



# Saxon Primary School



**Lumen Learning Trust**  
Learning together for a brighter future

## Prospectus





## Our Vision

Saxon Primary School puts the children at the heart of its provision. We are dedicated to fostering an inclusive culture that values and celebrates the contributions of all of our children. Our whole school community is committed to nurturing and enabling all children to thrive and become resilient lifelong learners. Through our mindful approach to learning, all individuals are empowered to be kind, respectful and informed global citizens.



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## *Our values*

**Kindness,  
Respect &  
Teamwork**



“*I am so pleased we chose  
Saxon Primary for my child –  
the results of her  
achievements are superb!*”

Parent

# Welcome

Dear Families,

Welcome to **Saxon Primary School**.

Saxon Primary School is a two-form entry primary school with a diverse catchment and a wonderful community spirit. The whole school team is committed to ensuring a safe and happy environment where children love learning and thrive.



Miss Morris  
Headteacher

At Saxon we are passionate about creating life-long learners, are committed to inclusion and equality and have high expectations of ourselves, the staff and every child.

The children are at the heart of all decisions that are made about the provision. Learning both in and out of the classroom is designed to develop the children's knowledge, skills as a learner and social and personal qualities. We look for every opportunity to celebrate the range of successes of all our children.

We look forward to welcoming new children and their families into the Saxon community.

Miss Morris

*“Pupils do well throughout their time at the school, reaching at least the standard **expected** for their age in writing, and often attaining **well above** this in reading and mathematics. The proportion of pupils reaching a **greater depth** of learning has **increased** and is now at least in line with national averages by the end of key stages 1 and 2.”*

Ofsted, June 2019



*“My child is so **happy** at Saxon, **progressing and developing** not just educationally but as a **whole person**.”*

Parent

# About the School

**Saxon Primary** is a two-form entry primary school; children begin school in Reception (aged 4-5) and leave in Year 6 (aged 10-11). We also have a nursery class which takes children from aged 2-4 years. We are a friendly community school, small enough to ensure everyone knows each other but big enough to be able to offer children a wide range of different opportunities.

Our beautiful school benefits from 14 large, spacious classrooms, along with an attractive outside space which includes four playgrounds, a trim trail, a large playing field and a forest school area. We are fortunate to have our own heated swimming pool on site which means all of our children benefit from small group swimming lessons from Reception to Year 5. Our double decker library bus is also an exciting resource which children love to visit on a weekly basis.

Saxon is situated close to Shepperton High Street, set in a quiet residential road. We are a feeder school for Thamesmead Secondary School where the majority of our children move onto after Year 6. Consequently, we enjoy close links with the school and strive to make sure the transition out of Saxon is as smooth as possible.





# Our Nursery

Our Nursery is an encouraging, friendly, creative and engaging environment. The nursery is an integral part of the wider Saxon community, working alongside our Reception classes and supporting children in taking their first steps towards being school-ready. Our Nursery children follow the Early Years Foundation Stage Curriculum. This child-led approach allows for 'teaching alongside' as well as direct adult-led activities, such as learning to count, sounds and letters. Children follow the Little Wandle phonics programme that is also taught in Reception and KS1.



Our Nursery offers 15 and 30-hour places. There are two options in which 15-hour places can be taken. Funded by the government parents of 3-year-old children are able to take advantage of 15-hours free childcare. We also offer 30-hour places. This can either be funded via families claiming the government's 30 hours free childcare as well as those families who may wish to fund the additional 15 hours themselves.

To learn more about our Nursery or apply for a place, please call the school office on 01932 563035 where a member of our team will be happy to assist you, or visit our website.

## Moving into a Primary School Place

Children in our Nursery are not automatically enrolled into the Reception class. It is vital that families apply for a place via Surrey Admissions.



“The teaching staff have been amazing  
and the **communication** from school to  
home has been brilliant – **thank you.**”  
Parent







“We couldn't be happier with the wonderful environment at Saxon.”

Parent



# Starting School

## Reception

For children joining us in Reception, we hold a welcome meeting for families during the Summer Term in readiness for September. During this meeting, we provide practical information to support your child's transition into school. Your child will be invited to come into school on two occasions and meet their new teacher, teaching assistant and classmates in their new classroom before the end of the Summer Term. A Home Visit will take place at the end of the Summer Term or at the beginning of the Autumn Term prior to your child's start date, which is an opportunity for your child's class teacher and teaching assistant to meet with you and discuss how they can support your child's start of their educational career.



In September, the children have a staggered start beginning with two half days, followed by an extended morning which incorporates lunchtime. We plan for all children to be full-time after this time but understand that in exceptional circumstances there may be some children who find the full day attendance difficult. If this is the case, we work closely with families and identify the appropriate way forward with the child's best interests at the forefront of our plans.

Some children find the separation from their family members in the morning difficult. In most of these instances, we ask that you say a clear goodbye and let us manage the upset. Whilst it is hard to leave your child upset, in our experience the tears stop flowing as soon as you have left. We will always ring to confirm your child has settled after the beginning of the school day.

## Years 1–6

When we are made aware of a new child starting in a year group other than Reception, they are invited to the Move Up Morning, which takes place at the beginning of July, where all the children spend the morning in their new class with their new classmates and their new teacher. When a child transfers during the year, we do our best to offer a mutually convenient time for the child to spend a little while in their new class to alleviate any anxieties that the change may bring.



# Curriculum



## Curriculum Intent

At Saxon Primary School the curriculum is designed to provide children with memorable experiences that will capture their imaginations and create a sense of “awe and wonder”.

The curriculum focuses on acquiring knowledge through immersive experiences that develop the children’s skills of each subject’s discipline.

By designing a curriculum that deepens children’s knowledge, meaningful connections across subjects are made, ensuring children have a broad understanding of the topics.

It aims to develop a repertoire of Learning Habits (learning powers) to ensure that children will be ready, willing and able to face the constant challenges of learning in the 21<sup>st</sup> Century. We describe these as the 5Rs of Learning – Reflective, Responsible, Resilient, Responsive and Resourceful.

We want children to be inclined to learn, to question, to find out more, as well as to have the grit and determination required to stick with their learning.

Our aim is to provide children with an ambitious, creative and exciting curriculum which effectively prepares them for their future.

## English

English is central to the curriculum at school as it is the gateway to all learning. Everyone needs to be able to communicate effectively and appropriately in a range of situations. Learners in school communicate daily through speaking and listening, reading and writing. We aim to introduce a range of literature to pupils to improve the quality of their own language and to help them reflect on and consider the world. Our English provision is supported by the use of the Power of Reading programme, a programme which ensures our curriculum is enriched by the use of quality children’s texts from which a number of cross-curricular links can be made.

### Speaking and Listening

From their earliest time in school children are taught to listen effectively and to develop their ability to talk in a range of situations; for example taking messages, carpet discussions, circle time, sharing opinions, class debates and speaking in assembly. Opportunities for role play and drama further develop qualities of empathy and oracy and impact positively on children’s reading (comprehension) and writing skills.

### Reading

From the Foundation Stage a strong emphasis is placed on the teaching and learning of phonics. This is supported by a variety of other strategies designed to support each child’s development as a fluent, independent reader who chooses to read for interest, information and enjoyment. Each class has a collection of books in addition to the school library. Parents are encouraged to support their child’s reading at home.

### Writing

Cursive handwriting skills are taught from Reception. Our teaching exploits the link between handwriting and spelling. Reading, speaking & listening and drama all support learners in a wide range of writing tasks often linked to other areas of the curriculum.

“We couldn’t b  
wonderful env



## Mathematics

We believe that everyone can be a successful mathematician and we aim to create learners that understand and think like mathematicians not just learners that 'do maths'. We aim to do this through developing children's mathematical thinking, reasoning and fluency through learning opportunities where problem solving is at the heart. We are consolidating our journey as an Nrich problem solving school and are committed to nurturing mathematical problem solvers.

Maths is taught daily from EYFS to Year 6 and is planned for based on the assessed prior knowledge of each child. Pupils follow the programme of mathematics detailed in the National Curriculum with a focus on deepening and enriching the children's understanding of mathematical concepts – Number, Geometry, Measurement & Statistics. Teachers use a wide range of resources including the NCETM professional development materials and White Rose. The children learn to have an understanding of mathematical principles on which they can build their future knowledge and develop a bank of strategies on which they can rely to solve problems. Learning opportunities throughout the school are planned to ensure that children form concepts, develop skills, learn facts and acquire strategies that enable them to become successful mathematicians. Importance is placed on mental maths skills, e.g. number bonds, multiplication tables which underpin their ability to problem solve. Children are encouraged to talk about their mathematics and compare their ideas and methods with others.



## Art and Design



Art is a way of understanding the world and of communicating ideas and feelings. It is a valuable means of self-expression and communication. Art and Design experiences help to develop imagination and creativity in the individual. Children learn how to express their ideas and feelings, interpret visual images, transform materials into images and objects and to work with intuition as well as logic. They also develop the skills of planning and visualisation and will study the work of artists, craftsmen and designers.

Children are taught the processes and techniques of art, craft and design. The elements of art, including: line, tone, shape, pattern, space, texture, form and colour, are taught alongside the skills necessary to work in 2d and 3d.

## Computing

At Saxon we believe it is our responsibility, alongside the parents, to prepare our pupils to be happy, confident and safe users of technology. We want our pupils to develop skills that will equip them to be proficient, creative and effective users of ICT in a rapidly developing society. The curriculum offered reflects this as we teach the children to design, write and debug programs. We use a range of software and devices to teach children to present information in new and exciting ways for example video, animation, creating sound and photography. We are committed to

widening our pupil's horizons and as such are constantly looking for ways to expand our use of technology. Computing is not a stand-alone subject but rather something which permeates through every aspect of school life. We aim to provide opportunities for children to learn through technology in all curriculum areas.



## Design and Technology (D & T)

Design and Technology projects provide children with opportunities to combine inventiveness and practical skills in DT. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values.

Children follow three stages when making a product: designing, making and evaluating. Following a design brief, children are encouraged to consider what products and materials they will need in order to make their final product. Children are encouraged to be imaginative, resourceful and to take risks. Through evaluating the final product, children are able to identify what went well, what could be improved and what they would do differently next time.



## French

French is taught to all children in KS2 (Years 3, 4, 5 & 6). Children are taught basic conversation and vocabulary with an emphasis on enjoyment and developing confidence to speak another language. Opportunities are sought throughout KS2 to develop the children's understanding of French culture and to practise speaking the French language they are learning.

## Geography

The aim of Geography is to help children understand the natural environment and that created by human beings, and the relationship between the two. Geography enables the learner to appreciate the range of features which make up the physical environment and it shows them how human beings have used the environment with both positive and negative effects. It has a significant role to play in the children's social and moral development, as they learn about the world in which they live and the wider world.

National Curriculum Geography at both Key Stages provides children with opportunities to get to know about and appreciate their own locality and to extend these experiences to the wider world. The school environment and grounds feature strongly. Geography enables learners to ask important questions and to put forward possible solutions to certain human needs and world-wide problems.



## History

The aim of History is to help children understand that the world in which they live has been shaped by developments in the past. At Key Stage 1 the curriculum is designed to introduce children to the idea of time, the ways in which the past was different from the present and to learn about the lives of significant historical figures. A child's own family history provides a natural starting point. Children will learn that they can investigate the past through photographs and artefacts. Stories also play an important part in bringing the past to life.

At Key Stage 2, children's knowledge of British History is further developed through study units including life in Roman Britain, Anglo-Saxon, Tudor and Victorian times and WWII. They will also learn about the ancient civilisations of the Greeks and Egyptians. In Upper Key Stage 2, the children will use their historical knowledge of Britain to make comparisons with The Aztecs and how their society differed from our own.



## Music

Music education enables children to acquire the skills and musical understanding necessary to express their ideas, thoughts and feelings through the medium of music. By the end of their time at Saxon, children will have been exposed to playing a range of musical instruments and reading music. Performance is an important part of the music curriculum and therefore, singing plays a fundamental role. Children are given the opportunity to sing regularly in class, in an assembly and in our school choir.

Our children have several opportunities throughout the year to perform in different arenas such as Christmas plays and concerts.

To support this, we have excellent resources which greatly enhances the whole experience for the children.



## P.E.

We provide a combination of experiences that enable the children to demonstrate their knowledge, skills and understanding in a range of physical contexts whilst valuing the contribution that exercise makes to a healthy lifestyle. Children in EYFS and Key Stage 1 learn a range of skills through the activities of Dance, Gymnastics and Games. In KS2, the children also receive lessons in Athletics and Outdoor and Adventurous activities. All children are taught to swim and the importance of water safety. Saxon Primary School has excellent facilities which support the delivery of these sporting opportunities – a large playing field, three playgrounds, a large hall, a studio and our own swimming pool.

The Lumen Learning Trust uses the Sports Premium Funding to employ specialist coaches who work across all five schools. This is a fantastic opportunity for the children and staff and has enabled us to accommodate a greater number of children who want to attend after school clubs. There are many after school clubs provided by teachers, our sports coaches and outside agencies, for example, football, netball and athletics (please refer to Extra-Curricular Activities section). We enter seasonal inter-school competitions such as football, netball, athletics and rounders.





## PSHE

Personal, Social, Health and Economic education underpins life in primary school. Children's attitudes to themselves and each other must be healthy if effective learning is to take place. The emphasis is on encouraging individual responsibility, awareness and informed decision making to promote healthy lifestyles. PSHE enables children to manage their lives now and in the future, developing the qualities and attributes that they need to thrive as individuals and members of society. PSHE is taught explicitly in weekly lessons, however, it is also at the heart of daily school life.

The core themes in PSHE include: Health and Wellbeing, Relationships and Economic wellbeing and being a responsible citizen.

### Health and Wellbeing

Health and wellbeing affects how individuals think, learn and engage in school and life. Pursuing a healthy and mindful approach to learning through the 5Rs, Jigsaw PSHE and peer support enables our children to become successful lifelong learners and happy, fulfilled adults who can make positive choices about their future.

PSHE Jigsaw lessons nurture the 'whole child' and promote wellbeing by drawing on the five emotional literacy domains including self-awareness, social skills, empathy, motivation and managing feelings. The mindfulness element of Jigsaw enables children to observe their own thoughts and feelings, regulate them and make conscious decisions about their learning, behaviour and lives.

The six puzzle pieces of the PSHE Jigsaw which are covered across the school year include; Being Me in My world, Celebrating Difference, Dreams and Goals, Healthy Me, Relationships and Changing Me.

### Relationships

Children develop their understanding of relationships and learn how to form and maintain healthy relationships. They learn to manage emotions and how to respect diversity in relationships. This area of PSHE also enables children to recognise more complex social situations and bullying behaviours. Due to our extensive work relating to anti-bullying, Saxon achieved SILVER status through the Anti-bullying Alliance in the last academic year. This year, we will continue to work with the Anti-Bullying Alliance, striving to achieve an 'All Together' GOLD status for mindfulness and personal wellbeing across the school and wider community. Through involvement with the METRO Charity's Anti-HBT Bullying Project, staff have recently accessed insightful training relating to homophobic, biphobic and transphobic bullying, as well as LGBTQI+ awareness and inclusion. We believe in taking proactive steps to support LGBTQI+ children, staff, families and members of the wider community by promoting respect and understanding of LGBTQI+ people and issues across the whole school community.



To further promote anti-bullying and inclusion, the School Council and children in KS2 work closely with staff to plan activities, events and whole school communication promoting both pupil and staff wellbeing. Year 5 children also have the opportunity to train to become Playground Buddies, which involves promoting general wellbeing on the playground by assisting with friendship issues, supporting children in making new friends and giving anyone a helping hand.

As well as Playground Buddies, children in Years 5 and 6 are able to apply for and receive training to become a Playground Leader. Playground Leaders help organise a variety of games on the playground and engage children in fun games and imaginary play using the Play-pod. The role of these leaders on the playground further promotes wellbeing and anti-bullying through the engagement of their peers in social games and physical activity.

*“When I send my child to school I know that he is provided with the **best education** but most importantly his **well-being** is a top priority.”*

Parent

### **Economic wellbeing and being a responsible citizen**

Preparing children for the wider world is also a key element within PSHE. Children learn about rights and responsibilities, respecting diversity and to manage money. They explore how money plays an important role in people's lives and begin to gain an understanding of where it comes from. Outside visitors come into school to talk to children in KS2 about jobs and job opportunities, allowing children to become ambitious young adults and to consider future careers.



## **RE, SMSC, Collective Worship & Assemblies**

### **Religious Education**

At Saxon Primary School we follow the Surrey Agreed Syllabus for Religious Education. Through this curriculum children's knowledge of Christianity, Judaism, Islam, Hinduism, Sikhism and Buddhism is developed. We aim to develop children's ability to make reasoned and informed judgements about religious issues, beliefs and practices. At all times children are encouraged to show sensitivity and tolerance towards the beliefs of others.

### **SMSC at Saxon**

At Saxon Primary School SMSC (spiritual, moral, social and cultural) education is integral to children's learning. A cohesive learning community is created through the inclusion of SMSC learning in our curriculum. Children respond confidently to the opportunities within the curriculum, and are inspired as lifelong learners with many positive choices for their future.

### **Collective Worship**

By law, collective worship takes place every day. At the end of assemblies children have a brief opportunity to reflect on the teachings that have just been shared, as well as their own values and beliefs. Worship is broadly Christian but regularly draws on teachings from other religions. Parents have the right to withdraw their children from collective worship however we encourage parents who may be considering this to discuss it fully with our RE subject leader or a member of the Leadership team to see what else can be done to alleviate particular anxieties about this important aspect of provision.

### **Assemblies**

In assemblies at Saxon Primary School staff and visitors support children in the development of their spiritual, moral, social and cultural (SMSC) understanding. Assemblies also provide an opportunity for staff and children to come together to celebrate each other's successes. We welcome visitors from all religious communities.

## **Science**

The National Curriculum places strong emphasis on the development of experimental and investigative science (Scientific Enquiry). It also provides children with knowledge and understanding in topics such as 'Life Processes and Living Things', 'Materials and their Properties', 'Physical Processes' (electricity, forces, motion, light and sound), and the 'Earth in Space'.

Our curriculum is organised into topics that year by year build on children's prior knowledge and skills. They are taught the skills of prediction, testing results, measuring and recording accurately and explaining what they have discovered. We aim to ensure that, through Science, pupils will extend their knowledge and understanding of the natural and physical world and thereby develop a fascination and respect and ultimately a sense of responsibility for our world and the creatures and plants that inhabit it.







## Inclusion (SEND & More Able)

At Saxon Primary School we are committed to ensuring all pupils' entitlement to a broad and balanced curriculum is met. In order to achieve this, staff strive to differentiate the curriculum according to each child's need to ensure maximum progress. We have a clearly-defined process to enable us to identify children who may need either additional support or further extension and ensure suitable provision is put in place to enable them to progress and meet potential. To support this process, we have our own very experienced Inclusion Manager in school who is able to call on the expertise of a range of professionals from different areas of both health and education services.


Staff at Saxon Primary are committed to equality of opportunity and access to all areas of school life. We aim to promote inclusion by ensuring all lessons are accessible to all children regardless of ability, physical difficulty or sensory impairment. On allocation of a place in our school, the needs of a child with disabilities will be carefully assessed, advice taken as to how we can fulfil our commitment to Inclusion and changes made to the physical environment as far as possible within the resources available. The majority of our school building is on one level with three additional classrooms upstairs.

At Saxon we pay attention to the four principles of Inclusion:

- We welcome all children regardless of race, gender, physical need or learning ability
- We set suitable learning challenges
- We respond to pupils' diverse learning needs
- We aim to overcome potential barriers to learning

The children at Saxon School are taught to help one another and respect each other's differences.



A photograph of two young girls in school uniforms (green and white checkered dresses) in a garden. One girl is crouching in the foreground, looking at a small blue flower. The other girl is standing behind her, also looking at the flowers. The garden is filled with various wildflowers, including daisies and blue flowers. A wooden fence is visible in the background.

“Pupils learn enthusiastically across a suitably **broad range** of subjects, recalling useful facts about the topics they have studied. They transfer their literacy and numeracy **successfully** into their wider learning, and similarly use their **knowledge** of other subjects to **inspire** their **sustained** writing. Their work shows clear evidence of their subject knowledge and **skills developing** over time.”

Ofsted, June 2019



# Before and After School Care

## Wraparound Care

Our Before and After School Clubs are run by Saxon staff who also have roles in school during the day. In this way we are able to offer a consistency and continuity of provision as the staff and children know each other well and share the same expectations as are enjoyed during the school day.

### **Before School Club: 7:35am – 8:30am**

£4.75 per session which includes a selection of cereal, toast and juice.

### **After School Club: 3:15pm until 6:00pm**

Until 4:30pm – £6.00 per session or until 6:00pm – £12.00 per session.

All children will receive a fruit snack and children staying for the longer session will receive a light, snack tea.



## Enrichment Opportunities

At Saxon we are committed to enriching the curriculum and providing our children with a range of exciting opportunities, which include a range of extra-curricular clubs, day trips and residentials. These are planned to link with the curriculum for each group and are reviewed regularly to ensure they are purposeful and support the children's learning. You will receive information about the trips planned for the year every September.

Residential trips begin in Year 3 with a sleepover in school in the Spring Term on a Friday, complete with bedtime stories and a simple breakfast in the morning. This is an introductory activity to being away from home with their peers in preparation for our longer residentials later in KS2. Information regarding our clubs offer comes home termly.

# and Extra-Curricular Activities



## Forest School

At Saxon, Forest School Learning takes place in Years 1, 3 and 5.

Forest School is a child-led approach to learning that incorporates children's right to play, to access the outdoor environment and to feel success. Forest School is a unique way of building independence and self-esteem in young children, exposing them to the natural world at a time where it is vital for children to understand their impact on the environment. It is a child-centred and child-led programme that provides the opportunity for the children

to use their personal learning style to complete various activities. Forest

School is an opportunity for the children at

Saxon to have new, creative experiences in the outdoor environment in a safe way. Children will have opportunities to learn about the natural environment, how to handle risks and most importantly to use their own initiative to solve problems and co-operate with others. Through purposeful and careful planning of Forest School experiences, we strive to increase self-esteem, improve children's concentration, attendance, behaviour and academic achievement.



*“Saxon school wasn't our first choice school for our daughter but we are now so glad it was the school she got into. We cannot fault one thing and we are so happy with her progress. Thank you for making our daughter's first year of school a very happy one and we look forward to Year 1.”*

Parent



# Safeguarding



**Saxon Primary School is committed to Safeguarding and promoting the welfare of children. To achieve our commitment we will ensure continuous improvement and development of robust Safeguarding processes and procedures that promote a culture of Safeguarding amongst our staff and volunteers.**

The school has a Child Protection Policy and procedures in place which all staff are aware of and follow rigorously. Concerns about a child's welfare are reported immediately to the Designated Safeguarding Leads, also Senior Leaders in school, who will communicate with the parents or make contact with other agencies in line with Surrey's Child Protection procedures.

Robust procedures are in place for the administration of medicine throughout the school day. All staff are first aid trained with several members of staff holding Paediatric First Aid certificates.

## Behaviour

We expect the children to behave in a reasonable manner – to be courteous and considerate towards others. Children are constantly reminded to consider the consequences of their actions on themselves and others. We expect parents to work with us in enabling the children to manage their behaviour in a way that is constructive and conducive to a positive learning environment. Our Behaviour Management Policy is characterised by particular emphases on the development of self-control; the need to manage feelings in a way that enables positive choices to be made; the consequences of actions – both positive and negative. It is based on the principles of restorative justice and uses restorative approaches at the heart of its philosophy.

At Saxon we follow a 'Stay on Green' system which focuses on positive behaviour and rewarding children for making 'green' choices such as good behaviour for learning, displaying good manners, listening to and following instructions and promoting positivity in their relationships with others. Children are rewarded as a class with 'green time' when a target of a given number of green points is achieved. Individuals' behaviour is also recognised with the opportunity to earn Bronze, Silver and Gold awards with children achieving Gold being awarded with a Golden Leaf which

is displayed on our Golden Leaf Tree and their name mentioned in the weekly newsletter. Poor choices result in a warning and continued poor behaviour results in a time for reflection where children are expected to think about the harm that has been caused and how they can repair this and put things right. Teachers look for every opportunity to capture the children following expectations and to give them the opportunity to feel successful and to recognise their green behaviour.



**“ Leaders ensure that safeguarding arrangements are rigorous and meet pupils' needs successfully. A comprehensive and layered approach to training ensures that staff, leaders and governors understand their safeguarding duties well. ”**

# The School Day & Uniform

Our school day officially begins at 8:50am, however, children can begin entering their classrooms from 8:30am. Staff are on duty at the two entrances to the classrooms and are able to take messages from parents to pass on to the class teacher. We ask parents to wait with their children should they arrive before 8:30am.

## Uniform

We encourage our children to take pride in their school and their appearance. To this end, all pupils are expected to wear the prescribed school uniform, as we believe this is an important element in helping to develop a sense of belonging to Saxon. We ask parents to support us in this policy by ensuring that children are sent to school correctly dressed.

Our school uniform is available to purchase from KS Teamwear at their shop located on the Laleham Road. Our school uniform is compulsory for all pupils and includes the following:

### Nursery

- White Saxon round neck T-shirt
- Plain black leggings, joggers or shorts
- Saxon green v neck sweatshirt or cardigan
- Velcro fastening trainers
- Saxon book bag
- Welly boots for outside
- Water bottle

### Reception, Years 1 & 2

- Green Saxon School sweatshirt or cardigan
- White Saxon School polo shirt (can be a plain white polo shirt if worn under a jumper or cardigan in the colder months)
- Grey shorts or trousers
- Grey skirt or pinafore (knee length)
- Green & white checked summer dress (can be worn with white socks from Easter to October)
- Saxon book bag

### Years 3, 4, 5 and 6

- Green Saxon School V-neck jumper or cardigan
- White shirt
- Saxon School tie
- Grey shorts or trousers
- Grey skirt (knee length)
- Green & white checked summer dress (can be worn with white socks from Easter to October)

### Footwear

- Black sensible school shoes with velcro, buckle or laces (**Not** trainers, sandals, ballerina/dolly shoes or boots)
- Black or grey socks (**Not** trainer socks)
- Green or grey tights

### PE Uniform

- White t-shirt or polo shirt
- Green shorts
- Black plimsolls
- Trainers (Years 1-6)
- Saxon School drawstring PE bag

- During the colder months, black jogging bottoms and a black jumper/hoodie can be worn. A zip-up hoodie with the school logo on can be bought from KS Teamwear but this is not compulsory.

### Hair

- ALL children with shoulder-length or longer hair must have it completely tied back; hair should not be worn in a half-up-half-down style.
- Hair bands should be small and plain in the neutral colours of white, black, brown, beige or green only.
- Decorative and large accessories such as bows and long ribbons are not appropriate for school as they serve no functional purpose. Alice bands only in green.
- Short hair should be uniform in length i.e. not shaved in one part and excessively long elsewhere.
- Extreme hair styles are not permitted in school; this includes patterns cut into hair e.g. tram lines, excessive use of hair products e.g. gel and the use of hair dye in non-natural colours or bleach.

### Accessories

- A small wrist watch is permitted.
- Small and discreet stud earrings may be worn (these earrings must be removed for PE and swimming lessons in compliance with school policy). No other jewellery is permitted.
- Nail Varnish, make-up and temporary tattoos are not appropriate for school.





# Partnership with Parents

Partnership with our families is high on the agenda in Saxon Primary School where we believe that children reach their full potential in an environment where school and home work in close partnership.

## Home School Agreement

We believe children learn best within the context of a home-school relationship built on trust and open and honest dialogue. Key messages in terms of the expectations of this relationship are captured in our Home School Agreement which we ask all parents to sign at the outset of their relationship with our school.



## SSA

Saxon benefits from a thriving **parent teacher association** which we call the **Saxon School Association**. Parents of pupils in the school community automatically become members of the SSA and everyone is always warmly invited to attend all the meetings and events which take place throughout the year. There are a range of events such as **Hot-Dog Clubs**, **School Discos**, **Cake sales**, **Sports Day family event & BBQ**, **Fireworks Night** and much more besides. The SSA is an essential part of the school and relies on us to generate funds to purchase the additional equipment and learning opportunities for our children which help to enrich the curriculum even more.

## Home Learning

All children receive Home Learning on a weekly basis, the expectations of which vary across the Key Stages. We value the impact Home Learning has on a child's progress and achievement and believe it also prepares them for the next stage of their education; therefore, it is an expectation that all children complete what has been asked of them.

## Volunteers

We welcome parent volunteers and encourage any parent who would like to support in school to sign up for the **Volunteer Induction Programme** which consists of Safeguarding training and an introductory session to enable parents or family members to feel confident in their role. Parents are given the opportunity to help with aspects of the curriculum such as trips, swimming and hearing readers in the classroom. There are often whole school projects which take place that parents are invited to support with.







“I cannot be more grateful to everyone at Saxon for providing such a caring, nurturing and happy school in which my child can thrive.”

Parent





# Saxon Primary School



## Saxon Primary School

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Saxon Primary School is part of the



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