



PARENT INFORMATION BOOKLET

SEPTEMBER 2020

EVERYTHING YOU NEED TO KNOW ABOUT OUR
EXPECTATIONS, ROUTINES, SYSTEMS, STRUCTURES
AND APPROACHES



DOCUMENT SUMMARY

This document is intended for Girton Glebe families and children.

All policies and paperwork that underpin this document can be found on the school website. A copy of our Risk Assessment, which links specifically to our plans for returning to school amidst the Coronavirus pandemic, is also available online.



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COMMUNICATION

Ensuring consistency for all families and children to reduce the chances of key information being missed



TWITTER

We use this regularly to 'celebrate and inform'. We regularly post reminders and also link to all other correspondence that has been sent out on email etc... The main school [Twitter](#) is a must follow and there are also accounts linked to each year group as well as a host of others that may be of interest...

@GirtonGlebePS	Main school account
@FOGirtonGlebe	Our P.T.A.
@SmartkidzPL	Smartkidz After-school Club



ParentMail PARENTMAIL

We use this to email out the vast majority of letters, forms and other lengthy correspondence. It is crucial that all families have their emails linked to this. The system also allows families to make any necessary payments to the school.



WEBSITE

This features everything Girton-related! You will find details of the curriculum delivery, our school policies and end-of-year expectations for all pupils.



SCHOOL CALENDAR

Key dates can be found on the school website, via the list of dates circulated termly (also available for download online) and normally on the final page of the school newsletter.



NEWSLETTER

Our fortnightly newsletter, circulated every other Friday, contains updates and information about life at Girton Glebe. Please keep your eyes peeled for this. Copies are also available to download via the school website.



MEETINGS

These will be conducted remotely where possible – typically over the phone.

Any meetings need to be arranged via email or by phoning the school office.



THE SCHOOL OFFICE

The school office is not currently open to parents, carers and visitors unless prior appointments have been made. If you wish to contact the office, please either email (office@girtonglebe.cambs.sch.uk) or phone (01223 276484) and a member of our team will respond to your queries.

Note that the office will not be staffed between 0830 – 1230 on Thursday and 1230 – 1530 on Friday. During this period, emails will still be received but telephone calls will go to our answerphone service.



ARRIVAL AND DEPARTURE

Bringing all children onto the school site safely and efficiently

We have staggered the start/finish times of the day for each year group.

The following table shows the day timings for each year group.

Year Group	Class Name	Start	Finish	Access Point
EYFS	Ash	0850	1510	Hall
Year 1	Maple	0910	1500	Green gate
Year 2	Birch	0900	1450	Wooden Gate
Year 3	Lime	0855	1510	Wooden gate
Year 4	Cherry	0855	1510	Green gate
Year 5/6	Willow	0850	1520	Green gate
Year 6	Oak	0850	1520	Wooden gate

The key pointers for school drop-off are...

- a) As few family members as possible should attend drop-off/pick-up.
- b) Families will only be allowed on site for collection at the end of the day. Parents and carers will be invited on to school grounds by a member of the leadership team at the allotted time only.
- c) Children MUST be on time to school – arriving outside of the given window will not be possible without significant delays to procedures.
- d) Social-distancing at the entrance/exits will be essential. We will demarcate all areas as such. Please respect the measures in place.
- e) Families must not use the school gates as an area for social gatherings and long chats. It will be a case of saying goodbye to your child at the gate and then moving swiftly on.

Once children are on site, staff will focus on getting hands sanitised and the children into their classrooms as swiftly as possible.

LATE ARRIVAL

If a family/child arrives late to school, they will need to go to the school office once all other pupil groups have accessed the site.



ILLNESS, SYMPTOMS AND FIRST AID

Working together to ensure that individuals and wider classes are cared for and feel safe.

NON-COVID SYMPTOMS AT HOME OR SCHOOL

Children (and staff) should only be coming to school if they are fit and able. Please let us know, as soon as possible, if your child will not be attending school and clearly state the reason. This is best done by leaving a voicemail/calling the school office. The usual rules apply for sickness bugs (typically 48 hours absence) etc...

As per usual, we will contact families immediately if a child becomes unwell in school.

CORONAVIRUS SYMPTOMS IN SCHOOL

If a child or member of staff develops symptoms of coronavirus, the individual concerned will need to leave the school site as immediately as possible and take a test (either by visiting a test centre or by requesting a home test kit). Results should then be shared with the school as soon as possible. All other children within the class will be able to continue to attend school as normal whilst the test is carried out and until the result is known.

With this in mind, please ensure we have up-to-date emergency contact details for your family. Contact the school office immediately if those on file are incorrect.

CORONAVIRUS SYMPTOMS AT HOME

If your child, a household member or a member of your support bubble develops any of the following symptoms, we would ask that you **notify the school immediately** and arrange a test by visiting <https://www.nhs.uk/ask-for-a-coronavirus-test> or by phoning 119.

- A high temperature
- A new and persistent cough
- A loss of, or change in, normal sense of taste or smell (anosmia)

CONFIRMED CASES OF CORONAVIRUS IN SCHOOL

If a child or staff member tests positive for coronavirus, they will need to self-isolate for at least ten days from the date when their symptoms appeared.

If the person has tested positive whilst not experiencing symptoms but then develop symptoms during the isolation period, they should restart the isolation period from the day they develop symptoms.

Other household members should self-isolate for fourteen days from when the symptomatic person first had symptoms and should continue this period of isolation even if they too have been tested and have received a negative test result.

The Health Protection Team of Public Health England then take the lead in carrying out a risk assessment to determine who else, if anyone, also needs to isolate.

The families of other children within the class will be notified of this situation and will be advised of any additional measures which are required. The individual will not be named.

**TEST AND TRACE PROCESS**

We will liaise fully with the NHS Test & Trace process and will work closely with the local Health Protection Team of Public Health England and the Local Authority to ensure that any confirmed cases are reported without delay.

IMPLICATIONS FOR CHILDREN ISOLATING AT HOME

A later section explores what will happen if one child, a whole class or the entire school need to spend an extended time at home. Remote learning will be re-established from this point on.

MEDICATION

Families with children who have medication for asthma, allergies or other conditions with a 'protocol' in place (that the school are aware of) need to ensure that this has been handed to the school office. It is families' responsibility to ensure that the medication is in date.

If children need any other form of regular medication, families will need to complete a form (available from the school office). Administration of medication will need to be agreed by school leaders.

Families will need to email both the school office and the class teacher if they have given their child any medication (e.g. Calpol) before they come to the school and explain the reasons behind this.

FIRST AID IMPLICATIONS

As per usual, a number of trained staff will be available to administer first aid on any bumps, grazes, bruises etc... Staff will don PPE if required to make very close contact. In some cases with very minor injuries and under strict guidance, older children may be able to self-administer.



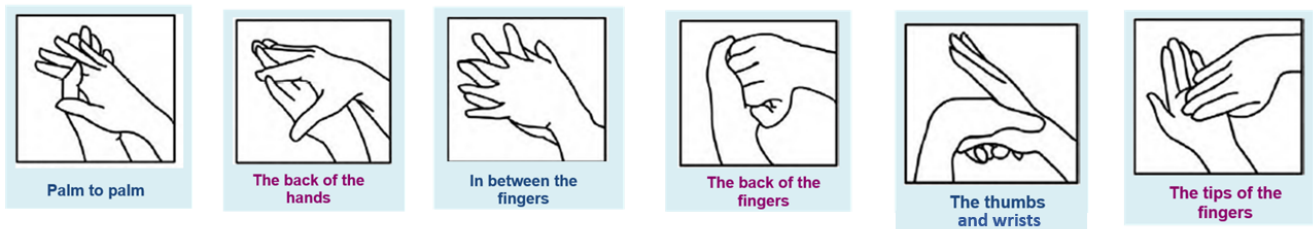
SANITISING

A regular, thorough and efficient routine alongside all other school expectations

Staff will ensure that regular sanitising is built into the daily timetable. Children will use hand gel as they cross thresholds (leave rooms, come in from playtime etc...) and wash hands with soap and running water before consuming food.

Children will again be taught how to efficiently and effectively sanitise. The following visual will be re-introduced (and the same process discussed when children use hand gel).

SOAP AND A LITTLE RUNNING WATER



← 20s →

RINSE AND DRY THOROUGHLY

We have sanitising stations in every classroom across the school. Children are also welcome to bring in their own, travel-size hand gel bottles.



TIMETABLES

Embedding routines to maximise time and benefit wider learning

The staggering of arrival/departure times, playtimes and lunchtimes will require close attention. Children will be taught as a class of (up to) thirty – full details on how this will look are in a later section. The following represents a typical day for most children in Years One to Six.

	Arrival at school, line up and head to classroom
	Sanitise hands, enter room, arrange belongings (at own place)
	Session One
	Assembly
	Sanitise hands, eat snack, head out to playtime
	Session Two
	Sanitise hands, eat lunch, playtime
	Sanitise hands, enter room
	Session Three*
	Session Four
	Leave classroom, line up, dismissed to families etc...

*EYFS and KS1 pupils also have an additional break time between sessions three and four. Hands are sanitised during this period as they are for break and lunchtimes earlier in the day.

Children will have weekly P.E. sessions and will not get changed into a P.E. kit in school – instead they must arrive at school in their kit, ready for the session. They will stay in this kit for the remainder of the school day. Kit details are featured in a later section.

Class	P.E. Days
Ash	Monday & Thursday
Maple	Tuesday & Friday
Birch	Wednesday & Thursday
Lime	Tuesday & Friday
Cherry	Monday & Thursday
Willow	Tuesday & Wednesday
Oak	Wednesday & Friday



HOME LEARNING

Supporting learning at home

Our belief at Girton Glebe is that completing tasks 'regularly and independently' is crucial to reinforce key learning in school and make it 'automatic' by hardwiring it in the long term memory. We expect all families to promote these routines away from school as they build positive attitudes towards learning. Where there is no routine or expectation at home, or where tasks have not been completed, time and support will be allocated in school.

Each year group has their own bespoke schedule for home learning – these will be sent to children and families directly. Below is an example of the weekly expectation...

WHAT is expected	WHEN it needs completing	HOW we will check it	WHO needs to be involved	WHY we expect it
School Reading book	A minimum of 10 minutes each day	Staff will check reading entries in Reading Record (see below). Staff will check frequency of completion. Staff will check child's fluency in class by hearing them read (inc. whole class sessions).	Adult may need to direct child to read – this should be independent (Child may need to ask about unknown words or definitions).	Builds fluency and stamina Builds vocabulary and knowledge Engenders love of reading
Complete Reading Record log This should be at the standard anticipated in the classroom in terms of presentation, punctuation and content.	Daily on completion of reading task.	Staff will check entries in Reading Records.	Adult may need to direct child to write – this should be independent (child may need to ask about spellings etc...).	Builds record of reading Increases engagement with text Builds summarising skills Builds consistency and 'automaticity' that is so crucial with sentence writing
Times Table Practice using Times Tables Rock Stars	Daily practice	Staff will check class accounts weekly for TTRS usage. TTRS challenges in school.	Adult may need to direct child to complete tasks - this should be independent (Child may need support to log-in etc... initially).	Rapid tables recall fundamental to extended Maths TTRS programme corrects errors and tailors challenge
Spelling Practice with weekly list This will be provided by class teachers each week.	Daily practice	Regular tests in class of the previous week's rule and words and also of selected words covered thus far. These will be spaced out across the year.	Adult may need to direct child to complete tasks and also test them by reading out some of the words from the list.	Builds spelling fluency and eventually reduces cognitive load Builds vocabulary and knowledge



REMOTE LEARNING AND LOCKDOWN

Ensuring learning can continue in the event of children isolating or local/national lockdown

In the event of a local or national lockdown or if a class or year group need to isolate (with advice from Public Health England), we will again revert to a Remote Learning model.

From a teaching/learning and curriculum perspective, we will draw on the resources of the online Oak National Academy (www.thenational.academy). These learning resources will be included on class Provision Menus and will be circulated via Parentmail, with additional copies available for download on the school website.

Class teachers will produce a weekly video introducing the key learning on the Provision Menus and these will be posted to the school website.

As with the national lockdown recently, staff would then contact children and families regularly by phone and email. The safeguarding and pastoral team would also maintain regular contact where appropriate.

Where individual children/families need to miss school to isolate etc., we will try to accommodate their specific needs on a child-by-child basis. Staff will be in regular touch, should this be the case.



UNIFORM AND EQUIPMENT

Looking smart and being ready at all times sets the tone and expectation for learning

SCHOOL UNIFORM

The wearing of correct uniform is an important feature in creating the sense of community at our school. It helps to foster a sense of shared identity, promotes equality, reinforces positive behaviour and supports an ethos of respect for each other and for the school environment.

- Royal blue sweatshirt or cardigan with or without the school logo, or royal blue fleece with the school logo. Navy blue sweatshirts and cardigans are not part of our school uniform.
- White polo shirt or shirt with or without the school logo.
- Smart trousers, shorts, skirts, culottes or pinafores in plain grey or navy. Casual attire such as denim, leggings and cargo shorts are not part of our school uniform.
- Blue and white summer dress.
- Plain grey, black, navy or white socks or tights. Brightly coloured or patterned socks and tights are not part of our school uniform.
- Smart closed-toe shoes or ankle boots in plain black, navy or dark brown. Open-toe sandals, jelly-shoes and flip flops are not appropriate footwear in school. Trainers or casual shoes are not part of our school uniform.

PE Kit:

This must be worn on the day of the year group's P.E. session, i.e. worn to school and kept on for the duration of the day.

- House PE T-Shirts in house colours (Red – Trinity, Yellow – Robinson, Blue – Newnham, Green – Churchill). These are available via the school office.
- Plain shorts in black or blue.
- Tracksuit bottoms and sweatshirt for outdoor PE in cold weather.
- Trainers or plimsolls appropriate for physical activity.
- Drawstring bag for storage of PE Kit, named on the outside please.
- A hair band to tie back long hair if applicable.

EQUIPMENT

In Years One to Six, all children work at tables and have their own personal supply of regular-use items provided by the class teacher. These include pencils, pens and some class-specific learning resources. Coats and bags will be hung on or placed under chairs. At this point, children **do not** need to bring in pencil cases and their own pens, pencils etc. The daily 'bring to school' list...

A non-bulky backpack which contains...

- Filled, named water bottle
- Playtime snack
- Reading book & Reading Record
- Homework, Spelling & Times tables books
- Lunchbox (if not school dinners)
- Hand gel (optional)



CLASS GROUPS AND SOCIAL DISTANCING

Organising teaching and learning to ensure safety and standards

Children will be taught as classes of (up to) thirty children...

School Year	Class Names
EYFS	Ash
One	Maple
Two	Birch
Three	Lime
Four	Cherry
Five/Six	Willow
Six	Oak

There will be some (limited) movement of staff across classes but, for the most part, they will remain with the same class throughout the day/week.

Each class will have a designated classroom for their sole use – they will also have specified outdoor zones for play and lunch times. Children will not move across class groups.

Where possible, staff will continue to 'encourage and promote' distancing between children, even within class groups. Limiting physical interaction at play/lunchtimes is beneficial, not only in terms of the current pandemic but also in terms of the children's personal space and eradicating rough play etc...

Medical evidence indicates that social-distancing from adult-adult or adult-child should be a more significant focus – we have taken this into account in the set-up of classrooms and shared spaces around the school site.



BEHAVIOUR

Ensuring safety and standards across the school

BEHAVIOUR POLICY

Our Behaviour policy can be found on the school website – this is revisited regularly and updated as and when necessary. Where children have a special educational need or there are mitigating circumstances, we will apply any sanctions after focussed discussion.

ADDITIONS AND CURRENT FOCUSES

Once school reopened for limited year groups in June, an addendum was applied to the behaviour policy and agreed by governors. This is still relevant and includes...

Significant initial work on re-establishing behaviour expectations, how we speak to each other, how we treat each other and our attitude to being in school.

Daily talks with the class by staff to remind them all is well, creating a safe environment and reminding them of our Girton Glebe Core Values. This will move on to attitude to learning.

Children being asked to sanitise their hands at regular intervals throughout the day and to do so efficiently and effectively.

Children remaining in their class group at all times during the school day.

Children following expectations to use tissues and to cover their mouths when sneezing and coughing and then to wash their hands. ‘Catch it, bin it, kill it’ will be the message.

Children respecting their own (and others’) spaces in the classroom and their own set of equipment and resources.

Children keeping a safe distance from each other at playtimes/lunchtimes.

Families acknowledging that staff will not tolerate the behaviour of any children who are flouting rules in respect of social distancing thereby putting themselves and others at risk.

Under normal circumstances, some children are known to ignore instructions, become volatile and compromise the safety of others. During this pandemic, such behaviour is classed as dangerous. We will draw on risk reduction plans and pastoral support in the first instance but may need to escalate this to exclusion where deliberately ‘dangerous’ behaviour develops.

Families understanding that the staff in school will expect their full support if their child’s behaviour is poor.



CLUBS AND OPPORTUNITIES

A wide variety of experiences to complement our school curriculum

We pride ourselves on the vast range of clubs and experiences that we offer to the children outside of the typical school day, all of which enrich our curriculum offer and opportunities. Clubs are subsidised by Girton Town Charity (GTC) making them a very cost-effective way of learning a new skill. There are a variety of options across sports, languages and arts meaning there is something for everyone.

At this current time, we are unable to launch any clubs until we have embedded our new routines, timings and expectations. We will keep this under constant review. Below is an overview of previous offers.

GIRTON GLEBE OPPORTUNITIES LIST

EXAMPLE (NOT YET AVAILABLE)

Clubs with a small charge:

Club:	For:	Day/Time:	Details:
Cake decorating	Years 1 – 3 Years 4 - 6	Mondays 3:20 – 4:05pm (half a term each group)	One of our most popular clubs (unsurprisingly!) Each week, Sharon gives the children a theme and a selection of materials to decorate their cupcakes.
Art	Years 1-2 Years 3-6	Wednesdays 3:20 – 4:05pm Wednesdays 4.15 – 5.00pm	One of our longest-running clubs, our art club continues to entice and enthral. Sandra draws upon her own skills as an artist to help our children create amazing works of art using various techniques and materials.
Tae Kwon-do	Years 1-6	Wednesdays 3:20 – 4:30pm	Led by Mark, our incredibly popular Tae Kwon-do club introduces our children to the five tenets of Tae Kwon-do: courtesy, integrity, perseverance, self-control and indomitable spirit.
Dance	EYFS-Year 3	Thursdays 3.20 – 4.05pm	Another long-running club, the ever-popular dance club, led by Kirsty, incorporates modern/street dance and basic acrobatics to the latest chart hits. Skills learned culminate in a performance to parents.
Spanish	Years 3-6	Thursdays 3:20 0 4:05pm	Mona, a native Spanish speaker, teaches Spanish language and culture through oral and written exercises, and through song.

Music Tuition:

Club:	For:	Day/Time:	Details:
Piano, keyboard, guitar, ukulele, violin, choir, brass and orchestra	Years 1 - 6	Across the school week	Information is available from the school office



PACKED LUNCHES, SCHOOL DINNERS AND SNACKS

Raising expectations for healthy food options during the school day

Children can either bring a packed lunch to school each day or have a school dinner (these are free to children in EYFS/1/2 and those children in receipt of free school meals). School dinners will be provided by Nourish (our catering team) and will consist of choices from the deli menu for the time being.

Due to current restrictions on how we use the school site, classes will eat their lunches either in their classrooms or in a designated outdoor space. This will all be carefully managed to ensure safety during the lunchtime period.

SCHOOLS DINNERS

Our catering is provided by Nourish. The team produce a daily option from the deli menu.

PACKED LUNCHES

Balanced lunchboxes should be **nut-free** and contain:

- Starchy foods like bread, rice, potatoes or pasta
- Protein foods like meat, fish, eggs or beans
- A dairy item, like cheese or yogurt
- Vegetables or salad and a portion of fruit

Please try to pack up food where the children can open tubs and packets themselves or with minimal adult support.

PLAYTIME SNACKS

During this phase of reopening, we are asking **all children** to come to school with a mid-morning snack. This will typically be **fruit (fresh or dried), vegetables, cheese/dairy products, cereal bars (avoiding those with chocolate) or bread sticks**. It should be **nut-free** and not consist of crisps, chocolate or cake. Children should be able to open packets or peel fruit themselves.

Please see the Food Guidance document at <https://girtonglebe.com/school-policies/> for further information.



CURRICULUM

Offering a broad and balanced curriculum to all pupils

Through a broad and balanced curriculum, pupils at Girton Glebe will develop a greater appreciation and understanding of international cultures, equality and diversity through exploring global communities, their arts and literature.

This intention will also challenge racial stereotypes, gender biases and celebrate differences.

The curriculum at Girton Glebe aims to equip our pupils for life. It offers them the opportunity to develop a lifelong love of learning and a good understanding of themselves and others.

Our curriculum engenders resilience, self-confidence, empathy and independence. Through these attributes, and the high standards set by teachers, our pupils value effort as a key to success and take great pride in their personal achievements.

Teaching and learning at Girton Glebe encourages children to make clear links across their curriculum whilst delivering fun, challenging activities that excite them and pique their interest.

Our classroom and forest school provision allow children to take measured risks and enable them to apply their learning skills across a broad range of experiences.

The curriculum at Girton Glebe Primary School has children at its very heart and encompasses our five core values.

Through our Core Values, we aim to:

- Develop resilient learners who **persevere** through new challenges.
- Learn and achieve in a supportive and **respectful** environment.
- Encourage learners to excel and strive for **excellence** through developing independent thinking skills
- Promote **compassion** through developing a wider understanding of the world
- Encourage children to take **responsibility** for their own learning and achievements.

RETURNING IN SEPTEMBER 2020

From our return in September, within each year group, we will be following the curriculum that we typically would in terms of content, delivery and expectations. We are well aware, however, that some children will need to revisit prior learning and Girton Glebe is committed to closing the gap caused by Covid-19 disruption. As a school, our key priorities on return will be to encourage:

Reading - The development of handwriting – Spelling accuracy - Mental calculation and arithmetic



ATTENDANCE

We aim for 100% attendance and outline clear protocols where absence is unavoidable

The government has been very clear that all children should return to school in September. Unless there are mitigating circumstances **that have been discussed with the school** we are expecting all children to join their new classes and begin settling into their new environments and the enhanced expectations.

Please refer to the 'Illness and Symptoms' section for details around informing us of any child absence. If a child does not arrive at school and we have not been updated as to why, we will contact the family (and any linked contacts).

Where children drop below the expected threshold for attendance, we have a team in place to support the child and the family to improve this and any connected issues or challenges.

More information around all of the above issues, and the implications where punctuality and overall attendance are below the expected level, is available from the office team.



INTERVENTIONS

Extra, targeted support that is designed to improve a specific area of learning

Although we will be limited by how we can use the school site and group children, we will still be running interventions where we can.

Interventions can be best defined as additional-to-class-teaching, staff-led provision that is targeted to improve a specific area/element of learning. Interventions can fall into one of three groups...

Curriculum Learning Focus (CLF) tasks, where the gap/area for development is within that year group's curriculum expectations and should be acted on immediately before/after it is taught. CLF tasks are more than likely tackled in supplementary learning sessions (these used to run during 'live' assembly times).

Age-Related Gap (ARG) tasks, where the gap/area for development is more significant and will typically prevent the child from achieving ARE (age-related expectation). These are most likely tackled in regular, sustained sessions, with families made aware of the regularity and focus of these.

Practice Makes Permanent (PMP) tasks, where routine and rigour are the order of the day. These typically need little or no prior guidance – it is simply a case of building a momentum around practice and improvement and keeping expectations high. It is likely that these skills/features (reading fluency, handwriting, times tables recall) are not practised at home and that ARE will never be confidently achieved without consistency.

Interventions are planned to run over a short period of time – a baseline assessment is taken to establish starting points and an exit assessment made to identify progress and next steps. Intervention time (and staff) need protecting from outside influences to ensure they are effective.

Over time, the following interventions have run in school:

- | | |
|--|-------------------------|
| → First Class @ Number 1 | (typically Y1/2) |
| → First Class @ Number 2 | (typically Y3/4) |
| → Success @ Arithmetic | (typically Y5/6) |
| → Accleread/acclewrite | (typically Y4/5/6) |
| → ERT | (throughout the school) |
| → Adaptations of Phonics/Comprehension | (throughout the school) |
| → Social skills groups | (throughout the school) |
| → Sensory circuits/ Fizzy programmes | (throughout the school) |
| → Well-being groups | (typically Y5/6) |



READING

A targeted approach for how we teach reading for fluency, pleasure and knowledge

As in the strapline above, we believe that the teaching and development of reading should encompass three key strands:

Reading for Fluency: Ensuring that we (use phonics to) teach children how to decode, read ‘tricky words’ by sight, increase their words-per-minute speed and be able to understand/comprehend at a similar rate.

Reading for Pleasure: Creating and encouraging opportunities for all children to want to read and experience the anticipation, thrill and intrigue that we want associated with it.

Reading for Knowledge: Introducing new vocabulary and concepts that inevitably connect to wider, future learning.

READING AT HOME

Children are expected to read regularly and keep a reading record of their home-reading. Children read at home daily for at least 10 minutes and sign their records each night, commenting on what they have read. Children in KS2 are expected to summarise, predict or clarify in their comments.

Parents are encouraged to read with their children regularly at home and sign reading records at least once a week.

READING BOOKS

We pride ourselves on housing an extensive (and constantly growing) library of books for children to borrow and take home. The majority of fiction books are either labelled for colour (for our EYFS/Year One emerging readers) or by Accelerated Reader level (typically for Year Two – Six readers).

At this present time, we are carefully scheduling the changing of books throughout each week but will ensure all children have the opportunity to regularly update their reading material.

USING THE READING RECORD

All reading experiences at home should be written up in the child’s Reading Record (in EYFS/Year One, a family member would ordinarily do this). Staff will check that this is being done regularly and accurately.



STAFF ROLES AND RESPONSIBILITIES

Staff roles and their contribution to the bigger picture at Girton Glebe

The following teams and roles are clearly defined at Girton Glebe:

Senior Leaders	(Head Teacher, Two Assistant Head Teachers & SENDCo)
School Leaders	(Head Teacher, Two AHTs, SENDCo, English, Maths and Science Leads)
Curriculum Team	(Senior Leaders and subject-specific leaders)
Class Teachers	(11 teachers, a mixture of part-time and full-time)
Teaching Assistants	(Our teaching assistant team provides learning support across the school)
Office Team	(Three Office Admin)
Site Team	(Caretaker and Three Cleaners)
Safeguarding Team	(Head Teacher & AHT)
Attendance Team	(Head Teacher & Office Manager)
Support Team	(Head Teacher, PP Lead, SENDCo)
Governors	(Chair, Vice Chair, and the Local Governing Body)
Lunchtime Team	(Staffed by teaching assistants)
Kitchen Team	(Head Cook and One Assistant)

