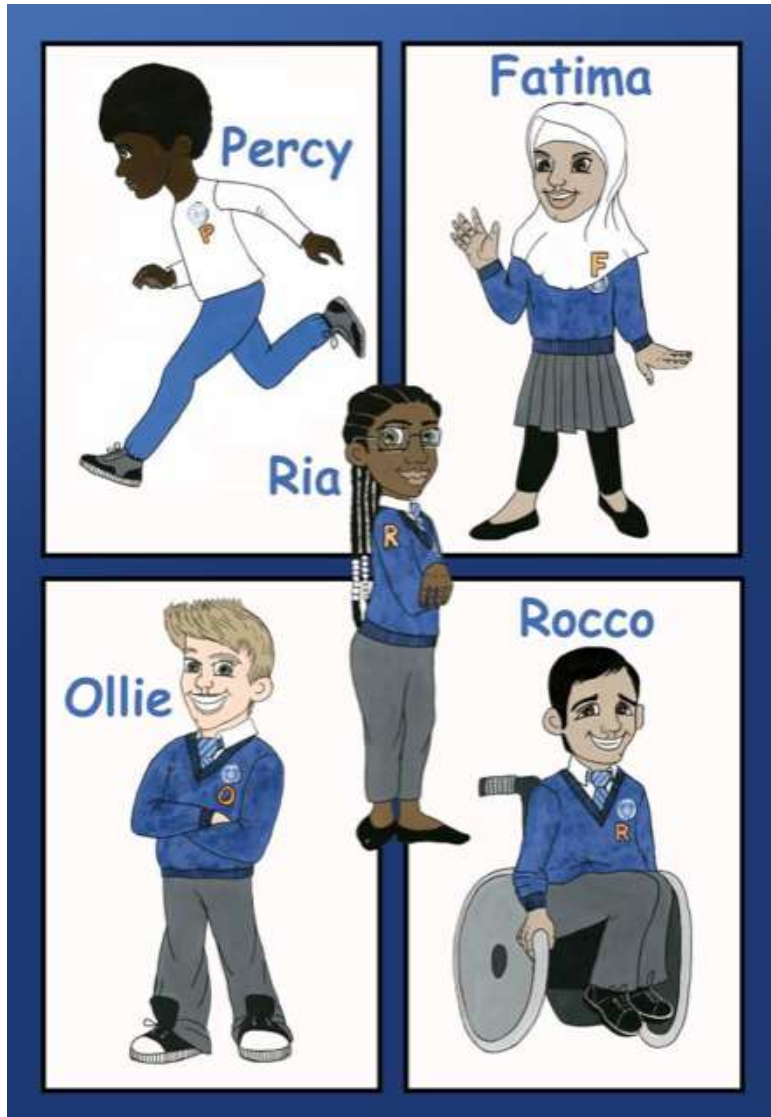


Learn Together, Enjoy Together, Achieve Together



Parent Handbook 2025-2026



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

Learn Together, Enjoy Together, Achieve Together

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

Email: admin@addison.lbhf.sch.uk

Phone: 020 7603 5333

Contents

Our Vision	3
Governors.....	4
Organisation and day-to-day items	6
Key Dates 2025-2026.....	7
Parent Consultation Meetings.....	7
Key Events	8
Assembly Schedule	9
Weekly Assembly Schedule	9
Trips & Visits	10
School Day	11
Curriculum.....	12
Topic Overview	13
Safeguarding Children	14
Child Protection	14
Behaviour	15
Honesty	15
Equality.....	15
Assessment	15
We are committed to:.....	15
EYFS Assessment.....	16
End of Key Stage Results - July 2025	17
Values-based Approach	18
Respect, Responsibility, Resilience, Honesty and Friendship	18
Parent Participation.....	19
Addison Uniform - Pride in our school	20
Jewellery.....	21
Out of Hours Provision	22
After School Clubs.....	23
After-School Collection.....	24

Learn Together, Enjoy Together, Achieve Together

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 2025-2026

1. To be the best I can – this means:
 - a. Understanding that I can get better why I try, especially at new or different things (that self-belief is only the start)
 - b. Not being afraid to take a chance, even though the answer might be wrong
 - c. Knowing that failure is a part of success

2. I am a reader – this means:
 - a. I always have a book to read at home and at school
 - b. I know a range of genres and authors and have a favourite
 - c. I read for pleasure

3. I live by the Addison Values – this means:
 - a. I know the words: Respect, Responsibility, Perseverance, Honesty & Friendship and what they represent
 - b. I try to make my choices like the, 'Addison Characters' would (in and out of school)
 - c. I encourage others to be the best they can

Learn Together, Enjoy Together, Achieve Together

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	Area
Georgina Morris	Local authority governor; chair of governors; chair of CFC committee.	Safeguarding
Fehmina Ahmed	Co-opted governor	Foundation subjects
Shaila Damji	Co-opted governor	Core curriculum
Jack McCooke	Co-opted governor	Resources
Maleka Dattu	Co-opted governor	CCA
Vacant	Co-opted governor	
Damien Mc Garrigle	Head Teacher	Governors / School
Ema Shehu	Staff governor	Staff well-being
Milton Mermikides	Parent governor	Foundation subjects
Zeinab Chami	Parent Governor	CCA
Samantha Chatterton-Abraham	Parent Governor	CCA

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](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/640562/The_constitution_of_governing_bodies_of_maintained_schools_2017.pdf)

Learn Together, Enjoy Together, Achieve Together

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

Learn Together, Enjoy Together, Achieve Together

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.

Learn Together, Enjoy Together, Achieve Together

Key Dates 2025-2026

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	Wednesday 3 rd September 2025	Monday 27 th Oct – Friday 31 st Oct	Friday 19 th December* Non Uniform Day
SPRING	Tuesday 6 th January 2026	Monday 16 th Feb – Friday 20 th Feb	Friday 27 th March* Non Uniform Day
SUMMER	Tuesday 14 th April 2026	Monday 25 th May – Friday 29 th May	Friday 17 th July* Non Uniform Day

*Last day of term - school finishes at:

- 1:00pm Nursery & Reception
- 1:10pm Y1-Y6

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

• 2 nd September 2025	• 5 th January 2026	• 13 th April 2026 • 20 th & 21 st July 2026
-------------------------------------	--------------------------------	--

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	14th & 15th October 2025 3:30pm-6:30pm	Getting to know parents Expectations & setting pupil targets
Spring	16th & 17th March 2026 3:30pm-6:30pm	Pupil Achievement & Well-being Pupil strengths & next step targets
Summer	(tbc)	Review & End of year report

Learn Together, Enjoy Together, Achieve Together

Key Events

Autumn 2025	Spring 2026	Summer 2026
<p>Sept. (Rocco Responsibility)</p> <ul style="list-style-type: none"> 10th Parent Curriculum Evening 12th Y1 Phonics Baseline 18th Photographer 22nd Sept – 3rd Oct Reception Baseline <p>October (Rocco Responsibility)</p> <ul style="list-style-type: none"> 9th Amber assembly 14th & 15th - Parent Consultations 17th- 20th Year 6 PGL ?? Book Fair <p>HALF TERM – Mon. 27th Oct. - Fri. 31st Oct.</p> <p>November (Friendship)</p> <ul style="list-style-type: none"> 10th-14th Anti-Bullying Week - 'Power for Good' 13th Ruby assembly 24th Assessment week <p>December (Fatima Friendship)</p> <ul style="list-style-type: none"> 5th Winter Fair 11th EYFS Nativity 12th Staff evening dinner ?? Xmas Panto 16th Y5 Christmas Show 19th – Last day of term* 	<p>January (Percy Perseverance)</p> <ul style="list-style-type: none"> 4th Inset Day 5th Pupils Return to school 14th Topaz class assembly 29th Pearl class assembly <p>February (Percy Perseverance/Ollie Honest)</p> <ul style="list-style-type: none"> 1st – 9th Feb. National Story-telling week 10th Safer Internet day <p>HALF TERM – Mon. 17th – Fri. 21st Feb.</p> <p>March (Ollie Honest)</p> <ul style="list-style-type: none"> 5th World Book Day – 'You are a reader' 6th – 15th British Science Wk 12th Sapphire assembly 18th Y3 Eid assembly 9:10am 19th Eid (tbc) 23rd Assessment week 24th & 25th Parent Consultations 25th FGB 6pm 30th & 31st Pupil progress meetings <p>April</p> <ul style="list-style-type: none"> 2nd Y4 Easter Show 9:10am 3rd Last day of term* 7th – 22nd April Easter break 	<p>April</p> <ul style="list-style-type: none"> 22nd Inset day 23rd Pupils return to School <p>May</p> <ul style="list-style-type: none"> 8th Jade class assembly (9:10am) 22nd Y4 Stay & Play (5-8pm) <p>HALF TERM Mon. 26th – Fri. 30th May</p> <p>June</p> <ul style="list-style-type: none"> 1st Rtn to school 15th Assessment Week 18th Y5 Sleepover 26th International Day <p>July</p> <ul style="list-style-type: none"> 2nd Y1/2 End of Year Production 9:30am 2nd Y6 Sleepover Sports Day EYFS tbc Sports Day Phase 1/2 tbc 7th Parent Consultations 18th Y6 Leavers assembly (12:45pm) 17th Last day of term* <p>*early finish at 1pm on the final day of each term</p>

Learn Together, Enjoy Together, Achieve Together

Assembly Schedule

	Class Assemblies (9:10am)		Other Themes	
October	Amber	Thur. 9th 2025		
November	Ruby	Thur. 13th		
December			EYFS Nativity Y5 Christmas Show	Thur. 11th Tue. 16th
January	Topaz Pearl	Thur. 15th 2026 Thur. 29th		
March	Sapphire	Thur. 12th	Y3 Eid al-Fitr	Wed. 18th at 9:10am
April			Y4 Easter	Thur. 2nd at 9:10am
May	Jade	Thur. 7th		
June			International Day	Friday 26th 1:30pm + parents
July			Y1/2 Production Y6 Leavers Show	2nd at 9:10am Friday 17th 12:45pm

Weekly Assembly Schedule

Monday 8:55-9:20am	Certificates Head Teacher (Wk. 1)	Certificates Senior Teacher (Wk. 2)
Tuesday, Wednesday & Thursday	No assembly	
Friday 8:55am-9:20am	Singing assembly Mrs Shehu / Mr Mc Garrigle	

Learn Together, Enjoy Together, Achieve Together

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	<ul style="list-style-type: none"> • Brook Green Walk • Lyric Theatre 	<ul style="list-style-type: none"> • H'smith Fire Station • Library 	<ul style="list-style-type: none"> • Pizza Express • Cinema
Y1	<ul style="list-style-type: none"> • St Simon's Church 	<ul style="list-style-type: none"> • London Aquarium • London Symphony Orchestra 	<ul style="list-style-type: none"> • Holland Park Ecology Centre • Kew Gardens
Y2	<ul style="list-style-type: none"> • St Simon's Church • Fire Brigade 	<ul style="list-style-type: none"> • London Zoo • London Sevashram Sangha (Hindu temple) 	<ul style="list-style-type: none"> • Roald Dahl Museum • Holland Park
Y3	<ul style="list-style-type: none"> • National Hist. Museum • St Simon's Church • Regents Park Mosque 	<ul style="list-style-type: none"> • British Museum • Kew Gardens 	<ul style="list-style-type: none"> • Gunnersbury Park Museum • Cinema
Y4	<ul style="list-style-type: none"> • Fulham Palace • Natural Hist. Museum 	<ul style="list-style-type: none"> • British Museum • Gudwara 	<ul style="list-style-type: none"> • Viking Workshop • School Sleepover • Cinema MTC celebration
Y5	<ul style="list-style-type: none"> • Tower of London • Water Aid Talk 	<ul style="list-style-type: none"> • Gunnersbury Park Museum • Port of London Workshop (Rivers) 	<ul style="list-style-type: none"> • British Museum • Sayers Croft
Y6	<ul style="list-style-type: none"> • PGL • Cinema 	<ul style="list-style-type: none"> • Science Museum • Leighton House 	<ul style="list-style-type: none"> • Wasted • School Sleepover • Holland Park • Thorpe Park

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).

Learn Together, Enjoy Together, Achieve Together

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.

Learn Together, Enjoy Together, Achieve Together

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/>

Geography and History

Our History and Geography are linked to our three core themes. To achieve the national curriculum descriptors, we ensure pupils learn important 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/>

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/math>

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.



Learn Together, Enjoy Together, Achieve Together

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	Confidence and Courage
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	David Attenborough Significant figure, Local history	Atlas and Globes Geographical skills and fieldwork	Rosa Parks Significant figure, World history	Map Skills Geographical skills and fieldwork
Y3	The Stone Age Historical civilization, World history	Settlement and Land Use in UK Physical / human geography	Stephen Hawking Significant figure, British history	Biomes Physical geography	Ancient Egyptians Historical civilization, World history	The Amazon 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	Europe Locational
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	Africa Locational
Y6	WW1 and WW2 Significant historical event, British history	Europe Case Study: Italy Physical and human geography	Early Civilisation Baghdad Significant historical event, World history	The Middle East Locational	The Shang Dynasty Historical civilization, World history	Globalisation Human geography

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.

Learn Together, Enjoy Together, Achieve Together

Safeguarding Children

Child Protection

The Head Teacher, Mr D Mc Garrigle, is the Designated Person for Child Protection with the other senior leaders taking the responsibility in his absence. In the absence of the HT 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.



Mr Mc Garrigle



Mrs Shehu



Ms Premji



Ms Amin

Learn Together, Enjoy Together, Achieve Together

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.

Learn Together, Enjoy Together, Achieve Together

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.

Learn Together, Enjoy Together, Achieve Together

End of Key Stage Results - July 2025

Good Level of Development (GLD)

School (%)	National (%)
75	71

Year 1 Phonics

School (%)	National (%)
92	79

Y4 Times Tables

School (%)	National (%)
88	27

KS2 Achievement

	Expected (%)		Greater Depth (%)	
	School	National	School	National
Reading	100	74	82	25
Writing	93	72	39	15
GPS	97	72	82	34
Maths	100	73	87	22
Combined	93	61	39	7

Learn Together, Enjoy Together, Achieve Together

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.

2025/26	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.

Learn Together, Enjoy Together, Achieve Together

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:
 - eyfslearningsupport@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

Learn Together, Enjoy Together, Achieve Together

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)

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

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

Learn Together, Enjoy Together, Achieve Together

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

Learn Together, Enjoy Together, Achieve Together

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

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.

Learn Together, Enjoy Together, Achieve Together

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.

Learn Together, Enjoy Together, Achieve Together

