



**Dream Believe Achieve**

## Welcome to Rivermead



**Mr Brian Prebble, Headteacher**

The pupils, staff, governors and parents are all extremely proud of Rivermead, which has been at the heart of the Woodley community for over 80 years. The school is situated on beautiful grounds and offers a spacious building that holds a happy and inspiring environment. I feel extremely privileged to be the Headteacher of Rivermead and to be part of the learning journey of each child.

I believe every child is different, yet equally important and valued. It is our role to provide each child with a range of opportunities and to find the 'magic' key that will unlock their full potential, whether that may be academic, the arts or sport. We need to allow children to take risks within a safe environment and to ensure they are receiving the encouragement and support they need to take each new learning step in their Rivermead journey.

Our school offers a caring, warm and stimulating environment which enables your child to be supported, grow and thrive. With the arrival of the new National Curriculum, it has allowed us to create a 'Rivermead Curriculum', a knowledge-based curriculum, using an inquiry approach, which we believe is enriching, engaging and interesting. Enabling the children to master skills, express their individual talents and develop a love of learning. We want your child to be happy and confident, equipped with the attributes, skills and knowledge that will endure beyond their time at Rivermead.

I am very fortunate to have a dedicated, dynamic and enthusiastic teaching and support team. All the staff want the best for the children, with a focus on the learning and development of all learners. Together we strive to ensure all learners - children and adults - can dream, believe and achieve.

I hope you find our prospectus useful and informative. Please take the opportunity to tour Rivermead, and I would be delighted to meet with you to discuss and share our school.

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*"Teachers have the pupils at their heart."*

*Year 2 pupil*



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### Our Vision

At Rivermead Primary School, we believe an inclusive school is one in which the teaching and learning, achievements, attitudes and well-being of every pupil matter.

We welcome value and nurture every person and his/her individuality. We are responsive to the individual's personal, social and educational needs, starting from what he/she can do.

We make learning vivid and real, through enquiry, creativity, the use of appropriate technology and problem solving, within and beyond the curriculum. Effective learning and teaching is promoted through an emotionally supportive environment and a culture of mutual respect, high expectations and aspirations.

As a school, we aim to provide a vibrant, happy and safe learning environment which enables every child to achieve the best they can regardless of gender, ethnic, social background or educational needs. In addition we promote the importance of healthy lifestyles, respect for the environment and the value of mutual respect, and prepare our pupils for the responsibilities and opportunities that arise throughout life in a multi-cultural and technological society.

### Our Aims

**For all learners – children & adults: Dream, Believe, Achieve**

- Everyone is different, everyone is valued
- Know your strengths and understand mistakes are an important part of learning
- It's ok to express your feelings; it's how you deal with them that is important
- Be proud of who you are, your talents and achievements
- To respect and care for self, others and the environment
- Know we can all make a positive difference
- To be the best in everything we do – strive for excellence
- To develop knowledge & skills to enable a love of learning for all learners
- To produce well rounded, contributing citizens who will make a positive impact to the community
- The children are at the heart of what we do
- Everyone is a learner - we value & celebrate the growth, development & success of all learners
- All the Rivermead community are valued, contribute & feel they belong

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*"Rivermead is a happy place to be. Our children both look forward to coming to school, which is a reflection on the staff and atmosphere."*

*Parents, Years 3 and 5*



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## School Organisation

### Staffing Structure 2023-24

#### Senior Leadership Team

Mr B Prebble:	Headteacher
Mrs G Sloan:	Deputy Headteacher Learning & Teaching Lead
Miss M Davies:	EYFS Leader
Mr P Rumble:	Lower School Team Leader
Miss C Southerton	Upper School Team Leader

#### Admin Team

Mrs H Hooper:	School Business Manager
Mrs P Pasciuta:	Finance Officer
Mrs C Tooley:	School Support Manager
Mrs J Nicóla:	School Administrator
Mrs S Satheesh:	IT Technician
Mr B Illsley:	Site Manager

#### Inclusion Team

Mrs L Tomlin:	SENCO/Inclusion
Mrs L Terry:	SENCO/Inclusion
Mrs N Ward:	TA SEND support
Miss Holly Varndell:	Speech & Language

#### PPA/Leadership cover:

Miss G Beale  
Mrs F Morrissey  
Mrs K Brown – PE  
Miss E Macedo - Music

#### EYFS Team (Foundation/Reception)

Miss Marie Davies - Team Leader  
Miss A Hathaway  
Mrs A Morris- Coleman  
Support Staff  
Miss O'Callaghan Mrs S Gore Mrs E Stead  
Miss Varndell

#### Lower School Team (Years 1, Year 2, Year 3)

Mr Paul Rumble – Team Leader  
Year 1: Mrs A Webb Mrs Martin  
Year 2: Mr Rumble Miss C Rhoades  
Year 3: Mrs N Smith Mrs W Naveed

#### Support Staff

Mrs J Soper Mrs J Green Mrs J Bell  
Mrs J Twine Miss G Timbers Mrs Ward  
Mrs D Macedo Mrs G Von Der Recke

#### Upper School Team (Years 4, Year 5, Year 6)

Miss Claire Southerton – Team Leader  
Year 4: Miss E Beard Miss H Weeks  
Year 5: Miss H Scott Miss R Inman  
Year 6: Miss Southerton Miss E Seymour

#### Support Staff

Mrs A Hunter Miss E Macedo Mrs K Brown  
Mrs Fulbrook Mrs L Macdonald  
Mrs L Ouagueni

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## The School Day

### Morning session:

EYFS	8.40am – 11.55am
Lower School	8.45am – 12.00pm
Upper School	8.45am – 12.15pm

### Morning break:

EYFS	10.15am - 10.35am
Lower School	10.40am – 11am
Upper School	10.45am – 11am

### Afternoon session:

EYFS	1.00pm – 3.10pm
Lower School	1.00pm – 3.15pm
Upper School	1.15pm – 3.15pm

## Our Teams & Class Structures

- Foundation Team  
Two classes
- Lower School: Year 1, Year 3, Year 4  
Six classes
- Upper School: Year 4, Year 5, Year 6  
Six classes

Rivermead Primary School operates through a team approach. Children are in mixed-ability year groups and stay with their teacher for one year before moving up to the next year. The children are taught in their year group.

Each year the children are often re-grouped, with the new classes based on the learning needs of the cohort. However, we also appreciate the importance of the emotional and social development of each child. All these factors are considered when they are placed into classes for the following year.

Teachers work together to plan and organise the learning in their year group. However, it is the class

teachers who are responsible for the progress and welfare of each child in their class. The learning for the children may be taught in a variety of settings: within a whole class; as a group; a set; or as individuals depending on the task and what they need to learn. Our teachers ensure that the children learn through activities and tasks that are relevant, challenging, purposeful and yet achievable, whilst being suited to every child's needs and abilities.

## School Uniform

We are pleased that our children look very smart in their uniform and we hope you will help us to maintain this high standard.

### Boys:

Black V-neck jumper  
Black or dark grey trousers or shorts  
White shirt or polo shirt  
Grey or black socks  
Black shoes or black trainers

### Girls:

Black V-neck jumper or cardigan  
Black or dark grey skirt, tunic, shorts or trousers  
White blouse or polo shirt  
Black or cream/white tights  
Black or white socks  
Black shoes or plain black trainers

### Sports Clothes:

Black shorts  
Rivermead PE T Shirt in their 'House' colour.  
Plimsolls for indoor/trainers for outdoor.  
Children will be advised if they need football boots, shin pads and long socks for PE or sporting games.  
During winter months for outdoor PE, children may wear tracksuit bottoms.

*The PE kit, with the school jumper, is worn for the whole day on their PE days.*



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### **Ordering Uniform**

All uniform is available to order online via School Trends. Where you will be able to order jumpers, cardigans, PE t-shirts, book bags and drawstring bags if needed.

The PTA also sell 'pre-loved' uniform donated by parents at a very low cost.

### **Jewellery**

Children with pierced ears should wear simple studs. Stud earrings, watches, and religious artefacts are the only jewellery permitted. During PE activities and games all jewellery will need to be removed or covered with tape for safety reasons.

### **Mobile Phones**

Mobile phones and other electrical items e.g. iPads and game consoles are not allowed in school. If a mobile phone is needed it must be handed into the school office or the class teacher at the beginning and collected at the end of the school day.

### **Out Of School Hours Clubs**

At Rivermead we have two Out of School Clubs to provide good quality childcare for the children in a relaxed setting. Our aim is for all children attending to be fully involved in the clubs and enjoy the activities provided.

Parents may choose to use either Club on a daily basis, or on specified day(s) every week. A daily charge is made for the Clubs.

**Breakfast Club** is open from 7.45am to 8.45am each morning during term time.

**After-School Club** is open from 3.15pm to 6pm each day during term time.

The children at both clubs are provided with a healthy meal, are supervised with learning activities and fun games organised by experienced staff & play workers.

For more information about our Out of School Clubs please contact Marie Cryer:

0118 954 0770

[rasc@rivermead.wokingham.sch.uk](mailto:rasc@rivermead.wokingham.sch.uk)



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## The School Curriculum

The aim of the curriculum at Rivermead Primary School is to ensure that all children, regardless of ability or background, achieve high standards of learning and enjoyment. Through the new National Curriculum implemented in 2014/15 the school is required to teach ten subjects. We provide a curriculum that is broad-based, engaging and relevant and has progression and continuity throughout the school.

The children are taught subjects either separately or through carefully planned cross-curricular themes or enrichment weeks which they thoroughly enjoy. The children learn History, Geography, Art, PSHE, Religious Education (RE), Modern Foreign Language (MFL), Design & Technology (DT) and Computing through schemes of work that build on prior learning and knowledge, are progressive and taught through an inquiry approach. This enables the subject's knowledge and skills to be taught for different and relevant purposes. Children find that topic work is not only exciting but satisfying to pursue and even parents become engrossed in them. This in turn promotes effective learning and enhances the invaluable partnership between our school and home.

The children in EYFS follow the Early Years Curriculum, while Key Stages One (Years 1 - 2) and Key Stage Two (Years 3-6), following the requirements of the National Curriculum.

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### Early Years Foundation Stage

The curriculum is based on the 'Early Years Foundation Stage', which is organised into seven areas of learning –

Three 'Prime' areas of learning:

- Communication & language
- Physical development
- Personal, social & emotional development

Four 'Specific' areas of learning:

- Literacy
- Mathematics
- Understanding of the World
- Expressive arts & design

The areas of learning will be accessible both within the classroom and outside in our learning area. There are opportunities for children to engage in activities planned by adults and those initiated or planned by themselves.

### Core Subjects

#### English

The school works within the National Curriculum in English, where children develop skills in speaking & listening, reading, writing, spelling, punctuation & grammar. Literacy skills are used in almost all aspects of the curriculum and in life. It is important for children to develop skills they can transfer into other areas, and these are provided through links made with other subjects in a cross-curricular way.

#### Reading

The love of reading is very important at our school and children are encouraged to read widely and regularly for both pleasure and information. The children begin their reading journey with the teaching of phonics through the Read, Write, Inc scheme, which is now a central part in the learning of early reading. The children from Year 2 are part of the Master Readers programme, for whole class reading and comprehension, which is enjoyed by the children. We have a large, renovated library which provides a huge range of books for children



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to choose and enjoy. The school is part of the Oxford Reading Tree programme that allows children to access E-Books at school and home.

### Writing

Children are encouraged to become writers from the beginning of their school life. The teaching of 'Get Write' through the Read, Write, Inc scheme, is now a central part in the learning of early writing. Writing lessons throughout the school provide opportunities for the children to learn how language works and to write for a variety of purposes and audiences. Improving their work is encouraged through proof-reading and editing. Punctuation, grammar and spelling - knowledge & skills are taught explicitly and within lessons to support the development of writing.

Speaking and Listening - we place importance on speaking and listening skills and encourage our children to express themselves clearly, creatively and imaginatively, as this helps to communicate effectively in both speaking and writing. Skills are developed through formal and informal situations.

### Mathematics

The school has implemented the Maths Mastery approach. Maths is taught using the strands required, which the school has placed into three groups:

#### Number:

- Place value
- Addition & Subtraction
- Multiplication & Division
- Fractions, Decimals & Percentages
- Ratio & Proportion
- Algebra

#### Measurement:

- Measure
- Statistics

#### Geometry:

- Properties of Shape
- Space & Movement

Opportunities are provided for the children to make use of their mathematical understanding in other subjects. In both KS1 and KS2 the teaching is through a maths mastery approach and the children will learn in a variety of ways: independently; pairs; small groups and as a whole class.

We believe that it is important to make mathematics relevant to children's lives and where possible, they learn through hands-on and practical activities.

### Science

Children look at the following areas of science from the National Curriculum during their time at Rivermead:

- Working Scientifically
- Plants
- Animals, including humans
- Everyday materials
- Seasonal changes
- Living things and their Habitats
- Rocks
- Light
- Sound
- Electricity
- Forces & Magnets
- States of matter
- Properties and changes of materials
- Earth & Space
- Evolution & inheritance

An exciting part of the learning in science is carrying out practical investigations in contexts that the children can easily understand. This develops their ability to observe, predict, test, evaluate and record what they have done. We encourage children to explore, discover and raise questions about what they are learning and, in this way, we develop their scientific skills and understanding.



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### **Computing (formerly ICT)**

Computing has links with other curriculum areas, particularly maths, science and design & technology. Computing aims for children to have an understanding and be able to apply principles and concepts of the subject to become computing and digital literate. Examples of areas they will cover include coding, algorithms, and using a variety of technologies and software.

The children have access to laptops, and other tools including Easi-speak microphones, digital cameras, digital microscopes, robots, coding software and data handling resources. Where possible, computing is linked to other subjects which allows for more than just the learning of practical skills but ensures the skills are meaningful and have purpose. Each class has access to an interactive whiteboard which provides a range of interesting resources for the teacher, and pupils benefit from being able to become more involved with the lesson through the white board. Wireless internet is installed across the school which is secure and provides a reliable and fast connection.

### **Foundation Subjects**

#### **History**

History introduces children to the past, through the use of different viewpoints and information. Findings will be presented in a variety of forms including drama, writing, computing and art. During their time at Rivermead, the children will gain knowledge and understanding, learning about British and the wider world history, including ancient civilisations, empires and societies.

#### **Geography**

Throughout the geography curriculum the children will develop a knowledge of global significant places, understand physical and human geographical features of the world, and develop geographical skills. As they go through the school the children will investigate, collect, analyse and interpret a range of sources, data and information.

### **Music**

Class music lessons offer children opportunities to widen their understanding and appreciation of music, learn skills to create their own music, enjoy performing compositions and evaluate music across genres. All Year 3 children learn a musical instrument through a specialist teacher from The Berkshire Maestros Wider Opportunities Group. Peripatetic teachers from Berkshire Maestros visit on a weekly basis to offer tuition in violin, recorder, clarinet, flute, guitar and brass instruments. We are proud of our school choir who perform both in and out of school at various events, including a performance at the O2 with 10, 000 other children! We also have a very good partnership with 'Rocksteady' a club which the children can join, learn to play an instrument, and form a 'rock band'.

### **Productions**

Over the year each year group is involved in putting on a production, with performances to the rest of the school, parents and relatives.

These productions engage the children in a whole range of performance skills such as: acting, singing and playing instruments as well as making costumes, props and working the lighting.

### **Art & Design**

The children through the curriculum have the opportunity to explore their ideas, record experiences, understand historical and cultural developments in art, produce creative work and evaluate and analyse their art.

We attempt to ensure that children have a wide range of experiences in art, based around the topics. Aspects include: painting, junk modelling, collage and working with clay, with the school having the benefit of a large kiln.

### **Design & Technology**

As with other subjects, design and technology is taught through a topic approach. It is a practical subject and children have great fun in designing and making things. The children use many different





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materials including food and textiles, and learn how to use tools and materials properly and safely. In so doing they draw upon skills and knowledge from other curriculum areas, particularly science, mathematics and art.

### **French - Parlons Français! (MFL)**

All children in Key Stage Two have been enjoying learning to speak French. The school follows the 'Sue Cave French Scheme'. The emphasis is on providing an opportunity to try out the new language skills learnt with each other in an enjoyable way. We are also very fortunate to have access to French specialists though staff at Waingels College. Children in Key Stage One have the opportunity to attend a lunchtime French club.

### **Physical Education**

Our aim is for all children to develop a positive and active attitude towards physical education which they can carry forward into future life. Throughout the curriculum we promote the value of healthy life-styles. Children participate in two hours of PE per week which will include activities to master basic movement, co-ordination and ball skills, develop tactical awareness, and participate in team games, gymnastics and dance. In Year 5 swimming instruction is given at a local swimming centre.

### **Sport**

We make use of our extensive field facilities and offer a fun and where appropriate a competitive sports day for all the children within each Key Stage in July. The children take part in Wokingham and Woodley competitive sport competitions – with many of the children in KS2 representing the school in competitive leagues and tournaments:

- Netball
- Tag rugby
- Cricket
- Athletics
- Football

### **Extra-Curricular Activities**

We aim to provide a range of extra-curricular activities for all children throughout the school, both at lunch times and after-school. These are provided by teachers or external providers (for which parents have to pay).

Over the years, children have had the opportunity to join a variety of clubs:

- Judo
- Dance
- Creative mindfulness
- Art
- Football
- Cricket
- Hockey
- French
- Netball
- Archery
- Athletics
- Gardening
- Gymnastics
- Cheerleading
- Tag Rugby
- Chess
- Choir
- Drama
- Card Making

### **Sex & Relationships Education**

Personal Health and Social Education (PHSE) is a significant part of learning for the children in our curriculum and our Sex and Relationships Education (SRE) is an important aspect of PSHE.

With the SRE programme we encourage parents to be fully involved and invite them into school to view beforehand the resources that are used and to discuss with staff any concerns and issues that they may have.



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### **Religious Education**

Religious Education is taught according to the Wokingham Agreed Syllabus. Pupils learn about key features of Christianity and the other main religions to promote positive attitudes to all people, respecting their right to hold different beliefs and towards living in a diverse society. We are keen to help our children develop tolerance, respect and appreciation for the feelings and views of others.

### **Collective Worship**

Collective worship or assemblies are an integral part of the school day, and are an opportunity for the school to come together where the themes embrace SMSC (Spiritual, Moral, Social & Cultural). When religious issues are discussed we value all faiths and discuss a variety of significant religious festivals and events. Where appropriate and possible we invite speakers in to talk to the children. Parents may request that their child be withdrawn on these occasions when collective worship is taking place where religious issues are being discussed and taught. Requests should be made in writing to the Headteacher.

Each term, 'virtual Sharing Assembly' is created by each class where they share their learning. Parents and the wider family are able to view the 'class assembly' on our MS OneDrive platform. This is an opportunity for parents/carers to have an insight into the learning of their child's class.

### **Children with Special Educational Needs and Disabilities**

Children with Special Educational Needs and Disabilities (SEND) are fully integrated into the life of the school and receive the same high quality education and recognition of achievements as all young people.

The school has three Special Educational Needs Coordinators (SENCO). It is important that any difficulty is identified early.

The four areas of SEN are:

- Communication and interaction
- Cognition and learning
- Behavioural, emotional & social development
- Sensory and/or physical

All schools follow a similar procedure that requires the school to record pupil's individual needs on the SEN register. This is maintained by our Inclusion Manager, who is responsible for working alongside staff and parents to ensure all children reach their full potential.

We regard the partnership between parents of children with special educational needs and teachers as crucial to the child's educational progress. We encourage parents to meet regularly with their child's teacher so that both parties may be kept informed about any issues regarding their child's well-being and progress.

Parents are welcome at any time to arrange an appointment to discuss any concerns with the Headteacher or SENCO.

More detailed information about special educational needs provision at Rivermead may be found in our Special Educational Needs Policy available from the School Office or on the school's website.



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### More Able Pupils

Our curriculum and the way we teach ensures that more-able pupils are fully challenged in a range of ways, including the use of 'Blooms' questioning, provision of work and activities that extend and enrich learning. Children who have prodigious talents that have been developed out of school are fully supported, encouraged and recognised.

### Home Learning

Children will be provided with a variety of activities to carry out at home on a weekly basis that supports, enhances or re-enforces the learning in class.

Throughout the school, children take home reading books and are expected to read every day. Other homework can include:

- Reading comprehension
- Mathematics
- Spellings
- Where appropriate, research associated with their learning topic.

The level of home learning will depend on the child's age and time of year.

However, we do encourage parents to deepen their child's learning in other ways and information regarding the topics covered by each team

complete with relevant websites and places to visit is given to parents. We appreciate for some families, life outside of school is very busy with various activities and their own work commitments. We have developed a system of 'must, should, could' with the homework each week, allowing parents/carers to balance the homework with home life.

### Visits and Visitors

At Rivermead every opportunity is explored to enrich the children's learning in meaningful ways through going out on visits and arranging for visitors to come into school. These learning opportunities enhance and bring the curriculum alive for the children.

Year 6 children can take part in a residential trip e.g. to a PGL activities-based centre where they have the opportunity to learn about themselves, others and experience challenges through outdoor adventurous activities. A thorough Risk Assessment is carried out by the Headteacher and members of staff before each trip to ensure the venues are suitable. Visits and events are funded through voluntary donations from parents.

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*"The two things that I like best about school are probably English and managing to have time to talk to my teachers."*

*Year 5 pupil*



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## Pupil Development

*“Children are encouraged through friendly and welcoming staff to enjoy going to school. Independence and confidence are built upon such events as Sharing Assemblies and projects. Golden Rules add to the positive environment which leads to children feeling happy and secure in school.”*

*Parent, Years 1 and 3*

### **Growth Mind-set: Positively Encouraging Pupils**

The school has developed the ideals of a ‘growth mind-set’ with the children and staff. This concept is visited regularly, and we believe this an important skill in the child’s development and learning.

Encouraging pupils to contribute positively to the community starts with promoting respect and responsibility and allowing them to feel valued and have pride in their school. Our children are given time to resolve problems, discuss ideas, develop teamwork skills and help around the school through various roles - monitors, helpers, councillors.

Many opportunities exist to contribute to the school community and beyond. Some of the activities the children undertake are:

- Become an elected member of our active School Council consisting of two children from every class in the school, one as a speaker and the other as a clerk.
- Become Peer Mediators or Play Leaders; help the younger children with their lunches; listen to younger pupils read; meet and greet visitors to show them around the school and help with assemblies each day.

### **The School Council**

Members of the School Council are elected by their classmates. They meet regularly with the Deputy Headteacher to discuss ways to improve the school and feed back views and opinions from their respective classes. They are an important part in

the school through their decision-making and their supporting and organising of events and activities. Fund raising activities and choices of charities, or campaigns are planned and organised by the school council.

### **Peer Mediators**

Peer mediation is a way of involving the children in managing conflict and resolving their problems using co-operative methods that promote inclusiveness, respect and self-esteem. The Peer Mediators are trained and taught co-operation and mediation skills.

### **Play Leaders**

The Play Leaders are an enthusiastic group of children from Years 5 and 6 who have been trained to provide enjoyable and enriching activities and games at lunchtimes.

### **Events**

The school also organises and takes part in events where the children are encouraged to contribute. Many represent the school in local sports events, competitions and tournaments: football; hockey; athletics; tag rugby and netball. The children who are in the Choir have the opportunity to perform in various events including the Wokingham Schools Carol Concert, the annual Woodley Carnival, and performing at the Young Voices Choir concert at the O2 in London.

Children and their families also contribute to the local community at our Harvest Festivals, termly



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fundraising activities for various charities and sponsored events.

### **Encouraging Good Behaviour**

We are very proud of the support and guidance that we provide for children in encouraging appropriate behaviour. We aim to encourage children to show respect for themselves and others by promoting the kinds of behaviour that will help them to become responsible, caring, courteous and tolerant people.

Each class sets their classroom rules and learning contracts which are created through pupil/teacher discussions.

The Golden Rules are a set of life skills rules which have been agreed by staff and the pupils, through the School Council.

### **Golden Rules**

- Always challenge yourself
- Respect & tolerate other people
- Respect property and the environment
- Be honest
- Be polite and kind to everyone
- Enjoy working & learning together

Both sets of rules are displayed within classrooms and around the school.

Each week a child from every class will get a mention in our '*Learning at Rivermead*' weekly school assembly highlighting their good behaviour or special contribution. The 'Special Book' certificate children of the week are mentioned in the weekly '*Rivermead Round-Up*' newsletter. Each class and team have other strategies and incentives to promote and reward good behaviour. For those who find it more difficult to make good choices, we take a positive approach in helping them to improve through an individualised behaviour support plan.



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### **School Attendance**

In order for children to make good progress it is essential they attend school regularly and arrive on time. As parents you have a legal duty to educate your child, so it is important for the children to understand that school is an important commitment.

### **Requesting Holidays During School Terms**

Rivermead takes a firm stance regarding holiday requests and strongly discourages parents/carers taking children on holidays during term time. Wokingham Borough Council applies strict recommendations about holidays during term time. Holiday absences are only authorised in exceptional circumstances and where a child has a good history of attendance. Please be aware that if holidays are taken without approval, information will be passed to Wokingham Borough Council and a Penalty Notice may be issued without further warning. A form requesting leave may be obtained from the School Office.

### **Medical Issues**

If your child needs prescribed medicine in school we are willing to do our best to meet this need. Any medicine should be brought to the School Office by you, not your child and a form completed giving permission for the medicine to be administered by a member of our team.

**Antibiotics:** We are prepared to administer antibiotics. However it is vital you discuss the timings and amounts with the Admin Team. It is essential that these arrangements are made before any medicine is administered.

**Head Lice:** Headlice prefer clean hair so anyone can catch them – at school or home. Please check your child's hair regularly and if you find them inform the school so we can alert parents.

**Asthma:** If your child needs to carry an inhaler with them for emergency use, please ensure you make an appointment with the class teacher where they and an emergency first aid trained person will go through procedures. A spare inhaler, which needs to be named, should also be kept in the School Office. Please let the School Office know if your child has asthma even if she/he does not have an inhaler in school.

### **Heathly Eating**

The children during their time at Rivermead learn that eating heathy food and exercising regularly will enhance their ability to access their learning more effectively.

### **Lunchtime Arrangements**

#### **School Dinners**

Rivermead School provides healthy meals for the children through our meal contractors, Caterlink. All meals are prepared freshly each day using fresh or frozen produce. Every day the children have a choice of a healthy meat or fish option, a vegetarian meal, a jacket potato and salads, together with a dessert. Water is also available daily as well as bread and fresh fruit salad. We send menus for the term well in advance and we also inform you of any special themed days and costs of meals.

There are circumstances where your child is eligible for free dinners and the Office staff will be pleased to explain this arrangement to you. All children in EYFS through to Year 2 are entitled to a free school meal, an initiative implemented by the government.

#### **Packed Lunch**

Instead of paying for a school meal children can bring in a packed lunch. We do encourage you to provide a packed lunch that is balanced nutritionally and please refrain from including sweets, fizzy drinks and any item with traces of nuts.



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### **Fruit and Vegetables**

Foundation and Key Stage One children are offered a free piece of fruit or vegetable at morning break. Parents need to complete a form giving permission for their child to take advantage of this excellent National Health Service Scheme.

### **Cool Milk**

Parents can elect to pay for their child to have milk at school during the morning break. Full information on the scheme can be obtained from the school office or from the Cool Milk website: [www.coolmilk.com](http://www.coolmilk.com)

### **Water**

Children are encouraged to bring to school each day a bottle of water in a capped bottle. During lessons children can drink water whenever they need. We believe that the health benefits of hydration enable the children to concentrate better during lessons.

### **Help with Problems**

Most issues are managed by the class teachers, our special needs staff and the Inclusion Manager. However we do work with a number of multi-professionals including: Educational Psychologists, Behaviour Specialists and the School Nurse. We always ask your permission before referring your child.

### **Health and Safety**

Health and Safety is a high priority in our school. All staff monitor the children daily as part of their duties of care. Regular checks of the building, grounds and facilities are made by the members of the Health and Safety team which is part of the Governors' Finance & Resources committee. Risk assessments are carried out before school trips and for activities in subjects e.g. science, PE, art and design & technology.

### **Security and Child Protection**

Rivermead Primary School has a Child Protection Policy to meet regulations by the Department for Education. This is reviewed regularly by staff and Local Body Advisors.

### **Principles**

- Children have a right to be safe
- Parents have a right to be informed
- Children are best protected when parents and school can work together
- Attitude of 'it could happen here'

### **Partnership**

Rivermead will inform parents of any concerns about their children, providing it does not compromise their safety, and will help and support where necessary.

### **Prevention**

The school will actively seek to prevent children suffering from abuse and neglect, through the development of an open culture which informs children of their rights and encourages them to speak about any concerns. The curriculum also allows the school to address any issues relating to the children's safety.



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### **Responding to Concerns**

Rivermead will refer all allegations or concerns that a child has been, or is likely to be abused or neglected, to the Social Services Department.

### **Rivermead Primary will:**

- Consult when it has concerns that a child may have been abused or neglected
- Discuss with parents any concerns they have about children
- Keep parents informed of what has happened

### **Security: Access to the School**

Access to the school should be through the main entrance.

- The Admin Team will address any questions, issues etc.

- Children need to be signed in and out if arriving or leaving other than at normal times
- Parent Helpers are issued with identification badges which they wear whilst in the school building
- All visitors to the school, including parents, must sign in and out, wear an appropriate badge and sign to agree to our Health & Safety guidance.

DBS checks are carried out on those working and volunteering in the school. We follow national and local child protection procedures and, if we have any serious concerns, we are legally required to inform the appropriate agencies.

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*“The children are encouraged to try their best and achieve good results. The good results are then shared and rewarded in Sharing Assemblies. This helps children’s self-esteem.”*

*Parent*





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## Home and School Partnership

At Rivermead we believe that the successes of children are achieved more effectively if the school and parents are working in partnership, and we strongly encourage parents to be involved not only helping their child to learn, but in the wider aspects of the school.

### Learning in Partnership

The school staff aims to work with you through a variety of formal and informal contacts, to help your child get the best from the time they spend in school.

Each year the school holds a “Meet the Teacher” sessions. Parents are able to see the child’s classroom, meet the teacher, and receive an outline of school & home learning and the team’s expectations.

We also hold a parent/teacher consultations in the autumn and spring terms. At those meetings you will have the chance to meet your child’s teacher individually and share educational, social and medical issues. There will also be an opportunity to discuss your child’s targets and progress. We believe that children need to know that home and school are working together. Co-operation between home and school will assist your child in making good progress overall.

In addition, the school holds Information Sessions annually on phonics, reading, maths, writing and e-safety. These aim to give an outline of the teaching at school, and more importantly, to give examples and ideas of how you can support your child with their learning at home.

### End of Year Report & Test Results

At the end of the summer term you will be sent your child’s annual report. In Foundation this includes the Early Years Profile.

National curriculum assessment will be reported to parents:

- EYFS baseline results
- Year 1 phonics screening result
- Year 4 time-tables check
- Year 6 end of year SATs

In all year groups from Years 1 to 6 you will receive details of end of year teacher assessments relating to age related expectations in English (writing and reading) and Maths.

### Keeping Parents Informed

We feel that it is important to keep in close contact with parents, both on an individual and a general basis. Our newsletter, ‘*The Rivermead Round-Up*’ is published weekly informing the community of exciting events, trips, learning of the week, termly calendar, PTA news and includes a special section on children’s achievements.

At the beginning of each term you will receive a Learning & Teaching News giving details of the topics, homework, clubs and visits that are planned for each year group. Included also is a diary of events covering the term.

The school uses a text message system to convey urgent or emergency messages e.g. school closure or last-minute cancellation of clubs etc.

### Working with Parents

An excellent way of becoming involved in Rivermead life is to help with activities and educational trips. We also encourage parents to help us in school during lessons, however we do



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not place parent help into the class of their child/children. All helpers are required to have a Disclosure & Barring Service clearance and sign a confidentiality agreement before working with children. If you are interested in being a 'Parent Helper' please speak to the School Office team.

### **Rivermead Primary School Website**

The school has developed a new website which is an online space accessible by children, school staff, parents and governors where information, online tools and learning resources can be shared. The website is developing, improving and evolving constantly.

It is an important tool helping to extend the good practice within the school beyond the school gates and into the home.

### **Traffic around the School**

We do ask that you help the school by restricting your car use on Addington Gardens (the school driveway), where there is limited parking along the school building, beside the residential area and in the parking bays. Please do not park in front of the school gates or on 'yellow lines'. We would appreciate if you could park considerately around the surrounding roads, respecting our neighbours and do not park in the resident parking spaces in

the housing estate beside the school. The school car park is for authorised and staff cars only.

### **Rivermead Parent-Teacher Association (PTA)**

The school has a well-established and active Parent-Teacher Association (PTA) to which all parents automatically belong without subscription. The PTA is a hardworking, dedicated and enthusiastic team, with its prime objective being to raise funds to complement the learning and development facilities within the school, from which all our children benefit.

A focal point at the end of the school day is the PTA Shed which is open for parents to obtain information, find out about future events, to offer help and buy second-hand uniform.

The PTA not only raises valuable funds for school but provides a range of activities for the children and for our school's families to bring the Rivermead community together.

Events include: termly discos for children; movie nights; winter and summer fairs; non-uniform days and an egg-hunt at Easter.

If you would like to become a member of the PTA or would simply like to help with some events over the year, please make contact with a member at the PTA shed. We would very much welcome your interest and help.

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*"The school is very approachable and parent-school relationships are good. Children are confident and happy."*

*Year 3 parent*

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## The Rivermead Environment

Rivermead is very fortunate to have an open, spacious building and a very extensive playing field. We are one of the largest primary school sites in Wokingham. Our intention over the next five years is to develop the building and school grounds further to enhance and stimulate the learning environment and provide a healthy and safe place for the children to learn.

### Our Learning Environment

Much work has been completed within the building of the school recently including: development of the EYFS area including new fencing, a role play room, defined learning areas, canopy for the outdoor area and new learning resources/equipment; development of an outdoor learning area for Year 1; development of IT through supporting learning areas in each team and purchasing of new IT equipment including:

- 100 children's laptops
- 20 ipads
- easi-speak mirco-phones
- digital cameras
- digital mircoscope
- robots
- data handling software
- coding software
- Interactive whiteboards in every class

We also have a newly refurbished school library; new flooring and doors throughout the school and the redeployment of group rooms and learning areas. We have been excited over the past few years developing our environmental area in our school grounds, which is both attractive to humans and wildlife. The purpose of this development is to widen our children's knowledge and understanding about the environment through a closer hands-on relationship with the natural world, whilst at the same time educating them about the importance of protecting and celebrating it. It all begun with the children planting trees to create an orchard and

woodland and a local business renovated our pond. Since then, we now have vegetable plots which are used to grow organic food on our site and they are cared for by the children. We have created an eco-learning area with a large outdoor learning gazebo, sensory trail, habitat learning area, an area dedicated to a variety of plant life and another larger pond. This project has played an important part in the children's environment learning and social and personal development.

The school has an excellent range of facilities and resources including:

- Two well-equipped sports halls
- A large, beautiful library
- Art areas in each class
- Spacious classrooms, learning areas and cloakrooms
- A designated music room
- Largest playing field in a Wokingham primary school
- A developed environmental area

### Extensive grounds and playing field with:

- an environmental area: with two ponds, rock garden, mini-beast area, sensory garden, fruit trees, orchard, wild area, garden plots, an outdoor class shelter
- two tarmac playgrounds with adventure play equipment
- marked sports pitches at various times over the year - netball, football, tag rugby, athletics, rounders and cricket