schools were merged into one

in January 2006. All classrooms have their own toilets, cloakroom areas, sink and external door. There are administration areas in both buildings consisting of a staffroom, Leadership room, and office areas. Meals are cooked in the onsite kitchen in the KS1 building.

The two halls are used for assemblies, PE, music, drama and often as an extension to the classroom. Next to the Junior hall is the well-stocked library with its own networked computer. All classrooms have clevertouch boards. Pupils have use of laptops, iPads which are brought to the classroom for IT work.

There is a portacabin teaching block containing four rooms, called 'The Green Suite'. The Ruby room is a base for Additional Educational Needs, Sapphire room serves as a Music room for individual instrumental and vocal tuition, Emerald and Diamond rooms are general teaching bases. There are also two outside classrooms within the grounds.

Parking

Due to the limited number of parking spaces, we can only permit staff vehicles access to our school site. Parents are encouraged to walk to school wherever possible and to share cars if driving is unavoidable. There are 3 bays for quick drop off to school known as the, 'Kiss and Go' zone. We ask that parents park away from the gates and zigzag markings with due consideration to the safety of all pedestrians and local residents. When special access is required onto school grounds, it should be made only by prior arrangement with the Headteacher.

Community Links

It is important for children to feel part of the school and the local community. This is achieved in a number of ways. Students from Harlow College and local schools work in our classrooms. Visiting speakers from the local community are invited into the school where appropriate. Visits to local schools and walks around the area take place. Children enjoy organising their own fund-raising events in aid of charity appeals. We enjoy strong links with local secondary schools, in the areas of sport and language. The Buttercup Children's Centre is situated within the school grounds. Our website provides information about local events and clubs: www.summercroft.herts.sch.uk/community-news.

Kids Out Breakfast and After School Club

This is a private breakfast and after school care club which runs from 7.30am until school and 3:10 - 6:30pm each day at our school during term time. Please see www.stortfordkidsout.co.uk for more information.





Summencroft Primary An Academy School

Achieving through care, challenge and creativity'

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