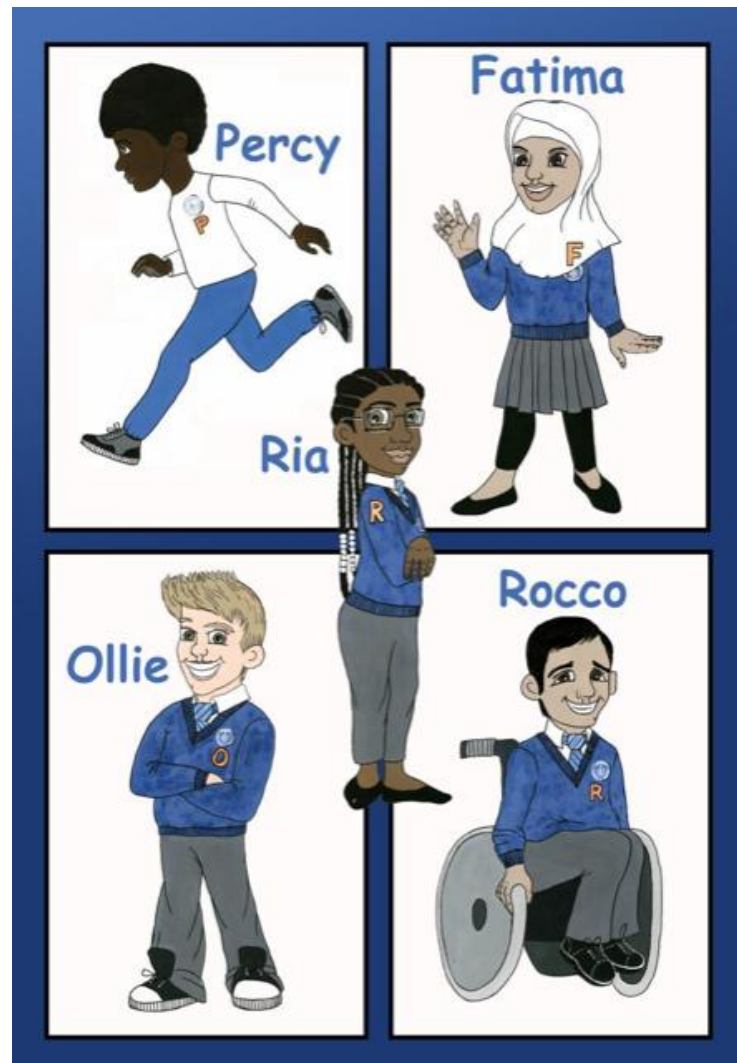


Learn Together, Enjoy Together, Achieve Together



Parent Handbook 2026-2027



OFSTED February 2025: Outstanding

'Leaders make sure there is concerted effort by all to improve the quality of teaching, pupil achievement and personal development'

Head Teacher: Mr. Mc Garrigle
Addison Gardens, Hammersmith, London W14 0DT

Website: <http://www.addisonprimary.org>

Email: admin@addison.lbhf.sch.uk

Phone: 020 7603 5333

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Our Vision

To succeed academically, and to also give pupils experiences and opportunities which will enable them to become resilient, compassionate and resourceful individuals.

We will make our vision real by working to ensure that a core theme is reinforced:

Being the best I can
Every child recognising their self-worth and is able to articulate steps they can take to be the best person they can.

PUPIL PRIORITIES 2026-2027

1. To be a confident reader – this means:
 - a. I know a range of genres and authors and have a favourite for each
 - b. I read for pleasure and always have a book to read at home and at school
2. To be kind and always do my best – this means:
 - a. I know and follow our Addison values - Respect, Responsibility, Perseverance, Honesty & Friendship
 - b. I try to make my choices like the, 'Addison Characters' would (in and out of school)

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Governors

The governor role is strategic rather than operational. Governors do not get involved with the day-to-day running of a school, instead supporting and challenging the school's leadership team to drive school improvement. Addison has 12 governors that make up the Governing Body:

Name	Type of Governor	Committee (Focus area)
Georgina Morris chair@addison.lbhf.sch.uk	LA governor; Chair	CCA & FPR Safeguarding
Damien Mc Garrigle head@addison.lbhf.sch.uk	Head Teacher	CCA & FPR
Fehmina Ahmed Fehmina.Ahmed@smartcells.com	Co-opted governor	FPR Safeguarding & Finance
Jack McCooke jackmccooke@live.co.uk	Co-opted governor	FPR Finance & Marketing
Milton Mermikides miltonline@me.com	Co-opted governor	CCA Music and Maths
Shaila Damji shailadamji@yahoo.com	Co-opted governor	CCA
Julie Lamirel lamirel@gmail.com	Co-opted governor	FPR Premises
Matthew Norman matthewgnorman@gmail.com	Co-opted governor	Finance
Teresa Hickey Thickey6.206@lgflmail.org	Staff governor	CCA Parents
Maleka Dattu malekamdattu@gmail.com	Co-opted governor	CCA English & Maths
Samantha Chatterton-Abraham sam.gov.add@gmail.com	Parent governor	CCA Parents
Zeinab Chami zeinab.chami@hotmail.com	Parent governor	CCA Parents

Individual governors usually attend around 6 to 8 meetings a year (from a total of 14 scheduled meetings). In addition, Addison governors also conduct termly visits according to their 'focus area' and then produce a written report that is fed back to the governing body. As well as meetings for the Full Governing Body, we have a number of committees: Curriculum & Achievement; Resources; and, Children & Families.

Being a school governor is a commitment and a responsibility, but offers you the chance to see first-hand the impact that can be made in improving education for children. Check the Department for Education's guidelines about the requirements for becoming a governor: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/640562/The_constitution_of_governing_bodies_of_maintained_schools_2017.pdf

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Head Teacher

Mr D Mc Garrigle

I would like to extend a very warm welcome to you and your family as you begin your journey with us here at Addison Primary School. Whether your child is joining us for the first time or is moving into a new phase of their school life, we are delighted to have you as part of our school community.

Our Parent Information booklet has been carefully put together to provide you with key details about life at Addison. It includes important information about our routines, values, policies, key dates, and the many ways we work in partnership with parents and carers to support each child's learning and well-being.



We understand that starting or moving schools can be both exciting and a little daunting, and we hope this booklet answers many of the questions you may have. If you require further information or would like clarification on any points, please do not hesitate to contact us – we are here to help.

At Addison Primary School we are proud of our nurturing environment, high expectations, and strong sense of community. We aim to provide every child with the best possible start to their educational journey and to foster a lifelong love of learning. Thank you for choosing Addison. We look forward to working closely with you and your child in the years ahead.

Pupil Well-being & PSHE

PSHE (Personal, Social, Health and Economic) education encompasses all areas of our curriculum. It is our intention at Addison Primary school to provide a PSHE curriculum that is accessible to all and that will equip our children with the knowledge, skills and emotions needed to play an active role in society.

We believe that a meaningful PSHE curriculum is the key to our children becoming confident, respectful, resilient, high achieving, tolerant and responsible members of society. The aims of PSHE education at Addison are to:

- Provide children with the knowledge and skills they need to live healthy, safe, responsible and balanced lives
- Ensure all children become positive and active members of society
- Inspire children to understand our core values and become advocates of them
- Give children confidence to address moral, social and cultural issues
- For our pupils to be resilient, have positive relationships and lead a mentally and physically fit and healthy lifestyle, recognising the lifelong benefits to themselves

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Organisation and day-to-day items

Miss Premji

My name is Miss Premji. I am the Office Manager and one of the Designated Safeguarding Officers here at the school. I have over 6 years of experience supporting the school to run smoothly. My current job as the Office Manager, I take care of the day-to-day running of the school office, making sure everything goes smoothly and everyone is supported. I am very passionate about creating a safe, friendly, and organised space for all of our students, staff, and families. I am available Monday to Friday, 8:00am to 4:00pm, so please feel free to get in touch if you have any questions or you need any support — I am here to help!



Miss Bray

My name is Miss Bray and my primary areas of responsibility include admissions, attendance and medical. If your child requires any medication you will need to fill in and sign a permission form. We can only give prescribed medicines to children. Never give the medicine directly to children to keep with them.



Pupil absences/Lates

If your child is not coming in to school, or is coming in late, we need to know by 8:55am. If your child arrives to school after 8:55am, they will need to be signed in through our late gate door on Addison Gardens. If you do not call school, we will have to call you. Please phone: 7603 5333.

Late collection

At the end of the school day, pupils are dismissed at 3:00pm for Reception and 3:10pm for Y1-6.

If a pupil has not been collected by 3:20pm, we assess the situation and our options are:

1. Review the information given by parents and wait; or
2. Inform social services

Uniform

You need to use the online service to purchase school uniform. Parents need to register by adding their personal details and using the school postcode: W14 0DT

www.stitchdesign.co.uk

Parent Pay

Parent pay is Addison's online paying system. Using this system, parents can pay for the following items: Trips, Clubs, Breakfast club and Playcentre. We do not accept cash payments so if you do not have login details please come and see us we will assist.

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Key Dates 2026-2027

All children are expected to be in school on the following days. Being in school every day is a legal requirement. Parents should not take children on holidays outside of these dates.

	FIRST PUPIL DAY	HALF TERM	LAST PUPIL DAY
AUTUMN	Thursday 3 rd September 2026	Monday 26 th Oct – Friday 30 th Oct	Friday 18 th December* Non Uniform Day
SPRING	Tuesday 5 th January 2027	Monday 15 th Feb – Friday 19 th Feb	Thursday 25 th March* Non Uniform Day
SUMMER	Tuesday 13 th April 2027	Monday 31 st May – Friday 4 th June	Wednesday 21 st July* Non Uniform Day

*Last day of term - school finishes at:

- 1:00pm Nursery – Y6

Five Staff Professional Training & Development (INSET) Days, when school is closed to pupils:

• 2nd September 2026	• 4th January 2027 • 9th or 10th March 2027	• 12th April 2027 • 22nd July 2027
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Parent Consultation Meetings

These meetings provide an opportunity to meet with your child's class teacher to discuss academic progress and achievement, as well as well-being and happiness.

Term	Date & Time	Purpose
Autumn	13th & 14th October 2026 3:30pm-6:30pm	Getting to know parents Expectations & setting pupil targets
Spring	15th & 16th March 2027 3:30pm-6:30pm	Pupil Achievement & Well-being Pupil strengths & next step targets
Summer	(tbc)	Review & End of year report

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Key Events

Autumn 2026	Spring 2027	Summer 2027
Sept. (Rocco Responsibility) 9th Parent Curriculum Evening 11th Y1 Phonics Baseline 21st Sept – 2nd Oct Reception Baseline October (Rocco Responsibility) 8th Amber assembly 13th & 14th Parent Consultations 16th - 19th Year 6 PGL 21st Book Fair HALF TERM – Mon. 26th Oct. - Fri. 30th Oct. November (Friendship) 5th Photographer 8th Diwali 12th Ruby assembly 16th-20th Anti-Bullying Week - 'Break the Silence' 23rd Assessment week December (Fatima Friendship) 8th - 10th Pupil Progress 10th EYFS Nativity 9:15am 18th – Last day of term (1:10pm finish)	January (Percy Perseverance) 4th Inset Day (No pupils) 5th Pupils return to school 14th Topaz class assembly 28th Pearl class assembly February (Percy Perseverance/Ollie Honest) 30th Jan – 7th Feb. National Story-telling week 9th Safer Internet day HALF TERM – Mon. 15th – Fri. 19th Feb. March (Ollie Honest) 4th World Book Day – 'You are a reader' 5th – 14th British Science Wk 11th Sapphire assembly - tbc Y3 Eid assembly 9:10am 15th Assessment week 15th & 16th Parent Consultations 22nd & 23rd Pupil progress meetings 25th Last day of term* *early finish at 1pm on the final day of each term	April - tbc Y4 Easter Show 9:10am 12th Inset day 13th Pupils return to School May 6th Jade class assembly (9:10am) - tbc Y4 Stay & Play (5-8pm) HALF TERM Mon. 31st – Fri. 4th June June 7th Return to school 14th Assessment Week 17th Y5 Sleepover 25th International Day July 15th Y1/2 End of Year Production 9:30am - tbc Y6 Sleepover - Sports Day EYFS tbc - Sports Day Phase 1/2 tbc - tbc Parent Consultations 20th Y6 Leavers assembly (12:30pm) 21st Last day of term*

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Assembly Schedule

	Class Assemblies (9:10am)		Themes	
October	Amber	Thur. 8th		
November	Ruby	Thur. 12th		
December			Reception Nativity	Thur. 10th
January	Topaz Pearl	Thur. 14th Thur. 28th		
March	Sapphire	Thur. 11th	Y3 Eid al-Fitr	tbc at 9:10am
April			Y4 Easter	Tbc at 9:10am
May	Jade	Thur. 6th		
June				
July			International Day Y1/2 Production Y6 Leavers assembly	Friday 9th 1:30pm Thur. 15th at 9:10am Tues. 20th 12:30pm

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Trips & Visits

At the beginning of the academic year we ask parents to complete a permission form so that children can participate in trips. We will notify parents when trips are happening and also give a text reminder. Below is a summary list of likely trips for each year group (trips / locations may change depending on availability).

	Autumn	Spring	Summer
R	• Brook Green Walk • Lyric Theatre	• Chiropodist workshop • Phoenix Farm	• Cinema • Pizza Express
Y1	• Pollock's Toy Museum • Peter Pan Park	• Museum of Brands • Science Museum (Wonderlab)	• Florence Nightingale Museum • Beach trip
Y2	• H'smith Fire Station • St Simon's Church	• London Zoo • London Sevashram Sangha (Hindu temple)	• Kew Gardens • London Aquarium
Y3	• Natural Hist. Museum • Regents Park Mosque	• British Museum • Ravenscourt Park Glasshouses	• V&A Museum • Gunnersbury Park Museum
Y4	• Fulham Palace • Science Museum	• All Hallows by the Tower Crypt Museum • Gudwara	• British Museum • Kew Gardens
Y5	• Tower of London • Globe Theatre	• Ragged School Museum • London Port Workshop (Rivers)	• V&A Museum • Horniman Museum
Y6	• Imperial War Museum • PGL	• Leighton House • Science Museum	• National Maritime Museum • British Museum

We believe that educational visits are an integral part of the entitlement of every pupil to an effective and balanced curriculum. Appropriately planned visits are known to enhance learning and improve attainment, and so form a key part of what makes Addison Primary School a supportive and effective learning environment.

Staff plan and execute trips/visits in line with the school's, 'Educational Visit' policy, Local Authority policy, and National Guidelines (www.oeapng.info).

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School Day

Typical timings for the school day at Addison are shown below. From time-to-time for specific events, timings may be suspended.

7:45am	Breakfast Club opens
8.30am	External gates open Children begin to enter playground Registration begins
8:45am	Registration closes Morning bell Any child arriving at school after this time is late
Staggered times for break and lunch. Teaching staff arrive in playground few minutes before end of break and lunch to collect pupils	
3:00pm*	Reception Class
3:10pm*	Y1 – Y6 end of day
6.00pm*	After-school Play Centre finish

*2hr earlier for last day of each term.

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Curriculum

The curriculum at Addison is designed to develop pupils' academic abilities as well their mental well-being and self-worth. We strive to give pupils opportunities and experiences that are beyond the curriculum. The core theme, 'Confidence & Courage' is carefully planned throughout the year. One of the ways we build confident and expressive pupils is through ensuring pupils acquire rich language.

English

Writing

Core texts correspond with the topic subjects. Pupils learn to write for different audiences and purposes, such as a letter to the queen or a horror story for teenagers.

<https://www.addisonprimary.org/english-1/>

Reading

In EYFS and KS1 all pupils learn to read using the Read Write Inc programme

<https://www.addisonprimary.org/phonics/>.

We follow the VIPER program for guided reading where we focus on key reading skills.

<https://www.addisonprimary.org/reading-2/>

Maths

We use the White Rose scheme of learning to structure our lessons. We believe with the right support and structure all pupils 'can do' maths. This is achieved by developing mathematical language, fluency skills and the ability to reason when solving problems.

<https://www.addisonprimary.org/maths/>

Parent Curriculum Information

To learn more about our curriculum, visit the Addison website and click the links.

Here you will see detailed medium term plans, examples of knowledge organisers and all the excellent reading books we have selected for our pupils. Select learning then click 'Curriculum'.

The icons will lead you to each subject area.



Curriculum Overview



English



Maths



PE and Sports



Science



Computing



History



Geography



PSHE



Music Curriculum



Art



Religious

Geography and History

Our History and Geography are linked to our three core themes. To achieve the national curriculum descriptors, we ensure pupils learn import transferable skills and learn key knowledge.

Pupils are regularly given quizzes to improve their long-term knowledge and are provided with curriculum maps and knowledge organisers so they can be independent, resourceful learners. This is further supported by our working walls that act as learning aids for all pupils.

<https://www.addisonprimary.org/curriculum/>

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Topic Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
R	All About Me	Transport	People Who Help Us	Plants and Mini-beasts	Space	Fairy Tales
Y1	The Evolution of Toys Awareness of the past	Addison Explorers Local area	Homes from the past and present Differences in time period	The United Kingdom Locational	Florence Nightingale Significant figure, British history	Seas and Coasts Physical geography
Y2	Great Fire of London Significant historical figure	Continents and Oceans Physical geography	Rosa Parks Significant figure, World history	Atlas and Globes Geographical skills and fieldwork	David Attenborough Significant figure, Local history	Port Douglas – Oceans Mapping skills, Locational
Y3	The Stone Age Historical civilization, World history	Settlement and Land Use in UK Physical / human geography	Ancient Egyptians Historical civilization, World history	Biomes – The Mojave Desert Study Physical geography	The Shang Dynasty Historical civilization, World history	Antarctica Locational
Y4	The Romans Historical civilization, World history	Volcanoes and Earthquakes / Physical geography	The Anglo-Saxons and Scots Historical civilization, British history	Local Area Geographical skills and fieldwork	The Vikings Historical civilization, British history	The Amazon Physical geography, rivers
Y5	The Tudors Historical civilization, British history	The Water Cycle Physical geography	Industrial Revolution & Victorians Significant historical event	Rivers Physical geography	Benin Historical civilization, World history	Nigeria – Africa Locational
Y6	WW2 Significant historical event, British history	Europe Case Study: Italy Physical and human geography	Early Civilisation Baghdad Significant historical event, World history	Globalisation and Local Challenges Human geography	Ancient Greece Historical civilization, World history	Time Zones Mapping skills

Key:

Geography

History

Where possible, we endeavour to link the teaching of History and Geography with English; this allows pupils to delve deeper into topic learning and make cross-curricular links. Furthermore, we also select topics that we feel pupils will be able to relate to and enjoy learning. Some of these topics include Early Islamic Civilisation, Benin, and Rosa Parks.

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Safeguarding Children

Child Protection

The Assistant Head Teacher (AHT), Mrs Shehu, is the Designated Person for Child Protection with the other senior leaders taking the responsibility in his absence. In the absence of the AHT and deputy designated safeguarding leads, other experienced members of the staff team assume responsibility.

We have a legal duty of care for pupils to ensure their health, safety and well-being.

The school is a reporting agent - we have a legal duty to pass on concerns about children's well-being to partners in Children's Services and the Police as appropriate.



Mrs Shehu (DSL)



D Mc Garrigle (Deputy DSL)



Ms Premji (Deputy DSL)

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Behaviour

All children are able to behave very well and to be very polite. This is a fact and is what we expect at Addison. Some children need to see other ways of behaving than those that they are used to or are allowed to display at home. However, generally, Addison pupils want to behave well and show good behaviour. This helps them to be successful in school, in the community and later in life.

It is our duty to actively manage behaviour and to praise pupils who are behaving well as well as challenge inappropriate patterns of behaviour.

Honesty

At Addison, we have an approach where children are expected to be honest straight away and have a smaller consequence approach for children who are honest and accept responsibility for their actions. It is important that all staff have the same approach and consistently promote honesty.

Equality

All children are treated equally with regards to consequences and rewards. All children are treated equally; every day is a new day and a fresh start. Everyone has a fair chance and the opportunity to learn from all of their behaviour with our support and guidance.

Assessment

At our school assessment means continually evaluating children's knowledge, skills and understanding, establishing what children can do and what their next learning steps should be. Assessment is at the heart of the learning process. It provides valuable evidence to guide and improve teaching and learning. Alongside this it offers an opportunity for children to demonstrate and review their progress. It is an integral part of our relentlessly ambitious, high expectations culture.

We are committed to:

Using assessment, day-to-day, in the classroom to raise children's achievement and their aspirations. We believe that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim (or close the gap in their knowledge).

Providing children with clear, precise and easily comprehensible feedback, in oral and written forms, that will support their learning. We will always expect children to engage with this feedback and frequently we will ask them to respond to it. The quality and value of teachers' feedback will be evaluated by how great an impact it has on pupils' future progress.

Involving children at all times in an ongoing self-improvement process and assisting them to understand that the continual quest to improve oneself is a crucial life skill. Assessment feedback should inspire ever greater effort and a belief that, through commitment, hard work and practise more can be achieved.

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Assessment outcome:

In order to be secondary ready, children need to meet the required end of Key Stage 2 expectations; this is broken down into key outcomes for each curriculum year. We use the National Curriculum objectives to assess outcomes for children at the end of each curriculum year – for example:

- Working Below - A child achieving only a few the objectives of the curriculum in their year group.
- Working Towards - A child achieving half or so of the objectives of the curriculum in their year group.
- Working At - A child that has achieved most of the objectives of the curriculum in their year group.
- Working at Greater Depth - A child that has achieved most of the objectives of the curriculum in their year group and are now exploring them at a greater depth with a greater level of challenge to expand their understanding.

EYFS Assessment

Early Years Foundation Stage (EYFS) - Nursery & Reception

Children in Nursery and Reception will continue to be assessed against the Prime and Specific areas of Learning in the EYFS profile.

- Assessments will be based on observation of daily activities and events. At the end of Reception for each Early Learning Goal, teachers will assess whether a child is meeting the level of development expected at the end of the Reception year:
 - Emerging - not yet reached the expected level of development
 - Expected - has achieved most of the objectives of the curriculum in their year group

Reporting to Parents

We report to parents via parent consultation each term. These discussions are about academic and social development. We will compile a report to parents twice a year - Mid-Year (February) and at the end of the year (July). Reports explain each child's progress and attainment.

Discussions at parent teacher consultation meetings in the Autumn and Spring terms are based on the assessment system in place for each age group. It is crucial that parents attend the consultation evening - Children's learning will be enhanced if the partnership between parent and school is strong and based on open communication.

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End of Key Stage Results - July 2026

Good Level of Development (GLD)

School (%)	National (%)
74	71

Year 1 Phonics

School (%)	National (%)
80	79

Y4 Times Tables

School (%)	National (%)
80	27

KS2 Achievement

	Expected (%)		Greater Depth (%)	
	School	National	School	National
Reading	100	74	63	25
Writing	97	72	38	15
GPS	100	72	80	34
Maths	97	73	83	22
Combined	97	61	38	7

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Values-based Approach

We are a values-based school and we seek to promote an educational philosophy based on valuing self, others and the environment through, the consideration of an ethical values vocabulary (principles that guide behaviour), as the basis of good educational practice.

This approach encourages adults to model values and to give time for reflective practices that empowers individuals to be effective learners and good citizens.

There are 5 values at Addison. We focus on one value every half term. Each value has a number of reflection points which enables us to share and understand a common values vocabulary.

2026/27	Value
Autumn 1	Responsibility
Autumn 2	Friendship
Spring 1	Perseverance
Spring 2	Honesty
Summer 1	Respect
Summer 2	Revision of the 5 values

Respect, Responsibility, Resilience, Honesty and Friendship

To make these values more accessible to our pupils we have created avatars for each value. We completed a school project to design what each character looks like and the names have been selected by our pupils.



These images are displayed in every classroom with a list of qualities for each child. These are referred to when deciding the best course of action if an issue arises.

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Parent Participation

Positive Parent and Addison Staff relationships is crucial to good school development. All adults, working together in the best interests of children first, enables pupils to succeed and do well. The school is much better when parents are actively involved and work alongside class teachers.

If you ever have a query, please always speak to the class teacher in the first instance – they are best placed to answer questions about learning and pupil well-being or progress. If you are not satisfied, please then speak a senior teacher, or the Head Teacher.

Open School Sessions

- Year group focus each week of each half term (i.e. Wednesdays 2:30-3:15pm)
- Schedule arranged at the beginning of the academic year and uploaded to the school website (Email reminder will be sent to the relevant year group parents a week in advance)

Communication

- Parent / Teacher meeting once each term
- Newsletter each half-term
- Text reminders from Office for key events
- Teachers are available at the end of each day (or between 8:15am – 8:30am through appointment).
- Parents can also send an email if more convenient:
 - evfslearningsupport@addison.lbhf.sch.uk – Reception
 - year1learningsupport@addison.lbhf.sch.uk – Year 1
 - year2learningsupport@addison.lbhf.sch.uk – Year 2
 - year3learningsupport@addison.lbhf.sch.uk – Year 3
 - year4learningsupport@addison.lbhf.sch.uk – Year 4
 - year5learningsupport@addison.lbhf.sch.uk – Year 5
 - year6learningsupport@addison.lbhf.sch.uk – Year 6

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Addison Uniform - Pride in our school

At Addison, we believe children who look smart and take a pride in their appearance make better choices in school and make better progress in their learning. We want everyone to look smart for school but we also need children to be safe in how they are dressed. We are proud of our new uniform and consider it of great importance as a sign of belonging. Please ensure that all items of uniform and clothing are clearly named.

Uniform - Girls (Reception - Year 6)



School Tie, jumper or cardigan
(www.stichdesign.co.uk)

Purchase these items from a local store i.e. Tesco, Primark, Asda etc...

- White, long sleeved, collared shirt
- Grey, knee length, pleated skirt, Grey, school trousers
- Grey tights or socks
- Black school shoes
- Plain blue or white hairbands

Girls Summer Uniform - (Reception - Year 6)



Blue and white checked summer dresses
([www.stichdesign.co.uk/Shops Supermarket](http://www.stichdesign.co.uk/Shops/Supermarket))

Purchase these items from a local store i.e. Tesco, Primark, Asda etc...

- White, socks or tights
- Black, flat school shoes with straps

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Uniform - Boys (Reception - Year 6)



School Tie, jumper or cardigan
(www.stichdesign.co.uk)

Purchase these items from a local store i.e. Tesco, Primark, Asda etc...

- White, long sleeved, collared shirt
- Grey straight leg, school trousers
- Grey socks
- Black school shoes

Boys Summer Uniform - (Reception - Year 6)



Purchase these items from a local store i.e. Tesco, Primark, Asda etc...

Grey, knee length shorts, or trousers - grey socks

White long or short sleeved, collared shirt

School tie

Jewellery

- Earrings - studs only
- Loss & Damage - We do not accept responsibility for any loss or damage to an individual's personal property

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Out of Hours Provision

Breakfast Club (7:45-8:45am) & Play Centre (from home time to 6pm)

To first book on to either of these services, parents must first inform the Out of Hours Manager (Mrs R. Praveen) via email: play@addison.lbhf.sch.uk - then their name will be added to the fortnightly mailing list.

A link is sent each fortnight, usually on a Monday, for parents to select their preferred days for the coming 2-week period. This is very straight-forward (takes approx. 30 seconds to complete) and this system is in place to help us ensure the smooth running and stability of the service.

Bookings:

- Must be made 2-weeks in advance via the Google link (option to book for the 6-week half term is available if a parent request is made)
- Cannot be accepted after the deadline. This is due to staffing and us needing to plan for the pupil numbers received
- Please ensure you only book days that your child will be going as you will be charged for the days you sign up for even if your child does not attend
- IMPORTANT – If the link is not completed - Please do not try to rearrange by contacting the school office – Our main reception staff do not have responsibility for these areas and will not be able to assist

Payments:

- If your child's account goes into debt to the amount of x3 visits, they will lose their space and will not be able to attend
- No calls/texts will be made to remind parents of payments. Parents need to manage their own child's account and ensure it is in credit
- Pupils can re-join when the debt is cleared and the account is in credit for future bookings

Queries & Support:

Both provisions are 'out of school hours'. This means Breakfast Club and Play Centre do not fall directly under the school's responsibility – Separate running and management.

If you have any questions, please contact the Manager directly at: play@addison.lbhf.sch.uk

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After School Clubs

Activity Based Clubs

- Autumn, Spring and Summer - 10 weeks each term (1 hour sessions). Clubs set up and organisation occurs at the beginning of each term.
- Clubs run from 3:10pm-4:10pm five days a week
- We offer a wide selection of clubs. These are accessible to children from Year 1 to Year 6
- One free club is provided for every child registered as Pupil Premium
- If children repeatedly misbehave, they may be asked to leave with no refund

Learning Based Clubs

- Each term senior leaders identify groups of pupils that may benefit from extra learning sessions. These could be for phonics, writing, handwriting, homework, reading etc. and occur at the same time as activity clubs (3:10-4:10pm)
- If your child is selected, and you agree, then we expect pupils to complete their sessions until the programme is complete (usually 5 weeks)

Sometimes a club may be cancelled. If this happens, we will inform parents through a text message. If working parents cannot collect their child, then school will make arrangements to supervise until 4:15pm.

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After-School Collection

Different rules apply:

- Years 5-6 are able to walk home alone if agreed in advance with a written letter
- Years 1- 4 should be collected by a known and responsible adult. If class teachers are uncertain they will always 'hold onto' child and check with a senior member of staff - this is to ensure your child's safety, please be understanding and patient.
- Reception pupils are collected from their classrooms

All children need to wave goodbye and be acknowledged by the class teacher before they leave school.

Please make sure that you inform school if there is a possibility you will be late when collecting your child.

Late collection

3.00pm (EYFS) 3.10pm (Y1-Y6)	Teachers take uncollected children back to their classrooms. Parents should go to the main office. Admin staff will phone class teacher and inform that child can go to the main office to be collected.	Teachers
3.15pm-4:00pm	Administrators try contacting families, and alert a member of the Senior Leadership Team. Explanation for lateness must be provided by a family member.	Office and SLT
4:00pm	If a child has not been collected, and no contact has been made with a family member, it is at this time that we will inform Social Services.	Senior leader

We are flexible and supportive if a parent arrives late. However, if arriving late is a regular occurrence then we may ask you to attend school to discuss the matter.

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