



Greenfields Primary School

Prospectus 2025 / 2026

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Welcome to Greenfields Primary School

Dear Parents,

Hello!

On behalf of the staff and governors of Greenfields School I would like to welcome you to Greenfields. If your child is the first child in your family to join us, we look forward to a happy and successful partnership over the coming years. If you already have children here, we are pleased to renew and further develop the relationship between us.

At Greenfields, we have over 5 acres of green space, which enables us to embrace outdoor learning at its best. Our personally designed curriculum aims to excite and engage every child, helping them to be the very best they can be whilst creating lifelong learners. We want our children to enjoy every educational experience they have offered to them whilst becoming the citizens of tomorrow. We instil positive values and confidence in all our children and ensure they are equipped with the skills, values and knowledge they need for their futures. Our staff work tirelessly to deliver the best they can; day in, day out. Our expectations are high and we strive for excellence in all that we do.

At the heart of everything is our relationship with our families. We are building, and will continue to build, long lasting relationships with every family that passes through our doors – for together we share the responsibility to mould the next generation. We know that parents can only feel confidence in a school when they understand what happens within it. We hope, therefore, that your knowledge of the school will grow and develop through contact with staff, governors and parents and that you will be able to take advantage of the opportunities we offer for you to come into school and work alongside your child.

The education of our young people is a huge responsibility. A responsibility shared between parents and school and one which we do not undertake lightly. It is very important that mutual understanding and trust should be the basis of our shared responsibility.

Greenfields may be a small school, but we dream big.

I hope that as soon as you enter Greenfields Primary School you will agree that we are a very special school. If you would like to visit the school, you and your child are welcome to make an appointment to come and see us. I look forward to welcoming you through our doors soon.

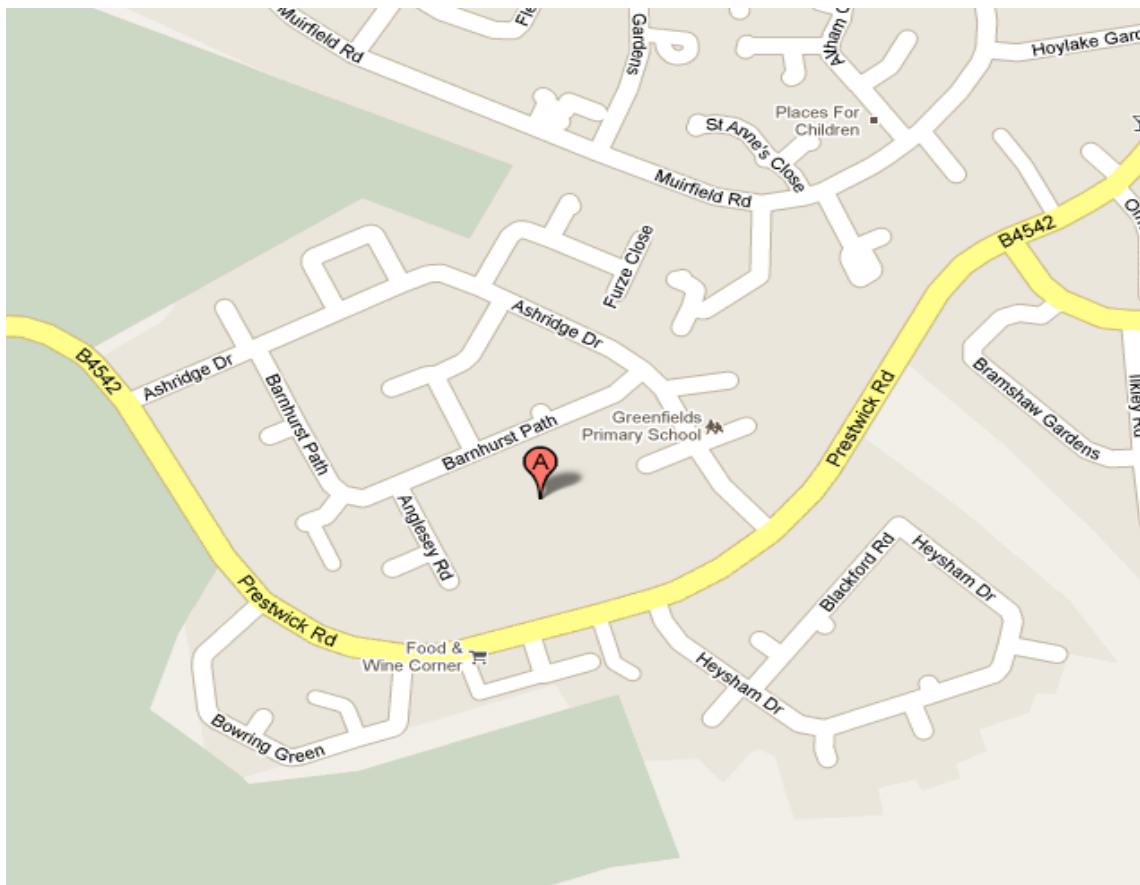


Kate Day
Head Teacher

This prospectus provides information about the school, its aims, curriculum and activities. The information is correct at the time of publication and meets the requirements of the Education (School Information) (England) Regulations 1994, and their associated circulars. However, it cannot be assumed that there will not be any change in the arrangements described during the course of the year.

Where to Find Us

Map



Location

Greenfields Primary School is situated to the south of Watford in South Oxhey. The school occupies spacious, attractive grounds off Prestwick Road, in Ellesborough Close. The school building is Grade II listed and the classrooms are large and bright.

Our Address & Contact Numbers

Greenfields Primary School
Ellesborough Close
South Oxhey
Watford
Hertfordshire WD19 6QH
Phone: 0208 428 1166

Email: admin@greenfields.herts.sch.uk

The School Office

The school office should be your first point of contact with the school. Our office staff: Mrs Sarah Appleby, Mrs Julia Brodie and Mrs Kate Sawyers can answer most queries. The office is staffed from 8.30am -5.00pm Monday – Friday. You should also contact the school office if your child is late, is unable to attend due to illness, or you have made different arrangements for your child to be collected from school

Staff 2025 - 26

Teaching Staff

Mrs Kate Day	Headteacher
Mrs Joanne Evans	Deputy Head / SENCO
Mrs Annabella Fernando	Early Years Leader
Mrs Ellen Dupree	Teacher
Mrs Rowena Pearce	Teacher
Mr Mark Pople	Teacher
Mr James Wilkinson	Teacher
Mr Robin Adak	Teacher
Miss Scarlett Chopping	Teacher
Miss Stephanie Kennedy	Teacher
Mrs Sian Farmer	Teacher
Mrs Georgia Daniels	Teacher
Mrs Marie Jefferis	HLTA

Support Staff

Office Administrators	Mrs Sarah Appleby, Mrs Julie Brodie and Mrs Kate Sawyers
Teaching Assistants	Mrs Julie Cochrane, Mrs Nicola Gilder, Mrs Bobbi Alousi, Ms Claire Ford, Mrs Cheryl Irwin, Mrs Sam Perren, Mrs Marie Durkan, Mrs Shelley Allard, Miss Alison Wilds, Mrs Beth Quarrell, Miss Beckie Chaloner, Miss Rachel Smith
Midday Assistants	Mrs Bobbi Alousi, Mrs Beth Quarrell, Ms Claire Ford, Mrs Sam Perren, Mrs Marie Durkan, Miss Shelley Allard, Miss Alison Wilds
Site Manager	Mr Anthony Quarrell
Kitchen Staff	Supplied by Herts Catering

School Governing Body

School governors have a general responsibility to parents and the Local Education Authority for the effective management of the school, acting within the framework set by national legislation, and by the policies of the Local Education Authority.

The full Governing Body meets six times each year and appoints working parties who follow up specific areas of school management and report to the full Governing Body.

The current members of the school's Governing Body are:

Chair	Mrs Zoe Baines	Co-opted Governor
Vice Chair	Mr David Ray	(LEA Governor)
	Mr Graham Nash	Co-opted Governor
	Mrs Sue O'Donnell	Co-opted Governor
	Mrs Kim May	Co-opted Governor
	Mrs Filip Serra	Parent Governor
	Mr Gary Foskett	Parent Governor
	Mr Andy Perren	Parent Governor
	Mrs Val Griffin	Associate Governor
	Mrs Menaka Pillai	Associate Governor
	Mrs Emma Mulholland	Associate Governor
	Mrs Annabella Fernando	Staff Governor
Head Teacher	Mrs Kate Day	
Clerk to the Governors	Mrs Karen Walton	

Communication

Letters marked for the attention of a governor can be addressed to the school. They will be passed on, in confidence.

Minutes of the Governing Body meetings are published on the school website

Going Above and Beyond

Honesty, Empathy, Aspiration, Respect, Teamwork

Vision and Values

Our school is a happy, safe place where creativity and individuality are prized and developed. We value and nurture excellent behaviour, a determination to succeed and set ourselves ambitious academic standards. We develop a lifelong love of learning and strive to fill our potential every day in all that we do.

These five core values guide our work and play: honesty, empathy, aspiration, respect and team spirit.

Aims:

To have a welcoming school, where children and adults are happy, enthusiastic and motivated to explore and experiment in a caring atmosphere of trust and co-operation.

To build a sense of pride in our school and promote an awareness and involvement of its place in the wider local community and involve the community in the life of the school.

To promote high standards in both expectations and achievements where everyone works to the best of their abilities and individual success is recognised and celebrated.

To develop a team spirit based on professionalism and good communication in the partnership between parents, staff, pupils, governors and the wider community.

To establish strong relationships based on the acceptance of our differences, treating each person equally with dignity and respect.

To provide clear effective role models for behaviour and learning.

Our Curriculum Intent Statement

- At Greenfields we are committed to bringing about the best in everyone and delivering a rich, diverse curriculum that inspires a love of learning. A curriculum that is creative and relevant to the needs of our children and our locality. A curriculum that will inspire and motivate all pupils to become the best that they can be and achieve better than they dared to dream.

- We will nurture and support our children and equip them with the skills they need to become confident, determined and respectful young adults who have high aspirations for their future lives.
- Greenfields' children will achieve academic excellence through a curriculum that is rich and diverse. It will teach them skills for life: cooperation, teamwork, resilience and respect; both for themselves and others, as well as the world around them. They will leave Greenfields prepared for the next stage in their lives, with a toolbox of skills and the knowledge that they need to face it.
- We will provide a range of opportunities to develop their understanding of their cultural capital; their place in the world- and how they can influence others. They will have mastered subjects by moving knowledge into their long term memories thorough skilful planning and lesson delivery by all their teachers – plans that allow progression, depth and a freedom to learn.

Times of the School Day

Nursery

Mornings: 9.00am to 12.00noon each day, doors open at 8.45am. 30hours provision is possible.

All children start Nursery in the September following their third birthday. Entry in September is staggered over two weeks to allow the children to settle calmly in small groups. For working parents we also offer 30 hours provision from 8.45am to 3pm including a lunchtime from the last week in September. Children stay within our Early Years provision looked after by our highly skilled staff. Codes must be obtained from the government the term before for free childcare, although additional hours can be purchased directly from school.

Reception – Year 6

At the beginning of the day teachers open their classroom doors at 8.40am for soft start. As children arrive on site they come straight into the classroom. Children should all be in class by 8.45am and anyone arriving after that time will be marked late in the register. If you arrive after 9.00am you must report to the school office as registers will have closed in the classrooms. If you arrive after 9.30am you will have an unauthorised absence recorded in the register.

Reception

Full-time session 8.45am – 3.15pm

Initial sessions during the first week of term are under a transition timetable with differing end of the days to settle the children into school. A full time timetable is achieved after a few days. This allows staff to focus on these groups and make their entry or return calm and happy.

Key Stage 1 (Years 1&2)

- ♦ Morning Session: 8.45am – 12noon
- ♦ Morning Break: 11-11.15am

- ♦ Afternoon Session: 1.00 pm – 3.15pm
- This makes the average week 37.5 hours long.

Key stage 2 (Years 3-6)

- ♦ Morning Session: 8.45am – 12.30pm
- ♦ Morning Break: 11am – 11.15am
- ♦ Afternoon Session: 1.30 pm – 3.20pm

This makes the average week 37 hours, 55 minutes long.

Wrap Around Care

- ♦ 7.45am – 8.45am (£3 per session)
- ♦ 3.30pm – 5.30 (£12 per session)

School Security

School Security is taken seriously by all staff and governors at Greenfields. All staff, governors, volunteers, including regular parent volunteers and members of FOGS (Friends of Greenfields School), are asked to complete an enhanced DBS clearance.

All visitors, including parents, should sign into the schools Invenry system on arrival in the main entrance. Passes will be issued which must then be worn for all time in the school. All staff and members of the governing body wear a coloured lanyard during their time in school with the school logo and their picture on.

The main school gates are automatic and open via a timer or by conversation with the office via the intercom. They are closed between 8.15am and 3pm. This is to protect children from traffic entering or leaving at the beginning and end of the school day. The rear school gate is only used for the start and end of the day and is kept locked throughout the time the children are on site. Both entrances have CCTV to enable us to see who is coming in and out of the site.

Visiting specialists, groups and visitors are asked to produce their DBS credentials before working with children. Any contractors working on the school site for extended periods during term time are asked to produce DBS details.

We welcome any ideas parents may have for improving school security and the safety of the children. Please inform school staff of any suspicious circumstances you may come across.

School Uniform

It is the policy of the governing body that all pupils who attend Greenfields Primary School should wear school uniform every day. The uniform consists of:

- ♦ white shirt of blouse
- ♦ green sweatshirt, jumper or cardigan
- ♦ black or dark grey skirt, shorts (not cycling shorts) or trousers

- ♦ black or grey jogging bottoms, shorts or skirt with elasticated waist (for Nursery and Reception children only)
- ♦ flat, black shoes – Velcro fastening (not laced trainers unless your child can tie the laces, high heels or platforms)
- ♦ a green and white checked summer dress may be worn when weather allows
- ♦ outdoor coats should be worn in cold weather
- ♦ we ask all children bring a sun hat in the warmer weather

PE Clothing

A short-sleeved, house coloured plain T-shirt, shorts and plimsolls/trainers must be worn on PE days. Each child is assigned to one of the four school houses (siblings are always in the same team), and each child should wear a T-shirt for PE of the appropriate colour (as indicated below). Shorts or warm tracksuit bottoms (for the winter months) must be either black, navy or grey. Trainers must be worn for outdoor PE in KS2 and KS1, but only laced ones if the children can tie the laces themselves.

The House colours are:

- ♦ Normans – Green
- ♦ Romans – Yellow
- ♦ Saxons – Red
- ♦ Vikings – Blue

Uniform of any type does not have to carry the school logo, but is available should you wish to purchase from our online suppliers Mapac.

School Shop

All items of clothing needed in school can be obtained from the following website:

<http://www.mapac.com/education/parents/uniform/greenfieldsprimarieschoolwd196qh>

We do have second hand uniform available when donated. We have this available for sale at the initial welcome meeting for new parents in July, at the Autumn and Spring Parent's evenings, and on Sports Day in the summer term.

Jewellery

For reasons of safety, children with pierced ears may wear studs only. A watch may be worn but it is the responsibility of the child at all times. Necklaces and bracelets are not to be worn as these can be a hazard for play or for PE. Head adornment must be kept to a minimum and no excessive bows or headbands should be worn.

Please make sure that all your child's uniform and personal property is marked clearly with their name!

School Meals and Milk

School meals are cooked on the premises, and children are able to choose daily from hot and cold dishes, vegetarian dishes, salads and a pudding. In the winter jacket potatoes with a range of fillings are offered each day in addition to the main meals, whilst in the warmer weather this changes to sandwich / roll options.

Lunch money is payable in advance weekly, half-termly or termly at the beginning of the week, half-term or term. Please pay via Gateway (the school lunches online payment system).

Children who do not wish to have school meals bring a healthy packed lunch. We do not allow chocolate, sweets or fizzy drinks for any meals. Nuts are not allowed on site in any form due to allergies.

Milk is available daily for children in the Foundation Stage (Nursery and Reception) and Key Stage 1 (Years 1 and 2). It should be paid for termly, in advance. There are no refunds for absences. Any child in KS2 can order milk if they wish. Please see the school office for an order form.

We operate a cashless school. Please pay for all items via Gateway (school meals) or Arbor (milk).

Medical Matters

Administration of Medicines

Occasionally a child will need to take prescribed medicines during the school day. In this eventuality the parent is asked to come into school to administer the medicine him/herself. If this is not possible, parents must complete a request form for the school to administer medication which is available from the school office. This is then forwarded to the Head teacher. If the Head teacher agrees to the request, the medicine may be administered by a member of staff who agrees to do so. No member of staff is obliged to administer medication to a child. Children's medication should be stored in the first aid box in the school office or in the refrigerator, if necessary.

When a member of staff administers medication to a child, a record of each and every dose is recorded on a Record of Medication Administered in School form, also available from the school office.

On-going Medical Conditions

Many children suffer from asthma. Parents should make staff aware of this, or any other chronic condition, when a child first enters the school or as soon as it is known. Medication for children who need asthma inhalers etc are kept in labelled bags in the school office and a record is kept whenever a child uses them. All teachers have lists of children with medical conditions and any

medication is taken with them whenever they leave the school grounds, e.g. to go swimming or on a school visit.

Some children in school suffer from allergies which could cause a toxic shock reaction. All members of staff who deal with the child are made aware of this condition and all staff received epi pen training annually. Epi pens for individual children are kept in labelled bags located in the school office as well as securely in the child's classroom. Other life threatening conditions are treated on an individual basis and medication is stored in the most practical space for the need. Staff are trained on how to deal with these conditions as and when they appear.

Accidents and First Aid

Parents are contacted if a child has been seriously hurt and it may be possible that a doctor appointment needs to be arranged. In extreme cases the school would contact the emergency services to attend the child at school, especially if they have any symptoms after bumping their head. Head bumps are treated very seriously and we will contact you if we are concerned. If parents are unobtainable, further medical advice may be sought. All children who injure themselves in school receive a note detailing their injury and first aid treatment to take home.

Hertfordshire County Council's recommended procedure for first aid is to simply wash, and if necessary, cover cuts and grazes. Creams, antiseptic lotions or sting creams are not used. We ask parents to check dressings and even minor injuries at home. All children are given a slip to alert parents that medical treatment has been administered. If a child is sent home for medical or other reasons, parents must sign the child out of school, using the book in the school office.

All members of staff undergo a First Aid at Work course, in addition some staff have attended 2-day Paediatric First Aid training. The Head Teacher is the registered Work Place First Aider.

Illness

Parents must contact the office by 9.30am if their child misses school due to illness. Children should not attend school if they are sick first thing in the morning. The recommended time for a child to be away following sickness or diarrhoea is 24 hours from the last episode. We strongly recommend that a child should be fully recovered before returning to school to prevent the spread of infection.

It is important we are notified immediately of contagious diseases like German measles, chicken pox and Scarlett fever.

We are always grateful when parents notify us of a case of head lice or worms. We are then able to inform the rest of the class that an anonymous case has been identified, and remind parents to check their own child.

Medicals

School medicals are usually given when a child first starts school, or by special request at other times. Members of the School Nurse team visit to carry out dental, hearing and vision checks, although parents will only be informed if follow-up treatment is required. The school nurse not only carries out health care checks but also works with teachers in promoting health education.

The school nurse is available to parents for private discussion after a prior appointment has been booked through the school office.

Attendance

All children are required to attend school from the age of five years. They must attend regularly. By law, parents, '...have a duty to ensure that he/she receives full-education.' - *Education Act 1944*.

If a child is absent because of illness, you must telephone the school explaining why your child is away from school before 9.30am on the first day of absence, otherwise this is recorded as an unauthorised absence. If it is unavoidable to arrange medical and dental appointments during the school day, please complete the form in the office in advance and provide proof of the appointment – booking card or letter. We will do home visits to find out why your child is absent if we cannot get hold of a reason, and will inform the police and/or social services if we believe a child is at risk due to no communication.

From August 2024 the law has changed in regard to parents taking children out of school for term time holidays. Head teachers are only able to authorise absence for exceptional circumstances. Any absence for holidays will be recorded as unauthorised. Holidays must be requested in advance, again via a form kept by the office.

Each day, at the beginning of each morning and afternoon sessions a class register is taken. The school is also required, by law to report on unauthorised absence each year to the Department of Education. The Attendance Improvement Officer (AIO) visits the school once a term to look at the registers and record any absences. If there are not good reasons for a child being off school, the AIO will follow this up with letters and home visits. If the reasons for non-attendance are not satisfactory, the Local Education Authority can take the matter further, and have the power to prosecute parents.

Please see the attendance policy for more details regarding attendance.

Child Protection

The Children Act 1989 place a clear responsibility on schools to ensure that they work together with agencies to safeguard and promote the welfare of all children. We, as a school, recognise the important role we have in early recognition of the signs and symptoms of abuse or neglect, as well as the appropriate referral processes.

Teachers and other members of the school staff are particularly well-placed to observe outward signs of abuse, changes in behaviour or failure to develop. The school policy is designed to inform children, parents and school staff about the school's responsibilities.

Positive Behaviour Policy

We have a Positive Behaviour Policy, which is positive and seeks to foster good social behaviour, as well as self-responsibility. Each class draws up a code of behaviours and set of rules at the beginning of each year. These rules are reinforced in a positive way with praise and rewards by all members of staff. Information on how this policy is implemented is contained in the Behaviour Policy, a copy of which is available to all parents.

School-based Complaints Procedure

The school aims to work closely with parents, and we hope that parents who have any concerns or anxieties will, in the first instance, raise them with the class teacher where they can be discussed and hopefully resolved quickly. However, if this does not resolve the issue then it would be necessary to speak to the Headteacher. If you are not sure whom to approach, please ask at the school office. We find that nearly all concerns or potential complaints can be resolved to everyone's satisfaction through discussion.

A parent who is still not satisfied should contact the Chair of Governors **via the school office**. No governor should be approached on an issue unless the above steps have already been taken to try to resolve the matter.

For matters concerned with special educational needs, the governors have adapted procedures which follow guidelines recommended by Hertfordshire County Council. In addition, there are special arrangements for considering complaints to do with the National Curriculum and collective worship in school. A copy of the Hertfordshire County Council complaints procedures is available from the school office.

Communication with Parents

A fortnightly school newsletter is written to keep parents up to date with what is happening in school. Minutes of Governing Body meetings are available via the school office should you request them. Letters are shared with detailed information about specific school events and class trips through the Greenfields app (Piota) which is downloaded from the app store. The app is used to communicate with the whole school and classes and reminds parents about upcoming events or gives notice of any changes to the school day in bad weather for example. The school diary is also accessible here to see upcoming events.

The school has an external website where teachers put information about homework, topics and children's achievements. Teachers also post class news and information on the windows where parents wait to collect their children at the end of the day. We also have X and Facebook accounts which we may choose to post events and stories on, but the faces of children will not be used.

A home-school agreement is signed by parents when their child enters school. A parental contract is also sent home for agreement.

Parents in Nursery and Reception can follow their child's progress through Tapestry and we encourage them to add any achievements made out of school.

Fundraising

The school organises its' own fundraising and events are scheduled for each term to raise money for the school itself. Discos are held in October and February, and we always seek help and support from parents to run these events.

We believe that charity starts at home, and we encourage our children to be proactive in their fundraising. Year 6 are responsible for the yearly Christmas Fair, and Year 5 for the Summer Fair. Children design stalls and work our costs and prizes for these themselves.

In addition to this, each house choses a charity to support in September, and how they wish to raise funds for them. Then the Y6 house captains present an assembly to the school to tell them about their chosen charity and how they wish to raise money for them.

Parent Volunteers in School

We offer parents and grandparents the opportunity to come into school and spend time in their child's class. Some enjoy this so much that they offer to work in school on a regular basis. This is very much encouraged and appreciated by the school. Parents may be involved in a wide range of activities, including cooking, computer activities, sewing, small group work (under the direction of the teacher), and helping on class trips. All of these activities are planned by the teachers and the parents work to the teacher's plans.

If you would like to come in to help, please mention this to your child's class teacher and then contact the school office. Those offering to help in school on a regular basis are required to undergo an enhanced DBS check.

Records and Assessment

Children's paper records are kept in locked cabinets and information is also stored on the school's secure data base.

We hold Parent's Evenings twice a year and send home two written reports. At parental conversations, we take the opportunity to talk to you about your child and the things they enjoy at home and out of school, we also discuss the child's progress and set targets for school and home to help them with their learning. Written reports record the child's attendance, attainment and attitude to learning and have targets to help and support their next steps.

All records are open to parental inspection.

Statutory Assessment (Reception, Y1, Y4 and Y6)

Standard Assessment Tests (SATs) are practical, oral and written tests undertaken by Year 6, as directed by government. Levels in English, Mathematics and Science are determined by Teacher Assessment in the Summer Term. Children in Year 6 will sit written papers in English and Mathematics during one week in May. These are administered to the class as a whole and sent for external marking.

Children in Reception are assessed on entry against the Reception Baseline and then again at the end of the year against the Early Learning Goals as they move into Year 1. Children in Year 1 are assessed using the Phonics Screening Test. Year 4 undertake a times table test which is done online. All statutory assessment is reported to parents at the end of the academic year.

Targets are set by the Local Education Authority and the governing body for the school every year. These targets are for children's performance in their statutory assessments.

Homework

We value the part that parents play in their child's education. Family visits to libraries, museums, parks and other places of interest are rich in opportunities for learning and these can easily be linked to work done in school. The school expects all parents to help and support their child in their homework tasks each week. The tasks will always include reading, spelling and maths tasks.

At all stages of their education families are asked to find time to read with their child for a minimum of 15 minutes 4 times a week. This may be sharing the reading of library books from school or looking at comics, magazines or newspapers with older children. We also set Brain Trainer – our maths homework nightly to embed fluency and coverage of our maths topics. Increasingly children will be asked to research topics being studied and complete projects at home to support their learning in school. Some homework may be online using websites the school has purchased for use.

Homework is important in teaching children how to plan and organise their time; it develops good study habits and self-discipline and reinforces school learning.

Home Learning tasks are linked to topics being studied in school. These tasks are designed to allow families to explore and discover aspects of the topic together and present this in a range of different ways, such as models, posters, presentations, powerpoints etc.

Special Educational Needs and Disabilities (SEND)

It is not uncommon for children's learning to increase at different speeds sometimes slowing considerably while they consolidate learning before being able to move on again. However, some children can find that their learning does not move on as quickly as other children and they may have difficulty in acquiring new skills and concepts. In this case the school would offer them additional support to overcome these problems and, if necessary, seek advice from specialists to ensure that appropriate support is provided. In exceptional cases the school may apply for an Educational Healthcare Plan which makes the Local Education Authority responsible for providing appropriate provision for that child.

The school follows the procedures laid down in the Code of Practice for Special Educational Needs, we have an SEN Policy and our SENCO oversees the provision and progress of children with SEN.

Provision for Disabled Pupils

Pupils with disabilities are not treated any less favourably than other pupils attending the school. The governors have an ongoing programme to look at improving the provision of facilities so that pupils with disabilities can be accommodated in the school. In line with the latest amendment to the Disability Discrimination Act the school has prepared an Accessibility Plan for increasing disability access to the school. A copy of the plan is available on the school website.

Extra-Curricular Activities

Extra-curricular activities take place at lunch times and after school. Greenfields is an active member of the South Oxhey consortium and a variety of activities, e.g. football, rugby, dance and drama are organised on a termly basis. In addition to this, children may have the opportunity to join in with other clubs, such as choir, Forest Schools, science and netball.

Trips and School Visits

Whenever educational visits are planned, parents are informed in writing and their permission is sought for their child to participate. Sometimes there are opportunities to take children out on short excursions in the local area. These trips may be arranged at short notice, depending on the weather etc. All parents are asked to sign a permission slip when their child enters school giving us authority to take children on such short local visits.

As part of the curriculum we offer children opportunities to participate in activities both in and out of school. This may be as day visits or for older children short stay residential trips.

The cost of visits and activities cannot be met from the school's budget and we invite parents/carers to make a voluntary contribution to meet the costs. If an activity or trip cannot be funded by such contributions, then it may have to be cancelled.

Payments

We operate a cashless school for payments to the school, although cash is still accepted for charity donations. All money given to the school can be paid through an online payment system called School Gateway for school meals or Arbor for any other monies due to the school. Payments for all trips, 30hours additional hours, meals and clubs must be paid in advance and no debts of more than £50 will be allowed. Parents who are struggling financially are invited to come into school to make individual case arrangements with Mrs Day.

School Organisation

There are three Stages recognised in the English Primary education system:

- **Foundation Stage** (Nursery and Reception)
- **Key Stage 1** (Year 1 and Year 2)
- **Key Stage 2** (Year 3, Year 4, Year 5 and Year 6)

At Greenfields we organise our teaching teams across these Stages.

Early Years

This incorporates Nursery and Reception.

Nursery

The Nursery is run by a class teacher supported by teaching assistants. The Nursery offers 15 hours per week in five 3 hours morning sessions. All children enter the Nursery in the September following their third birthday and can apply to transfer to Reception the following September through Hertfordshire's application for school places. 30 hours provision is provided on request. Parents are asked to gain their access code the term before the child care, or to pay £5.75 an hour.

Reception

The class teacher is supported by a team of teaching assistants who work at different times across the week. Children enter Reception in the September following their fourth birthday.

Key Stage 1

Year 1 and Year 2

Classes are taught by dedicated class teachers and a full time TA. In the Autumn term of Y1 the style of teaching very much reflects that of Early Years to enable the children to transition smoothly. Children are encouraged to take responsibility for their own learning and to explore, experiment and investigate in free learning.

Key Stage 2

Years 3/4/5/6

Classes are taught by dedicated class teachers and a part time TA in the mornings. Some additional support in some classes is available in the afternoons depending on need. The classes focus on a topic or theme each term and time is used to enhance and enrich the curriculum. The children are encouraged to take personal responsibility for their learning in preparation for secondary school and employment.

Teaching, Learning and the Curriculum

The Foundation Stage (Nursery and Reception)

All children in the Foundation Stage work towards the Early Learning Goals. The Foundation Stage curriculum is divided into seven areas of learning. They are grouped under two headings:

Prime Areas:

- ❖ Social and Emotional Development
- ❖ Communication and Language
- ❖ Physical Development

Specific Areas:

- ❖ Literacy
- ❖ Maths
- ❖ Understanding the World
- ❖ Expressive Arts and Design

Children are assessed throughout the Foundation Stage using the Early Years Foundation Stage document.

Key Stage 1 and Key Stage 2

In Key Stage 1 and Key Stage 2 children follow the **National Curriculum** which consists of the following subject areas:

- English
- Mathematics
- Science
- Computing (ICT)
- Physical Education (PE)
- Geography
- History
- Religious Education (RE)
- Music
- Art and Design
- Design Technology (D&T)
- Modern Foreign Languages (MFL)
- Personal, Social and Health Education (PSHE)

English

Frequently referred to as Literacy, English incorporates reading, writing and speaking and listening. This is one of the core subjects and is essential for children to be able to access all other areas of the curriculum. Children have daily Literacy lessons as well as phonics or spelling and guided reading sessions. Phonics and reading skills underpin all that we do and so a great deal of time is spent on ensuring the basics are secure.

As Literacy is integral to all aspects of the curriculum it is frequently linked to other topics being studied so that children can learn to apply the skills they have been taught in realistic and relevant ways.

Each child is assessed using detailed documents for reading and writing so that their progress can be monitored and any areas where they may need additional teaching can be identified.

Parental support is vital for children in developing good Literacy skills. Talking to children enables them to extend their vocabulary and communication skills while sharing books and reading together builds confident readers.

Mathematics

This is another core curriculum subject and consists of four areas:

- Number
- Measurement
- Geometry
- Statistics (from Year 2)

These four aspects are underpinned by the key skills of Working Mathematically which is the way children are able to think mathematically, use their knowledge flexibly to solve problems, see patterns and adapt what they already know to new situations that makes them good mathematicians.

In our teaching we therefore balance these aspects of mathematics with lessons focused on developing understanding and the challenge of applying their knowledge and skills in practical tasks and activities.

We have a detailed and thorough assessment document for each child and teachers use this to plan future learning experiences and ensure children have the basic skills to enable them to achieve at higher levels of mathematics.

Science

Science is the third core subject and is divided into three areas:

- Life Processes and Living Things
- Materials and their Properties
- Physical Processes

As in mathematics, these areas are linked through the element of Scientific Enquiry. The teaching of science is dependent on investigation and children are taught to ask questions, find ways to

answer these questions or prove their ideas and interpret and explain what they have found out. This depends on being able to communicate using correct scientific vocabulary and by presenting data that they have collected in graphs, charts, tables, diagrams and written reports. Science therefore has strong links within the curriculum to Literacy and Mathematics.

The school has developed an assessment document which details class progress and gives teachers a clear indication of what has been taught so that they can build on children's previous knowledge and experience.

Computing (ICT)

Computing underpins all subjects within the National Curriculum. Children use technology throughout the school and although this is mainly linked to working with computers, they use a wide range of additional equipment including; recording devices, cameras, microscopes, data logging and programmable devices.

Children learn the necessary ICT skills in lessons but then apply them across the curriculum for research, presenting their work and increasingly through the internet to extend their learning.

The school has adopted a scheme of work (Purple Mash) that is used for both planning and assessment and is constantly reviewing provision for ICT in a quickly changing and developing area. We are currently developing Google Classrooms to support online learning.

Personal, Social and Health Education (PSHE)

The PSHE curriculum aims to help children to develop into active and responsible citizens of the future. They learn about health issues, practise their decision-making skills, and develop respect for themselves and others. They have the opportunity to participate in decision making through the School Council and older children are encouraged to take responsibilities across the school as House Captains, Eco-Councils, play leaders and peer mediators. Our PSHE curriculum reflect current issues in the local area and adapts when necessary. At times the local police make visits and discuss social issues with the children.

Relationship and Sex Education is part of the PSHE curriculum from Foundation Stage to Year 6. The youngest children begin by thinking about families and simple differences between boys and girls. Children in Years 4, 5 and 6 have lessons to consider changes at puberty, sexual intercourse and the birth of a baby, within the context of an adult, loving relationship. Children's questions are answered sensitively, honestly and in as much detail as is appropriate to the age and stage of development of the individual.

All materials are available for parents to view and discuss with the class teacher or subject lead.

Throughout the school, children are encouraged to develop the self-esteem and confidence which they need to respond safely and responsibly to situations as they arise, both while they are at Greenfields and in the future. As part of this the school uses the PSHE Association curriculum and linked learning skills aimed at teaching children how to work successfully together, negotiate and compromise, persevere and have the confidence to take risks in their learning.

Physical Education (PE)

All children have access to two hours of PE each week plus the opportunity to take part in clubs and after school activities. Dance, gymnastics and games are taught in both Key Stages while

swimming, athletics and outdoor adventurous activities are taught in Key Stage 2. During the summer term the school holds a Sports Week in which the children experience a wide range of activities.

Religious Education (RE) and Collective Worship

The school follows the Hertfordshire Agreed Syllabus of Religious Education (2023) where the six major religions of the world are introduced, with an emphasis on Christianity. RE is often taught as part of a wider topic putting the beliefs of different cultures into an historical or geographical perspective.

An act of collective worship, or school assembly, happens most days. The themes are based on our values, religious celebrations and traditions which are happening and incorporate aspects of our PSHE curriculum. Assemblies also respond to current affairs and events in the media.

Geography

In geography children learn about their local area, the UK and the wider world. They learn to use maps and atlases to gain an understanding of where places are on a local and global scale. They learn about physical features that change places and environments such as rivers and mountains. Throughout their studies they are encouraged to develop an appreciation, understanding and respect for the lifestyles and cultures of other peoples and to acquire a feeling of responsibility for the care of our planet.

History

Children study aspects from local, British, European and world history looking at why things happened and how changes in the past affect us today. They consider historical evidence and how this should be interpreted as well as making links between events and how these have changed societies and belief systems.

Literacy, ICT and aspects of mathematics are integral to the teaching of history and enable children to develop the correct vocabulary and an historian's viewpoint.

Music

In music children are asked to perform, compose, listen and respond to a variety of musical forms and composers from different times and cultures. They use aspects of ICT to research, record and present their work. In Key Stage 2 all children are given the opportunity learn the ukulele.

Art and Design

Art and design gives children the opportunity to develop their imagination and creativity. Throughout they are taught to observe carefully and develop a range of techniques such as collage, painting, drawing and printing. The work of artists and designers from different cultures and times is used to highlight different styles, approaches and methods which the children can then apply to their own work.

Design Technology (D&T)

Children are taught how to use a variety of tools, techniques and materials to produce quality products. They plan and develop ideas, evaluating the results to make improvements in their designs. This subject also covers food technology, where children learn to read recipes and make adjustments to them to suit their taste, as well as the importance of eating a balanced diet.

French

In addition to the National Curriculum subjects French is taught across all KS2 year groups. The aim of these lessons are to develop the ability to understand and communicate at a simple level in familiar situations.

Teaching and Learning

The wide range of skills which pupils need to acquire, are reflected in an equally wide range of approaches and methods of teaching. Teaching takes place in whole classes, small groups and 1:1. Children are taught specific subject knowledge as well as being asked to problem solve, investigate, research and present their work. Frequently children are asked to choose an appropriate task or activity to reflect where they feel they are in their learning. Building on this, children are encouraged to respond to their learning and identify what they need to do next as well as comment supportively on the work of others. All of these approaches vary to suit the needs of the class, individual children and the subject being taught.

We use topics to cover groups of subjects across the curriculum. This allows children to recognise that all learning is interlinked and that knowledge can be applied in many different areas.

Term Dates 2025/26

Training Day	Wednesday 3rd September
Term Starts	Thursday 4th September
October Half Term	27 th – 31 st October
Training Day	Friday 28 th November 25
Term ends	Wednesday 17 th December 25
Training Days	Thursday 18 th December 25 Friday 19 th December 25
Christmas Holidays	Monday 22 nd December – Friday 2 nd January
Term Starts	Monday 5 th January 2026
February Half Term	16 th – 20 th February
End of Term	Friday 27 th March 26
Easter Holidays	30 th March – 10 th April
Term Starts	Monday 13 th April 26
Bank holiday Monday	4 th May
Training Day	Friday 22 nd May
May Half Term	25 th – 29 th May
Term Ends	Wednesday 22 nd July
Training Day	Thursday 23 rd July
Summer Holidays	24 th July 2026 – 31 st August 2026
Training Day	Tuesday 1 st September
Term Starts	Wednesday 2 nd September 2026