



LONG MEAD COMMUNITY PRIMARY PROSPECTUS



Index

Welcome letter.....	Page 2
Staff & Where to find & contact us.....	Page 3
School/Calendar.....	Page 4
Visions & Values.....	Page 5
Governors.....	Page 6
Ofsted.....	Page 7
Admissions.....	Page 8
Complaints.....	Page 9
Pastoral Care & Safeguarding.....	Page 10
Behaviour.....	Page 11
Uniform.....	Page 12
Bright Stars.....	Page 13
Forest School & Clubs.....	Page 14
Consultations & Support.....	Page 15
Pillars.....	Page 16
Homework.....	Page 17
Our Curriculum Intent.....	Page 19
SEN.....	Page 20
School Meals.....	Page 21
Secondary School.....	Page 22
Educational Visits.....	Page 23
Long Mead PTA.....	Page 24





Dear Parent / Carer,

We have the pleasure of providing you with our school brochure, which gives a good insight into Long Mead Community Primary School. We are proud at Long Mead to be able to offer a wealth of opportunities to every child, as they take those important first steps to success. Our integral preschool called Bright Stars, one of the few in Kent, enables all children to benefit from these opportunities from the age of three.

Long Mead is a well-resourced single form entry school, set in beautiful grounds that support the delivery of a rich, broad and balanced curriculum. The school takes pride in providing a caring and friendly community where staff, pupils, parents and governors work collaboratively to provide an environment where each child is able to fulfil their potential.

Children enjoy the wide range of academic, musical, artistic, sporting and community activities that take place on a regular basis and Long Mead is a very happy school.

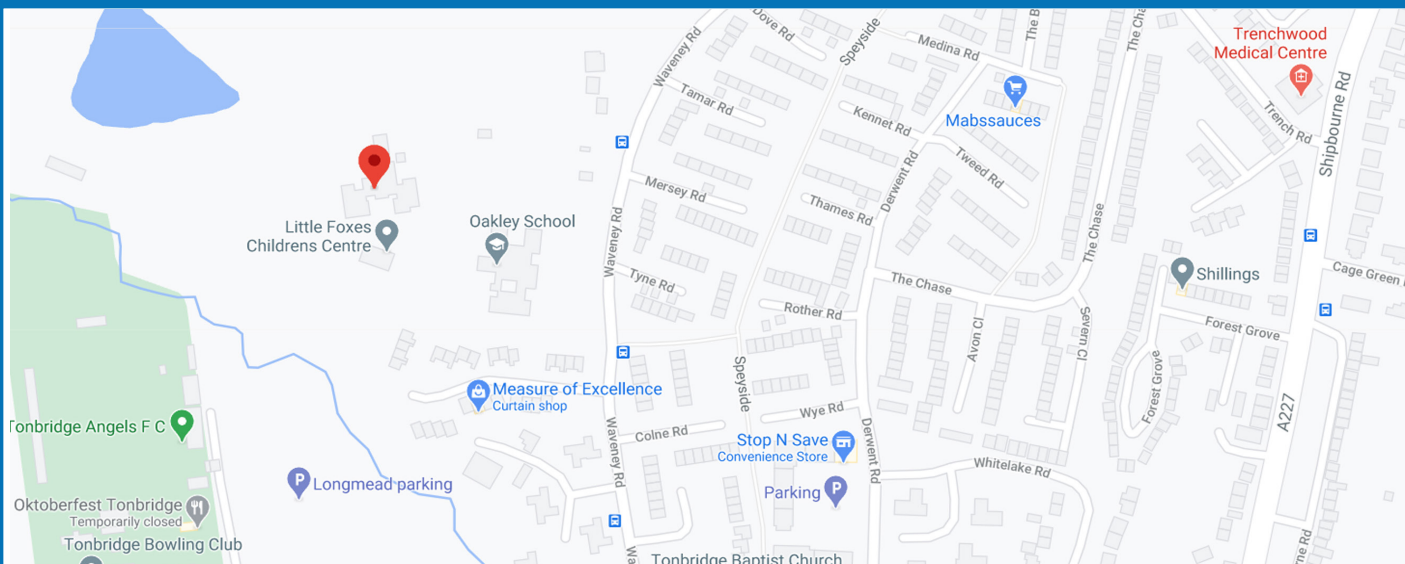
All prospective parents and their children are warmly invited to visit our school, to meet the staff and pupils and see the friendly and caring environment at Long Mead. Please telephone the school office staff to arrange a visit.

We look forward to meeting you and welcoming you and your child into our school.

Yours sincerely,

Miss E Alexander





Staff & where to find/contact us.

Long Mead Community Primary School
Waveney Road
Tonbridge, Kent
TN10 3JU

Contact Number: 01732 350601

Web Addresses:

www.long-mead.kent.sch.uk

[www.facebook.com/
longmeadprimaryschool](https://www.facebook.com/longmeadprimaryschool)

www.twitter.com/longmead_cp

[www.instagram.com/
longmeadcommunityprimaryschool/](https://www.instagram.com/longmeadcommunityprimaryschool/)

Head of School: Miss E Alexander
Deputy Head of School: Mrs K Follows
Executive Principle: Mr J Barker

Teaching staff:

Miss E Alexander
Mrs S Collison
Mrs I Dwyer
Mrs K Follows
Mrs K Hooper
Miss L Mead
Mrs K Pointing
Miss F Webster
Mrs B Whibley

Federation SENCo: Mr P Bargery

Preschool Principal: Mrs K Hooper
Preschool Leader: Mrs N Wilson

Teaching Assistants:

Mrs J Barden
Mrs J Beel
Miss M Creelman
Miss G Dann
Miss L Dann
Mrs K Hollens
Miss J Jennings
Mrs N Mitchell
Mrs L Styles
Mrs K Waghorne

Federation Business Manager: Mrs S Stewart
Office staff: Mrs A Anstead
Mrs E Dann
Caretaker: Mr B Wilson



School/Calendar

Term 1	Thursday 1st September 2022 Friday 21st October 2022
Term 2	Monday 7th November 2022 Friday 16th December 2022
Term 3	Wednesday 4th January 2023 Friday 10th February 2023
Term 4	Monday 20th February 2023 Friday 31st March 2023
Term 5	Monday 17th April 2023 Bank Holiday Monday 1st May 2023 Friday 26th May 2023
Term 6	Monday 5th June 2023 Friday 21st July 2023

Times

The length of the school day is determined by the Governors of the School and fulfils the legal requirement for the number of teaching hours.

Preschool: 8:30am - 11:30am

12:20pm - 3:20pm (Mondays - Thursdays), 11.30am - 2.30pm (Fridays)

Main school: 8:30am – 3:20pm

(Fridays 8:30am - 1:20pm)

For the security and safety of your child, please ensure that they do not arrive unsupervised at school before the gate is opened. A member of staff will be on duty to direct parents and children to their classrooms.

It is important that all children should be accompanied to, and collected from, school by a known adult, unless you have given permission for them to walk (not recommended for under 10s). Please help us by advising if you are unable to collect your own child and have made arrangements for someone to do this on your behalf.

If you are bringing your child to school by car please park in Waveney Road. Under no circumstances should parents/carers drive on to the school premises, since this is restricted to authorised vehicles only, unless agreed with Miss Alexander.



Vision & Values

- Aspiring to be outstanding.
- Every child achieves their best academically & socially.
- Disadvantaged children are given the best possible opportunities.
- Providing the edge.



The Federation Governors

In April 2010, Long Mead became part of the Tonbridge Federation which is a novel structure which enables the school to work more closely with Hugh Christie School and with other key parts of the Tonbridge Community. The membership of the governing body reflects the community focus of the Federation.

The role of governors is now far reaching with wide ranging responsibilities. In common with all schools the governing body is comprised of representatives from parents, Local Authority, local people and staff. The governors may be contacted via either Long Mead or Hugh Christie School.

The present governing body consists of:

Chair (Co-opted Governor)	Sue Mason
Vice-Chairs	Terri Daters (Co-opted Governor) Isabel Handyside (Co-opted Governor)
Other Partnership Governors	Nicola Higham Nicolas Heslop Marian Seymour
Other Co-opted Governors	Malcolm Cole Lesley Broom Elaine Johnson Noa Mitchell
Local Authority Governor	Peter Brierley
Parent Governors	Rose Simonetti (Long Mead parent) Claire Hickmott (Hugh Christie)
Staff Governor	Kelly Midwinter (Hugh Christie)
Executive Principal Governor	Jon Barker (Federation Principal)
In Attendance	Mark Fenn (Head of School, Hugh Christie) Elizabeth Alexander (Head of School, Long Mead) Sarah Stewart (Federation Business Manager)
Clerk to the Governors	Julia Souter

Inspection Dates: 17 - 18 September 2019

Overall effectiveness: **Good**
The quality of education: **Good**
Behaviour and attitudes: **Good**
Personal development: **Good**
Leadership and management: **Good**
Early years provision: **Good**

What is it like to attend this school?

Pupils like attending this school. They are happy and say that their teachers are kind and patient. In lessons, pupils work hard because staff have high expectations of them. Pupils say that, very rarely, some pupils get a little noisy in lessons. However, they also say that teachers are quick to deal with this so that it does not disturb their learning.

Pupils are especially proud of their new library. They are delighted to take home the recently purchased books, to share with their families.

Pupils get on well with each other. They appreciate the many things that they can do at playtime and lunchtime. They particularly like it when adults lead games for them to play, such as football or basketball. Pupils said that they do not worry about being bullied. All the pupils we spoke to said that they feel safe in school.

Pupils enjoy the opportunities they have to learn outside the classroom. We saw pupils investigating their science topic outdoors, finding leaves and describing their features. Younger children went on a hunt to find objects beginning with the letter sounds they were learning.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that staff undertake regular training to help keep pupils safe. This informs staff about the warning signs of abuse or neglect, for instance, as well as about the school's policy for dealing with safeguarding concerns. Consequently, staff know what to do if they think a pupil may be at risk of harm.

Leaders act quickly when concerns are reported to them. They work closely with the local authority and other agencies to make sure that pupils and families get the help that they need.

Admissions

Long Mead Community Primary School is a school for boys and girls aged between three and eleven years. There are three Key Stages in the school: Foundation Stage (which consists of the preschool and Reception), Key Stage 1 (Infants), and Key Stage 2 (Junior Department). We will be pleased to make arrangements for you to visit the school to enable you to discuss your child's education with the Head of School.

Preschool aged children are generally admitted in September and January each year, or soon after their third birthday.

The average school roll is 150.

Admission of Preschool and Reception Age Children:

Your child may be admitted into the Foundation Stage Unit from the age of three. If your child is eligible for Free for 2 (FF2) then please talk to the school as they may be able to start earlier.

Preschool places are limited and restricted to thirty. Therefore, we recommend that you register your child as soon as possible. Children can attend either am or pm sessions, up to 15 hours.

Whilst in the Foundation Unit, your child will move to Reception. KCC Admissions currently control admissions to all schools in Kent for Reception children starting at the beginning of the school year. KCC can be contacted on:

03000 412121 or online at www.kent.gov.uk/ola

Admission to Long Mead in year:

If you are moving into the area and would like to enrol your child at the school, our only restriction is the availability of places.

Admission forms are available on the school website or from the office.

The School aims to maintain classes at a reasonable size and it is therefore necessary to apply a formal admissions policy. When places are limited the following priorities are given:

- Children in Local Authority Care or previously in Local Authority Care
- Brothers or sisters already at the school
- Health reasons
- Nearness to school

Full details of the Admissions Policy can be found on our website or is available on request.



Charging & Remissions Policy

It is the policy of the Governing Body:

- To request voluntary contributions of a given sum for school trips, journeys and visits.
- To seek voluntary contributions for outside speakers, puppeteers or drama groups if deemed appropriate.
- To levy charges for the provision of musical tuition.
- To levy a charge for ingredients or materials in practical subjects.
- To request voluntary contributions towards the provision of transport to swimming lessons.

The Governing Body will agree a fund to support individual cases where parents are experiencing hardship.

Day to day management of this fund will be devolved to the Head of School who will determine the level of subsidy to be made.

Complaints

The school's procedure for handling complaints is based on the Local Authority's recommendations.

Parental complaints or concerns should, in the first instance, be brought to the attention of the class teacher or, where appropriate, to the attention of the SENCo.

If the complaint is not resolved by the class teacher/SENCo then the parent will need to talk with the Head of School.

If the complaint cannot be resolved by the Head of School then the complaint should be put in writing and submitted to the Chair of Governors who will acknowledge receipt of the complaint, and arrange for it to be considered by the governors.

Equal Opportunities

The Governing Body will ensure that all pupils in the school receive fair and equitable treatment.

No child should receive less favourable treatment than another on the grounds of disability, gender, race, religion, age or sexuality.

Documents

The following documents are available for inspection at the school or on our school website:

- Statutory Instruments, DfE circulars and administrative memoranda relating to the National Curriculum
- Schemes of work
- Current policy documents
- Published OFSTED Reports from the school

Pastoral Care

All staff at Long Mead share in the care of every child. The Class Teacher has specific responsibility for the needs, well-being and happiness of the children in the class. At lunch times Midday Meals Supervisors take temporary responsibility with a teacher in overall charge. The Head, Deputy or a delegated teacher is always available if needed.

If your child becomes ill or has an accident during school hours, we will contact you. It is vital, therefore, that we have an up to date emergency contact number. If we feel that your child should go home we will ask you to come and collect him/her. No child will ever be sent home unaccompanied.

If there is a serious injury or illness we will access appropriate medical supervision on your behalf. We will contact you to ensure you reach your child as soon as possible.

Safeguarding

The Governors and staff of Long Mead CP School (Tonbridge Federation) take seriously our responsibility to safeguard and promote the welfare of all children, and to work together with other agencies to ensure adequate arrangements are in place within our school to identify, assess and support children.

The Designated Safeguarding Leads (DSLs who have overall responsibility for child protection practice in the Federation are:

Mr P Bargery
Miss E Alexander
Mrs N Wilson
Mrs K Follows
Mrs E Dann
Mrs J Ingram (Director for Safeguarding for the Tonbridge Federation).

The Long Mead staff team are committed to:

- Providing an environment in which children feel safe, secure, valued and respected, confident to talk openly and sure of being listened to.
- Providing suitable support and guidance so that children feel confident to approach appropriate adults.
- Using the curriculum to provide opportunities for increasing self-awareness, self-esteem, assertiveness and decision making.
- Working with parents to ensure the welfare of all children, which may involve other agencies.
- Ensuring all staff are able to recognise the signs and symptoms of abuse and are aware of the school's procedures and lines of communication.

BE

Ready ✓

Respectful

Responsible



Behaviour

We believe that discipline originates from mutual respect for each other. Our approach is to praise children who are behaving well and reward them with encouragement rather than to emphasise bad behaviour.

We have adopted restorative practice as the core of our procedures to support the culture, conduct and community of the school. Our restorative practice approach seeks to modify conduct, not just manage conduct.

The culture of the school, the conduct expected and the community it creates is the responsibility of everyone: the teachers, support staff, the students and families.

Everyone is on the same team. Everyone has an obligation to create and nurture a positive and kind environment in which we are safe, all ready to learn, respectful of oneself and of others and responsible for our actions.

There is a system of rules for behaviour in the classroom, playground and dining hall and clear consequences if those rules are broken.

We do not tolerate any form of bullying and the School's Anti-Bullying Policy is strongly enforced.

"Every person in Long Mead Community Primary School has the right to be happy in their work and play. Bullying makes people unhappy"

Somebody is being bullied when another person, or group of people:

- Repeatedly pick on him or her
- Then they keep on saying nasty and spiteful things
- Or if they are hurt, intimidated or physically threatened in any way, and find it difficult to assert themselves.

Children are encouraged to support each other by reporting all instances of bullying. Bullying will always be taken seriously. We are a "Telling" school – bullying is too important not to report.

We encourage children to gain independence and a sense of responsibility. Our ultimate aim is to develop children's self-discipline so that they behave with care, courtesy and good manners, showing a respect for other people and property.

School Uniform

We believe that wearing school uniform promotes a sense of identity and belonging to a community, and instils a sense of pride in the children. They are therefore encouraged to wear school uniform at all times, and to be neat and tidy.

School colours are royal blue and black and the uniform consists of:

- Black trousers (tailored fit) / skirt / pinafore dress.
- Leggings and culottes are not allowed as alternatives to trousers.
- A blue & white checked dress or black shorts can be worn between Easter and October.
- Plain pale blue shirt/polo shirt (must have a collar) with or without the school logo.
- School sweatshirt or cardigan with logo.
- Socks should be black/grey.
- Black tights may be worn with a skirt or pinafore dress.
- White socks may be worn with the blue and white checked dress.
- School shoes must be black, low heeled and suitable for active play at school.
- Trainers/trainer style shoes or boots are not permitted, and open-toed sandals should not be worn, even in the summer term.

P.E. / Games Kit: For health and safety reasons, it is essential that children are dressed appropriately for any physical activity.

All children should wear:

- Plain white t-shirt (with or without school logo).
- Royal Blue or Black shorts.
- Black plimsolls.
- Children can wear a school sweatshirt or cardigan with their P.E. kit. Children may also wear tracksuit bottoms when the weather is cold, which should be either blue or black.
- All P.E. kit should be kept in a named bag and be in school at all times.
- Children in Years 4-6 who go swimming need a towel, swimming trunks (not long shorts) or costume (no bikinis) carried in a waterproof bag. Hair must be tied back where necessary.

Jewellery and Makeup:

For safety reasons jewellery, other than plain stud earrings, may not be worn. Staff will remove such items from children and return them at the end of the school day.

Plain stud earrings must either be removed by the children themselves or taped over before taking part in any P.E., games or drama. Children may wear a simple watch but it is the responsibility of the child and must be removed before P.E.

Nail varnish and make up should not be worn. Long hair, should be tied back neatly with a plain black, white or blue hair band. Extreme hairstyles (Mohawks, tramlines, shaved patterns, or cuts less than a grade 2) are not allowed.



Bright Stars Preschool

At Long Mead we are delighted to offer a broad and balanced Early Years curriculum in a warm and friendly atmosphere. We welcome children from the age of 3 into Bright Stars Preschool. If your child is eligible for Free for 2 (FF2) please speak to the office as we may be able to take them earlier.

The staff and children in Bright Stars Preschool work closely with Long Mead Reception class to form a Foundation Unit. We have two spacious classrooms and a large shared outdoor area.

All the children in the foundation stage will be following the Early Years Foundation Stage Curriculum which encompasses learning and development in 7 main areas.

The prime areas are fundamental and support learning and development in all other areas. The three prime areas are:

- Personal, social and emotional development
- Physical development
- Communication and Language

There are four specific areas through which the three prime areas are strengthened and applied, these are:

- Literacy
- Mathematics
- Understanding of the world
- Expressive arts and design

The activities we provide will enable the children to develop in these areas in a happy, safe and playful environment.

Our curriculum is planned to ignite children's curiosity and enthusiasm for learning, supporting them to develop the skills they need and a life-long love of learning.



Forest School

Forest school gives children the opportunity to access, experience and enjoy learning while working in an outside environment.

We take the “classroom” outside and use the beautiful surroundings, weather and sounds to enhance learning.

Forest School is a holistic approach which builds children’s self-esteem, encourages their imagination and creates a desire to understand and learn.

Children will develop a respect for the natural world in a safe environment where they can succeed and create.

Without even realising it, the children will be developing all kinds of mathematical, literary and social skills.

Forest School activities may include craftwork, tool use, flint fire lighting skills, den building, campfire cooking and other related activities.



Clubs

Children are invited to take part in a variety of activities. Clubs are run before school, in the lunch hour and after school.

Parents are required to give consent for their child to attend, and once accepted into a club, children are expected to attend regularly.

Examples of clubs are: Homework, Art, Choir, Show Time, Netball, Dance and Football. In addition to this, children have the opportunity to play for school teams and take part in inter-school events.

At Long Mead, we aim to develop children through sporting activities, increasing skills, ability to work as part of a team and promoting self-esteem.

A wide range of sport is on offer at different times, including athletics, netball, tennis, rounders, swimming, gymnastics and the daily mile.

Breakfast Club

Long Mead offers a breakfast club which is operated by our school staff solely for pupils from the school.

The hours are 8am until 8.30am each day. Children are provided with breakfast such as cereals, crumpets, muffins, pancakes, toast and fruit juice, and then have the opportunity to play various games or take part in craft activities before the start of school.

We do make a charge for this which is currently £2 per day, or those eligible for Free School Meals can be offered a free place. Places are limited but we are generally able to accommodate all those that wish to have a place.



Consultations & Reports

Long Mead is proud of its open door policy. The Head of School and class teachers are always willing to meet with parents and discuss any matters relating to a child, but we ask that parents are sensitive to 'busy periods' during the day i.e. first thing in the morning and immediately after the end of the school day. It is often easier to make an appointment, except in the case of emergency.

Consultations are held twice yearly. On these occasions, teachers hope to see all parents/carers of children in their class. The child's work may be shared and discussed, and any relevant targets reviewed. Children on our SEND register will be invited to a meeting 3 times per year.

Reports are issued during the Summer Term of each academic year. This informs parents about children's achievements, strengths and weaknesses in all areas of the curriculum and includes personal and social development with a general overview. Targets for improvement in various areas may be set. There is space on the report for parents to add their comments.

The Pillars of Excellence

The Pillars of Excellence represent best practise for developing the intention of our curriculum.

We sequence learning and use a range of metacognitive and retrieval strategies.

To plan development and retention of vocabulary, skills, knowledge and understanding over the long term.

We use modelling and provide scaffolded practise.

To introduce new vocabulary, skills, knowledge and understanding.

We provide timely feedback in a variety of forms.

To promote the children's continued development of vocabulary, skills, knowledge and understanding for the long term.

We plan to ask a wide range of factual and procedural questions and use a variety of questioning strategies.

To assess and adapt the learning.

We plan and provide opportunities for independence.

So children can practise their vocabulary, skills, knowledge and understanding.

We plan for children to be able to reflect and evaluate their own and each other's learning.

So they review their progress over time.

We use differentiation to 'teach to the top' with planned scaffolds for lower attaining students.

So all children have the opportunities to reach their highest potential.

We model thinking and provide opportunities for students to think about their learning in a variety of ways.

So children are better able to control their own learning and have empathy for other points of view.

We model and provide opportunities to practise the skills necessary to conduct inquiry and research, communicating findings in a variety of ways.

So our children are better able to find possible solutions to particular problems and be able to educate others.

We plan opportunities to model and practise debating and collaborative work

To develop a wider range of transferrable skills.

Home Learning

Home learning is a very important part of a child's education and can add much to a child's development. It is 'an essential part of a good education'.

We also see home learning as an important way of establishing a successful partnership between the school and parents/carers.

One of the aims is for children to develop as independent learners and we believe that home learning is one of the main ways in which children can acquire skills of independent learning.

We also acknowledge the important role of play and free time in a child's growth and development.

While home learning is important, it should not prevent children from taking part in the wide range of out-of-school clubs and organisations that play an important part in the lives of many children.

A homework menu is sent home each term.

Across the school we expect daily reading, spellings and times table practice. Each term the children will also be given a 'menu' of activities linked to their class topic. The children will be expected to complete 3-4 of these per term.

Activities vary from creative, physical, research projects, writing activities and maths investigations.







These activities are an opportunity for the children to deepen their knowledge of their topic and can be supported by parents/carers.

We are well aware that children spend more time at home than at school, and we believe that they develop their skills, interests and talents to the full only when parents/carers encourage them to make maximum use of the experiences and opportunities that are available outside school.

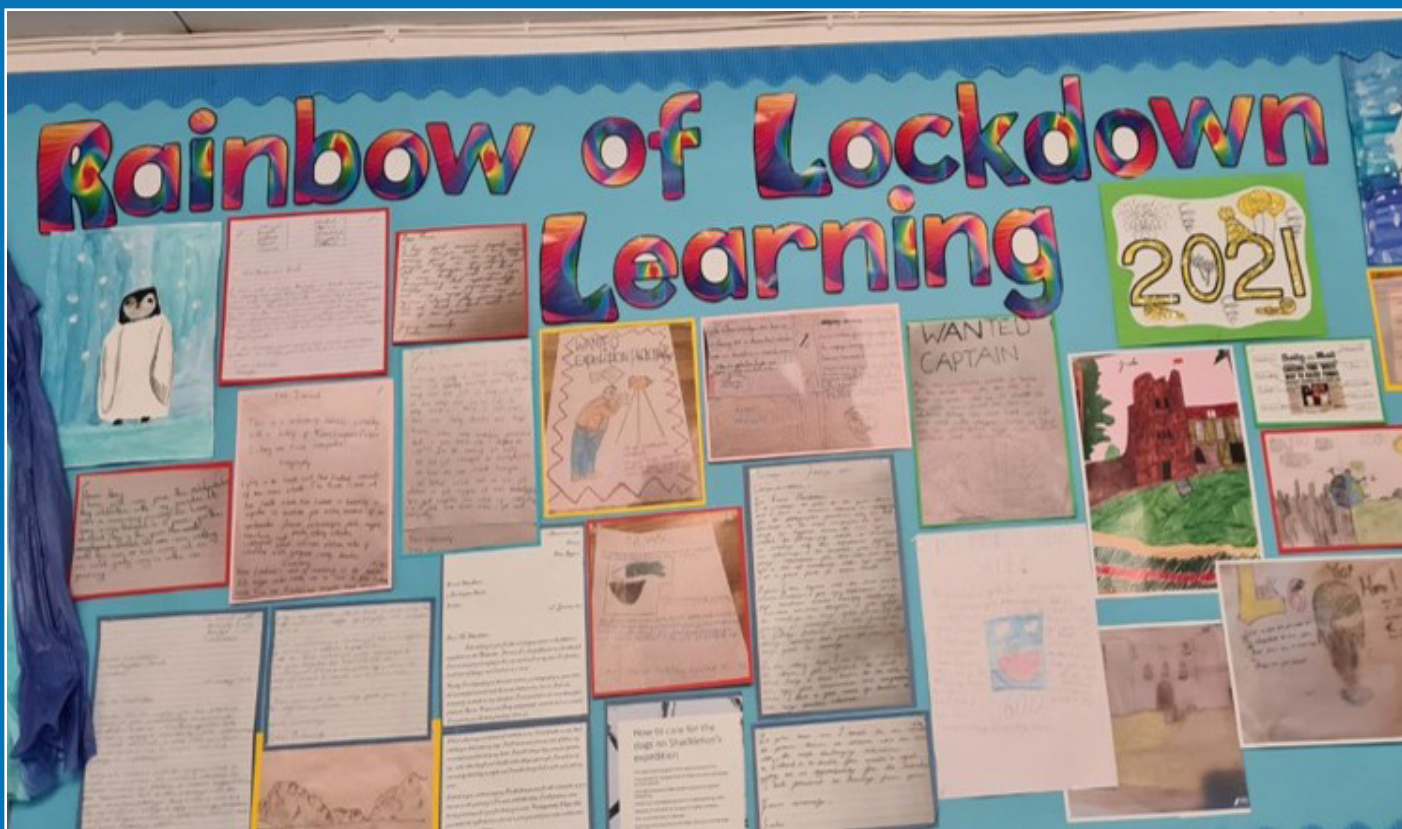
Griffin Homework Menu Term 6

Topic: The Maya

Choose at least 3 of the activities from the menu to complete this term. **The non-negotiables MUST be completed.**

<p><u>Physical Challenge</u></p> <p>Practise the skills of Pok-a-tok at home.</p> <div><p>The most popular game they played was called Pok-a-Tok. Teams of players would try to get a rubbery ball through a hoop, but you could not use your hands or feet (only body, legs, or arms).</p></div> <p>Try to see if you can control a ball by not using your hands and feet and get it into a hoop. At the end of the term show us your skills!</p>	<p><u>Explore and Discover</u></p> <p>Design a garden that would encourage bees to visit. There is a radio 2 competition that if you win, your design will be used for an actual garden!</p> <p>Go to https://www.bbc.co.uk/newsround/57385137 for more information. Please bring in your designs to show us before you send them off. We'd love to see them and hopefully we can use some of your designs in the school garden.</p> 	<p><u>Art</u></p> <p>The Maya created Worry Dolls.</p> <p>Can you create one of your own? Have a go! You could make it out of anything you like.</p> <p>Worry Dolls are little dolls that are made with string and wood, which are kept in a small colourful bag. You usually have six worry dolls per bag.</p> 	<p>Keep learning your tables so that you know them off by heart. Remember you can use websites like Times Tables Rockstars or Hit the Button to help you improve your speed.</p> <p>READ EVERY DAY - SEE IF YOU CAN MEET THE CHALLENGE!</p>
<p><u>Creative</u></p> <div><p>Please keep our school tidy</p></div> <p>Design a Keep Britain Tidy or Keep Our School tidy poster.</p> <p>We will put them up around our school. Look after your community!</p>	<p><u>Non-negotiables</u></p> <ul style="list-style-type: none">• Daily reading of at least 10 minutes, recorded in reading diary• Daily times tables practise• Daily spelling practise	<p><u>Euro Reading Challenge</u></p> <p>You will be given a country to support who are participating in the Euros Football Competition. Your challenge is to find out as much as you can about that country and then present your knowledge in any way you choose.</p> <p>It could be a poster, a video, a blog, a drawing, a board game, a 'did you know' series of cards - be creative and come up with a way to teach the other members of Griffins about that country! Good luck!</p> 	

Example of homework timetable.



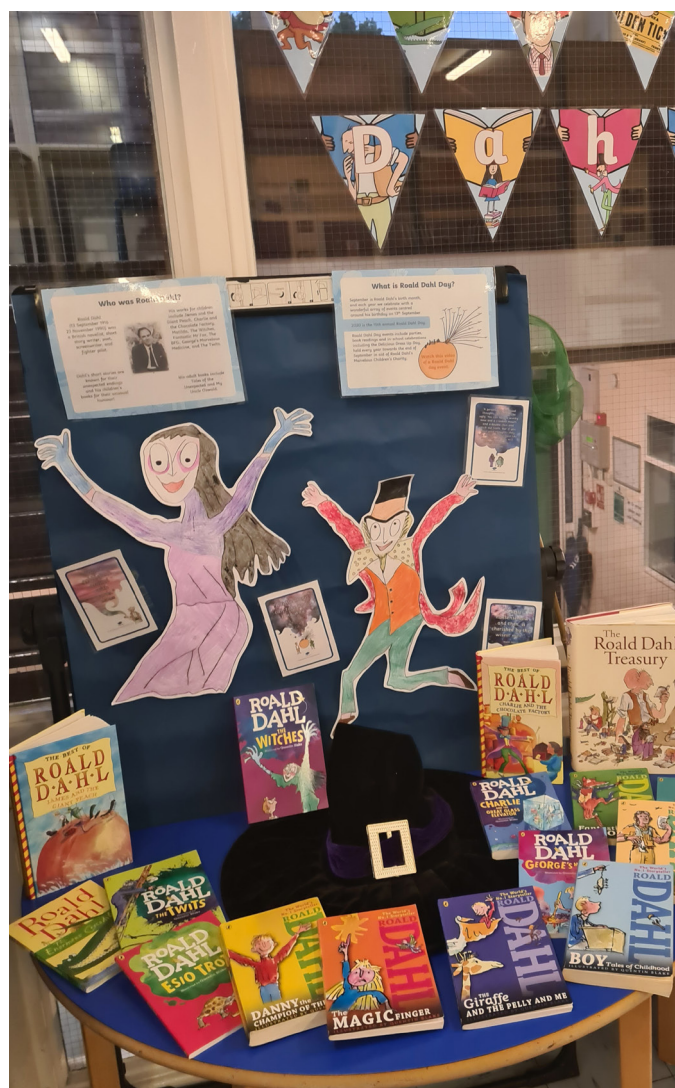
Home Learning

There will be an expectation that children in Year 5 and 6 will spend longer in home learning activities in preparation for secondary school and may be given additional tasks. This should not exceed 30 minutes total per evening.

We also encourage reading for enjoyment. The school library and computing suite can be used to support these homework tasks; either during homework club, after school or with parents/carers during another time should they wish to use the facilities.

The role of parents/carers.

Parents/carers have a vital role to play in their child's education, and home learning is an important part of this process. We ask parents/carers to encourage their children to complete home learning tasks that are set. We invite them to help their children as they feel necessary and provide them with a suitable environment that allows children to do their best.



Curriculum INTENT

All children, whether they are disadvantaged or Special Educational Needs and Disability (SEND) will follow the full national curriculum.

Throughout the school, the curriculum has been planned and sequenced based around topics. These topics are chosen to spark curiosity and interest in the children.

Through this topic based approach, our intention is that knowledge, skills and vocabulary across a range of subjects are integrated and children develop the ability to transfer and link ideas from one area to another. Opportunities to practice knowledge, skills and vocabulary in the wider community are encouraged.

Children in Preschool and Reception will follow the Early Years Foundation Stage (EYFS) Curriculum. This is designed to give them the very best grounding and preparation for starting Key Stage One.

Teaching will enable the children to explore, discover and create in the different EYFS curriculum areas within a happy, safe and playful environment.

The curriculum within EYFS has been designed to be flexible, meeting the needs of the wide range of prior knowledge, skills and vocabulary that our children start with.

All children in EYFS will participate in activities to promote health and wellbeing; this includes regular physical activity and Forest School.

They will continue to participate in both formative and summative assessments that will check their progress in developing skills, knowledge and vocabulary over the long term.

All children in Key stages One and Two will

continue to participate in activities that promote health, wellbeing and relationships and will follow a Personal Health and Social Education programme.

Children will also have opportunities to develop leadership and character through taking on responsibilities. Children in Year 5 and Year 6 participate in a transition programme to support their successful progression to Secondary School.

Throughout all years, the school has a Learning Journey outside of the traditional curriculum and this is integral to our children's success. The Learning Journey will outline the wide range of opportunities available to children.

Through participating and achieving these, children can develop a broader range of knowledge and skills to help prepare them better for the next steps.





Special Educational Needs

At Long Mead we aim to meet the needs of all our children in order that they can achieve their full potential. However, we recognise that some children have additional needs requiring special consideration.

We try to identify children's needs as early as possible so that appropriate support can be provided. Identification is carried out by class teachers, learning support assistants and the Special Educational Needs Coordinator (SENCo).

The Head of School has overall responsibility and takes an active interest, but the role of supervision is delegated to the SENCo or class teacher.

We value the wider network of support provided by other professionals whose work base is outside the school. These include Educational Psychologist, Speech and Language Therapist, Behaviour Support Service, Advisory Teachers, Occupational Therapist and Physiotherapist.

Parents and carers are a vitally important part of the team. We recognise the importance of regular liaison between home and school so that everyone can work together to understand any difficulties and develop a partnership of support.

Within this positive framework we aim to ensure that all children who need special consideration to support their physical, social, emotional or intellectual development achieve their full potential.





School Meals

School meals are served on the premises, by a catering company. There is always a choice of meal, and sample menus are displayed on the school notice board in the entrance hall & on our website.

Alternatively, children may choose to bring a healthy packed lunch to school. This should be in a named container, and not contain drinks in cans, glass bottles, any fizzy drinks, sweets or bars of chocolate.

All pupils in Reception, Years 1 and 2 are able to receive a free meal. For years 3-6 payment for school meals should be made weekly in advance on the first school day of the week.

Payment may be made via our school gateway system or paid in cash / cheque in an envelope marked with your child's name and class.

Parents in receipt of benefits may be entitled to free school meals, application and further details are now online at the KCC website:

www.kent.gov.uk.





Secondary School Education

At the end of Year 6, children leave Long Mead for a placement in secondary education. Parents/carers have the opportunity to register their child for the Kent Test, which is for children wishing to be considered for a grammar school place.

Parents/carers choosing not to enter their child for the selection tests have the choice of all local non-selective secondary schools.

Early in the child's last year at school we will discuss secondary placements with parents/carers, taking into account the child's abilities and aptitudes and providing advice and support.

During the last three years, Long Mead children have obtained places at a number of secondary schools including:

- Hugh Christie School
- Bennett Memorial Diocesan School
- Hadlow Rural School
- Hayesbrook School
- Hillview School for Girls
- St. Gregory's Catholic School
- The Judd School
- The Skinners' School
- Tonbridge Grammar School for Girls
- Tunbridge Wells Girls' Grammar School
- Tunbridge Wells Grammar School for Boys
- Weald of Kent Grammar School for Girls
- Knole Academy



Educational Visits

Visits are arranged to support, complement and enhance the curriculum. These range from short excursions in and around Tonbridge to longer visits further afield. These are carefully prepared and followed up in order to gain the maximum benefit from the experience.

Parents/carers are informed in advance of any visit and required to sign and return a consent form. All visits are arranged on the basis of contributions within the legal framework of the Education Reform Act 1988.

If contributions received do not cover the cost of the visit, the activity may have to be cancelled and monies returned. We try and keep the cost of trips as affordable as possible we do this by using money from the fund raising group. We like to run whole school trips where appropriate as this can be excellent for school morale.



Absences

Reasons for absence should be notified to the school in writing or by telephone. This is essential to avoid the absence being recorded as unauthorised, i.e. an absence for which no reason or explanation was given to the school.

Parents wishing to take leave during term time should request permission to do so by completing a Holiday Form, available from the school office. Please note that, in this case, the permission of the Head of School is required.

The school maintains a good attendance record. Authorised and unauthorised absences are as indicated below: School Year 2018/19 – pupils over 5.

	%
Pupil Absence - Authorized	3.09
Pupil Absence - Unauthorized	2.79

Due to circumstances last year 2019-2020, national data was not formally recorded for attendance. Through our ongoing monitoring attendance was however improving.

Long Mead PTA

Our PTA comprises a group of parents/carers and staff whose aim is to support the school staff in fund raising events. All parents are welcome to be part of this group.

The aim of the group is to raise funds for the school by way of organised events. They include an annual fete or fair, a Christmas Fair, jumble sales etc. Competitions are organised for the children, such as 'design a Christmas card' and other events which are purely for the enjoyment of the children.

With the money raised by the PTA, many items are provided for the school which otherwise may not be available, particularly subsidising school visits.

The PTA endeavour to encourage a sense of community within the school environment and to involve pupils, parents/carers, staff and the local community in its many and varied functions.





