



# Henry Green Primary School Prospectus



**A.S.P.I.R.E. Achieve Succeed Persevere Inspire Respect Enjoy**

*Learning Together, Learning for Life.*



**A.S.P.I.R.E. Achieve Succeed Persevere Inspire Respect Enjoy**

*Learning Together, Learning for Life.*



# Welcome to Henry Green Primary School

**At Henry Green we aim to provide a safe, stimulating and supportive learning environment, which enables every child to achieve their best through varied learning experiences.**

**Through working in partnership with parents and carers, we A.S.P.I.R.E for all our pupils to become confident, secure and caring individuals, who achieve personal success and have a lifelong love of learning.**

**I hope that this booklet will provide you with helpful information about our school, its curriculum, and the procedures that we operate. It is also available on our website.**

**If ever you have concerns about your child's education health or welfare please do let us know. You could contact your child's class teacher, our learning mentor, SENDCo or any member of the Leadership Team via the school office.**

**I wish you and your child every success and happiness whilst you are part of our School community and we look forward to working with you and your children.**

**Mr Matt Murphy**  
**Headteacher**

## ABOUT OUR SCHOOL

Henry Green Primary school is situated in an ever increasingly diverse community on Green Lane in Dagenham.

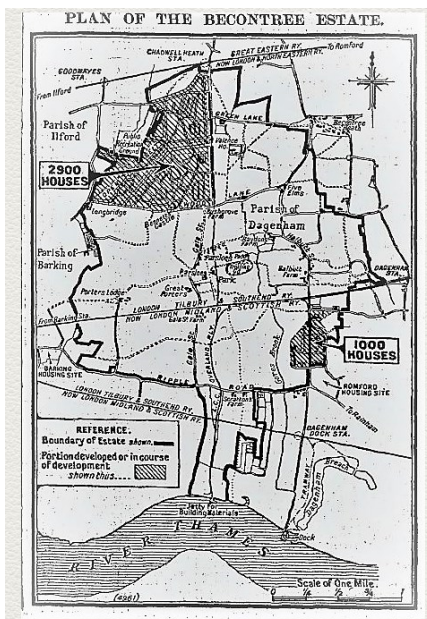
We are a 2-form entry Primary school with a Nursery, and have approximately 472 pupils on role. The Nursery takes pupils for a morning or afternoon session.

'They are safe and happy. Pupils typically use the word 'special' to describe what it is like being a pupil here.'

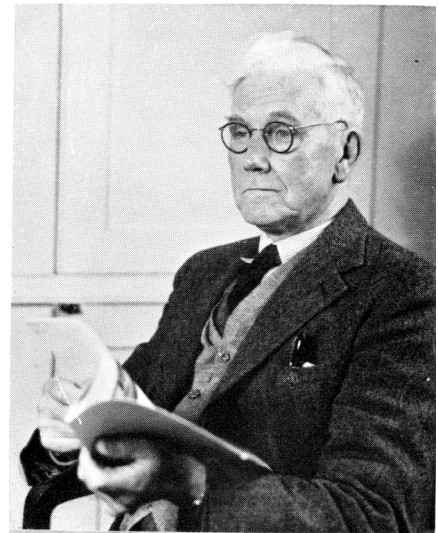
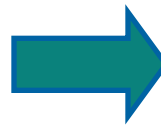
*Ofsted November 2021*

## OUR HISTORY

Henry Green Primary School was built in 1923. It was the first school built on the Becontree Estate. Built as part of the 'Homes for Heroes' scheme after WW1, The Becontree Estate was once described as the largest social housing estate in the world, spanning 3,000 acres consisting of 29000 dwellings.



The school was named after the first Headteacher Henry Green.



## OUR VISION

At Henry Green we A.S.P.I.R.E for **all** our pupils to become confident, secure, caring individuals who achieve personal success and have a lifelong love of learning.

*Learning Together, Learning for Life.*

## CORE VALUES

**Achieving** our best and striving to improve.

**Succeeding** in all that we do and valuing the success of others

**Persevering** in the face of challenges and learning from our mistakes.

**Inspiring** others and being inspired.

**Respecting** everyone and seeking to earn their respect.

**Enjoying** learning and looking forward to future learning.

## AIMS

- To provide an inclusive, caring, healthy and safe community, respecting each other and our environment.
- To encourage strong home school links so parents and carers can be active partners in their children's learning.
- To promote the highest standards of teaching, learning, progress and achievement.
- To develop independence, creativity and team work.
- To work hard to achieve our very best, and enjoy learning together.
- To strive to be responsible citizens, now and for the future.

# SAFEGUARDING

We recognise that safeguarding and promoting the welfare of children is the responsibility of **everyone** and we place the highest priority on the safeguarding of children in our care to ensure that we promote the health, well-being and safety of the children at all times.

We ensure that all staff, volunteers and visitors have current DBS checks before working with children. All staff receive timely and up to date training.

Any parent/carers with concerns should see our Designated Safeguarding Lead (Ms Daley) or in her absence one of the Deputy Designated Safeguarding Leads (See below) The Safeguarding policy can be found on the school website.

## Henry Green Safeguarding Team



**Designated Safeguarding Lead**

Ms Daley



**Deputy Safeguarding Lead**

Ms Long

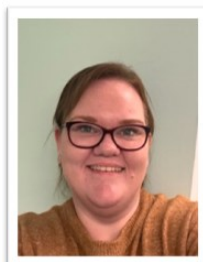


**Deputy Safeguarding Lead**

Mr. Murphy



Ms Galbraith



Ms Westmore



Ms Chemma

# Equity

Our aim at Henry Green Primary is to create a positive, stimulating and happy learning environment in which we all achieve success and develop our potential to the full. We look to promote spiritual, moral, cultural and social development so that in time pupils will be ready for the opportunities, responsibilities and experiences of adult life. All children and adults, regardless of race, creed, culture or sex will be treated with equity in every aspect of school life.

## Barking and Dagenham Race and Social Justice Charter

We are proud that Barking and Dagenham is one of London's most diverse boroughs. We are determined that all our young people, particularly the most disadvantaged, should have the best possible start in life.

We believe that:

- Students' experience of school, educational outcomes and life chances must not be adversely impacted by ethnic background or racial group
- The staff and leadership of our schools and borough must fully reflect our diversity
- Schools' curriculum must reflect and celebrate the diversity of our borough

Our school embraces our role in making these beliefs a reality. We have:

1. **A named lead facilitator for race and social justice** - co-ordinating work in our school and between schools
2. **A lead governor for race and social justice** - who ensures our governing body consistently considers how the school is addressing issues of race and social justice
3. **Used the Barking and Dagenham race and social justice self-evaluation tool** to identify priority areas we need to address **in our school improvement plan**
4. **A curriculum intent** which is explicit in representing the diversity of our borough
5. **Recruitment and progression** practices which create equal pathways for all candidates and employees, ensuring we reflect the communities we serve
6. **A commitment to staff development** - ensuring all our people have the skills and confidence to address issues of race and are knowledgeable about the communities we serve
7. **A clear commitment to working with pupil voice**, ensuring that the views of young people inform our approach
8. **Established links with our community** and engaged families in development of the school's approach to race and social justice



Henry Green Primary School  
have signed up to the Barking  
and Dagenham Race  
and Social Justice Charter.



# TIMETABLE

Morning Nursery session: 8:30am-11:30am

Afternoon Nursery session: 12:20pm-3:20pm



Reception		Year 1 and 2		Year 3 and 4		Year 5 and 6	
8.50am-9.00am	Registration	8.50am - 9.00am	Registration	8.50am - 9.00am	Registration	8.50am-9.00am	Registration
9.00am – 10.00	English / Free Flow / Adult Focus	9.00am – 10.00am	Maths	9.00- 9.50	Session 1	9.00am – 10.00am	Session 1
10.00 – 10.15	Snack	10.00am-10.15am	Break	9.50 - 10.45	Session 2	10.00am – 11.00am	Session 2
10.15-11.15	Carpet Session/ Free Flow / Adult Focus	10.15am – 11.15am	English	10.45 – 11.00	Break	11.00am – 11.15am	Break
11.15-11.45	Phonics	11.15am – 12.00pm	Phonics	11.00 – 11.45	Reading	11.15am – 11.45	Reading
12.00-1.00	Lunch			11.45 – 12.45	Session 4	11.45 – 12.45	Session 4
1.00 – 2.30	Maths / Free Flow / Adult Focus	12.00-1.00	Lunch	12.45 – 1.00	Assembly	12.45 – 1.00	Assembly
2.30-2.50	Topic Time	1.00-1.15	Assembly	1.00 – 2.00	Lunch	1.00 2.00	Lunch
2.50-3.15	Singing and Storytime	1.15-2.00	Session 5	2.00 – 3.00	Session 5	2.00 – 3.00	Session 5
3.15-3.20	Coats & Bags	2.00-3.00	Session 6	3.00-3.20	Drop Everything & Read		Drop Everything & Read
		3.00-3.20	Drop Everything & Read				

# ADMISSION

## Nursery Admissions

Nursery admissions are made through the school, if you would like to apply for a space in our Nursery, go to our website—*parents—admissions*

Or type in the link below.

<https://www.henrygreen.org.uk/early-years/>

## Reception Admissions

In Barking and Dagenham all school admissions from Reception to Year 11 are completed through the Local authority . If you wish to apply for Years

Reception to Year 6 go to our website—*parents—admissions*

Or type in the link below.

<https://www.lbbd.gov.uk/school-admissions>





# CURRICULUM

We have developed a curriculum through consultation with all stakeholders which is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEN and/or disabilities, the knowledge and cultural capital they need to succeed in life.

Through our curriculum and all we do at Henry Green we **ASPIRE** for all our pupils to become confident, secure, caring individuals who achieve personal success and lifelong learning.

<b>I</b> nclusive	A curriculum representative of our diverse school community. A curriculum that all pupils can access; scaffolded, where barriers are removed.
<b>D</b> eepens Learning	A curriculum where pupils draw upon surface upon surface level learning to deepen and extend their learning.
<b>E</b> ngaging	A curriculum that is fun and exciting, capturing pupils' imaginations and interest.
<b>A</b> uthentic	A curriculum built upon contextualised and authentic learning experiences, where pupils can draw upon their own diverse, lived experiences and learn from new ones.
<b>S</b> chema Building	A curriculum that revisits previous learning, providing regular opportunities for pupils to make links and relate current learning to existing knowledge and skills. Deepening the learning — knowing more (including knowing how to do more) and remembering more.

# CURRICULUM

## The School Curriculum is divided into three stages

- Early Years from ages 0-5
- Key Stage 1: From ages 5-7
- Key Stage 2: From ages 7-11

### Reception

Our curriculum follows the Statutory framework for the Early Years Foundation Stage (2021) [EYFS framework March 2021.pdf](#) which is based around seven Areas of Learning and three Characteristics of Effective Learning:

#### Prime areas of learning include:

- Communication and Language (Listening, Attention and Understanding / Speaking)
- Personal, Social and Emotional Development (Self-Regulation / Managing Self / Building Relationships)
- Physical Development (Gross Motor Skills / Fine Motor Skills)

#### Specific areas of learning include:

- Literacy (Comprehension / Word Reading / Writing)
- Mathematics (Number / Numerical Patterns)
- Understanding the World (Past & Present / People, Culture & Communities / The Natural World)

### Key Stage 1 and 2

#### Areas of the curriculum are:

- Mathematics
- English
- Science
- Computing
- Design Technology
- History
- Geography

- Art
- Music
- Physical Education
- Religious Education
- Personal, Social and Health Education •
- French (year 2-6)

# CURRICULUM

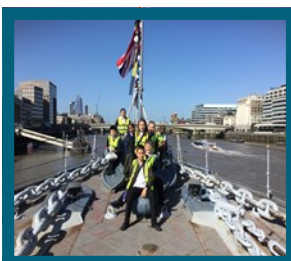
## Educational Visits

We believe it is vital for children to have a range of learning opportunities and experiences, this includes exciting visits linked to the curriculum. This may include museums, galleries, nature reserves, theatres, or places of religious interest. Children are taken by public transport where possible to keep costs low, but it also develops a range of social and independent skills. For some visits or in-house experiences we may request a financial contribution. However, over the year your child's educational visits and experiences will be no more than £20 in total. Without these contributions, there may be some experiences that may not be possible.

All visits adhere to a rigorous risk assessment procedure, as recommended by the Local Authority.

## Wow Moments and Big Finishes

In order to make the learning 'sticky' and memorable, units of work have Wow Moments and Big finishes. These can be the form of related educational visits or fun and engaging day experiences.



# CURRICULUM

## Cultural Capital

Cultural capital is the accumulation of knowledge, behaviours and skills that a child can draw upon and which demonstrates their cultural awareness, knowledge and competence; it is one of the key ingredients a child will draw upon to be successful in society, their career and the world of work.

At Henry Green we aim to equip our children with the knowledge and cultural capital they need to succeed in life. We recognise that for young children to aspire and be successful academically and in the wider areas of their lives, they need to be given rich and sustained opportunities to develop their cultural capital. Below are just some of the activities they will experience throughout their time at Henry Green.

stay on a residential      make chocolate  
learn a new game  
hunt for small creatures  
make some biscuits  
perform in front of class  
write a weather report  
design and make a game  
take part in a debate

make a musical instrument  
make a mask      perform in a play  
create a comic strip  
make a puppet  
perform a dance  
learn a poem off by heart  
compose a piece of music  
make a sculpture

build a den

## Collective Worship

Collective Worship at Henry Green Primary school complies with legal requirements whereby we must provide a daily act of collective worship. This must reflect the traditions of this country which are, in the main, broadly Christian.

The main aim of collective worship at Henry Green is that it is meaningful and relevant to all pupils and staff, for those of a faith background and for those from none. It is hoped then that collective worship brings unity to all in the school.

Parents do however have the right to remove their children from collective worship. We pride ourselves on the communication between families and the school, and hope you will inform and discuss this with us when the need arises.

# SOLO TAXONOMY

SOLO taxonomy provides a simple model for moving students from surface to deeper learning. In the Ofsted handbook, learning is defined as "**an alteration in long-term memory**". According to the inspectorate, "If nothing has altered in long-term memory, nothing has been learned."

When planning learning, teachers use SOLO to plan deeper learning opportunities where children can make links and relate to other learning—altering long term memory.

Children use the stages of learning to identify where they are in the learning and where they need to go next.

A.S.P.I.R.E. Achieve Succeed Persevere Inspire Respect Enjoy  
Learning Together, Learning for Life.



## Stages Of Learning

<b>1</b>		<u>Unistructural</u> I have one idea about this subject.	
<b>2</b>		<u>Multistructural</u> I have several ideas about this subject.	
<b>3</b>		<u>Relational</u> I can link my ideas together to see the big picture.	
<b>4</b>		<u>Extended abstract</u> I can look at these ideas in a new and different way.	

SOLO is not a pedagogy but a way of understanding the level at which pupils are learning, so that we can plan our teaching to take them to the next level.

# INCLUSION

We aim to provide a fully inclusive education for all of our pupils, by providing a safe, stimulating and happy learning environment; where children feel comfortable and motivated to learn and challenge themselves on a daily basis.



Our staff encourage all children to become independent learners and achieve to their full potential. It is our aim to ensure that all children's needs are identified and understood by all (staff, parents and children). We actively promote respect, compassion and responsibility towards each other, our learning environments and the wider community.

Some children may have a special educational need during their school life. This may be:

- Cognition and learning
- Communication and interaction need
- Sensory and/or physical needs
- Social, emotional and mental health difficulties

We use a range of approaches and strategies to best support the needs of our pupils. If you have any questions, please see our SENDCo Ms Westmore or Ms Daley, (Inclusion Lead/DHT) or Ms Long (Behaviour Lead/AHT).



# INCLUSION

## Children with English as an Additional Language (EAL)

Henry Green Primary School is an inclusive and caring school and promotes equal opportunity for. All pupils need to feel safe, accepted and valued in order to learn effectively and become successful members of society. For pupils, who are learning English as an additional language, this includes recognising and valuing their home language and background.

At Henry Green we celebrate the fact that many of our children speak more than one language. Some are from well-established communities, whilst others may be new to the language and culture of this country. In our school the teaching and learning, achievements, attitudes and well-being of all children are important. We encourage all children to achieve the highest possible standards. We do this through taking account of each child's life experiences and needs. Children who are learning English as an additional language (EAL) have skills and knowledge about language similar to monolingual English-speaking children. Their ability to participate in the full curriculum may be in advance of their communicative skills in English.

## Teaching strategies to support EAL beginners

- Provide a classroom rich in oral experiences
- Enable pupils to draw on their existing knowledge of other language/s
- Encourage and use bilingual support from other students and staff
  - Use translated materials and bilingual dictionaries
  - Allow students time to practice new language
  - Use visual support of all kinds (diagrams, maps, charts, pictures)
  - Use a range of resources including online programs and apps such as Learning Village.



Learning Village is a resource for supporting EAL learners from beginner to intermediate learners. It teaches through an immersive learning experience

# BEHAVIOUR

At Henry Green Primary school we all have very high expectations of behaviour for all our children, and we work very hard to make sure that the school provides a safe learning environment for all children. Behaviour is based on mutual respect and consideration for others.

We expect all children at Henry Green to follow our school rules:

- A – Attend school and be punctual
- S – Speak politely and respectfully to everyone
- P – Play nicely in the playground and be kind
- I – In the corridors, walk sensibly and silently
- R – Respect individuals regardless of race, religion and gender
- E – Ensure you are being safe in school and online



The school behaviour policy is based on principles of positive reinforcement and self-regulation, however we will not accept behaviour which disrupts the learning for other children and is disrespectful of adults and pupils in the school. The complete Behaviour Policy is available on the school website.



## Unicef Rights Respecting School

Henry Green Primary School is a Respecting School. We use the UN Convention on the Rights of the Child (UNCRC) to ensure that children's rights are at the heart of what we do in school.

Each and every week, we introduce a new Article of the week, which is introduced in staff meetings, in the classrooms and in assemblies. Children and adults discuss and reflect on their rights and consider how we can respect them. This knowledge is used to improve well-being and the school, as well as to promote global justice and sustainable living. Children's Rights are linked to all of our school policies, as well as our whole school behaviour approach. We encourage children to reflect and think carefully about whether their own rights are being respected and whether they are respecting the rights of others through their behaviour choices.



# BEHAVIOUR

## **The behaviour of parents/carers on site:**

The school staff strive to be good role models for the children at all times and we wish that of the parents too. We kindly ask parents /carers to bring any issues or concerns to the class teacher and then a senior leader if necessary. We understand that dealing with matters related to your child, can produce an emotional response, but we ask that parent/carers remain calm and respectful at all times.

We have an open-door policy to parents and will listen to any concerns you may have. We will then aim to resolve issues in an open and transparent way. If you feel that your concern has not been resolved satisfactorily, then please follow the school complaints policy found on the school website.

In the event of inappropriate behaviour exhibited by parents/adults on our premises we will take action promptly, supported by the Governing Body and Local Authority, taking legal and police advice as appropriate. This includes harassment, physical or verbal assault or any other inappropriate action which may be harmful or dangerous to the wellbeing and safety of all other parents, staff and pupils.



# EXTENDED SCHOOL

## **Breakfast Club**

We run a school Breakfast Club breakfast for children from 7.45am to 8.30am, with the last breakfast being served until 8.10am. It is open to reception to Year 6 pupils. No booking is required and children can attend on any day you require this. Breakfast consists of toast and cereals.

Breakfast club is charged at £2.00 per day.

## **After school child care ABC (Aspiring Beyond Club)**

We run an after school child care provision club called ABC (Aspiring Beyond Club) which commences at 3:30pm and finished promptly at 5:30pm Monday – Thursday and until 4:30pm on a Friday. We charge £4.00 per hour, £8.00 for both hours. ABC should be booked in advance via the school office.

## **After School Clubs**

We also have afterschool clubs run by teachers/ support staff in a 6 week cycle. Children will be given a choice of activities, but must attend the full 6 weeks, and depending on the popularity of the club, they may not get their first choice. The majority of the clubs are free of charge, although there may be a charge for some clubs provided by external organisations. Further information is sent at various points in the year.



# EXTENDED SCHOOL

## Music

The children in year 5 and 6 have the chance to learn a musical instrument. This is provided by the Barking and Dagenham Music Hub.

### Key Goals

To ensure that all children, in particular those that are disadvantaged, those with disabilities and those with special educational needs, have:

- A chance to learn to play a musical instrument during whole class tuition in their primary schools.
- A genuine opportunity to continue to learn and take part in performances and ensembles.
- A genuine opportunity to learn to sing to the highest standards, and take part in concerts and shows
- Full access to musical progression route right up to KS5



Further information can be found at  
[www.bandmusic hub.co.uk](http://www.bandmusic hub.co.uk)

# UNIFORM

At Henry Green Primary school we pride ourselves in our appearance and encourage children to wear school uniform at all times. This consists of

A navy jumper/sweatshirt/cardigan with the school logo,

White shirt/blouse/polo shirt

Navy or black trousers/skirts knee length/ or shorts

Blue Gingham dress

Sensible black/brown flat shoes (NOT trainers, Dr Martins, flip flops or chunky shoes)



*Please note, you can decided to buy non-badged uniform as long as they are the same colours. (see next page for Uniform supplier).*

## Book Bags

All children must have a book bag, or will not be able to take a school book home for reading. We advise that you purchase a Henry Green Book bag, for all school related use, as these will fit easily on the pegs or in class draws. A smaller separate P.E bag is suitable to hang on their peg. Please avoid using large bags as they may fall off the pegs, and become a trip hazard.



**If** you feel your child requires a larger bag, please purchase one of the Henry Green bags (below), as these are the acceptable sizes.



Junior



Infant

# Uniform

## P.E Kits

On the days when the children have their PE lesson, they can come to school wearing their PE kit. We still believe it is important to have a balance between looking smart and being active. We are specifying that the PE kit is unbranded (no logos). We want the PE kit to be affordable for families and have chosen generic items of clothing that are available from low cost outlets, which will give parents choice and control over the costs. Parents will be informed of the PE days in September.

The PE kit will include:

Shoes	black or white trainers / plimsoles (no logos / different colours)
Jogging Bottoms / leggings or shorts	Plain navy blue or black (no logos)
Tops	Plain White T-Shirt Plain navy blue or black sweatshirt (or school jumper)

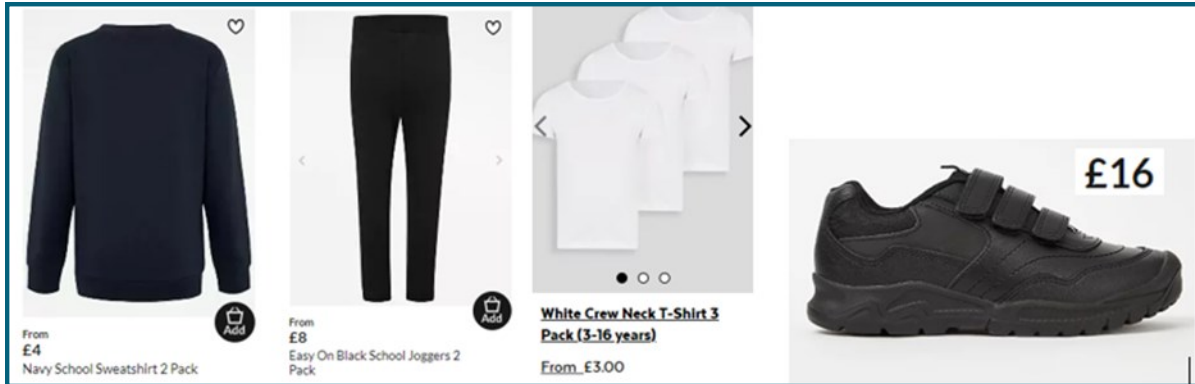


## Jewellery

Many items of Jewellery can be health and safety hazards that can cause injury to themselves or others, particularly during playtimes. For this reason, Jewellery should not be worn at any time in school. If your child has their ears pierced, they must only wear small studs, no hooped earrings. Although we discourage it, children can wear a watch, but this must be an analogue or simple digital watch. Smart watches should not be worn. If there are items of jewellery that must be worn for religious reasons, please see a member of the Senior Leadership Team.

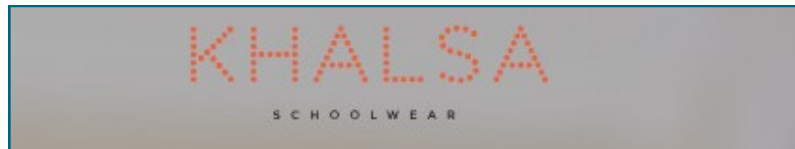
# Uniform

## P.E Kits



We have taken a look at some popular shops to see where you can get the best deals. But please feel free to buy the PE kit from any shop you like.

Children may leave additional PE kits at school if they wish. You can also buy PE bags along with all other branded uniform and bags from [www.khalsaschoolwear.co.uk](http://www.khalsaschoolwear.co.uk)



Uniform can be delivered to your home (with postage charge) or you can have it sent to school (no postage charge) and it will be available to collect at the end of the day, every Thursday. See the website for further details.

### Dagenham Store

Khalsa Schoolwear  
Dagenham Store,  
Unit 1 Cromwell Centre,  
Selinas Lane,  
Dagenham  
RM8 1QH

Opening Times	
Monday	9.30am - 5.30pm
Tuesday	9.30am - 5.30pm
Wednesday	Closed
Thursday	9.30am - 5.30pm
Friday	9.30am - 5.30pm
Saturday	10.00am - 5.00pm
Sunday	Closed

Tel: 020 7729 3286

**Please check the relevant store stocks your school uniform before visiting.**

# Homework

Our homework guidance is based on the following principles:

- We will encourage every child to complete their homework
- Children will not be punished at school if they do not complete homework activities
- Homework is only one way parents can support their child's learning. Other ways include getting your child to bed on time, providing them with a breakfast in the morning before they come to school, and generally talking to them about their learning
- Homework activities are planned to take place alongside other learning opportunities
- No child should be put in a position where they cannot complete their homework due to a lack of resources at home
- Parents should not feel overburdened by the amount of homework their child receives
- Parents are encouraged to read to their children daily

## Nursery & Reception

This may take the form of a activity/task where parents are required to take the lead and support/help their child complete it e.g shopping, art work, measuring, making something etc.

Daily reading for Nursery & Reception: It is suggested that parents spend some time reading to your children.

## Year 1 and 2

Daily reading : 10 minutes

Timetables Rock stars : 10 minutes daily if possible

Spellings—5-10 minutes daily

Half Termly— Homework Projects

## Year 3,4,5,6

Daily reading : 10-20 minutes

Timetables Rock stars : 10-20 minutes daily if possible

Spellings—5-10 minutes daily

Half Termly— Homework Projects








# Homework

## Homework Projects

At Henry Green we ask the children to complete 1 homework project over half a term. This comprises of a number of individual home learning activities the child can undertake, which are linked to their learning for that half term. Children are encouraged to complete all of these, if possible.

The activities are linked to Maths, English and topic subjects; they may include written work, visiting a place, designing / making something. All children should attempt some of the homework. We recommend that children complete their homework activities evenly over the half term, rather than leaving them until the holiday! The homework projects are then brought back to school at the start of each half term and the work is celebrated within their class and in a homework assembly. There is also a Homework Champion medal for one person in each class. All children who have made an effort with their homework will have their effort acknowledged through class or assembly celebration and a homework certificate.

### HENRY GREEN WIDER CURRICULUM – YEAR 6 SUMMER HOLIDAYS

History	DT/History	Geography	Local History	Science	Reading
<p>Your first topic next year will be World War 1 &amp; II.</p> <p>WWII (1939-1945) was a conflict that involved virtually every part of the world. The war was in many respects a continuation of the disputes left unsettled by WWI (1914-1918)</p> <p><b>Task:</b> Investigate the causes and effects of World War 1 and II. Take note of key dates, events and countries which were involved. (Remember, when you take notes, it should not be a direct copy, but written in your own words so that you understand it).</p> 	<p>Your first topic next year will be World War 1 and II.</p> <p>Research an aircraft, ship or tank that was used during the war.</p> <p>What was it used for?</p> <p>How are these the same or different to vehicles used today?</p> <p><b>Task:</b> Make a model, drawing or collage of a vehicle used during the war and write a description of it.</p> 	<p>During the wars, soldiers dug trenches as shelters from enemy fire. Most soldiers would spend an average of four days at a time in a front-line trench.</p> <p>Find out the location of different trenches, eg:</p> <ul style="list-style-type: none"> <li>The Western Front</li> <li>Flanders, Belgium</li> <li>Somme, France</li> </ul>  <p><b>Task:</b> Locate the trenches on a map. What was the climate like? What was the landscape like? What do you think life would have been like for a soldier in a front-line trench?</p>	<p>You will be going on a trip to Valance House on the first week back to learn about the Becontree Estate to celebrate 100 years.</p> <p>The Becontree Estate was once described as the largest housing estate in the world!</p> <p><b>Task:</b> Research information on the Becontree Estate and create a mini information booklet.</p> <p><b>Questions to research:</b></p> <ul style="list-style-type: none"> <li>When was it built?</li> <li>Which areas does it cover?</li> <li>How many people lived on the Becontree Estate? How has this changed?</li> <li>How has the use of the land changed over time?</li> </ul> 	<p>What do you already know about living things and their habitats from previous years?</p> <p>What are the different groups that organisms can be sorted into?</p> <p><b>Task:</b> Choose a habitat from the list below or think of your own. Find the names of 10-20 animals and plants that live in this habitat, then classify these organisms into the correct group (the key vocabulary below will help you identify the groups).</p> <p><b>Habitats:</b> Amazon rainforest, Great Barrier Reef, Patagonia, Galapagos Islands or British woodland.</p>	<p>Aim to read at least 5 books over the summer holidays.</p> <p><b>Tasks:</b> Choose one of the books and write a book review to explain what the story was about and what you liked and disliked.</p> <p>Choose one of the books and summarise the story in no more than 100 words.</p> <p>Choose one of the books and create an advert in order to persuade other children to read it.</p> <p>You may find you work in our book corner to share with others in the class!</p> 

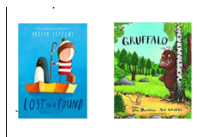
Daily: **TTRockstars** and **Oxford Reading Buddy**

### Homework - Year 1

At the end of the half term, we will be learning about space exploration. Research an explorer and fact file about them.

Write a space adventure story.

Think about:  
 Who are the characters?  
 Where is the story set?  
 What adjectives can you use to describe the characters and setting?  
 What goes wrong?  
 What makes it all ok in the end?




Remember, in addition to these homework tasks, your child should be reading 10 minutes a day as well as using Oxford reading buddy. You should also be practising your spellings weekly.




**Create your own space explorer picture.**

Can you use different materials to make your picture?



**Practise your number bonds to 10 and 20. Learn your 2, 5, 10 times tables.**



**Science Research**

Research and find out:  
 What is a herbivore, omnivore and carnivore?  
 Can you make a list of animals in each category?

Herbivore	Omnivore	Carnivore
		



# SCHOOL MEALS



We believe that it is really important for all children to stay at school for lunch as it gives them an opportunity to develop friendships, learn how to interact with a range of other adults and children and develop good healthy eating habits.

The school uses the previous LA catering team 'BD Together'. Parents are able to pre-order their lunches from home, or out and about on your smart phones. Orders can be for the current day or up to the whole month in advance, ensuring that each pupil receives their preferred choice of meal each day. We offer a daily range of Halal, Non-Halal and Vegetarian options.

**Please note from September 2023 the Mayor of London has committed to paying for all primary school children to receive a free school meal for the academic year of 2023-24.**

At this moment it is not planned to continue the year after, so we ask parent/carers to continue to register for free school meals if they are eligible. This will also give you access to additional benefits such as holiday meal vouchers when available.

If you are receiving any welfare benefits or are a low household income you could be eligible for Free School Meals, You can apply for this via the local authority website at <https://www.lbbd.gov.uk/financial-support-for-pupils-and-students>

Although meals will not be paid for next academic year, parents will still need to register for a ParentPay account in order to pre-order food and pay for other things throughout the year.

*Parents can pay by Credit or Debit cards or set up a monthly Direct Debit using their parent pay account. Please note you will receive an email via ParentPay to activate your account on the start date of your child's enrolment.*

Once your account is activated you can then order your child's meal for the following three weeks, please ensure that you book your child's meal **before 8am**, we suggest that you book your child's meal on the weekend for the upcoming week.

[www.parentpay.com](http://www.parentpay.com)



If your child brings a packed lunch please ensure that it is healthy, and packed in a suitable container and clearly marked with your child's name and class. Glass bottles should not be sent to school, we advise they only bring water.

# ATTENDANCE & PUNCTUALITY

Henry Green Primary School promotes the view that regular attendance is essential to ensure the best possible learning outcomes for all of our children. We believe that the whole school community needs to take responsibility for attendance. The school attendance policy is on the website. We are proactive in assuring all children attend regularly. The school has a Local Authority Attendance Officer, and a Social Inclusion Officer who regularly monitors attendance and lateness. In cases of continued absence or persistent lateness she will make home visits to discuss the reasons for the child's irregular attendance or lateness and will try to help to resolve the issue. We consider anything below 96% to be a potential cause for concern.

It is also really important that your child attends school on time every day so as not to miss the most crucial part of the lesson; the input from the teacher at the start. It also helps them settle into the correct learning frame of mind for the rest of the lesson and the day. Frequent lateness or absence interferes with a child's education, learning and progress; we will act where necessary to ensure regular attendance and punctuality.

Your child **must** be in their classroom by **8:50am**, for them to be registered on time

# COLLECTION and DROP OFF

Please make sure that you collect your child promptly from the designated areas at 3.20pm, when school ends. If anyone other than a parent/carer or named person will be collecting your child you must inform the office that day.

Your child should know the person who is collecting them, and where possible is expected to tell their teacher before leaving. Children in Nursery, Reception, years 1,2,3,4 must be collected by an adult over 18 years old.

We follow the LA guidance 'School Safeguarding Practice Guidance: Safe and Successful drop off and collection of children', which is available on our website.

**Morning Nursery session: 8:30am-11:30am**

**Afternoon Nursery: session 12:20pm-3:20pm**

**Rest of school 8.40am—3.20pm (Doors close at 8.50am)**



# PARENT/CARER COMMUNICATION

**We very much value having good parent-school communications and positive relationships. There are various ways in which we do it.**

## **Parent/Carer Voices**

We have weekly coffee mornings on Thursdays 8.40-9.30am. These are open to all parent/carers to drop in, have a cup of tea and a chat. Each week there will be something on the agenda to discuss and once a month the Parent/Carer Voices will discuss fundraising ideas.



## **School Newsletter**

The school news letter is emailed out to you weekly. This includes updates on what we have been doing in school, news about visits, reminders about school dates, and general school information. All our other letters or information leaflets will also go out on a Friday wherever possible



## **Parent Gym**

We have practitioners in Parent Gym, which is an evidence based parenting programme designed by leading psychologists, drawing on parenting research. All sessions are designed to be highly interactive and participative and it is delivered annually.

## **Twitter**



We have an active Twitter account, where we welcome parents to follow and Tweet us: @HGPrimarySchool

## **Emergency Telephone Numbers and email address**

From time to time it may become necessary to contact a parent or guardian during the course of a day. It could be because of illness or an accident, or even a desire on the part of a pupil to take part in some activity or the pupil has a problem that he/she needs to speak to parents about urgently. Whatever the reason, it is always most important for us to have an emergency telephone number which is up to date, so if you change your place of work or home address, please let us know.

**Please ensure you provide the school with at least 2 additional emergency contacts.**

We may send out a text message to your mobile phone and also send the school newsletter and occasionally other important school information by email, so please inform us of any changes immediately.

# Health and Safety

## **First Aid**

The school has a number of trained first aiders on site to deal with incidents which occur. If your child has a serious accident we will contact you immediately, and call for an ambulance if necessary. For more information see the First Aid Policy.

## **Asthma Pumps**

If your child has an asthma pump, please inform the office staff immediately. The pump should be bought into school, clearly labelled and will be kept in the main office. We ask you to complete a form in the main office, and we monitor and report back to you about it's usage.

## **Medication**

Parents should send their child to school only if they are sure they are well enough. Sometimes a child may require medication, and it is helpful to request from the doctor or dentist that they prescribe medication which can be taken outside school hours. If your child requires medication during the school day, we may ask you to come in and administer this. Any medication must be brought given to the school office. Children should not bring any form of medication into school, including Paracetamol or Calpol.

## **Head lice**

The school follows NHS advice on headlice. If a child has head lice, it is the responsibility of the parent to treat the child and the whole family. If you inform us that your child has head lice, it will be treated in the strictest confidence. It is now usual for the school to send out letters to all parents of children in the class, or provide a general note in the newsletter.

## **Parking**

There is no parent parking on the school site. We ask where possible to walk to school. Where it is not possible, When dropping off and picking up, we ask all parent/carers to respect the neighbours and not park across driveways or on the Zig Zag lines. This can cause congestion and also be dangerous.

## **Jewellery**

Many items of Jewellery can be health and safety hazards that can cause injury to themselves or others, particularly during playtimes. For this reason, Jewellery should not be worn at any time in school. If your child has their ears pierced, they must only wear small studs, no hooped earrings. Although we discourage it, children can wear a watch, but this must be an analogue or simple digital watch. Smart watches should not be worn. If there are items of jewellery that must be worn for religious reasons, please see a member of the Senior Leadership Team.

## **Smoking**

Smoking is not permitted in any part of the school premises, including the playground.

# EXTRA BITS

## Mobile Phones

Mobile phones are not allowed in school; however if parent/carers feel that in the interest of safety their child needs a phone, children in Year 5 and Year 6 may bring a phone to school. These must be taken to the school office in the morning, and collected at the end of the school day. The school takes no responsibility for the loss or damage of mobile phones and we strongly recommend not bringing them in.

## Lost Property

By putting your child's name and class in every item of clothing which belongs to them, ensures that it can be returned to their rightful owners. However, all children are responsible for their own possessions; any valuable items such as money should be carried by the pupils, the teacher is not responsible for this or any piece of jewellery the child has been asked to remove during P.E lessons.

We actively encourage children not to bring anything of value into school. Neither the Governing Body, the school nor the local Educational Authority can accept liability for clothes, or other items, which are lost or damaged in school. If anyone finds any item of clothing or lost property they should take it to the container outside the North Hall (dinner hall). It can also be collected from here.

## Where we are



## Henry Green Primary School

Address: Green Lane, Dagenham, Essex, RM8

1UR

Email: [office@henrygreen.org.uk](mailto:office@henrygreen.org.uk)

Telephone: 0208 270 4466

