

St. Katharine's Knockholt

Church of England Primary School

HANDBOOK



Headteacher's welcome



Dear Parents,

We are pleased to welcome you and your child to St Katharine's Knockholt Church of England Voluntary Aided Primary School. We will be working in partnership with you for the next few years and know that we will all enjoy watching your child grow in confidence and independence and, at the same time, becoming increasingly mindful of the other people in their lives.

This is a school that values each individual and allows them to flourish'.

SIAMS 2018

At St Katharine's each child learns how to observe sensible rules made for the common good, to share, to exercise a wise choice and to work at a task until it is properly finished. Children vary widely in their general ability and maturity. We aim to create a caring, working atmosphere within the school. Through understanding, the children learn their basic skills in literacy, numeracy, science and, in this fast-changing world, information technology.

As we are a Church school, we encourage children in their spiritual development and give them opportunities to experience the 'awe and wonder' of their world. To enrich the child's total development, we shall include art and music, studies in geography and history, drama, P.E., health and social education, design technology and French.

Further details of our curriculum and organisation are included in this Handbook. If you ever have any queries or problems, please do not hesitate to contact us.

Yours sincerely

Sarah-Jane Torney

Chair of Governor's welcome



Dear Parents,

Welcome to St Katharine's. Thank you for selecting our school! We are very proud of St Katharine's and the work that we do to offer a very high standard of education and care for all the pupils in our school and are particularly proud to offer an inclusive education catering for all needs. This has once again been endorsed by the most recent Ofsted Inspection in November 2022 which stated that:

Pupils offer a warm welcome to their school. They are proud and happy to be at the heart of this close-knit learning community. Relationships between staff and families are warm, respectful and supportive. Leaders have high expectations for behaviour. Pupils listen well and are keen to engage with the views of others. Pupils treat each other with kindness. They are confident that should any incidents of bullying happen, staff would deal with them effectively.

Pupils glow with excitement when describing their link with a school in The Gambia. They have raised funds to pay for new flooring and sports equipment in the Gambian school. They share letters and video messages with their friends and love hearing about life in The Gambia. Pupils value the annual competition to design and build a go-kart to race against other schools. Through the strong local sports partnership, girls and boys represent the school at swimming, netball, football, cricket and athletics events.

In addition to delivering all aspects of the National Curriculum we strive to include a varied number of other activities to develop and further the potential for the children in our care and enrich their time with us.

Our Head Teacher, Miss Tormey, and all the staff at St Katharine's are dedicated hardworking and committed to the ethos of pastoral care and nurturing of our pupils. They firmly believe in continuing the positive and enjoyable environment that is St Katharine's, in which children can work towards achieving their individual potential.

Choosing a school for your child is a very important decision and if you require any additional information, please feel free to contact the school or any of the school Governors.

Yours Sincerely

Richard Pickering

St. Katharine's Knockholt



Church of England (Voluntary aided) Primary School

Main Road, Knockholt, Kent. TN14 7LS

Telephone: 01959 532237

Headteacher: Sarah-Jane Tormey: headteacher@knockholt.kent.sch.uk

www.knockholt.kent.sch.uk

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Pupils glow with excitement when describing their link with a school in The Gambia. They have raised funds to pay for new flooring and sports equipment in the Gambian school. They share letters and video messages with their friends and love hearing about life in The Gambia. Pupils say they 'push themselves out of their comfort zone' while flourishing at residential trips in Years 5 and 6.

Pupils value the annual competition to design and build a go-kart to race against other schools. Through the strong local sports partnership, girls and boys represent the school at swimming, netball, football, cricket and athletics events. Attendance is very high at clubs, including gymnastics before school. Pupils also enjoy wider opportunities such as sewing, gardening, yoga, board games and junk modelling clubs.

In addition to delivering all aspects of the National Curriculum we strive to include a varied number of other activities to develop and further the potential for the children in our care and enrich their time with us.

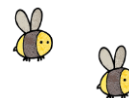
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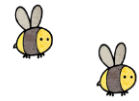
Richard Pickering

Chair of Governors



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Our Curriculum

We will develop each child according to its own ability, age, talents, and interests. Your child needs to be equipped with desirable attitudes and skills that will be required for the years ahead in our rapidly changing society. The future generation will need to be more adaptable and flexible in outlook. We are concerned not only with the intellectual development of the child, but also the aesthetic, emotional, social, moral, and physical well-being of each pupil. We shall create opportunities for your child to develop his/her strengths and to strengthen their weaknesses, helping develop a lively, enquiring mind and applying it until a task is completed.

Children need to develop the ability to plan their work independently as well as being able to work as a group, to do research activities and be able to record their findings in a suitable way. Often human achievements are studied to show how difficulties in life can be overcome with the determination of a positive attitude of mind. We aim to give our children as many first-hand experiences and active learning opportunities as possible.

The National Curriculum

We ensure that all requirements of the National Curriculum are met and provide our children with a broad and balanced curriculum. In addition to ensuring our children develop skills in literacy and numeracy, we aim to inspire a joy and commitment to learning that will last a lifetime. As a Church School, RE is taught in accordance with the Kent Agreed Syllabus and delivered through the Rochester Scheme of Work.

The language of the National Curriculum is full of jargon - so to explain a little further, a pupil's compulsory education is in four Key Stages:

Foundation Stage	Age 4 -5 years (our YR hedgehogs)
Key Stage 1	Ages 5-7 years (our Y1 Robins and our Y2 Squirrels)
Key Stage 2	Ages 7-11 years (Our Y3 Rabbits, Y4 Owls, Y5 Otters and Y6 Badgers)
Key Stage 3	Ages 11-14 years
Key Stage 4	Ages 14-16 years

Assessment is also a key feature of the National Curriculum. The children are assessed regularly and sit statutory SATS at the end of each Key Stage. For us this means the end of Year 2 and the end of Year 6. There are also opportunities for non-statutory testing in other year groups so that schools can monitor the progress of the children and provide benchmarks for school development. Children's progress is closely tracked throughout their time at St Katharine's. Targets are set for each child and these are reviewed termly.

English

The National Curriculum identifies three strands. Speaking and Listening, Reading and Writing. Developing all these strands helps children to communicate effectively at many levels and for different purposes. Our programmes of work are designed to take elements of language and develop them in line with the new approach to Literacy. We hope to give your child the tools and a love of words that will give them enjoyment for the rest of their life.



Maths

The National Curriculum sets out the maths curriculum by year group. We teach children to master maths by developing their mathematical fluency. This enables children to solve non-routine maths problems without having to memorise procedures. The concrete-pictorial-abstract approach is used to introduce all new concepts and facilitate the mastery that children achieve. Learning number facts and times tables allow our children to free up their working memories and focus on the maths they are learning. We adopt an inclusive approach where children work in mixed ability groups and we have high expectations of attainment for all our children. Many children can take their learning to a greater depth by digging deeper into their year group curriculum.

Science

Work in science can either be as a separate subject or within a study focus that might include many areas of the curriculum. We investigate the living world, materials, and their properties as well as the physical world in which we live. We involve practical investigation and experimentation wherever possible. To help us ensure a balanced diet of all aspects of science that builds up through the school, we use the schemes of work produced by the Government.

ICT

In a fast-changing world, the role of information and control technology is developing daily. We are constantly looking to update and extend the ICT opportunities we can offer children so that we can provide a variety of situations where children can become familiar with how technology can help in real situations. We will help your child to develop the confidence to communicate with and 'control' the range of IT available to them and to use it to support their learning.

RE

As a Church of England school we follow a Diocesan scheme of work that is based on Christian beliefs. We will use the links we have with St. Katherine's to help children recognise their spiritual side ... the quiet and peace of a church is something to be experienced and pondered upon by everyone! We also recognise the role of other world religions, and these will be studied within themes such as prayer, festivals and pilgrimage.

We also follow programmes in History, Geography, Design and Technology, Music, Art, and Citizenship. We are delighted to be able to offer modern foreign languages and every child has half an hour of French a week.

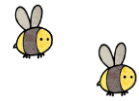
PE

Physical education is very important to the growing child. We cover a variety of areas under this umbrella, such as gymnastics, games, athletics, swimming, dance and outdoor pursuits. Some areas are revisited far more often than others. The development of skills is important and has to be built upon year after year. It is also important to become team members and to play to rules. We have our own outdoor heated pool which we use in the Summer Term.

Personal Health and Social Education

Although there is much in the Science Programmes of Study, we still feel that it is important to emphasise aspects of health where they are concerned with respecting the life we have been given.

In the early years this will take the form of keeping healthy by keeping clean, washing your hands before lunch, brushing your teeth regularly etc. We will also include safety with medicines and other everyday household dangers.



As the children grow they need to be increasingly aware of personal hygiene and how exercise and diet affect health. Year 5 and 6 girls will have a talk from the school nurse, as will Year 5 and 6 boys, linking health with the changes that are taking place within their own bodies.

Parents will be informed of when these talks will take place. We aim to foster a climate that encourages children to express their views and feelings and to respect the views and feelings of others, with clear, established boundaries.

We teach children about:

- the physical development of their bodies as they grow into adults during puberty.
- biological generalities as to the way animals and plants reproduce.
- the 'seven ages of man' including the growth of the human foetus from conception.
- respect for their own bodies and the importance of a healthy lifestyle.
- the importance of long-term, and loving relationship;
- the importance of family life.
- moral questions.
- relationship issues.
- respect for the views of other people.
- what they should do if they are worried about any sexual matters.

All children should learn about the emotional and physical changes of puberty before onset. We will endeavour to ensure that all children.

- develop confidence in talking, listening and thinking about feelings and relationships.
- are able to name parts of their body and describe how bodies work
- can protect themselves and ask for help and support.
- are prepared for puberty.

This will enable our children to develop the skills and confidence to enable positive discussion about sexuality and sex and relationships as they get older.

On the social side of this area of our curriculum, the younger children learn about the part we play in the life of the school, how we work and play together and how we need to think of others and not just ourselves. As the children mature working as a team is all part of social education. This can develop into an awareness of the greater world and the part we can play in it. We look at issues that we might have to face, the values that are important and look at the person that we might be in the future.

Homework

Our homework policy is based on the Government's guidelines. In the early years we expect a love of books and remembering to bring things, as the focus for homework. As children move through Key Stage 1 at St. Katharine's, literacy and maths activities become the focus. By Year 6 there is regular, focused work on many areas of the curriculum. We endeavour to keep the majority of homework tasks in short and snappy timeframes, again looking for some more extended periods of time spent on one piece of work as we move through the school.

SEN

We are continually auditing our provision to assess the needs of children where we have concerns. The Code of Practice clearly encourages the involvement of parents in the partnership, and you will be a part of the team supporting your child very early on in the process. The children identified are then given



programmes of work that are individually tailored by the Additional Educational Needs Teacher (previously known as SENCO) or the class teacher. To help with the implementation of such programmes we employ Teaching Assistants who work under the guidance of the Additional Educational Needs team.

Outside agencies are often asked to support our work in this area. They have specialised skills and knowledge that we can tap. The school doctor/nurse/speech therapist and others are contacted when it is appropriate.

Gifted and talented children

Some children do find the more academic side of life quite easy, though this may not always transfer to other areas of their lives however! Children that are identified by the school as able or very able, usually through assessment procedures, will be placed on a register. This just ensures that they are being monitored and tracked throughout the school. Parents will be informed of any extra support. There will be many times however, when all children work in ability/mixed-ability groups where there are many other objectives to the lesson than just academic, for example, working as part of a group.

Talented children are encouraged in their area of success, be it sport, art or music, but often the support is better resourced outside of the school. A talented tennis player may be coached better at a Tennis Club; an instrument player may need one to one teaching. We can help identify your child's talents and we can contact the appropriate clubs, support groups etc. There is a lot of expertise out there to support our work in school, expertise we may not be able to offer.

Equal Opportunities

Children are all different and all have specific needs, but at St. Katharine's all children are seen as equal in that they deserve the best education that we can give them. Boys and girls will be given the same opportunities to develop the areas they are good at and improve the areas they need to address. Sometimes differences in aptitude, development and experience associated with boy/girl differences must be taken into account when work is presented, but equal experiences will be given. We welcome children of all ethnic groups. We will support, where we are able, parents wishes associated with cultural and religious beliefs within our commitment to the equality of opportunity for all children in the education that we offer.

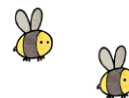
Inclusion

We aim to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible. Teachers carefully match the challenges of the curriculum to the needs of individual children; we have high expectations and constantly look at ways in which we can identify and overcome any potential barriers to learning that a child may have.

School Rules

Rules within school are kept to a minimum and are discussed and agreed with the children so that there is no room for misunderstanding! Class teachers have their own rules for the classroom and there are school agreed rules for playtimes.

Most children conform to the rules for the majority of the time as they see it is for the common good, however, some children will push the barriers and sanctions have to be imposed. If the child breaks the rules associated with class behaviour, the class teacher will deal with the situation. The teacher follows a procedure of fair and consistent sanctions. If there is still no improvement the child is reported to a Senior Teacher and if necessary, the Headteacher. Once again fair and consistent sanctions are followed. If there is still little improvement, then parents will be notified, and the matter discussed. Targets will be set, and an improvement expected within a given time frame. There is very little reason for things not to



be resolved in this way, however in extreme cases it may be deemed necessary to suspend a pupil from attendance at school. The pupil's parents have the right to make representation to the Governing Body if they consider the suspension unreasonable. Parents can request a copy of the procedure for the suspension of pupils from the office.

Children are not allowed to bring phones, iPad or Smart watches to school. If they arrive at school with them, they are expected to hand them in at the school office where they will be kept securely until the end of the day.

The School Office

The school office is always your first port of call for any questions and queries you may have. Mrs Cloke and Mrs Dancy will be in the office from 8.30am and are usually able to answer any queries you have until 4pm.

Please call at the office first for any of the following reasons:

- If you wish to see a teacher.
- If you are collecting a child for an appointment or similar (a note, telephone call or visit earlier in the day to say when you will be coming to collect your child would help).
- If you arrive with your child/children after the morning or lunchtime whistle.
- To pay any money, order school uniform, return a borrowed book, forgotten tuck/lunchbox etc.

This helps to keep the children within the safe environment enabling us to identify those people who should not be on site and allows the teacher continuity within the classroom.

The School Day

The school gates open at 8.30am at which time a member of staff will supervise children on the playground until school starts at 8.55am.

There is a 15 minute break mid-morning and the end of the morning is 12.15pm when the children have lunch and play until the afternoon session which starts at 1.15pm and ends at 3.25pm. The younger children in Key Stage 1 have a 15 minute break during the afternoon, the older children in Key Stage 2 do not.

We promote healthy eating within the school and children have access to fresh chilled drinking water within their class. We ask that the children bring a named non-spill waterbottle which they are welcome to refill throughout the day.

Children are encouraged to bring a healthy snack to school for playtimes such as fruit, vegetables, plain biscuits, cheese etc. Children should not bring crisps, chocolate or sweets to school for their playtime snack. Key Stage 1 children are provided with a free piece of fruit.

School Lunches

Our school dinners are cooked on site. If you wish for your child to have a cooked school meal, you will need to place your order online before 8am that day – this includes those who receive free school meals. Payment for school meals should be paid direct to the catering company [CH&Co.](#)

Children may bring a packed lunch. This should be in a plastic box, clearly named and if a drink is required this should also be in a labelled, plastic container. We do not allow cans or glass bottles.



Parents on family support may apply for free meals. Please contact the office and be assured that applications are treated with the utmost confidence or apply online <https://www.kent.gov.uk/education-and-children/schools/free-school-meals>

Absences (illness, appointments etc..)

If your child is absent, it is important to contact the office by phone or email before 8.45am so that class teachers can be informed. If we do not receive a reason then an 'unauthorised' absence mark has to be entered into the register. These absences have to be reported to the Local Educational Authority annually.

As a safety measure, if we have not heard from you by the start of the day, teachers alert the office to the fact that they have an unexplained absence and we will try and contact you to check that your child is indeed safe. This obviously takes time and other valuable resources, hence why we would be grateful if you contacted us as soon as you can of any absence, giving some indication as to how long your child might be away. It is helpful in the case of early morning hospital and dental appointments etc. if we know beforehand and whether or not the absence covers a lunch break.

Absences – holidays.

Holidays in term time will only be granted in exceptional circumstances. Our school, as with other schools in the Sevenoaks South Partnership of schools, will consider each request for holiday absence individually but will only grant such requests in exceptional circumstances. It is important to note that if a 10-day holiday is authorised the maximum possible attendance will be 94.7%.

Parents/carers may be required to make an appointment to come into school to discuss any proposed holiday in term time with the Headteacher/Attendance officers. A proposed holiday will not be authorised if parents/carers do not attend this meeting. Leave of absence during term time is authorised, or not, by the school.

Health

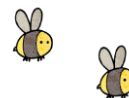
It is normal for a child to have a Height and Weight Check in Reception and Year 6. Children in reception will be given the option of a hearing and vision check.

Medicines

Occasionally it is necessary for children to take tablets or medicines during the day. These must be given into the office with the child's name and directions clearly printed on the container or box, but we take no responsibility for administering medicines correctly. Where there are certain medicines and treatments that we are unable to administer we are very happy for parents to come to the school at lunchtimes, either at 12.10pm or 1.10pm to give the medicine/treatment. Medicines should only be taken to school when essential; that is when it would be detrimental to the child's health if it was not administered during the school day. Medicines should always be provided in the original container as originally dispensed. We will not make changes to dosages on parental instructions. We will not give non-prescribed medicines to children unless we have specific written permission from parents. Before giving medicine, we will check: The child's name, Prescribed dose, Expiry date, Written instructions on the label. If medicines need to be taken on a school trip then a delegated member of staff will be given responsibility for the medicine and its administration. This will be done in consultation with parents.

Emergencies

It is vital that contact details for parents and guardians are kept up to date in case of emergencies. Please let us know immediately of any changes in addresses or telephone numbers. (We will send out a form



each year, in the autumn term, to cover any missed updates!) Also, at the beginning of the year, we will ask you to complete a form to give us permission if there is an emergency when we are on a trip, or cannot get hold of you, that allows us to agree to any emergency medical attention on behalf of your child. If you wish to discuss this further at the time, please do not hesitate to contact us.

Staffing

Headteacher:

Sarah-Jane Tormey

Members of the Governing Body:

Ex-Officio
Chairman
Vice Chair

Rev. Tim Edwards
Richard Pickering
Doreen Jones
Andrew Miller
Graham Nation
Sally Garner
Nikki Bridel
Hannah Smyth

Parent Governors:

David Eno
Rayne Harris

Teaching Staff

Deputy Head
SENCO/Assistant Head

Xanthe Veneziani
Nikki Bridel
Cecile Burness
Virginia Barker
Katharine Doll
James Freeman
Caroline Hume
Kezia Luckham-Down
Sugandha Mathur
Sarah Santry

Support Staff:

Administration Officer

Claire Cloke
Louise Dancy

Caretaker

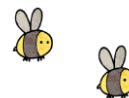
Graham Brookes

Learning Support Assistants

Tracy Barber
Tina Bennett
Sarah Brooker
Cottie Ellis
Amanda Elswood-Moralee
Josefine Follett
Kathryn Hanna
Nataliya Huxley
Lisa Pople
Wendy Richardson
Lisa Roberts
Amanda Solan
Liz Walter
Alison Wilson

Kitchen Team
Librarian

Jo Bryers and Ruth Turner
Jemma Assender



Uniform

The wearing of uniform is encouraged to help the children feel that they are proud to belong to St. Katharine's School. All items, except the special St. Katharine's 'issue' are available in most department stores. The specific school items are available for you to order at the school are marked with an asterisk.

Girls	Boys
Winter	
Navy blue sweatshirt / cardigan	Navy blue sweatshirt
Navy blue pinafore dress, tunic or skirt or smart navy trousers	Grey trousers
Pale blue polo shirt	Pale blue polo shirt
White or pale blue blouse	White or pale blue shirt
Long white socks or navy blue tights	Grey socks
Appropriate black school shoes	Appropriate black school shoes
Waterproof jacket – warm with a hood	Waterproof jacket – warm with a hood
Summer	
Navy blue sweatshirt/cardigan	Navy blue sweatshirt
Pale blue and white striped/checked dress	Grey trousers / shorts
	Pale blue polo shirt
Short white socks	Grey socks
Appropriate black school shoes	Appropriate black school shoes
Water-resistant 'packamac'	Water-resistant 'packamac'
PE kit	
Navy blue shorts or skort	Navy blue shorts
Pale blue t-shirt	Pale blue t-shirt
Plimsolls	Plimsolls
KS2 - Black or blue tracksuit (optional)	KS2 - Black or blue tracksuit (optional)
KS2 - Trainers – black white or navy	KS2 - Trainers – black white or navy

All items must be clearly labelled with your child's name.

P.E. items should be in a large, labelled, drawstring bag. Please could you ensure that loops on coats are large enough to hang on our pegs!

Please do not allow your child to bring valuables to school, e.g. expensive watches, jewellery etc., they can so easily get lost and can provide a distraction!

If your child has pierced ears only small studs are permitted. These must be removed or covered with micro pore tape for PE. Hair should be tied back for P.E.

No nail varnish to be worn.