



The Hundred of Hoo
Academy

Primary
Parent and Pupil
Handbook
2021-2022

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Please note that the procedures outlined throughout this handbook are applicable in normal circumstances. However, for Covid-19 specific guidelines, please refer to our [Covid-19 September Opening plans](#).

1 Key Information

1.1 Welcome from your Head of School

“Aspire. Achieve. Excel”

Hundred of Hoo Primary Academy is a place where children will always be challenged to become the best version of themselves. Through a rich and aspirational curriculum, coupled with the skills and attributes developed through our implementation of the International Baccalaureate Primary Years Programme (IB PYP), our vision is to help create learners that are not only ready for the academic success but to become leading members of our global community.

We are a proud member of Leigh Academies Trust and, as such, uphold the highest of expectations that are at the core of all of our schools.

We believe that both children and adults flourish when they work as members of a supportive, cohesive community built on respect, collaboration and pride in ourselves and our peers.

At Hundred of Hoo Academy, we acknowledge and celebrate the enormous contributions parents make to the academic, social and personal progress pupils show in school through providing a range of stimuli and experiences outside the confines of more formal education. With this in mind we ask that all parents take opportunity to continuously increase your interaction with your children’s learning in order for us to collectively improve your child’s education.

Learning isn’t simply about what children have experienced in school. It’s also about asking what happens in the home and the car, and everywhere else that children are during the 75% of their time when they are not in school. It is this that makes the true difference.

Work with your child to get good habits established about valuing education. For example, changing the question from “what did you do today?” to “what did you learn today?” is much easier when children are in their early years and helps children to recognise the importance of their own education. Furthermore, by recalling learning that has taken place in school, it helps to cement it even further into their long-term memory - something which makes that information ‘stick’.

Regularly read with, and to your children, but don’t stop there. If children are looking at weights and measures at school, for example, a simple note to this effect from teachers to parents asking them to discuss these ideas when cooking can make a large difference to the child.

By working together and taking as many opportunities as we possibly can to help develop thinking, application of skills and knowledge, we can help to ensure that the children at Hundred of Hoo Primary Academy become the leaders, innovators and custodians of the future.

Mr M Etheridge

Primary Principal

1.2 Showing you care

How can you support your child in becoming a more powerful learner?

Learning does not only happen at school, nor does it end when you leave school. If the pupils at Hoo are really going to fulfil their potential then they will need to be surrounded by adults modelling what it looks like to be a lifelong learner. There are many things you can do at home to support this:

- **Be a visible learner for your child.** Let them see you learning new things, grappling with difficult ideas and making mistakes
- **Involve children in conversations.** The best thing you can do is to sit down with your child over a meal and discuss interesting news items or discuss a book you are reading with them
- **Let them spend time with you while you are doing difficult things.** Let them see you working things out and learning from making mistakes
- **Tell your children stories about your learning difficulties.** Share your own learning journeys with your child – what did you struggle with at school and discuss what can be done to get over such learning hurdles
- **Don't feel that you have to jump in if your child is getting stuck or making mistakes.** Let them see that making mistakes is not a bad thing
- **Restrain the impulse to teach.** Offer them only as much help as they need to get going again once they are stuck and don't tell them everything. Try not to give them the answer – think with them, not for them
- **Don't praise too much** – use interest rather than approval. Young people who are consistently told they are 'bright' or 'talented' adopt lower standards of success; engage in less challenging situations and under-rate the importance of effort in learning
- **Encourage different kinds of computer use.** Exercise a little 'light' parental guidance so that the computer not only becomes a vehicle for instant stimulation but also that the computer is used for challenges that require patient thinking and reading.

Equipment

There are a number of items that pupils need in order to be able to take a full and active part in learning at the Academy. Therefore all pupils should pack their Academy Rucksack (secondary), Book bag (primary) with the following items every night:

- Home Academy Link book
- Reading Book
- Homework book
- PE kit (from Year 1) from the first day of each term
- Wellington Boots for EYFS Pupils only (to be kept in the classroom)

1.3 Communication

Communication between the Academy and parent/carers is an essential element for both parties. In helping parents understand how to effectively communicate with Academy staff please see below an outline of the teaching and training commitments of our teachers.

- Parents should be aware that teachers will be teaching throughout the day, therefore, contact during the academy day should not be expected as teachers will be teaching
- Many teachers can be in after school clubs in support of our young people, from 15:15 – 16:15.

Parents are unable to attend the Academy without an appointment due to the commitment of Academy staff as outlined above. However, if there is an emergency please endeavour to contact the Academy before arrival, by telephoning from 08:00, or make the receptionist aware of your emergency on arrival.

To support parents in ensuring that queries or concerns are answered in a timely manner, please direct your telephone call to the most relevant persons, as outlined below:

- General enquiries – Primary Office
- Attendance – Primary Office or Mrs T Skinner
- Pastoral related – Class Teacher
- Progress – Class Teacher
- Child Protection or safeguarding concerns – Mr Etheridge / Mr Bullock / Ms Small / Mrs Wells
- Administration enquiries – Primary Office or Main Academy Office
- Trips and Visits – Trip Leader
- SEN – Mrs Sharma/ Mr Paterson

The Academy is committed to the following:

- Responding to any telephone calls within 48 hours, commitments permitting. There are occasions where staff will leave messages when the caller (parent/carer) is not available. Please be mindful that staff will try to contact the caller again as soon as able given commitments.
- Acknowledging any written enquiry within 3 Academy days and responding either in writing or by telephone.

Link Books

Link Books should be the first mode of communication between you and your child's class teacher. Messages you would include in the link book could include but are not limited to;

- Academic and/or wellbeing comments or queries
- Changes in pick up arrangements
- Reasons for absence
- Medical appointments (Please note that medical evidence must also be given to the Primary Office)
- Sharing of news
- Request for a meeting with the class teacher
- General queries about class specific information like homework or reading.

Link books are checked by the team working in your child's class regularly. To encourage independence and assertiveness with your child, it is always helpful if they let their class teacher or teaching assistant know that there is a message in the link book.

All members of staff spend every moment of their day, unless they are eating their lunch, with children, therefore we ask that you are patient in waiting for a specific response and the team will try to respond as soon as they can.

Primary Office Email

The primary office email address is primaryoffice@hundredofhooacademy.org.uk.

This should be used if you wish to make contact with the Primary Principal/ Vice Principal or SENCO. This is only in the event that it is something that remains unresolved with the class teacher or is more appropriate to be discussed with the Primary Principal. It must be clearly stated in the email who the intended recipient of the email is.

Please note that members of the Academy team **do not send or reply to emails from their direct email address**. Emailing directly to a member of staff means that you have circumvented our communication procedures and therefore are at risk of receiving no response.

1.4 Academy Contact Details

Primary: Reception: 01634 257519
 Email: primaryoffice@hundredofhooacademy.org.uk
 Secondary: Reception: 01634 251443
 Email: Parentenquiries@hundredofhooacademy.org.uk
 Website: www.hundredofhooacademy.org.uk

1.5 Term Dates: 2021-2022

TERM 1	TERM 2
<p>Staff Development Days: Tuesday 26, Friday 27 August and Tuesday 31 August 2021</p> <p>Start: Wednesday 1 September 2021</p> <p>Finish: Friday 22 October 2021</p> <p>Autumn Break: Monday 25 October 2021 to Friday 5 November 2021</p>	<p>Start: Monday 8 November 2021</p> <p>Finish: Friday 17 December 2021</p> <p>Christmas Break: Monday 20 December 2021 to Monday 3 January 2022</p>
TERM 3	TERM 4
<p>Start: Tuesday 4 January 2022</p> <p>Finish: Thursday 10 February 2022</p> <p>Staff Development Day: Friday 11 February 2022</p> <p>February Break: Monday 14 February 2022 to Friday 18 February 2022</p>	<p>Start: Monday 21 February 2022</p> <p>Finish: Friday 1 April 2022</p> <p>Good Friday: Friday 15 April 2022</p> <p>Easter Monday: Monday 18 April 2022</p> <p>Spring Break: Monday 4 April 2022 to Monday 18 April 2022</p>
TERM 5	TERM 6
<p>Start: Tuesday 19 April 2022</p> <p>Finish: Friday 27 May 2022</p> <p>Early May Day Bank Holiday: Monday 2 May 2022</p> <p>May Break: Monday 30 May 2022 to Friday 3 June 2022</p>	<p>Start: Monday 6 June 2022</p> <p>Finish: Friday 22 July 2022</p>

1.6 Academy Day - this applies in normal circumstances. COVID-19 related timetables are communicated separately.

Pupils Arrive	08:30 - 08:50
AM Registration	08:50 – 09:00
Morning Session 1	EYFS, Year 2, 4 & 6 - 09:00 – 10:20 Year 1, 3 & 5 - 09:00 - 10:35
Break	EYFS, Year 2, 4 & 6 - 10:20 – 10:35 Year 1, 3 & 5 - 10:35 - 10:50
Morning Session 2	EYFS, Year 2, 4 & 6 - 10:35 – 12:00 Year 1, 3 & 5 - 10:50 - 12:00
Lunch	12:00 – 13:00
Afternoon Session	13:00 – 15:05
End of Day	EYFS from 15:05 Year 1 & 2 from 15:10 Year 3, 4 & 5 from 15:15

1.7 Safeguarding

The protection of pupils is of paramount concern to our Academy staff and associate members. Our primary focus is to provide a safe and nurturing environment in which all our young people enjoy their learning, achieve their full potential and grow in self-esteem and independence.

The purpose of our safeguarding procedure is to provide a clear framework for all staff to promote the following aims:

- Do our best to identify children who are suffering or are likely to suffer abuse and to act to protect and help them, working with other relevant services.
- Set clear child protection procedures and make sure that everyone in our academy understands and follows them.
- Reinforce our child protection policy with strong policies for recruitment, for preventing and dealing with bullying and harassment and for teaching children how to protect themselves.
- Train our staff regularly in the implementation of these and all other safeguarding policies.
- Work in partnership with other agencies and relevant bodies to ensure the safety and wellbeing of our pupils.

Use of Pupil Images

At The Hundred of Hoo Academy, we take the issue of child safeguarding very seriously, and this includes the use of images of pupils, including those in Academy publications and on the Academy website which can be motivating for the pupils involved, and provide a good opportunity to promote the work of the Academy. However, schools have a duty of care towards pupils which means that their identity may need to be protected to reduce the risk of inappropriate adult contact.

We ask that parents' consent to the Academy taking and using photographs and images of their children. We will never include the full name of the pupil alongside a published image without your permission.

We appreciate that Google Classroom tasks can sometimes require personal photos being uploaded. However, we will always ask permission if we would like to use these elsewhere and as much as possible ensure that it is the work rather than the child that is shown..

Newspapers covering events at the Academy normally ask for pupils' names alongside any photograph taken. Also, the Academy uses a commercial photographer to take individual pupil photos to be placed in the pupil Academy record and provided to you for purchasing. In this case the full name has to be given for identification in the Academy and by the photographic company.

1.8 Attendance and Punctuality

Attendance

We think it is very important that all our pupils benefit from 190 days of learning to ensure they make progress and achieve the results they should. If a school can improve its attendance by 1%, this can result in a 5-6% improvement in attainment. We are asking you to support the Academy by ensuring your child achieves excellent attendance.

Here are some of the ways in which you can help our academy achieve excellent attendance:

- We expect pupils to arrive at the Academy on time. Late arrivals disrupt the education of others. Pupils arriving after the register has closed will be marked in the register as having an unauthorised absence. The Academy attendance policy states the time that the attendance register closes in the morning: 30 minutes after registration.
- We do not expect pupils to come to school when they are sick, but those with regular sickness absence will be expected to provide us with medical evidence before we authorise further absences.
- Avoid medical and dental appointments during the Academy day.
- If you or your children are having difficulties that impact on their attendance, please make an appointment with your child's Class Teacher to discuss additional support.

Punctuality

- Pupils line up in the designated area at 08:40 where they will be greeted by their teachers and escorted into the classroom.
- If your child is unwell you will need to telephone the Primary Office on 01634 257519 by 09.15 to advise us. If we do not receive a call, the Academy will telephone you to ensure your child is safe and ask the reason for the absence.
- Upon return to the Academy you will receive an absence form to complete if we have not been informed of the reason for your child's absence (this will be located in your child's book bag). Please return this to the Primary Office the next day.

We have an expectation that once we have notified you about our concerns, you will ensure that your child's attendance or punctuality improves significantly. Below are the steps that will occur from when attendance drops below 96% and if there is no improvement.

If a pupil continues to have poor attendance or punctuality, we will discuss this with our allocated Attendance Advisory Practitioner (AAP), and if necessary make a referral to Medway Attendance Advisory Practitioner Service.

The Education Welfare Service may issue you with a Formal Warning, an Education Penalty Notice (EPN) or decide to prosecute. If you are issued with an EPN for unauthorised term time leave, you risk receiving a fine from Medway Council of currently between £60 - £120. Fines are issued to each parent for each child taken out of school. Failure to pay the notice may result in you being prosecuted at Medway Magistrates Court for your child's non-attendance at school for the period in the notice. Formal Warnings or Education Penalty Notices are also issued in cases of persistent unauthorised absence.

While we sanction poor attendance, the best way to encourage good attendance is by rewarding it when it is as we expect. In the following table, we have clearly explained what happens at each level of attendance.

%	Days Missed across Year	What happens?
100%	0 days missed	<p>Golden Table Opportunity</p> <p>Termly Attendance Certificate</p> <p>Whole Class Non-Uniform Day</p> <p>100% Club (special activity each term)</p> <p>Parent Coffee Morning for 100% Attendance</p>
99% - 96%	1 – 7 days missed	<p>Whole Class Weekly Certificate</p> <p>Attendance Ted</p>
95% - 93%	8 – 12 days missed	<p>Letter sent home highlighting concerning attendance.</p> <p>Notification of next step.</p> <p>Phone Call with Class Teacher</p>
93% - 91%	12 - 17 days missed	<p>Formal letter sent home.</p> <p>Attendance meeting with either VP or P.</p> <p>Attendance Plan in place to improve.</p> <p>Medical Evidence is required to authorise absence due to illness.</p>
90% and below	19 or more days missed	<p>Referral is made by school to Medway Council Attendance and Advisory Service for Schools and Academies (AASSA)</p>
Persistently Poor Attendance/Punctuality		<p>Fixed Penalty Notice</p> <p>Prosecution by Medway Council</p> <p>https://www.medway.gov.uk/info/200164/school_information/358/school_attendance/5</p>

Holidays in Term time will never be authorised

The Academy is closed for 14 weeks a year when you can take holidays and travel abroad. Where there is an exceptional circumstance (such as a death in the family) for a pupil to be absent during term time, you can make a request to the Principal in writing or via email office@hundredofhooacademy.org.uk who will then consider your application and respond in writing. The Principal's decision is final. You do not have a right to take term time leave. Please note, an exceptional circumstance does not include family weddings or such events.

The law makes it clear that taking a child out of school without the school's authorisation is illegal. It is a parent's duty to ensure their child attends school regularly under the Education Act 1996. Failure to meet this responsibility could lead to an appearance at court which could then lead to:

- A fine of up to £2,500
- Community service
- Referral to parenting classes
- A prison sentence

A pupil taken on leave without permission will be marked in the attendance register as taking unauthorised absence (truancy). The matter will then be referred to the Attendance Advisory Practitioner for discussion about further action.

Attendance Matters!

190 Academy Days in each year	186 Days of education	180 Days of education	171-161 Days of education	152 Days of education	143 Days of education		
						100%	98%
			Amazing! Well done your attendance is right on track		Concerning You are now classed as a 'Persistent Absentee'		Serious Concern The Local Authority will be moving towards Court Action

Accident and Illness

If a pupil has an accident or feels unwell they must tell a member of staff straight away. If they are too ill to remain their parents will be contacted by the Primary Office. The Academy reserves the right to deem whether a child is too unwell to remain.

Build the Habit of Good Attendance Early

School success goes hand in hand with good attendance!

Did you know?

- Starting in nursery, too many absences can cause children to fall behind in school.
- Missing 10 percent (or about 19 days) can make it harder to learn to read.
- Pupils can still fall behind if they miss just a day or two days every few weeks.
- Being late to the Academy may lead to poor attendance.

Attending the Academy regularly helps children feel better about school – and themselves. Start building this habit in nursery so they learn right away that going to school on time, every day is important. Good attendance will help children do well in secondary school, college, university and at work.

What you can do?

- Set a regular bedtime and morning routine.
- Lay out clothes and pack book bags the night before.
- Don't let your child stay home unless they are truly sick. Keep in mind complaints of a stomach ache or headache can be a sign of anxiety and not a reason to stay home.
- If your child seems anxious about going to school, talk to teachers, for advice on how to make them feel comfortable and excited about learning.
- Develop back-up plans for getting to the Academy if something comes up. Call on a family member, a neighbour, or another parent.
- Avoid medical appointments and extended trips during the Academy day/term.

If your child is unwell you will need to telephone the Primary Office on 01634 257519 by 9.15am to advise us. If we do not receive a call, the Academy will telephone you to ensure your child is safe and ask the reason for the absence. Upon return to the Academy you will receive an absence form to complete (this will be located in your child's book bag). Please return this to the Primary Office the next day.

Holidays during term time, unless due to exceptional circumstances will not be authorised. Holiday requests due to exceptional circumstances are authorised at the discretion of the Head of School. Holidays taken during term time will be marked as unauthorised and a Fixed Penalty Notice issued.

Academy Early or Unforeseen Closure

In cases of extreme bad weather or any other unforeseen circumstances, it is sometimes necessary to close the Academy. It is the parent's responsibility to ensure that their child knows where to go, should this happen. It would be appreciated if you would complete the form in your child's Home / Academy Link Book so that we have an immediate record of the emergency arrangements you would prefer. Please inform us if these change at any time.

Every possible effort is also made to inform parents of any early or unforeseen closure, by text, the Academy website and broadcasting a bulletin on Radio Kent (96.7FM), or by logging onto www.kentschoolclosures.co.uk. During bad weather, the Radio station gives details of schools closed after hourly news summaries, starting as early as 6am. If this Academy is not mentioned by the time the pupil usually sets off for the Academy then it is expected to be open.

Medical Appointments

Medical appointments should be made outside Academy hours. If this is not possible pupils must have a note in their Link Book from their parents/carers in advance of the date along with a letter of appointment, Copy of prescription on medicine label from GP or Pharmacist, appointment card from other medical practice to show to their Class Teacher/Primary Office. If the Class Teacher agrees with the necessity to miss school they will countersign the letter/link book and the pupil will present this to the Primary Office where they will need to sign out and be collected by their parent/carer. Primary Office will have a copy of the letter and forward it to the Academy's Attendance Manager, Mrs Skinner.

Medication

The Hundred of Hoo Academy endeavours to ensure that all of its pupils achieve success in their academic work, in their relationships and in their day to day experiences at the Academy.

Some of our pupils are likely to have medical needs which mean that additional measures are required to ensure that they are enabled full access to the curriculum, that the impact of their medical difficulties upon their life in school is minimised as far as possible, and that all staff who work with the pupil understand the nature of their difficulties and how best to help them.

There is no legal duty on Academy staff to administer medicines to pupils, and the prime responsibility for a pupil's health lies with the parent/carer who is responsible for the pupil's medication and should supply the Academy with any relevant information. Nevertheless, we would wish to support our pupils wherever possible, and where parents/carers feel that it is absolutely essential that medication takes place during Academy hours.

If your child is required to take medication within Academy hours and is prescribed by their Doctor, then a 'Parental Consent Form for Administering Medication' must be completed by their Parent/Carer for this to happen. This must be given to the Primary Office along with the prescribed medication.

Parents/Carers' Responsibilities

Parents/carers are responsible for their child's health and must observe the following when requesting medication to be administered in school.

- A Medication Consent form must be completed by the parent/carer, detailing medication to be given, times, dosage and any known side effects. Emergency contact details must also be given.
- Only medicines prescribed by a doctor, dentist, nurse prescriber or pharmacist prescriber will be accepted.
- Medicines must always be provided in the original container as dispensed by a pharmacist and must include details of the patient and the prescriber's instructions for administration (i.e. the leaflet enclosed in the box). We will not administer any medication that is not presented in its original container.
- Parents/carers must notify the Academy immediately of any changes to medication. In such instances, it will be necessary for parents/carers to sign an "Amendment to Medication" instruction.
- Parents/carers are responsible for renewing supplies to ensure that medication is available in school at all times where necessary. Should the Academy not be supplied with the necessary medication, this may result in a pupil being sent home until medication can be provided.
- Parents/carers must advise us when any medication is ceased and are responsible for coming into the Academy to collect any remaining medication stored there.
- Parents/carers are also responsible for ensuring that date-expired medicines are returned to a pharmacy for safe disposal.
- If there is a long term medication, parent/carer must have one kept at school and one kept at home. I.e. asthma pump.
- All medication in school is kept locked away throughout the day by the Class Teacher until the pupil is required to take it.

Non-Prescribed Medicines

The Hundred of Hoo Academy will never give a non-prescribed medicine to a pupil. However, Parents/Carers are allowed to come into the Academy to give non-prescribed medication to their child once arranged with their Class Teacher.

Childcare provision (Primary)

The Hundred of Hoo Primary runs a breakfast club that is available Monday to Friday from 07:45 and until 08:30, term time only. It is held in our school hall and supervised by trained staff, familiar to the academy and a healthy breakfast will be provided by Cucina from our school kitchen. To ensure that we can guarantee safe working practices by providing adequate staff to pupil ratios, we are currently capping the spaces available to 20 only and we will not be taking any ad-hoc bookings.

[Breakfast Club Terms and Conditions](#)


[Breakfast Club Booking and Payment Process](#)

There is also a breakfast and after school club run by the Hundred of Hoo Nursery, which runs from 08.00 – 18.00. Parents/carers may enter into a private arrangement with the Nursery. Parents/carers accessing this service will pay the provider directly. Prices and registration forms are available from the Primary office and the Nursery directly.

1.9 Academy Uniform

Primary Uniform September 2021

The Hundred of Hoo is an Academy that requires its pupils to wear Academy uniform, which is all clearly labelled.

BOYS		GIRLS
Navy Jumper or cardigan with Academy Logo		Navy Jumper or cardigan with Academy Logo
White Shirt	White Shirt	
Grey Trousers	Grey Skirt or Pinafore Dress	
Grey Shorts in Summer	Navy Gingham Summer Dress	
Navy Book Bag or Rucksack with Academy Logo	Nay Book Bag or Rucksack with Academy Logo	
Grey Socks	Plain Grey Tights. White socks in Summer	
Clack Shoes Leather	Black Shoes Leather	

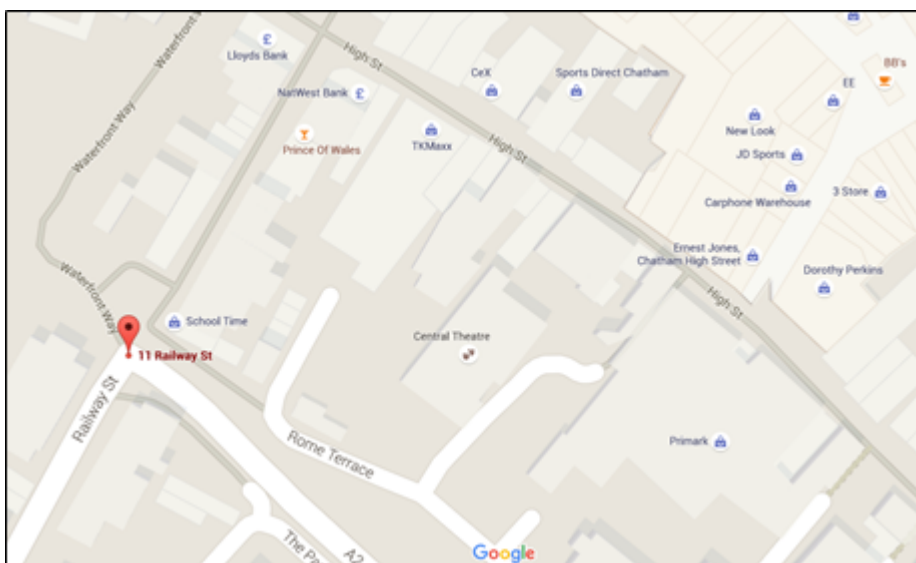
Academy Tie
Elasticated for EYFS only
Traditional for Year 1 - Year 6

Other Equipment
Water Bottle with Blue Lid
Wellington Boots to be left at Academy (EYFS only)
Navy Peaked Cap in Summer
Plain Navy Winter Hat
Dark coloured outdoor coat

PE Kit
Sky Blue T Shirt with Academy logo
Navy Shorts
Black Plimsolls (indoor PE)
White trainers (outdoor PE)
Navy Tracksuit with logo
Rucksack Style PE bag with Logo

Purchasing Uniform

Academy uniform must be purchased from our uniform supplier, Uniformbase Ltd, 11 Railway Street, Chatham, Kent, ME4 4HU, Tel No: 01634 407217. You can visit their shop or order online via their website at www.uniformbase.co.uk. Sundry items such as shirts, socks, tights, shoes and sports shoes can be purchased from other retailers.



In the event of non-compliance the Academy may ask a parent to bring in their correct uniform. This would be an authorised absence.

The Academy may also ask parents to take their child home to change before registration has taken place and will do so in line with parental consultation.

If a pupil then misses registration, absences may be recorded as authorised or unauthorised.

Lost Property

It is your child's responsibility to look after their belongings and Academy uniform. All Uniform must be labelled with your child's name, so it is easier to locate if lost.

If your child has lost an item of their Academy uniform, leave a note in your child's Link Book to inform the class teacher, or speak to them after school at collection so they are aware and able to check for you.

If you are still unable to find the lost item, you can check the Lost property box via the Primary Office.

Banned Items

The following items are banned from Academy premises and on school visits:

- Dangerous items – including knives, BB guns /laser pens or any object that could be used with the capability of harming another person
- Stolen items
- Inappropriate items
- Aerosol sprays
- Toys from home
- Electronic devices (see below)

The following items are also not permitted within the Academy:

- Makeup of any sort is not permitted; this includes the wearing of henna tattoos, fake tan, bronzer, false eyelashes, eyelash tips, tinted eyebrows, pencilling in and nail varnish.
- Pupils are only allowed one set of plain small studded earrings which must be tapped or removed for PE. No rings, bangles or bracelets are permitted.
- Caps and hoodies are banned at all times.
- Mobile phones, headphones, smart watches and other electrical devices are banned from the Academy.
- The Academy accepts no responsibility for personal electronic devices that are brought to the Academy and takes no responsibility to investigate their misplacement, loss or theft. If a phone is confiscated the Academy takes no responsibility for loss, theft or damage to the item.
- Hair should be one natural colour with no extreme hair styles including tram-lines or patterns or excessive parts of the head shaved. Plain hair bands only. Hair accessories i.e. JoJo bows are not permitted.
- Large bags of sweets, chewing gum and energy drinks are not appropriate for school.

ALL ITEMS OF UNIFORM INCLUDING RUCKSACKS AND PE BAGS SHOULD BE CLEARLY MARKED WITH OWNER'S NAME. THE ACADEMY CANNOT ACCEPT LIABILITY FOR ANY MISSING/LOST ITEMS OF CLOTHING.

Mobile Phone Policy

Mobile phones will be permitted when agreed in writing by SLT. They must go to the Academy Office and parents (or a responsible adult identified by parents) are expected to collect the device from the Primary Office after the end of the Academy day (Mon to Thurs 15:00 – 16:00 & Friday 15:00 – 15:30), mobile phones will not be returned to pupils. Persistent non-compliance with this policy will lead to further sanctions.

1.10 Academy Site Access

Primary - Dropping and picking up your child from the Academy (Please see Covid-19 related information for September). The below is in normal circumstances.

The academy believes that nothing is more important than children's learning and our drop off and collection arrangements will ensure that not only do our children continue to grow in their independence but that adults' time is focused on supporting children.

Parents/carers are encouraged to walk their children to the Primary gate. There is no parking on the Primary site; therefore, parents/carers who drive to the Academy are encouraged to park in the surrounding area where appropriate. Limited spaces that are available are for drop off/pick up **only** and are prioritised for EYFS parents who will be given a parking permit at the start of the academic year.

08:30 – 08:50

The pedestrian gate for the primary will be open. Pupils from all year groups are to enter the school through this gate independently and parents are to remain outside. Once your child has entered through this gate please exit the school grounds swiftly. There will be staff placed along the route to ensure that pupils go to their designated entrance.

08:50

Primary pedestrian gate will lock. You will need to press the buzzer for reception to open the gate. You and your child should enter through the gate and walk directly to reception where they will need to sign. We expect pupils to arrive at the Academy on time. Late arrivals disrupt the education of others. Pupils arriving after the register has closed will be marked in the register as having an unauthorised absence.

09:00

Reception is open at 09:00, once pupils are in learning. **This will include use of the toilets.** Please ensure that notes or messages are noted in your child's Link Book and any slips or letters are in your child's book bag to be given to their class teacher. Messages that are not communicated this way are unlikely to be passed on.

Collection arrangements:

15:15

Primary pedestrian gate will open for parents/carers to enter. EYFS will be released to parents by their outside EYFS play area. Pupils in years 1 and upwards will be released to parents from the designated line up area. Parents are to remain behind the line of the area to ensure that children are released to you safely and calmly. Once your child has been handed over to you, please exit the school grounds swiftly via the path.

15:25

Primary pedestrian gate will be locked.

Inclement Weather

Drop off

Pupils will continue to enter through the primary pedestrian gate independently but will instead go straight through to their classrooms via the pupil entrance door. This will apply to all year groups. Timings will remain the same.

Collection

Timings and expectations will still stand, however, pupils in Year 1 and upwards will be released directly from the pupil entrance door and EYFS will be released from their classroom door. It is really important to not crowd the area to enable staff to have clear line of sight of the adult they are releasing children to. Should you wish to urgently speak to the class teacher, please wait until all pupils are released to ensure that full attention can be given to keeping pupils safe.

Consideration to our community

We encourage all parents/carers to be considerate to our neighbours when parking outside the Academy to collect/drop off their children.

Outline of the Academy's access procedures

There is no vehicle access onto the Academy site, only the drop off zone for EYFS parents/carers or registered disabled permit holders in the drop off zone. For collection/drop off, for other year groups or meetings, etc. parents must park off site and use the pedestrian entrance to gain access.

1.11 ParentPay

ParentPay is the method of payment for school trips, clubs, school dinners and activities. All details relating to receipts and payment schedule information on trips are available on ParentPay only. Letters detailing all usernames and passwords to access ParentPay are sent home when your child starts the Academy. Please e-mail: primaryoffice@hundredofhooacademy.org.uk if you have any queries with regards to ParentPay. ParentPay is a payment secure site.

1.12 Free School Meals

The Hundred of Hoo Academy processes all applications centrally at the Academy. If your child is in EYFS, Year 1, and Year 2 or if you feel that you are eligible and wish to apply, you are required to submit an application through our website.

Our website address is www.hundredofhooacademy.org.uk

The link for Free School Meals can be located under 'Our Academy, Free School Meals'. Please select **new application** and work through the form. If your application is successful, you will see a green band across the top of your application along with a reference number. This will automatically be sent to the Academy. If you are unsuccessful, you will see a red band informing you that you are not eligible. Please click save and contact the Academy if you believe this is incorrect and that you may be eligible - please email parentenquiries@hundredofhooacademy.org.uk.

To be eligible you need to be in receipt of one of the following:

1. Universal Credit, provided they have an annual net earned income not exceeding £7,400 (£616.67 per month)
2. Income Support
3. Income-based Jobseeker's Allowance
4. Income-related Employment and Support Allowance
5. Support under Part 6 of the Immigration and Asylum Act 1999
6. The guarantee element of Pension Credit
7. Child Tax Credit, provided they are not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190, as assessed by HMRC
8. Working Tax Credit run-on – paid for 4 weeks after you stop qualifying for Working Tax Credit.

If you would prefer to apply directly to us via a free school meals application form please contact the Academy for a form, complete and return to the Primary Office giving permission for us to process your application on your behalf. Free school meal status cannot be applied retrospectively so it is extremely important to submit your application promptly before the start of the school year to avoid any charges.

If you have any questions regarding the above, please do not hesitate to contact the Academy on our email address, parentenquiries@hundredofhooacademy.org.uk.

2 Curriculum

2.1 Curriculum Statement

Our curriculum intent:

Our curriculum provides essential knowledge for learners to be empowered with the cultural capital to make changes to the world as educated citizens. It has the breadth and depth required to drive compassion, ambition and ownership in all of our learners through carefully planned and sequenced learning journeys. This will establish deep rooted and uncompromising attributes that will permeate through our local community and beyond to create intercultural understanding and respect. These beliefs are firmly embedded in our academy to support children with the necessary skills to be the best version of themselves.

Our curriculum implementation:

Our curriculum intent is implemented to meet the requirements of the 2014 National Curriculum to ensure that our pupils' entitlement is fulfilled.

This is done within the framework of the International Baccalaureate Primary Years Programme (IBPYP). It focuses on the development of the whole child as an inquirer, both in the classroom and in the world outside. It is a framework guided by six transdisciplinary themes of global significance, explored using knowledge and skills with a powerful emphasis on inquiry. The PYP is flexible enough to accommodate the demands of the National Curriculum and provides a superior foundation for students as they move through their education at the Hundred of Hoo Academy. Pupils will embark upon various lines of inquiry stemming from a central idea. From this, and the discussions in class, the children have their own voice, choice and ownership over which direction their learning will take in response to the central idea. They are the drivers of their own learning in the classroom and beyond. Within the context of the central ideas (and throughout their school life) the children will be learning how to demonstrate and recognise learner attributes, of which there are 10. The attributes promote learners to be inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective. The ethos behind the programme is to inform learners of global issues and to promote the confidence of taking action and making a difference. From climate change to poverty, and from gender equality and economic growth, children will learn about these in relevant and meaningful ways through a curriculum that ensures that every child achieves their full potential. The vast majority of the National Curriculum is covered through the framework of the IBPYP, however, where explicit skills teaching is necessary, for example, reading and phonics, this is done within discrete sessions to be then embedded through the lines of inquiry.

In recognising that to develop the same educational diet within mathematics, requires a more specific route of implementation that is enhanced through the IBPYP. Within the framework of the White Rose Maths Hub and enhanced by the high-quality resources of Power Maths, children develop a strong foundation in the different mathematical disciplines in order to be confident learners that are willing to take risks in solving a vast array of problems. Through carefully planning learning journeys, children make connections between learnt facts and new concepts which enables them to develop systematic and logical thinking. They also make informed choices about their use of manipulatives to support their mathematical thinking when exploring new concepts. Children are able to clearly explain their thinking using mathematical language and representations. In their strive to be the best version of themselves, they will understand how mathematics is essential in all areas of the curriculum and beyond.

This is delivered through a varied and flexible timetable which affords the children opportunities to explore their learning at greater depths without the confines of an overly structured day. Again, this promotes our children's sense of agency and time to take risks within their learning. We enrich these curriculum opportunities through close work with the secondary phase of The Hundred of Hoo Academy. We maximise upon the opportunity to have the knowledge and skills specific to certain subjects are taught with subject specialist expertise. As part of their curriculum journey children are regularly taught linguistics by a specialist Spanish teacher, musicality and performance through their Performing Arts sessions and develop their sporting prowess through a variety of regular sessions with Sports Specialists. This is not exclusive to this list. To enhance their experiences within their Central Ideas, children also have opportunities to work with artists, scientists and much more.

Our curriculum impact:

As a result of our carefully planned and sequenced curriculum, our children will have opinions and feel empowered to shape informed opinions about subjects, current affairs and their learning. They are able to make links across the curriculum and their learning between lines of inquiry and also over time. Through their understanding of the skills necessary for each subject across the National Curriculum, they can identify and apply these across a range of contexts, understanding that these can be used in conjunction with each other to glean the best learning experiences. Children strive to be the best versions of themselves and understand what this means individually to them. Academically, socially and emotionally, children are supported to achieve this through targeted interventions and feedback within which they are active participants. Children will be able to exhibit this in a variety of ways, including, but not exclusively, through opportunities to informally share their experiences with others including their parents during "Show and Share" sessions, present more formally in assemblies and performances and also through achieving well within statutory assessments. This will be due to the secure foundations developed through their enjoyment of a varied and aspirational curriculum. Ultimately, our pupils are happy to come to school, are active learners and engage wholeheartedly in becoming the best versions of themselves.

2.2 Cross-Phase Curriculum

Being part of Hundred of Hoo All-Through Academy provides a richness and depth to the quality of education that children would find hard-pressed to experience in a more traditional primary school setting.

Having access to the secondary school site and subject experts means that we can supplement our already broad and balanced curriculum with access to resources, locations and knowledge that would otherwise be unavailable.

We do our very best to capitalise on these resources at every opportunity and, as such, have worked collaboratively to develop and deliver a truly cross-phase curriculum.

In years 1 to 4, subject specialists visit the primary academy to deliver PE, Spanish, Drama and Music lessons which are then built upon as part of inquiry lessons. Whilst class teachers retain all responsibility for the outcomes and progress made in these sessions, as well as directing which curriculum objectives should be covered, the secondary teachers curate lessons which are engaging and challenging at the same time.

In years 5 and 6, the students spend one day per week visiting the secondary site to experience learning in computer labs, science labs and secondary classrooms with resources and experiences which help to really develop their thinking and subject-related skills and knowledge. Adding to the subjects for years 1 to 4, years 5 and 6 also access Science, Geography and Computing. Again, the curriculum objectives are all age-commensurate and delivered by specialist teachers who ensure that learning is engaging and purposeful.

With both the primary and secondary academies following the IB frameworks, there is a shared understanding that pupils will be given frequent opportunities to develop their learner profile attributes and approaches to learning no matter who is delivering the lesson.

2.3 International Baccalaureate Primary Years Programme

The International Baccalaureate (IB) Primary Years Programme (PYP) is designed for students aged 3 to 12. It focuses on the development of the whole child as an inquirer, both in the classroom and in the world outside. It is a framework guided by six transdisciplinary themes of global significance, explored using knowledge and skills with a powerful emphasis on inquiry. The PYP is flexible enough to accommodate the demands of most national or local curriculum and provides a superior foundation for students as they move through their education at the Hundred of Hoo Academy. Below is a visual aid depicting the PYP.



When a class is embarking a new idea they always begin with a carefully planned provocation that encourages the children to discover and investigate whilst simultaneously making links with previous learning. Through selecting and investigating Key Concepts, the children start to plan questions they would like to learn more about. From here, the children create their central idea from what they know already. Through careful reflections, the children adapt and change these central ideas and then create new questions to investigate. This ensures that children have their own

voice, choice and ownership and in order to create key big ideas about what they know. They are the drivers of their own learning in the classroom and beyond.

The ethos behind the programme is to inform learners of global issues and to promote the confidence of taking action and making a difference and with the children leading this, it becomes even more powerful. The children get an opportunity to learn about key aspects of life from climate change to poverty, and from gender equality and economic growth. They learn about these in relevant and meaningful ways through a curriculum that ensures that every child achieves their full potential.

Examples of central ideas have been;

- Without a healthy mind, you might not have a healthy body.
- Without natural resources there may not be an environment.
- In an evolving environment, humans may not survive without adaptation.
- Humankind can cause irreversible damage to the world.

Within the context of the central ideas (and throughout their school life) the children will be learning how to demonstrate and recognise learner attributes, of which there are 10. We focus on 1 each week to ensure that they are adept at and demonstrating each. The attributes include –

- inquirers
- knowledgeable
- thinkers
- communicators
- principled
- open-minded
- caring
- risk-takers
- balanced
- reflective

2.4 Primary

Games lessons – KS1&2

During Year 1-6, pupils follow a programme where they will be taught the basis of Invasion games, Net and wall games, Gymnastics, Swimming, Health Related Fitness, Athletics and Striking and Fielding games. We teach the pupils the basic skills and tactics for these games, building on any experiences they may have gained. During the first half term, all pupils will be tested on their practical skills in all areas of PE. This information will then be used to help with target setting.

Pupils should be taught to:

- Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games (for example Basketball, Cricket, Football, Hockey, Netball, Rounders, Rugby and Tennis)
- Develop their technique and improve their performance in other competitive sports (for example, athletics and gymnastics)
- Perform dances using advanced dance techniques in a range of dance styles and forms
- Take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group
- Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best
- Take part in competitive sports and activities outside school through community links or sports clubs.

2.5 The Hundred of Hoo Home Learning

Why do we need to do homework?

Homework is an essential skill to promote self-study and independence in learning that extends beyond school into the home. It is a requirement that will be expected of pupils as they move through their education. It is an opportunity to further practice the skills learned in school and set greater foundations for further progress and development. It is also a good opportunity for parents to keep abreast of their child's learning.

Guidelines per year group

The volume of homework will increase as pupils progress through school. This is again to build up their stamina and positive attitudes to learning beyond the classroom. Guidelines are set out as follows:

EYFS	6 mini pieces across term Phonics Reading	1 completed weekly Weekly Daily
KS1	1 large topic based homework Reading Phonics/Spelling Number Fluency	Termly Daily Weekly Weekly
Lower KS2	1 large topic based homework Maths Reading Spelling Times Tables	Termly Fortnightly Daily Weekly Weekly
Upper KS2	1 large topic based homework English Maths Reading Spelling Times Tables	Termly Fortnightly Fortnightly Daily Weekly Weekly

It is down to the class teacher's discretion whether a child or children need additional practice of a particular skill at home. This will be set following an open discussion with the parent or carer and the expectations of the additional work agreed.

How it is set

All homework is set on a Friday and is due to be completed by the following Wednesday. Homework will be set on the Google classroom by the end of the day on Friday.

Marking of homework

All homework will be marked in line with our marking policy. For project work that is practical, a photo should be taken, affixed in the English homework book and a comment written in green pen from the class teacher. Children completing their homework receive a point for Homework on Class Charts. For exceptional pieces, they may receive more than one point.

Spellings, Phonics and Number Fluency practice will not be marked, however, teachers will be looking for where this is independently applied in class and will give positive points based on this.

Parents

Parents should guide their child with their homework where appropriate, but should encourage their child to be as independent as possible. They should promote **excellent presentation of homework**, regardless of task, and where relevant the below applies –

EYFS	Pencil should be used for all writing. Colouring pencils should be used to colour. Rulers should be encouraged for straight lines.
KS1	Pencil should be used for all writing. Colouring pencils should be used to colour. Rulers should be used for underlining and drawing lines. The date and title of homework should always be written.
KS2	Pencil should be used for all writing unless the child has a pen license. Biro and coloured gel pens are not permitted. Blue or black ink only. Colouring pencils should be used to colour. Rulers should be used for underlining and drawing lines. The date and title of homework should always be written.

Should parents like to discuss any celebrations or concerns regarding homework, they should address these with the class teacher, via the correct communication channels that were listed above..

If parents would like additional home study activities to challenge their child, they can look at the curriculum packs that are provided. Additionally, they can ask their class teachers, who can suggest relevant educational websites parents can access where there may be games and supplementary materials; these may also be added to their Google Classroom.

In the event that a child persistently does not complete their homework, they will be given the opportunity to do so at lunchtimes.

Monitoring and Evaluating this Policy

This policy will be monitored through further consultation of staff, pupils and parents and through the planned monitoring reviews. Children's homework books will be monitored by the Senior Leadership Team.

2.6 Assessment

Statutory Assessments

As your child moves through their journey at school, they are required to take part in a number of statutory and periodic assessments. We will briefly outline below the different types of assessments and what they entail. There will be further information and workshops regarding these and how you can help your child to be successful.

Year 1 Phonics Screening

Children in Year 1 throughout the country will all be taking part in a phonics screening check during the same week in June. Children in Year 2 will also take the check if they did not achieve the required result when in Year 1 or they have not taken the test before. Headteachers should decide whether it is appropriate for each of their pupils to take the phonics screening check. The phonics screening check is designed to confirm whether individual children have learnt phonic decoding and blending skills to an appropriate standard. The test contains 40 words. Each child will sit one to-one and read each word aloud to a teacher.

The test will take approximately 10 minutes per child, although all children are different and will complete the check at their own pace. The list of words the children read is a combination of 20 real words and 20 pseudo words (nonsense words). The pseudo words will be shown to your child with a picture of an alien. This provides the children with a context for the pseudo word which is independent from any existing vocabulary they may have. Pseudo words are

included because they will be new to all pupils; they do not favour children with a good vocabulary knowledge or visual memory of words.

By the end of the summer term all schools must report each child's results to their parents. They will also confirm if the child has met the standard threshold. Children who do not achieve the expected level will retake the test when they are in Year 2.

Year 2 End of KS1 Assessments

These are also known as KS1 SATs and are taken in year 2 over the course of the month of May. At the end of Year 2, children will take assessments in reading and maths. We also choose to administer the optional English: Grammar, Punctuation and Spelling SAT assessment in order to inform our teacher-assessed level in Writing.

The Reading Test consists of two separate papers:

Paper 1 – consists of a combined reading prompt and answer booklet. The paper includes a list of useful words and some practice questions for teachers to use to introduce the contexts and question types to pupils. The test takes approximately 30 minutes to complete, but is not strictly timed.

Paper 2 – consists of an answer booklet and a separate reading booklet. There are no practice questions on this paper. Teachers can use their discretion to stop the test early if a pupil is struggling. The test takes approximately 40 minutes to complete, but is not strictly timed.

The texts will cover a range of poetry, fiction and nonfiction.

The Maths Test consists of two separate papers:

Paper 1: Arithmetic - lasts approximately 20 minutes (but this is not strictly timed). It covers calculation methods for all operations.

Paper 2: Reasoning - lasts for approximately 35 minutes, which includes time for five aural questions. Pupils will still require calculation skills and questions will be varied including multiple choice, matching, true/false, completing a chart or table or drawing a shape. Some questions will also require children to show or explain their working out.

At KS1, the outcomes of these assessments are marked by teacher and only inform the teacher-assessed judgement and therefore the scores of the tests are not published to parents. The parent will be informed as to whether their child is working towards, at expected or at greater depth within maths, reading and writing.

Year 4 Multiplication Tables Check

Children in Year 4 will sit the times tables test during a three-week window in the month of June.

The Multiplication Tables Check has been described as “an online, on-screen digital assessment” – meaning the children will take the test on a desktop computer, laptop or tablet (such as an iPad) at school.

The times tables test will be timed, with the entire assessment lasting approximately 5 minutes in total. The children will be set a handful of practice questions to begin with – mostly from the one times table. Following the practice questions, the test itself will comprise of 25 questions, all formatted, for example, as $2 \times 5 =$ with the child required to input the product or result

Children will be given six seconds to answer each of the questions, with a three second blank gap between each question.

The questions will be randomly selected ranging from $2 \times 2 =$ up to 12×12 . The test's software has been programmed to show children more questions from the 6, 7, 8, 9 and 12 times tables, as these are trickier times tables focused on more in Years 3 and 4. (The 2s, 5s and 10s are more of a focus in Years 1 and 2.)

Year 6 End of KS2 Assessments

These are also known as KS2 SATs and taken by children who are in Year 6. The dates that these assessments are sat are mandatory and there is no flexibility around this. These take place within a chosen week in May.

Children sit tests in reading, maths and spelling, punctuation and grammar. These tests are both set and marked externally, and the results are used to measure the school's performance (for example, through reporting to Ofsted and published league tables). Your child's marks will be used in conjunction with teacher assessment to give a broader picture of their attainment.

The reading test is a single paper with questions based on three passages of text. Your child will have one hour, including reading time, to complete the test. In 2018 the Department for Education announced that the reading content of the KS2 SATs will be more closely linked to the curriculum in future to ensure children are drawing on their knowledge when answering reading comprehension questions.

The grammar, punctuation and spelling test consists of two parts: a grammar and punctuation paper requiring short answers, lasting 45 minutes, and an aural spelling test of 20 words, lasting around 15 minutes.

Children sit three papers in maths:

Paper 1: arithmetic, 30 minutes

Papers 2 and 3: reasoning, 40 minutes per paper

Paper 1 will consist of fixed response questions, where children have to give the correct answer to calculations, including long multiplication and division. Papers 2 and 3 will involve a number of question types.

Not all children in Year 6 will take science SATs. In selected years (including 2018) a number of schools (approximately 1900) are required to take part in science sampling: a test administered to a selected sample of children thought to be representative of the population as a whole. Science sampling testing will not take place in 2019.

For those who are selected, there will be three papers:

- Biology: 25 minutes, 22 marks
- Chemistry: 25 minutes, 22 marks
- Physics: 25 minutes, 22 marks

Assessing Pupil Attainment and Progress

In years one to six, we assess on a regular basis whether children are achieving or are on-track to achieve the expected standards in reading, writing and mathematics in their year group. There are four gradings through which we assess pupil attainment: Below the expected standard (B), Working towards the expected standard (W), Achieving the expected standard (A) and working at a Greater depth within the expected standard (G).

If children are working below the expected standard, they will be assessed using the pre-key stage standards which help us to ascertain the level of support required.

Maintaining a judgement of A or G across the year constitutes good progress as the complexity of the curriculum and what is expected increases over the course of the year. If a child moves up from a lower band to a higher band, this would constitute excellent progress. If a child were to drop a band, this is where we would consider why progress has not been made or maintained and consider classroom or external support to ensure progress is able to recouped.

2.7 Supporting children with Special Educational Needs (SEN)

The Academy aims to give every pupil the opportunity to develop his/her full potential. It recognises that all pupils have their own particular need and seeks to ensure that each pupil is able to learn, experience success and feel valued in an environment free from obstacles and prejudice.

If a teacher or parent/carer believes that there may be a difficulty which has not been previously identified, they can speak to the SENCO by appointment. The SENCO will then examine the most recent learning data, speak to all of the

relevant staff and may undertake or commission additional assessments/ investigations. The views of parents and carers are important to us and vital to this process.

We may intervene if:

- pupils display significantly greater learning difficulties than the rest of their peer group or less than expected progress
- have communication and/or interaction difficulties
- experience difficulty with cognition and learning
- they display sensory or physical difficulties
- display persistent emotional well-being concerns (mental health), or social difficulties and have failed to respond to the academies intervention strategies.

Academy staff will undertake any necessary professional development to deliver Quality First teaching, monitored by middle and senior leaders as part of the regular review and observation cycle. The Senior Leadership Team and the SENCO are involved in ensuring that the setting is appropriate to meet both ability and need. They also ensure that the support staff and specialist resources are deployed appropriately and that interventions impact positively on pupils' outcomes and development.

Listed below is a brief overview of the various additional programmes we deliver to support all learners, where appropriate.

Speech and Language Link

A speech programme which targets sounds that children have difficulties in producing. Children are tested within the school using this specialised computer programme and then our SENCo delivers the suggested individualised programmes. There are occasions when the tests show that a child needs to be referred to a Speech and Language Therapy for additional guidance and/or intervention.

Speech and Language

Individualised programmes delivered by our Speech Therapist. These are for children who have been referred, by the school or by a medical professional, to be assessed by the Speech and Language Therapy Service. These programmes can include speech sound production, language development and social skills, depending on the child's needs.

Play Therapy

This intervention aims to develop communication and interaction skills. It encourages turn taking, and collaboration.

Counselling

This intervention is accessible to all pupils who may be experiencing difficulty with some aspects of home/school life e.g. a family bereavement which may impact on their school life.

Fine Motor Skills

Fine motor skills are vital to the development of many competencies in young children. Activities are divided into sections focusing on warming up, hand and finger strength, manipulation and eye-hand co ordination.

Plus One/ Power of Two

This is a one to one maths programme which focuses on number bonds and multiplication facts. It is a long term programme which can be very effective.

TRUGS (Teach Reading Using Games)

A systematic synthetic phonics group of resources to enable anyone, who can themselves read, to help a child to progress their level of reading and spelling. Trugs uses fun card games to support the decoding (reading) of words. Children are able to practise reading by sounding out the phonemes in a word from left to right and blending them together all through the word until they can read the word automatically. The trugs resource gives them an enjoyable and successful way to reinforce and consolidate the knowledge of their letter-sound correspondences.

2.8 Academy Trips

At The Hundred of Hoo Academy, we believe that our pupils benefit significantly from visiting places of interest and we know these experiences will broaden pupils' horizons and deepen their learning.

We will run regular trips to Universities, Museums, Galleries, Theatres and Sports venues. You will always be informed if your child has been invited to take part in a trip or visit.

We will ask parents for a contribution towards the cost of Academy trips where necessary. We do not want cost to be a reason for pupils to miss out, so if parents are unable to make a contribution they should discuss this with the Academy.

2.9 After School Clubs

At The Hundred of Hoo, we are always looking at new and interesting ways to extend and enrich the learning. Across the school year, staff provide a range of clubs which focus on developing skills, furthering knowledge and having fun.

Each term, children are allowed to sign up for at least one club. Clubs run from 3.15pm until 4.30pm and may require a cost depending on the content. There is an expectation that children will remain in the same club for the term. This will enable them to fully participate in the activities and gain from the experience.

3 Behaviour and Attitudes

3.1 Rewards

The role of rewards in recognising and promoting our values is a key part of developing the potential of young people by giving encouragement and praise. Praise is a key component of good teaching and good staff/pupil relationships. Good behaviour is also best promoted and developed by drawing attention to and

rewarding well behaved and hard working pupils. Praise needs to be used appropriately, sincerely and linked to tangible examples of a student's strengths. The rewards policy operates within this guiding principle.

The Golden Rules

We have a set of well-established golden rules that all of the children are expected to follow. Time is taken to understand what each one means and why it is important that it is adhered to. (There are specific

Our Golden Rules



1. We listen to all staff
2. We are polite and respectful
3. We walk in silence
4. We use kind words
5. We keep our hands and feet to ourselves
6. We look after property

SLANT

To further support pupil behaviour and attitudes we use the acronym SLANT. Again, time is taken for pupils to understand what each letter means and how they can demonstrate it. Below is the pictorial representation of it that is displayed in each classroom.



In Class Rewards

Positive reinforcement is intrinsic to pupils achieving their very best. Recognising this, it is engrained in our culture at Hoo that this is the first step to promoting expected behaviour. This is ongoing and may take the form of positive praise, stickers or a celebratory comment in the pupil's link book.

Each class has an in-class reward system which follows a traffic light system. This is a visual aid for children to be able to monitor and therefore regulate their own behaviour. Every class has a traffic light system, green, amber and red. All children start their day on green and can work hard to earn positive points and be put on to our learning behaviour stars for learner attributes. They will also earn positive points for these on Class Charts as outlined below.

Positive Behaviour Points

In addition to our traffic light system, we use Class Charts to reward positive behaviours with positive points and the wrong choices with negative points. The Academy uses Class Charts, an online system that teachers use to log and track achievement and behaviour throughout the Academy day. The Academy believes in working closely with parents/carers and one of the key benefits of using Class Charts is that we are able to securely share your child's achievement and behaviour report with you and keep you up-to-date immediately.

The positive points are awarded for different learner attributes in addition to following our Golden Rules. Our 10 main learner attributes are:

- Risk takers
- Inquirers
- Caring
- Balanced
- Principled
- Knowledgeable
- Open-minded
- Thinker
- Communicators
- Reflective

Pupils will be recognised for demonstrating characteristics/traits that ensure that they leave the academy prepared for life in modern Britain. These values will give our pupils a strong sense of motivation to succeed.

Points will be awarded as shown in the following table and the combination of points achieved will be recognised as shown below;

Bronze Award – 100 Achievement/Positive behaviour points

Silver Award – 200 Achievement/Positive behaviour points

Gold Award – 300 Achievement/Positive behaviour points

Platinum Award- 400 Achievement/Positive behaviour points

When pupils earn specific amounts of positive points they are awarded certificates.

Each week we celebrate a Star of the Week from each class, which is awarded to an individual who has particularly excelled themselves in a specific area of learning that week. Each term we then have a "Star of the Term" awarded to an individual from each class who has worked hard throughout the whole term.

3.2 Sanctions

It is a basic requirement for learning that pupils are well behaved. We have high expectations of our pupils' behaviour. Pupils must treat each other and their teachers with respect and act appropriately in learning environments. We maintain high standards of behaviour by ensuring we are being consistent about routines and detail. It means addressing pupils' actions when they do not meet expectations, whether this concerns the way uniform is worn,

equipment, promptness to class, or actions or language to one another. This firm approach to behaviour will be supported by the strong nurturing relationships between teachers and pupils, which will include:

Consequences Chart

While we always focus on promoting and celebrating positive behaviour, we have a clear procedure in place for addressing behaviour which is less desirable. Below are our behaviour stages to deal with such behaviour.

Stage 1	1 st Verbal Warning If repeated 2 nd Verbal Warning then... Picture is moved from Green to Orange No Golden Rules positive point.
Stage 2	Time out space in the classroom Picture moved from orange to red. Miss playtime to make up learning time. Green Behaviour Form Completed
Stage 3	Sent to partner classroom Year 5 - Year 3 Year 4 – Year 5 Year 3 – Year 4 Year 2 – EYFS Year 1 – Year 2 EYFS – Year 1 Negative Point issued on Class Charts
Stage 4	Sent to Vice Primary Principal Behaviour Report CT to phone home.
Stage 5	Sent to Primary Principal Behaviour Report SLT to phone home

3.3 Anti-Bullying

The purpose of the Academy bullying policy is to provide a clear framework for all staff and pupils to promote the following aims:

- The safety and emotional well-being of all members of the whole Academy community
- Remove any barriers to educational achievement
- Model high expectations with regard to conduct and good manners
- To enable young people within the Academy to move positively into the adult world as good citizens

Bullying is any form of deliberate behaviour by an individual or group, repeated over time which intentionally causes hurt or distress physically or emotionally to another individual or group.

Bullying has many forms – e.g. physical, verbal, emotional or electronic (cyber-bullying). Bullying can be any of the following:

- Threatening behaviour (psychological, intimidation)
- Using physical violence
- Using unpleasant words – insulting comments, mocking, verbal abuse
- Stealing property, taking or demanding money
- Deliberately upsetting people
- Sending unpleasant text messages/images
- Using the internet/MSN/technology to spread unpleasant rumours (cyber bullying)

Can be aimed at certain groups because of race, religion, gender or sexual orientation.

Single, one-off incidents are not usually bullying, but still must be reported so that they can be dealt with by the Academy.

Pupils who engage in bullying behaviour should be aware of the consequences of their actions and the sanctions likely to be implemented. These may include:

- Having to make a written apology and undertake to cease bullying behaviour
- A reprimand by a senior member of staff
- A restorative justice approach by a senior member of staff Involvement of parents/carers (essential at an early stage for serious incidents)
- Weekly or daily reports
- Interviews with Head of Department/ Head of Year and associated Leadership Group link
- Interviews with Senior Vice Principal/Principal
- Loss of privilege
- Placed in Learning Support Unit
- Support of local PCSO
- A Fixed Term or Permanent Exclusion from the Academy and in extremely serious cases, the involvement of the police may be sought

The Academy will adopt a range of strategies to prevent and reduce bullying, to raise awareness of bullying and support victims and bullies. Including;

- Assemblies
- Theme of the Fortnight
- PSHRE Curriculum/ Academy curriculum
- Co-operative group work
- Encourage circle of friends
- The support group approach/no blame approach
- Mentoring/Peer Mentoring
- Anger management programme
- Mediation/Restorative Justice
- Referral to counsellors
- ELSA support

Other support:

The following websites also provide information and guidance to parents in regard to bullying. There is also government guidance linked to cyberbullying with advice to parents as well.

<http://www.bullying.co.uk/advice-for-parents/>

<http://www.bbc.co.uk/academys/parents/bullying/>

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/375420/Advice_for_Parents_on_Cyberbullying_131114.pdf

ChildNet International: Specialist resources for young people to raise awareness of online safety and how to protect themselves.

3.4 Parents as Partners

We believe that parents are their child's first teacher and therefore we hold our partnership with parents in great importance.

There are many opportunities for parents to engage in their children's learning by coming in to the school setting. These include –

- Christmas nativities
- Parent workshops centred on a specific curriculum area
- Parent assemblies
- PTA events like fairs and discos (please see specific information page for more information)
- Parent Show and Shares
- Parents evenings
- Volunteering to read with children
- Volunteering for school trips.

3.5 Show and Shares

We believe that parents in school are a really great way for you to work with your child in the context of school. The children thrive on the interaction and enjoy the time spent together.

During these sessions, parents will have the opportunity to discuss their child's learning with their child by looking through the books that the class teacher has selected and left on your child's table. This should provide you with an interesting insight into how your child is getting on day-to-day; what their successes are and what they are working on to improve. You can then work with your child on areas like their spellings, calculations or punctuation by supporting them (not doing it for them) with editing their work.

On occasions, the class teacher may choose to demonstrate a particular concept that most children find challenging or a specific area they would like you to focus on when speaking with your child. Throughout this time, you will be able to have focussed learning conversations using the "Pupil Conferencing" question suggestions. Alongside this, we would ask that you write down a few reflections about the conversation with your child.

We understand that not all parents are able to attend these sessions due to work commitments and as you know, those children who it affects will always have the chance to work with a familiar adult during this time. Having said that, even if you make it to at least one session a term that is still a chance for you to have those valuable learning conversations with your child.

Please note, however, that it wouldn't be appropriate for this window of time to be used to speak with the class teacher about your child's learning. It should be focussed solely on your child and their achievements and next steps. Should you wish to speak with the class teacher, please make an appointment with them via your child's link book and a mutually convenient time will be agreed.

3.6 PTA

We officially set up our PTA in 2018. They are a small group of parents/carers, a school-based organisation with a mission to make the Academy an exceptional place for pupils to learn. Parents/carers of pupils work together with teachers to volunteer in classes, raise money for school supplies, and generally support the school's efforts.

So far, they have organised a successful Summer Fun Day, raised money for Children In Need, organised a Mother's and Father's Day Gift Shop and held a Christmas Fair.

They take pride in making events fun and enjoyable for the pupils outside of their academic day. Also they are lucky to have a great team of parents/carers who are always willing to help in whatever way they can, bake cakes, decorate and make the events extra special for us all involved.

Our PTA has a Facebook page where you can find all of our updates and communications and we are always open to new members joining us!

If you wish to contact the Primary PTA, please email them on hohpta@gmail.com.

3.7 Working in Partnership for Success

Whatever it takes to Aspire, Achieve, Excel, Staff of the Hundred of Hoo Academy

Staff will commit to:

- Believing that every Hundred of Hoo pupil is capable of academic success and gaining a place at university
- Pupils' potential being realised through their hard work and our support
- Placing an emphasis on the mastery of subjects particularly English, Mathematics and Science
- Ensuring that work within the curriculum challenges and motivates and that it paves the way for success in the Academy and in life
- Via assessment, tracking pupils progress, providing intervention when required, and keeping parents informed through consultation meetings and Progress Reports
- Constantly striving to become better educators
- Ensuring that each pupil is known as an individual and that their needs are met
- Caring about our pupils wellbeing and protecting their safety at all times
- Enforcing the Hundred of Hoo Academy code of conduct and Behaviour policy consistently and fairly
- Protecting pupils from disruptive behaviour by insisting on high standards and holding pupils to account for their actions
- Celebrating, recognising and rewarding pupils for their endeavours.

Parents and Carers of The Hundred of Hoo Academy commit to 'whatever it takes by:

Academic Success

- Believing that our child is capable of academic success and being the best versions of themselves.
- Understanding through hard work on the part of my child and with my support, that their potential will be realised.

Working in Partnership

- Supporting the Academy's high expectations and its no excuses philosophy
- Reading the Academy's, consequence system, behaviour and discipline policies. We will support the Academy's decision. If we wish to speak about any of our concerns we will contact the academy and arrange an appointment. We understand that we are unable to override an academy decision and will work towards addressing our child's behaviour with Academy staff.
- Ensuring that my/our child goes to the Academy regularly, on time, properly equipped and ready to learn.
- Understanding that uniform violations will result in our child being sent home to collect the correct items, or being placed in isolation until such time it is rectified
- Reading all reports carefully, attend all parent meetings and sign our child's Link Book each week
- Treating all Hundred of Hoo teachers and staff with respect and courtesy.
- Trusting the professional judgement of adults
- Understanding that if our child commits a serious breach of the code of conduct and/or Behaviour Policy that they will be subject to exclusion or permanent exclusion
- Understanding that there will be sanctions for bringing the Academy into disrepute in or outside of the Academy's site
- Understanding the importance of a healthy and balanced diet and we will ensure that our child is well prepared for the day by having breakfast and not taking sweets and fizzy drinks, including energy drinks to the Academy

- Informing the Academy about any concerns at home or changes in circumstance that might affect my child's learning
- Not engaging in discussions on Academy policies or procedures, on social media. Questions about the Academy should always be directed towards the Academy directly
- Will not report, speculate or discuss Academy topics on social media, nor comment on individual staff or other members of the Hundred of Hoo community on social media.

Attendance and Punctuality

- Ensuring that our child arrives each day between 08:30 - 08.50
- Not plan for family holidays or other absences during term time
- Accept that the academy will refer any unauthorised absences of this nature to the attendance advisory practitioner which will result in the issuing of a fixed penalty fine
- Ensure that our child attends the Academy every day, except in extreme cases of illness or bereavement
- Not schedule routine doctor and dentist visits or procedures during the academy day
- If our child is absent we will telephone the academy before 08.30 of the day of the absence to report the reason

Home Learning

- Understand that there will be some form of home learning each week. It is our responsibility to ensure it is completed.

As a pupil at The Hundred of Hoo Academy, I will commit to 'whatever it takes' by:

- Fulfilling my potential both academically and socially
- Arriving at the Academy between 08:30 - 08.50 every day
- Arriving at the Academy fully equipped
- Wearing my Hundred of Hoo Academy uniform, smartly and with pride every day
- Always working, thinking and behaving in the best way I know how and do whatever it takes to learn at Hoo
- Completing all of my home learning. I will contact my teachers if I have a problem with my independent study
- Always treating everyone at the Academy with consideration and respect
- Being responsible for my own behaviour
- Being proud of my Academy
- Respecting other cultures, race, feelings, beliefs and values
- Not bringing in any banned items to school
- Caring for the environment both in and out of the Academy
- Being someone others can be proud of
- Abiding by the Pupil code of conduct; follow the SLANT active learning behaviours, Academy Behaviour Policy. I have read and understood each and understand there will be consequences if I fail to follow the directions in these policies.

3.8 Expectations and Attitudes

We, at the Hundred of Hoo, have unshakably high expectations in all that we do and believe that readiness to learn starts when pupils line up in the playground at the start of the academy day. We ensure pupil safety and wellbeing promote an environment where pupils are alert and consistently ready to commence learning at any point during the academy day.

Before arriving at the academy all pupils will:

- Eat breakfast (do not bring large bags of sweets, crisps, biscuits to the Academy)
- 1 x water bottle – full (No energy drinks, fizzy drinks or Lucozade)
- Book Bag
- Home / Academy Link Book

On arrival at the Academy all pupils will:

- Be in full uniform.
- Will immediately make their way to their classroom.

Our Environment

- Follow instructions from any member of staff or adult first time
- We speak quietly, we only eat in the dining hall and never the corridors
- Allow any member of staff or adult to pass through a doorway before them
- Hold doors open for others
- Never run
- Walk on the left-hand side of the corridors and stairways
- Stay silent on corridors and never shout
- Maintain quiet and orderly atmosphere within the Academy building.

All pupils will follow the same routines when entering the classroom:

- Pupils will line up in silence outside their classroom
- The teacher will greet the pupils at the door
- Follow Class routines.

During a lesson all pupils will:

- Be engaged in all of the lesson
- Always speak in full sentences
- Be an active listener
- Celebrate the successes of others
- See mistakes as steps on the road to understanding
- Help maintain a supportive culture based on respect and teamwork
- Always adhere to the learner attributes

Moving to and from assemblies:

- Pupils will line up with their class in alphabetical order, unless teacher decides to make changes
- Pupils will move in silence from line-up/classrooms to their destination
- At the end of the assembly, all Pupils will remain in silence whilst they are dismissed by a member of staff, one row at a time
- Teachers will sit next to their class
- All teaching and support staff will attend whole school assemblies and awards ceremonies
- The pupils will then walk in silence to their class

During break and lunchtime all pupils will:

- Drink some water
- Go to the toilet if needed
- Say thank you to catering personnel
- Clear away your own tray, plate and cutlery and maintain an orderly environment at all times
- Only play ball games in the allocated areas
- Follow all Academy rules to maintain a calm and pleasant environment for all
- Keep hands and feet to themselves at all times and have kind hands.

At the end of the Academy day all pupils will:

- Make sure they have everything they need before home time
- Be escorted out by their class teacher for collection by parent/carer
- Walk quietly through the Academy building.

Out of Bounds areas

- Packed lunches are permitted to be eaten in the Primary Hall however, at the end of each lunch time the area must be left clean and tidy. It is the responsibility of the duty team to enforce this
- Pupils are not permitted to walk around the site eating or drinking
- Some pupils are permitted to attend 'The Oasis' at lunchtimes if needed and arranged by staff.

4 Personal Development

4.1 Wellbeing

The Academy is committed to supporting both the social and emotional development of all of our young people. Staff and pupils receive regular updates in support of emotional wellbeing. Additionally there are adults in the academy that your young people can talk to including Student Support Team, Mentor and counsellor (who also holds regular drop in clinics). Additionally there are some helpful website to explore:

Childline – www.childline.org.uk 0800 11 11

Young Minds – www.youngminds.org.uk

www.nhs.uk/livewell/youth-mental-health/pages/youth-mental-health-help.aspx

www.moodjuice.scot.nhs.uk

Within these websites there is information for young people and parents/carers.

We want all children and young people to be healthy and achieve at the academy and in life. We believe that by providing opportunities at the academy for enhancing emotional and physical aspects of health in the longer term, this will lead to improved health, reduced health inequalities, increased social inclusion and raise achievement for all.

4.2 Physical Activity

The Hundred of Hoo Academy pupils will be offered an exciting range of sporting opportunities in addition to their timetabled PE lessons. They will be learning about the benefits of physical activity and be offered the chance to participate in team, competitive and individual activities.

4.3 Healthy Eating

Our onsite Academy caterers Cucina, offer every child a healthy lunch, cooked freshly at the academy every day, and healthy snacks which can be purchased at break time. A vegetarian choice is always provided and it can usually cater to special dietary needs if the Academy is notified in advance.

Food Policy

Some of the new friends you make here may have serious allergies to certain foods. To help maintain a safe and healthy lifestyle we ask that you follow these rules.

Please do not bring in (these will be removed and either given to the class teacher so that it goes back home)

- Nut products food items, such as cereal bars with nuts
- Peanut butter, Nutella, or other nut spreads in sandwiches
- Celebratory food items should be sent in for sharing with the whole class
- Fizzy drinks, sweets, or chewing gum
- Flavoured water

There are lots of other food items which we would love for you to bring in, to help you grow healthy, strong, and happy:

- A full water bottle for you to drink during the day
- A balanced lunch including protein and calcium to help you grow from meat, cheese, or fish
- Carbohydrates for slow release energy to keep you going, from bread, pasta or rice
- Fruit and vegetables for vitamins
- Fruit juice or squash is allowed at lunchtime
- A small amount of fats and sugars from crisps, and one portion of a treat such as chocolate, biscuits, or cake.

At the Academy we also recognise the importance of maintaining good health and hygiene practices, these include:

- Washing your hands before and after meals
- Being aware of what you eat and how it may affect yourself or others.

Food Packaging

Plastic is very useful but it is also becoming a dangerous world wide issue. More than 5 trillion tonnes of plastic is in the ocean and it can take years to break it down. Also, scientists think that in 2050 the amount of plastic will be bigger than the amount of fish in the ocean.

Bearing this in mind, one of our classes have written a packaging policy in order to support the use of reusable containers and reduce the amount of single use plastic.

The guidance below is what would help to reduce rubbish and single use plastic in our school. We would advise:

- Use reusable plastic tubs as much as possible for sandwiches, cut up fruit, cheese, etc.
- A maximum of 2 pieces of single use plastic (can only use once such as cereal bar wrappers)
- Limited cling film /foil
- No carrier bags
- No unnecessary freezer bags.

The children have come up with several ideas to reduce the wrappers including cutting up cheese rather than cheese strings, a water bottle rather than a plastic bottle.

Year 3 would appreciate your help in making our school and local environment – more environmentally friendly. Alongside this, they will be acting as Lunch time monitors in order to ensure these guidelines are maintained.

Stay hydrated!

Mild dehydration is also one of the most common causes of daytime fatigue, therefore it is essential that all pupils bring a bottle of water with them to the academy every day.

Snacks at break-time

EYFS and Key Stage One

The Academy is part of a government funded free fruit and vegetable scheme, which provides every child in Key Stage 1 with a piece of fruit or vegetable daily, during our morning session.

Key Stage Two

The Government scheme of free fruit and milk stops at the end of year 2. However, at the Academy we believe children should be fit and healthy, so would like them to bring in a healthy snack for playtime. A healthy snack can be in the form of:

- fruit such as an apple, orange, banana
- cut up fruit such as melon or mango (please ensure that the containers provided have your child's name and class on it)
- vegetables
- fruit bar (must not contain any form of nuts.)

We are a healthy school so therefore cereal bars, chocolate, biscuits etc. are not allowed at this time of day. If they are found then will be removed and given back to the adult who collects them at the end of the Academy day. This snack is supplement to their lunch meal.

Cool Milk

There will also be the opportunity for pupils to have milk, which is free until the age of 5 but, after then, there will be a small cost to have subsidised milk.

Information on both of these schemes is available on the following websites:

www.nhs.uk/Livewell/5aday/pages/schoolscheme.aspx

www.coolmilk.com

4.4 House System

This year we are also introducing a House System to the Academy which will allow us to create competition, promote good work and behaviour, encourage teamwork, provide opportunities to take on responsibilities and bring everyone in the school together. The House System is designed to incorporate the values and ethos of the Academy and aims to be an integral part of our school community. This will develop our social solidarity; where pupils feel a sense of belonging to something within their community.

As your Son/Daughter joins the school, they will be given a House, which they will keep until they leave Primary. During this process, we will endeavour to ensure siblings are put in the same House.

4.5 Fundamental British Values – Life in Modern Britain

“A key part of our plan for education is to ensure children become valuable and fully rounded members of society who treat others with respect and tolerance, regardless of background.

Our pupils live in an ever-changing society that is demanding of each and every member. Pupils’ ability to effectively adapt and demonstrate key values will define their place within society. Globalization means that our communities are becoming more diverse and our opportunities to understand each other and our surroundings is broadening every day; this can be a challenge for many, but is a chance for all pupils to thrive.

In 2011, the Prevent Strategy was introduced by the government to review policies and strategies in relation to counter-terrorism activity. This focus came as a result of the Trojan Horse scandal where it was believed that strict Islamic values were being promoted in some Birmingham schools.

Government guidance now states that all schools have a duty to actively promote the Fundamental British Values, these are namely:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect and tolerance of those of different faiths and beliefs.

Our thoughtful and wide-ranging promotion of spiritual, moral, social and cultural development, underpinned by our shared values, ensures that every pupil is supported to understand the dynamics of our society and their role within it.

5 General Information

5.1 Complaints Procedure

Our complaints procedure can be found on our academy website on www.hundredofhooacademy.org.uk.

5.2 Key Contacts

Primary

If you have any queries regarding attendance / absence you should contact:

Miss J D’Amiral – in the Primary Office
01634 257519 or email primaryoffice@hundredofhooacademy.org.uk

For all other queries you should contact:

Primary Principal	Mr M Etheridge
Vice Primary Principal	Mr A Bullock
Year R Teacher	Miss H Kunaseelan
Year 1 Teacher	Mrs J Baber
Year 2 Teacher	Mrs E Johnson
Year 3 Teacher	Mrs J Tighe
Year 4 Teacher	Miss E Dean
Year 5 Teacher	Mrs K Reid
Year 6 Teacher	Mr H Paterson
Primary Office Administration Assistants	Miss J D’Amiral & Miss A Collins

5.3 Key Dates

Photographs	
All Primary Years	Tuesday 28 September 2021

Provisional Parents Evening	
All Primary Years	Monday 18 October 2021
	Wednesday 20 October 2021
	Tuesday 8 February 2022
	Wednesday 9 February 2022

Staff Development Days
26 August, 27 August and 31 August 2021
Friday 11 February 2022

Other Key Dates	
Primary Open Evening for Primary Intake 2022	Wednesday 29 September 2021
Open Morning Tours for Primary Intake 2022	w/c 27 September 2021 w/c 8 November 2021

5.4 And finally.....

Our aim at the Hundred of Hoo Academy is to provide the very best education possible for each and every child. We know that it is vital that we equip every child with the skills, values and enthusiasm towards learning that will stand them in good stead for the rest of their life. We firmly believe that if our staff, parents/carers and governors work together then we will achieve this aim. It is our hope, dream and aspiration that we will have a long, productive and successful relationship with you and your child.

And so, all that remains for us to say is, welcome to The Hundred of Hoo Academy 2021 – 2022.