

Junior Department Handbook 2025-2026

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Reception

Welcome to Reception

Reception is an exciting and important year where your child begins their school journey. The experience of starting school can be quite daunting for even the most confident of children (and parents!) but we are all here to help.

We hope that you find this booklet to be of some help to you in introducing you to our school, our daily routines, our philosophies and to some of the ways that we help to ensure the happiness, well-being and education of your child.

First thing in the morning is a busy time for us as we need to settle the children and prepare them for the day ahead. That said, if there is an urgent, important matter that you need to discuss, please do feel free to speak to me or alternatively, you can email me:

lydia.stevenson@ditchampark.com

I will always check emails before 8:25, but may not have time to check them again before the end of the day, so if there is an urgent message that I need to know during the course of the day, please contact the school office and they will let me know.

In the Reception Class we follow the Early Years Foundation Stage (EYFS) framework. Underpinning the EYFS is the belief that each child is unique and the ways in which a child engages with other people and their environment through: playing and exploring, active learning, and creating and thinking critically underpin learning and development across all areas and support the child to remain an effective and motivated learner. To that end, our curriculum is largely child-led and based around the interests of the children.

To help you to support your child at home, please find detailed below some information about how the year group works:

- We will listen to the children read 1:1 in class every day. In due course and in line with your child's phonetic learning they will also begin to bring reading books home to share with you. We ask that you read with your child for approximately 10 minutes each night and record the page they have reached and add any comments for us in their reading diary. While reading with your children, it is very helpful to them if you discuss the content of the story and explain the meaning of any new words. Being exposed to literature is so important and vital in developing and progressing with literacy knowledge, and so being read to is an important part of this too.

- In the latter part of the Autumn term, children will be sent home with a pack of 'tricky words'. These are words which cannot be phonetically decoded and therefore children are required to learn by sight. These cards are for you to use at home and therefore are not required to be kept in your child's bookbag.

- In Reception at Ditcham, we use Tapestry as our online learning journal provider to record your child's learning journey. This is a great way for us to celebrate and share your children's in school achievements with you. We would also encourage you to share any out of school achievements with us by using this platform. More information on how to set up your Tapestry account will follow.

- Children will have PE every day of the week. Children should bring their PE kit to school on a Monday and this will remain at school all week.

- For PE, girls should wear black cycling shorts, green PE top, white socks and trainers. Boys should wear black school shorts, green PE top, white socks and trainers.

- Children should have their tracksuits in school every day as these will be frequently used. Please make sure that wellington boots, tracksuit tops and bottoms have loops so that they can be hung up.

- Each child needs a named water bottle in school every day, preferably the sip type.

- At morning break, healthy snacks of fruit or carrot are provided by our kitchen. If you want to send in a snack for the afternoon, please make sure it is healthy and contains **NO NUTS**.

- If your child is absent from school, please call 01730 825659 and leave a message on the answer phone or, alternatively, email parents@ditchampark.com and your child's class teachers.

We are really looking forward to an exciting year with your children.

Lydia Stevenson and Kim Barker

Year 1 (Pre-Prep)

Welcome to Year 1 (Pre-Prep)

Year 1 (Pre-Prep) is an exciting and important year where your child will start following the National Curriculum through slightly more formal and structured lessons but will still have the opportunity to embrace play-based learning both in the classroom and in our wonderful grounds. We do encourage the children to start to take more responsibility for their belongings, the class routines, and their individual learning in order to help them become an independent learner.

As we are encouraging more independence, and now that the children are settled back into school, please say goodbye to your child at the Junior Entrance. They will then get on with their morning activities. First thing in the morning is a busy time for us both as we need to settle the children and prepare them for the day ahead. That said, if there is an urgent, important matter that you need to discuss, please do feel free to speak to me, or you can email me:

kirstin.witte@ditchampark.com

I will always check emails before 8:25, but may not have time to check them again before the end of the day, so if there is an urgent message that I need to know during the course of the day, please contact the school office and they will let me know.

To help you to support your child at home, please find some information below about how the year group works:

- We will listen to the children read 1:1 in class every day. We will send reading books home daily and would ask that you read with your child for approximately 10 minutes each night and record the page they have reached and add any comments for us in their Reading Record book. While reading with your children, it is very helpful to them if you discuss the content of the story and explain the meaning of any new words. Being exposed to literature is so important and vital in developing and progressing with literacy knowledge, being read to is an important part of this too.

- In the first few weeks the children will be sent home with Year One Common Exception Words (CEW) which are for them to practise reading at home, on sight and also for spelling practice.

- Weekly spelling tests will be on a Friday. We will send a spelling book home with a list of spellings for the following week. After the test, new spelling words for the next week will be sent home. The children will practise their spellings daily at school as one of their morning jobs, please also help and encourage your child to practise at home.

- Children will have PE every day of the week. They will need to get changed into their kit first thing in the morning, and we encourage this to be a job they undertake independently.

- Please ensure PE kits are in named drawstring bags. For PE, girls should wear black cycling shorts/skort, green PE top, white socks and trainers. Boys should wear black school shorts, green PE top, white socks and trainers.

- Children should have their named tracksuits and wellington boots in school every day as these are used outside at break and lunch times. Please make sure that tracksuit tops and bottoms and school jumpers have loops so that they can be hung up. Please also ensure loops are in their waterproofs, so these can be hung up too.

- Each child needs a filled (with water please) named water bottle, preferably the sip/sports top type. Please do not put water bottles in book bags as they can leak.

- At morning break, healthy snacks of fruit are provided by our catering staff. If you want to send in a snack for afternoon break, please make sure it is **healthy** and contains **NO NUTS**.

- Rewarding children's hard work and good behaviour is really important. In Pre-Prep, the children's endeavours will be rewarded with stickers, house points and merit badges/certificates.

- If your child is absent from school, please call 01730 825659 and leave a message on the answer phone or, alternatively, email parents@ditchampark.com and your child's class teachers.

In Year 1, the timetable is largely cross-curricular, and we try, where possible, to ensure subjects are all linked to our topics. This creates a more immersive experience, and the children are more absorbed in our learning.

We are really looking forward to an exciting year ahead with your lovely children!

Kirstin Witte and Tracey Leadbeter-Zee

Year 2 (Prep)

Welcome to Year 2 (Prep)

Year 2 is an exciting and important year where your child will become an independent learner. To help them achieve this, we do encourage the children to start to take more responsibility for their belongings, the class routines, and their individual learning.

As we are encouraging more independence, please say goodbye to your child at the classroom door. They will then get on with their morning activities. First thing in the morning is a busy time for us both as we need to settle the children and prepare them for the day ahead. That said, if there is an urgent, important matter that you need to discuss, please do feel free to speak to me. Alternatively, you can email me at:

Matthew.livingston@ditchampark.com
Susannah.delahaye@ditchampark.com

We will always check emails before 8:25 but may not have time to check them again before the end of the day, so if there is an urgent message that we need to know during the course of the day, please contact the school office and they will let me know.

To help you to support your child at home, please find detailed below some key information about how the year group works:

- Reading books will come home daily. Please read with your child for approximately 10 minutes each night and record the page they have reached. It would be helpful if you could discuss the story and explain the meaning of any new words. Our aim is to hear every child read daily with an adult in school.

- Weekly spelling tests will be on a Friday and your child will then come home with a list of words to learn for the following week. Please also encourage your child to practice these spellings at home. We will also revisit the Year 1 "tricky" or common exception words they will have been exposed to last academic year. We will then work on the Year 2 common exception words. These are all words that do not follow a spelling pattern and are ones we just need to learn to spell and read.

- Children will have PE every day of the week. They will need to get changed into their kit in the morning, and we would encourage this to be a job they undertake independently.

- Please ensure PE kits are in named school issue drawstring bags. For PE, girls should wear black cycling shorts/skort, green PE top, white socks and trainers. Boys should wear black school shorts, green PE top, white socks and trainers.

- Children should have their tracksuits in school every day as these are used outside at break and lunch time. Please make sure that wellington boots, tracksuit tops and bottoms have loops so that they can be hung up.

- Each child requires a named water bottle, filled with water only, which is preferably the sip type. This prevents lots of to-ing and fro-ing from the water fountain and sink. Please do not put water bottles in book bags.

- At morning break, a healthy fruit snack is provided by the catering staff. If you want to send in a snack for afternoon break, please make sure it is healthy and contains **NO NUTS**.

- Rewarding children's hard work and good behaviour is really important. In Prep, the children's endeavours will continue to be rewarded with stickers, house points and Merit awards.

- If your child is absent from school, please call 01730 825659 and leave a message on the answer phone or, alternatively, email parents@ditchampark.com and your child's class teachers.

In Year 2, the timetable is largely cross-curricular, and we try, where possible, to ensure subjects are all linked to our topics. This creates a more immersive experience, and the children are more absorbed in our learning.

We are really looking forward to an exciting year with your children.

Matthew Livingston and Susannah De La Haye

Year 3 (Transition)

Welcome to Transition (Year 3)

Year 3 is an exciting and fun year where the children will continue to develop their independence in both their learning and social skills. Below you will find some useful information about Transition and what happens:

- Weekly spelling tests will be on a Friday. Your child will come home with a list of words to learn for the following week. Each evening, time should be spent on learning these words. Please check for correct letter formation and joins. It is also important that your child can put their spellings into sentences as well as writing dictations with their spelling words in.

- Weekly times tables tests will be on a Thursday. Children will come home with a folder containing their test and results, plus a worksheet to complete at home as practice. They will start on the 2 times table in order, then move on to the 2s out of order and next complete the 2s with mixed multiplication and division questions before moving on to the 3s and repeating this process.

- We will hear the children read in class twice a week and ask that you read daily with them at home as well, signing their reading records and including the page number that they are on.

- We have music three times a week which is taught by Mrs Leighton. The children will be learning the recorder this year and will have their lesson for this on a Friday. All children will need a recorder ready for September in a clearly labelled case.

- Please make sure that all uniform and kit is clearly labelled, and that tracksuit bottoms, waterproofs and coats have loops so that they can be hung up.

- Each child needs a named sip-style water bottle, which should be filled up before coming to school.

- At morning break, healthy snacks of fruit are provided by our kitchen. If you want to send in a snack for afternoon break, please make sure it is healthy and that it **does not contain nuts.**

- If your child wears shoes or trainers with laces, it is important that they can do these independently as we are not always around to help when they have to do them up, for example at the end of breaks.

- Rewarding children's hard work and good behaviour is very important. In Key Stage 2, (Transition-Uppers), the children's endeavours continue to be rewarded with house points. In addition to this, merit badges/certificates are awarded to children for various things, for example, if they work consistently hard or demonstrate good behaviour or produce a commendable piece of work. These are awarded during Friday assembly. Children will wear the merit badge for the week, returning them to us at the end of the week.

- Please can you provide a named pencil case for your child to bring into school on their first day. We will provide all of the stationery for them.

- If your child is absent from school, please call 01730 825659 and leave a message on the answer phone or, alternatively, email parents@ditchampark.com and your child's class teachers.

If you have any questions, please do not hesitate to contact us.

roland.ainsworth@ditchampark.com

anna.somerville@ditchampark.com

We will endeavour to reply to your emails as soon as possible and within 48 hours, which is our school policy.

We are really looking forward to an exciting year with your children.

Roly Ainsworth and Anna Somerville

Year 4 (Lowers)

Welcome to Year 4 (Lowers)

We hope your child will enjoy their year in Year 4. We have compiled information that we hope you will find useful.

Curriculum

In addition to Literacy and Numeracy, your child will follow a programme that includes Science, Topic, French, IT, Music, PE, RE, PSHE, Art and Design Technology. This year, in Science, the topics covered incorporate Living Things and their Habitats, States of Matter, Sound, Electricity, Animals which includes Food, Digestion and Teeth. In Topic, we study India, Map Skills, Europe, Settlements, Ancient Greece and Invaders and Settlers (with a focus on the Romans, Celts, Vikings and Saxons).

Homework

The children are expected to complete 30 minutes a day which should include reading, learning spellings and cementing times tables. In addition, they will be given one or more tasks that support the spellings they are learning. Spelling homework will be set on a Monday; worksheets are to be handed in each Wednesday, with work set in the writing book to be handed in on the Friday.

The weekly spelling test will take place on Monday, your child will be tested not only on the current week's words but also those of the previous week.

The times tables test will be on a Thursday. Each week, your child will either be told which times tables to learn or will have a sheet sent home.

We also ask that you regularly practise telling the time, both analogue and digital.

School Visits

To enhance the curriculum, we organise at least one school visit/curriculum activity day each term. Over the course of the year, we will visit Fishbourne Roman Palace, the Weald and Downland Museum, Buriton Village, Volunteer for the Hampshire Forest Partnership, and hold our regular Bushcraft camping trip to the New Forest; additionally, there will be an All About India day.

Getting In Touch

We would ask that you say goodbye to your child outside of the classroom and allow them to come into school on their own. You are welcome in our classrooms in the mornings or after school if there is an urgent issue you need to inform us about. Otherwise, please do use either the Reading Records (which we endeavour to read daily) or email.

jo.burgess@ditchampark.com

louise.atkinson@ditchampark.com

If your child is absent from school, please call 01730 825659 and leave a message on the answer phone or, alternatively, email parents@ditchampark.com and your child's class teachers.

Equipment

Children will be provided with a fully stocked pencil case, at the start of the year – so please do not send them in with their own.
They will require a Collins School combined dictionary and thesaurus, which will be kept in their desks.

Water Bottles

To allow your child to work to his/her optimum we believe hydration and a healthy diet to be essential. To that end, please send your child to school with a sports-top water bottle that they will be encouraged to drink from throughout the day. They are expected to take these home at the end of the day. Fruit snacks are available at morning break; if you prefer you may provide your child with a healthy alternative (no crisps, biscuits, chocolate or nuts – **we are a nut free school**).

Bags

Lower Junior pupils use Ditcham issue rucksacks which are the appropriate size for everything they need to carry between home and school daily. These will be kept in the classroom.

Chromebooks

We are delighted that all children in Lower Juniors have personal Chromebooks. These will be brought home each Friday, to be charged, and will then need to come back into school with the children on Monday morning. They will stay at school throughout the week. The weekend charge should be enough to keep them going, however, if needed, we can top them up in the classroom.

Please can your child have a set of headphones, to keep in school. Due to space restrictions in their desks, please could these be smaller, rather than larger?!

Uniform

As we endeavour to take advantage of our grounds in most weather your child is required to have a black, school-issue, winter coat; this can be purchased from the uniform shop.

The children will have Games on a Thursday (they will change into their kit, at school, returning home in their sport's kit – which they will then wear into school on Friday morning; after PE on Friday, they will change into their uniform, bringing their sport's kit home over the weekend. They also have PE on a Wednesday (for which they will change in and out of kit, over the course of the day), as well as various activities at lunch time, so please can the sports' kit be sent in each Monday.

Thank you for ensuring all kit is clearly labelled, as kit does, invariably go missing, clear labels make it much easier to return.

For ease of hanging up we ask that your child's tracksuit and coat have a loop attached (the care label is not big enough!).
We hope this information has been of help and look forward to working with you this year.

Jo Burgess and Louise Atkinson

Year 5 (Middles)

Welcome to Year 5 (Middles)

Welcome to Year 5. Please find herewith some quick reference information that we hope you will find useful.

Pencil Case

Middles need their own pencil case (not too large please!) containing 2 HB pencils, a blue handwriting pen (NOT a biro please) a 30 cm ruler, an eraser, sharpener and a purple pen. In addition, they will need colouring pencils, a glue stick, a highlighter and scissors.

Tracksuit and Wellies

These need to be in school EVERY day please from the first day back and clearly labelled with your child's name. The tracksuit top and bottom need hanging loops.

Communication

If you would like to communicate with us, please email, or write a note in the Reading and Homework Diary.

jane.ohara@ditchampark.com
kerry.vaughan-carpenter@ditchampark.com

Homework

The children will write in their homework diaries every day. Please check and sign it daily.
We expect that the children will practise spellings and times tables daily as well as doing 15mins reading of their school reading book.
Spellings will be tested on a Monday and new words set.
Times tables will be tested on a Friday.

Reading: You do not have to hear them read every night, but please do try to hear them a couple of times a week. Please make sure that any reading done gets noted in the reading record (the children can do this themselves if they have read independently).

At this stage, the children are excellent at decoding words but are not always sure of meanings, so please do question them on what words might mean.
Other good questions to ask include
'How does the character feel and why do you think they feel that way?'
'How do you think this story will end?'
'If you were to meet a character, which one would you like to meet? What would you ask them?'
'Why do you think the author chose *** plot/character/ setting/scene?'

If your son or daughter has had a go at reading a book but is not enjoying it, please encourage them to choose a different book rather than trying to plough on until the end, which will ultimately just put them off. They can always return to the book at a later stage.

Formal Homework: Homework is set nightly and is generally due in the next day. The children should not spend more than 30 minutes on their homework, so please ask them to stop at that point. This way, we as teachers can assess how quickly they are working and what their understanding levels are. This is important to us, as we can then tailor our future lessons based upon what we have seen the children can do in the time set. Please do not let them go on and on for hours, they need their down time, and similarly if they procrastinate for 30 minutes and achieve very little, again please stop! If you could annotate the work or ping us an email if that happens (and usually it only happens once!) then we can have a conversation with them in school the next day.

If there is the odd evening (a birthday or perhaps a late fixture) when homework cannot be completed, please let us know so we are aware. It is better that we hear this from you, rather than the children themselves, so that we get a clear and accurate message!

It is useful if they could have a basic pencil case (blue handwriting pen, pencil, 30cm ruler and colouring pencils) at home so that they do not need to worry about carting their school pencil case back and forth.

Stretch and Challenge: In Middles, six optional S&C tasks will be set each term. These tasks will be introduced to the children gradually throughout the term, each with a set deadline to help them manage their time effectively. Full details of the tasks will be available in the MJO/MJVC 25–26 Google Classroom.

Show My Homework / Satchel One

Each child will have a Show My Homework account.
Show My Homework (SMHW) is an online platform where we explain daily homework tasks in more detail. You can access it via a link on the school website, a free to download app, or by going to www.showmyhomework.co.uk

The children will need to 'Sign in Using Google' and you will be given a log in, so you will be able to see what the children have been asked to do. If the children have been set a worksheet for homework, they will be given a paper copy of it, but an electronic copy is always available on SMHW in case of emergencies!

Please encourage your children to check in to Show My Homework **daily** to double check the task set. We are quite prescriptive as to what we would like the children to do, and the children always have the task and expectations fully explained to them in class beforehand.
We will never set a homework that is too hard for them, and generally they will be able to access and complete the tasks independently, but if they do need the odd bit of help once in a while, that is fine. If a homework is not completed correctly, we may ask for them to have another go the next evening to make the necessary changes.

Chrome Books

The New Policy

- From September 2025, all pupils in Year 5 and above will be required to own their own Chromebook. These devices will be available for purchase via the Ditcham Shop, ensuring compatibility with our systems.

Please ensure that these are purchased in time for the start of term when pupils will be shown how to set up and access different platforms for learning.

Chrome books will be brought home every night in their protective case and transported in the book bag. It is expected that the Chrome book will be brought back to school each day fully charged, so there will be no need to bring the charger into school. The Chrome books will be used every day in school and each child will also need a small set of wired in-ear headphones which will remain at school.

Some homework will need to be completed on the Chrome Book. Spelling homework (Mondays) can be completed on the computer or by hand. When your son or daughter completes a homework on the computer, please remind them to print it off and stick it into the correct exercise book before handing it in. All pupils will need access to a working printer.

KIt Bags

The children should bring their kit bags into school on a Monday ready for the week ahead. They will have Games on Wednesdays. Thank you for naming all the kit. They will lose kit; it is perfectly normal at this age, but if it is named it much easier to return things to their correct owner.

Fruity Friday

The children want to continue with fruity Fridays. They will take it in turns to bring 'fruit' (biscuits, cakes, treats) in for the class, and they will all know when their week is! Recent discussions have provoked a move towards slightly healthier treats and how they can be just as exciting and tasty. We welcome home-made banana bread, flapjack, dried fruits, fruit kebabs, strawberries and anything that reduces our sugar intake. Please be mindful of intolerances.

Nuts

Remember we are a nut free school, please check that the children do not have nuts in their snack bars, cakes or sandwiches. If they have breakfast which contains nuts (including peanut butter and Nutella) please ensure they have washed their hands before coming into school.

Independence

Middles is a year where the children feel grown up and they really want to be thought of and treated in that way. Please encourage this by saying goodbye to them as you drop them off and allowing them to make their own way to the school building.

Finally, thank you for allowing us to teach your children this year. We already know that it is going to be a great year and are looking forward to the next three terms. If you have any further questions, please do not hesitate to get in touch.

Jane O'Hara and Kerry Vaughan-Carpenter

Year 6 (Uppers)

Welcome to Year 6 (Uppers)

We hope that your child is looking forward to joining Year 6 and we are both very excited about the new academic year.
There are a few things that your child will need to bring in with them from the first day back, and we would be extremely grateful if you could help him/her to get everything sorted over the holidays:

- We ask that pupils in Uppers have their own **pencil case, blue ink/fountain pen, dictionary and thesaurus**.
- Uppers will have PE twice a week and Games will be on a Wednesday afternoon as it was last year in Year 5. Remember that they will need a tracksuit and wellies too!
- As always, please could everything be clearly labelled with your child's name. This is particularly important as sharing will not be permitted.

Communication:
chris.ellis@ditchampark.com
kate.newton@ditchampark.com

If you have any questions, please do not hesitate to contact us by email or pop by our classroom before school or at the end of the day – our door is always open. You will also find the Upper Junior Class Representative a really useful port of call if you have any questions.

If your child is absent from school, please call 01730 825659 and leave a message on the answer phone or, alternatively, email parents@ditchampark.com and your child's class teachers.

Curriculum and Homework:
As pupils move into Upper Juniors, there is an increase in responsibility and the need for organisation. They navigate their way around the school more, visiting specialist teachers as they start the transitional process into Seniors in Form 1 (Year 7).
Children will receive one spelling homework a week as well as an additional English piece, two Maths tasks and either Science, History or Geography as well. We are still working out which days the different homework will go out on, but we are keen not to overwhelm the children and also to give them time to complete their work.
Most homework is set on Satchel:One. All pupils (and parents) should have a login for Satchel:One; please do contact us if you do not have one as we can easily rectify this. This has proved to be a highly effective system for pupils and helps them to easily understand and locate the homework tasks that they have.

Chromebooks and Google Classroom:
Pupils in Uppers will continue to use Chromebooks to enhance learning across all subjects. As pupils have a greater selection of teachers, they will need to bring in their Chromebook daily and ensure it is fully charged. A charger will be supplied, which each child will keep at home and charge overnight. The Chromebook is delicate, so we ask that all pupils keep it in the protective cover provided when taking to and from school as well as when moving around the school. We take pupil online safety seriously and will monitor use of the Chromebook at school and ask that parents support this at home. Some activities will require listening to music and/or film and we ask that each child is supplied with a set of headphones. These can be stored in their desk. Pupils use their Chromebooks to join the relevant Google classroom for their subject teacher, so they can access work at home and at school.

School Trips:

Our curriculum is supported by a variety of off-site visits to enhance confidence and reinforce classroom material. This year Uppers will be taking part in a residential trip at Osmington Bay, Dorset, in October 2025, where we will be partaking in a variety of exciting activities that will promote teamwork and create a greater bond between pupils and teachers. Many of these activities will also improve pupils' critical thinking and problem-solving skills. A letter outlining full details will be sent via the school system. In addition, we aim to take pupils to The National Gallery, London, which houses a collection of over 2,300 paintings dating from the mid-13th century to 1900. Finally, we will end the year with a 'fun' trip to Paulton's Park. This proves to be popular with both pupils and helpers, who enjoy the high-rides/slow-rides and animals found at the Park. Your support on some of these trips will be greatly appreciated and we will send out a letter linked to each one in due course.

Pupil Leadership:
We are currently reviewing how we develop leadership skills in all our pupils and will be writing to you in September with more details about how this will look moving forward.

We are really looking forward to teaching your children and have an action-packed year ahead planned.

Chris Ellis and Kate Newton

Reports and Parents' Evenings

Written Reports:

At the end of each term, you will receive a written report about how your child is doing. The report will be comprised of grades and written comments by your child's class teacher. At the end of the Summer term, you will receive a longer summative report reflecting on your child's progress across the whole year.

Grade Descriptors

1: Outstanding - goes above and beyond at every opportunity
2: Excellent - consistently works hard.
3: Good - working well but there are areas that could be improved
4: Inconsistent - effort is variable and has the potential to impact progress; there is room for improvement.
5: Requires improvement - Effort is often unsatisfactory and is having an impact on the progress being made.

Areas of Assessment:

Progress indicates the level of improvement a child has made and whether they are responding to their personal targets
Engagement indicates if a child actively participates within a lesson, demonstrating good listening skills and a willingness to offer ideas, either in a whole class discussion, a small group or on a one-to-one basis
Settling to Tasks indicates whether the child is able to settle and focus when being asked to work independently
Meeting deadlines indicates whether a child is able to complete the task set within the time allowed, this can apply to classwork or homework.

Parents Evenings:
We start the Autumn term with a parents' evening so that parents can meet their child's new class teacher and so that they can ensure that all essential information about their child has been passed on.

There will be additional parents' evenings at the start of the Spring and Summer terms. The purpose of these evenings will be to discuss the report from the end of the term before and to have a joined-up approach to how any 'next steps' will be realised.

Work Shares:
Just prior to the parents' evening, we will be inviting all parents to come into their child's classroom and to look through their work with their child. The date for the work shares will be in the school calendar, which will be published at the start of the term. There will be two sessions on the day set, the first from 8.40 -9.10 and the second from 3.20-3.45. These will be informal sessions, so you will not need to book in, but simply sign in at a desk that will be located near the Junior Entrance in the courtyard. These sessions will give you a chance to look through your child's books. There will not, however, be time for a one-to-one conversation with the class teacher; if you have any questions, you can address them during your parents' evening appointment.

If you have any concerns about your child's performance or progress you can contact and arrange a meeting with the class teacher when needed. I firmly believe, however, that these new arrangements will give you effective, useful and accurate information about your child and their progress.

Reporting and Feedback Schedule – Juniors

Autumn Term	**Timing**	**Purpose**
Parents Meeting with Class teacher (10 minute appointments)	Beginning of the term	Parents can talk through an academic or pastoral issues
Grades and report	End of the term	To inform parents of progress and next steps.

Spring Term	**Timing**	**Purpose**
Work Share	Beginning of the term	Parents have visibility of their children's work.
Parents' Evening	Beginning of the term	To discuss the next steps mentioned in the report
Grades and report	End of the term	To inform parents of progress and next steps.

Summer Term	**Timing**	**Purpose**
Work Share	Beginning of the term	Parents have visibility of their children's work.
Parents' Evening	Beginning of the term	To discuss the next steps mentioned in the report
Full summative report	End of the term	To describe how the year has gone and progress made.

Online Learning and E-Safety

Online Learning and E-Safety

We are living in a digital age. The landscape in which we live, work and learn has evolved and developed into a world where our real world lives co-exist with our online lives. Digital learning and literacy have become the norm, a tool that we can use in the classroom, and at home, by both Pupils and Teachers. We take very seriously our responsibility to keep pupils safe online at School and we provide parents with advice and guidance to help them keep their children safe online at home.

Smart Phone Free School

We would like to discourage our pupils from using a smart phone in school because it will invariably be a distraction to learning and social interaction and because pupils may be able to access harmful material online or indulge in online behaviour that could be harmful to others. During the school day - and when in our care - we want our pupils to be able to connect with their peers and teachers. We want them to engage with their learning. And we want them to be free of the pressures associated with lives led online.

Pupils in Juniors are not allowed to bring a smartphone into School, unless they get the bus to and from school which will be handed to their class teacher at the beginning of the day and handed back to them at the end of the day. Pupils in Seniors are issued with a Yondr Pouch which is used to store their smartphone during the school day. When leaving the school site, pupils will be able to unlock their pouches using the Yondr unlocking bases situated at the senior entrance and the carpark where the buses drop-off/pick-up. For more information about how Yondr works, please visit the link below: https://www.overyondr.com/

Keeping Children Safe Online

Research indicates that excessive smartphone use by children can negatively impact their mental and physical health, cognitive development, and social skills. Studies link problematic smartphone use to increased anxiety, depression, sleep disturbances, and even self-harm. Furthermore, excessive screen time can hinder face-to-face interaction and reduce physical activity, contributing to a sedentary lifestyle.

We advise parents to delay giving their child(ren) a smartphone for as long as possible. Yr7, the point at which a child starts in Seniors would seem to be the earliest age a child should be given a smart phone.

Instead of giving your child(ren) a smartphone, we advise parents to give their child(ren) a ‘brickphone’. This is a mobile phone which enables a child to communicate by telephone calls and text messaging. A ‘brickphone’ does not provide internet access. Most mobile phone providers/suppliers sell ‘brickphones’.

ChromeBook & Google Classroom

Ditcham Park School has chosen to use Chromebook as a digital learning tool because it is easy to use, robust and has built in safety mechanisms. Pupils start to use Chromebook and

to learn online from Yr4. In Yr7 pupils are issued with their own Chromebook. ChromeBook works well with GSuite for Education and Google Classroom which is reliable and respected online learning platform. We see ChromeBook as one of many learning tools. Pupils are encouraged to read books, use text books and to develop their handwriting skills as well as their typing skills.

ChromeBook & Homework

From Yr 5 upwards, your child will be set homework tasks on a platform called Satchel One. Both you and your child will be able to 'log in' and access the work set.: Pupils access Satchel One by choosing the 'Sign in using Google' option. Parents have been sent logins.

In general, if your home set up allows, we would advise a communal space as the most useful for completion of homework. While your child's bedroom may offer a quieter space it may be too easy for them to be distracted by the lure of various tech and therefore find it difficult to focus on homework. Having a phone-free space to work is advisable.

Acceptable Use Policy and ensuring a Safe Online Environment in School

We keep pupils safe online in school by having strong filters on internet access. Pupils learn about on-line safety in IT lessons and Personal Social & Health Education (PSHE) lessons. We expect pupils to use ChromeBook responsibly and adhere to our Acceptable Use Policy (AUP) which they sign to acknowledge their understanding.

Safe Online Environment at Home

It's important that we work together to maintain a safe and focused online environment for your child at home.

While Chromebooks are protected by the school's filters during school hours, these filters are not active when the devices are used at home. This is where your role as parents is important. We encourage you to actively monitor your child's online activities and set clear guidelines for how and when the Chromebook is used. Having open conversations with your child about the websites and apps they're using, and discussing any concerns they might have, will help foster trust and guide them in making responsible online choices.

Steps to Enhance Online Safety at Home

To further support your child's safety online, we recommend reaching out to your Internet Service Provider (ISP) to set up parental controls and filtering options on your home WiFi. Most ISPs offer easy-to-use tools that allow you to control the content accessible through your home network.

In addition, we are aware that some families use other tools to protect their children while online. We are working to ensure that our Chromebooks are compatible with these tools to provide seamless protection across all devices used at home.

Ongoing Support and Guidance

We understand that online safety is a concern for parents, and we are here to support you. We have published information about Online Safety on our website in the School Policies section. Specifically, it can be found in the Safeguarding and Child Protection section in School Policies.

Thank you for supporting your child's online learning and safety.

Uniform

UNIFORM LIST

RECEPTION / YEAR 1 / YEAR 2

GIRLS

SUMMER TERM
*Blazer
*Summer Dress
White Socks
Black Shoes

WINTER UNIFORM
*Blazer
*School Jumper
*Kilt
*White Long Sleeved Polo Top
Bottle Green Knee Length Socks
Bottle Green Tights
Black Shoes

P.E KIT
*Polar Fleece
*Tracksuit Bottoms
*Ditcham Sports Top
Cycle Shorts
Short White Socks
White Trainers
*Drawstring Bag

OUTDOOR CLOTHING
*Black Coat
Waterproof Set – Jacket and Trousers
Wellington Boots
Summer / Winter Hats
Gloves & Scarves

BOYS

SUMMER TERM
*Blazer
Grey Shorts
White Short Sleeved Polo Top
Grey Socks
Black Shoes

WINTER UNIFORM
*Blazer
*School Jumper
Grey Trousers
*White Long Sleeved Polo Top
Grey Socks
Black Shoes

P.E KIT
*Polar Fleece
*Tracksuit Bottoms
*Ditcham Sports Top
*Ditcham Rugby Shirt
*Ditcham Black Shorts
Short White Socks
White Trainers
*Drawstring Bag

OUTDOOR CLOTHING
*Black Coat
Waterproof Set – Jacket and Trousers
Wellington Boots
Summer / Winter Hats
Gloves & Scarves

UNIFORM LIST

YEAR 3/ YEAR 4/ YEAR 5/ YEAR 6

GIRLS

SUMMER TERM
*Blazer
*Summer Dress
White Socks
Black Shoes

WINTER UNIFORM
*Blazer
*School Jumper
*Kilt
*White Revere Collar Blouse
Bottle Green Knee Length Socks
Bottle Green Tights / Black Tights
Black Shoes

P.E KIT
*Polar Fleece Top
*Tracksuit Bottoms
*Ditcham Sports Top
*Ditcham Games Skort
Short White Socks
*Games Socks
Base Layer (Optional)
*Sports Jacket (Yr5 and 6)
White Trainers (Predominantly White)
Shin Pads
Gumshield
Studded Boots (if on hockey team)
*Sports Holdall

OUTDOOR CLOTHING
*Black Coat
Waterproof Set – Jacket and Trousers
Wellington Boots
Summer / Winter Hats
Gloves & Scarves

BOYS

SUMMER TERM
*Blazer
Grey Shorts
White Short Sleeved Shirt
Grey Socks
Black Shoes

WINTER UNIFORM
*Blazer
*School Jumper
Grey Trousers
White Long Sleeved Shirt
*Tie
Grey Socks
Black Shoes

P.E KIT
*Polar Fleece Top
*Tracksuit Bottoms
*Ditcham Sports Top
Short White Socks
*Ditcham Rugby Shirt
Black Shorts
*Games Socks
Base Layer (optional)
*Sports Jacket (Yr5 and 6)
White Trainers (Predominantly White)
Shin Pads
Gumshield
Studded Boots
*Sports Holdall

OUTDOOR CLOTHING
*Black Coat
Waterproof Set – Jacket and Trousers
Wellington Boots
Summer / Winter Hats
Gloves & Scarves

Reading

Supporting Reading at Home

Reading is at the heart of all learning and at Ditcham we believe that the best way to develop reading is in partnership with the parents.

Reading, as we all know, is a challenging and multi-skilled activity; a child not only needs to be able to sound out and blend the sounds to make the word, but also understand the context and meaning of the word. The following are some questions you can ask your child whilst reading with them to help develop their understanding and enjoyment.

This information is broken down into six skills of read, known as the reading VIPERS, they are:

Vocabulary

Infer

Predict

Explain

Retrieve

Summarise

Vocabulary	Infer	Predict	Explain	Retrieve	Summarise
Find and explain the meaning of words in context. 	Make and justify inferences using evidence from the text. 	Predict what will happen based from the details given or implied. 	Explain how content is related and contributed to the meaning as a whole. Explain how meaning is enhanced through choice of language. Explain the themes and patterns that develop across the text. Explain how information contributes to the overall experience. 	Retrieve and record information and identify key details from fiction and non-fiction. 	Summarise the main ideas from more than one paragraph. 
Example questions • What do the words ..... and ..... suggest about the character, setting and mood? • Which word tells you that....? • Which keyword tells you about the character/setting/mood? • Find one word in the text which means..... • Find and highlight the word that is closest in meaning to..... • Find a word or phrase which shows/suggests that.....	Example questions • Find and copy a group of words which show that... • How do these words make the reader feel? How does this paragraph suggest this? • How do the descriptions of ..... show that they are ..... • How can you tell that..... • What impression of ..... do you get from these paragraphs? • What voice might these characters use? • What was .... thinking when..... • Who is telling the story?	Example questions • From the cover what do you think this text is going to be about? • What is happening now? What happened before this? What will happen after? • What does this paragraph suggest will happen next? What makes you think this? • Do you think the choice of setting will influence how the plot develops? • Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.	Example questions • Why is the text arranged in this way? • What structures has the author used? • What is the purpose of this text feature? • Is the use of ..... effective? • The mood of the character changes throughout the text. • Find and copy the phrases which show this. • What is the author's point of view? • What affect does ..... have on the audience? • How does the author engage the reader here? • Which words and phrases did ..... effectively? • Which section was the most interesting/exciting part? • How are these sections linked?	Example questions • How would you describe this story/text? What genre is it? How do you know? • How did...? • How often...? • Who had...? Who is...? Who did....? • What happened to...? • What does.... do? • How ..... is .....? • What can you learn from ..... from this section? • Give one example of..... • The story is told from whose perspective?	Example questions • Can you number these events 1-5 in the order that they happened? • What happened after .....? • What was the first thing that happened in the story? • Can you summarise in a sentence the opening/ middle/end of the story? • In what order do these chapter headings come in the story?

Key Stage 1

Vocabulary	Infer	Predict	Explain	Retrieve	Summarise
Find and explain the meaning of words in context. 	Make and justify inferences using evidence from the text. 	Predict what will happen based from the details given or implied. 	Explain how content is related and contributed to the meaning as a whole. Explain how meaning is enhanced through choice of language. Explain the themes and patterns that develop across the text. Explain how information contributes to the overall experience. 	Retrieve and record information and identify key details from fiction and non-fiction. 	Summarise the main ideas from more than one paragraph. 
Example questions • What do the words ..... and ..... suggest about the character, setting and mood? • Which word tells you that....? • Which keyword tells you about the character/setting/mood? • Find one word in the text which means..... • Find and highlight the word that is closest in meaning to..... • Find a word or phrase which shows/suggests that.....	Example questions • Find and copy a group of words which show that... • How do these words make the reader feel? How does this paragraph suggest this? • How do the descriptions of ..... show that they are ..... • How can you tell that..... • What impression of ..... do you get from these paragraphs? • What voice might these characters use? • What was .... thinking when..... • Who is telling the story?	Example questions • From the cover what do you think this text is going to be about? • What is happening now? What happened before this? What will happen after? • What does this paragraph suggest will happen next? What makes you think this? • Do you think the choice of setting will influence how the plot develops? • Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.	Example questions • Why is the text arranged in this way? • What structures has the author used? • What is the purpose of this text feature? • Is the use of ..... effective? • The mood of the character changes throughout the text. • Find and copy the phrases which show this. • What is the author's point of view? • What affect does ..... have on the audience? • How does the author engage the reader here? • Which words and phrases did ..... effectively? • Which section was the most interesting/exciting part? • How are these sections linked?	Example questions • How would you describe this story/text? What genre is it? How do you know? • How did...? • How often...? • Who had...? Who is...? Who did....? • What happened to...? • What does.... do? • How ..... is .....? • What can you learn from ..... from this section? • Give one example of..... • The story is told from whose perspective?	Example questions • Can you number these events 1-5 in the order that they happened? • What happened after .....? • What was the first thing that happened in the story? • Can you summarise in a sentence the opening/ middle/end of the story? • In what order do these chapter headings come in the story?

Key Stage 2