



Cameron Vale School and The Chelsea Nursery

This handbook will provide you with useful information about Cameron Vale School and the Chelsea Nursery, answer some of the questions you may have, and give you an introduction to life at Cameron Vale.

Please visit our website www.cameronvaleschool.com, or contact the School Office on telephone 020 7352 4040, or email us on info@cameronvaleschool.com if you have any queries.

A Springboard for Life

What sets Cameron Vale apart from other schools is our distinctive family atmosphere and nurturing ethos which celebrates the individual and strives to unlock each child's true potential.

Driven by the belief that a 'one size fits all' approach is limiting and supported by our small class sizes which allow each child to shine, we are able to ensure children are known for who they are and develop their own gifts and talents; whether it be excelling in the classroom, on the sports field or the stage.

Whilst recognising that outcomes matter, we also know that the memories of a child's time with us will last a lifetime. Our aim is to ensure that, at the end of each child's time with us, they feel that Cameron Vale has made a positive difference to their character, thinking and outlook; that the school has shaped who they will become.

Our Core Values

Our five simple values underpin every child's experience at Cameron Vale School. They are there to support the personal, social and spiritual development of each child in our care as they journey through the school.

Welcome to the Cameron Vale Family



Our Children in the Nursery and School love
exploring the Great Outdoors with regular
trips to the Forest School in Barnes



Cameron Vale School and
The Chelsea Nursery

Part 1 - An Introduction

1.1 Welcome to Cameron Vale

First and foremost, a very warm welcome to Cameron Vale School!

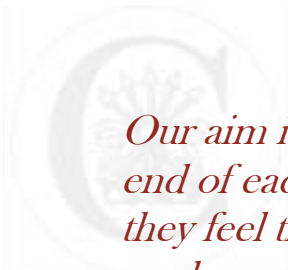
We are delighted that your child will be joining our school and have every confidence that they will thoroughly enjoy their time with us.

Joining a new school is an exciting time and with that comes learning many new procedures, routines and names - not easy! In order to ensure that your child's transition to us is as smooth and seamless as possible, we have produced this Parent Handbook, which we hope goes some way towards assisting you to become more familiar with life at Cameron Vale.

In addition to this Handbook, our school website (www.cameronvalechool.com) includes an abundance of useful and interesting information.

We appreciate that a Handbook or website can only go so far in answering questions you may have. Staff are always happy to help with any queries, or feel free to speak to me or a member of the Senior Leadership Team as we greet you each morning at the start of the school day; we are there to help.





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1.2 About us

What sets us apart from other schools is our distinctive family atmosphere and nurturing ethos which celebrates the individual and strives to unlock each child's true potential.

Driven by the belief that a 'one size fits all' approach is limiting, and supported by our small class sizes which allow each child to shine, we are able to ensure children are known for who they are and develop their own gifts and talents; whether it be excelling in the classroom, on the sports field or the stage.

Our small class sizes mean that we can treat every child as an individual.

We are a Prep School. Preparing children for a variety of senior school entrance examinations is always at the forefront of our minds.

Throughout the school, sustained emphasis is placed on breadth and balance, ensuring that children enjoy their learning, whilst being mindful of the necessity to prepare them for the important senior school entrance exams they take in Year 6.

Whilst recognising that outcomes matter, we also know that the memories of a child's time with us will last a lifetime. Our aim is to ensure that, at the end of each child's time with us, they feel that Cameron Vale has made a positive difference to their character, thinking and outlook; that the school has shaped who they will become.

1.3 Who is Forfar Education?

Cameron Vale School is an integral part of the Forfar Education family of schools

Forfar Education is a specialist school investment and advisory business, and Cameron Vale is a member of the Forfar family of schools.

Forfar partner with and manage schools across the world, supporting them to become outstanding centres of excellence for pupils of all ages to learn and grow.

Their aim is to create inspiring schools that teach self-belief and deliver academic excellence, and go beyond exams and league tables to develop all-round academic excellence.

Forfar schools aim to produce pupils who are confident, creative, team players who are interested and interesting, and this equips young people with the confidence and resourcefulness that prepares them to grow, thrive and find success in an ever-changing world.

For further information, please visit: www.forfareducation.co.uk

1.4 Our School Ethos

Our philosophy is simple; children who are stimulated and challenged will develop a lifelong love of learning and be inspired to become the best versions of themselves that they can possibly be.

We foster self-belief, promote curiosity and build resilience through a learning culture where teamwork, taking calculated risks and learning to cope with challenge is the norm, and mistakes are seen as a natural part of the learning process. We give our children the time and space to be children, within a community that celebrates diversity and individuality.

We create this ethos and achieve these aims by:

- ◆ Providing a warm, happy, family atmosphere
- ◆ Ensuring all children are valued and cared for as individuals
- ◆ Providing a challenging educational experience through a broad, balanced and enriching curriculum
- ◆ Offering high quality teaching that motivates and inspires children to develop a lifelong love of learning
- ◆ Encouraging children to be curious, creative and independent and not be deterred by challenge or failure
- ◆ Promoting our CVS values
- ◆ Celebrating success and achievement
- ◆ Generating opportunities for leadership

1.4.1 Our values

- ◆ We are collaborative
- ◆ We are courageous
- ◆ We are creative
- ◆ We are critical thinkers
- ◆ We are curious

1.4.2 A Growth Mindset School

At Cameron Vale, we want every pupil in our care to be a successful learner.

Most importantly, we recognise that instilling positive attitudes towards learning will ensure pupils progress and reach their potential. Consequently, a key concept which shapes the ethos of our school is 'Growth Mindset', based on the work of Carol Dweck.

As a Growth Mindset school, we actively encourage challenge, resilience and effort in all of our pupils. We believe that everyone's abilities and talents can be developed through dedication and hard work. We aim to create a love of learning coupled with a culture of resilience in the face of challenge and difficulties.

In practice, this means that our pupils are urged to view mistakes as an important part of the learning process, not as failure.

*Our pupils view
mistakes as an
important part of the
learning process, and
not as failure*





Small class sizes allow each child to shine, and we ensure that each child has the opportunity to discover their own unique gifts and talents

Part 2 - People, Places, Contacts and Routines

2.1 Contact information

Headmistress

Alison Melrose: a.melrose@cameronvaleschool.com

	Cameron Vale School 4 The Vale, London, SW3 6AH
	0207 352 4040
	Phoebe Giffard-Moore, Office Manager pg@cameronvaleschool.com
	www.cameronvaleschool.com

2.1.1 - Staff List

Leadership Team

Alison Melrose	Headmistress
Chloe Thompson	Deputy Headmistress
Jade Mayes	Head of Teaching and Learning)
Lara Van Romburgh	Head of Nursery

Class Teachers

Luisa Fulco	Early Years Teacher
Millie Kenworthy	Reception
Pips Evelegh	Key Stage 1
Annie Worlledge	Year 3
Jade Mayes	Year 4
Tegan Pearce	Year 6

Specialist Teachers

Kate Dear	Computing
Catherine Wolton	MFL
Ruzica Dubajic	Music
Madeleine Balcar	Head of Learning Enrichment

Teaching Assistants

Jennifer Connelly	Early Years
Sian Barraclough	Key Stage 1
Ania Ochocinska	Key Stage 2





2.2 Communicating with the School

We have an Open-Door Policy. It is always possible for parents to see members of staff or the Headmistress at any stage during the school term.

Should a query or concern arise, the first port of call should be the Class Teacher. Depending upon the nature of the matter, it is often possible to chat briefly at the end of the school day.

Alternatively, a specific appointment may be booked by contacting the relevant member of staff in writing or via e-mail through the school office: bl@cameronvaleschool.com.

2.2.1 E-mail etiquette at Cameron Vale

The majority of modern communication is now electronic, and at Cameron Vale, we recognise that this offers us the opportunity to communicate with parents more efficiently and effectively in many cases. However, in order to ensure all parties (staff and parents) find that e-mail use continues to be effective and not too burdensome there are some simple guidelines listed below.

- ◆ E-mails should not be used to communicate with the school regarding urgent or critical matters. It is always best to speak with the school by telephone or in person. Please continue to contact the school to arrange a meeting to discuss urgent or critical matters with the appropriate member of staff.
- ◆ Due to the nature of their work, teachers spend almost all of their time in the classroom. When they are not teaching, they may be in staff meetings, in training or planning and marking. In addition, all teachers perform a range of supervisory and co-curricular duties. As teachers have a range of duties to fulfil, it may take longer than a parent might wish for them to respond to an e-mail.

Generally speaking, teachers will acknowledge an e-mail within 24 hours and endeavour to respond in full within 48 hours. More complex issues and enquiries may require a longer response time.

2.2.2 Contact details

It is vital that we have up to date and correct information so that we can contact you should the need arise. If you change any of your contact details, include details of any nannies or helpers and please contact the school office as soon as possible.

2.3 Points of contact

Early Years Foundation Stage

Early Years Foundation Stage Teacher

Miss Luisa Fulco: lf@cameronvaleschool.com

Reception Class Teacher

Miss Millie Kenworthy: mk@cameronvaleschool.com

Key Stage 1

Class 2 Teacher

Miss Pips Eveleigh: pe@cameronvaleschool.com

Year 3 Class Teacher

Miss Annie Worlledge: aw@cameronvaleschool.com

Year 4 Class Teacher

Miss Jade Mayes: jm@cameronvaleschool.com

Year 6 Class Teacher

Mrs Tegan Pearce: tp@cameronvaleschool.com

We operate an 'open door' policy, and parents are welcome to discuss any issues or concerns with a member of staff

2.3.1 Other points of contact

Office Manager

Miss Phoebe Gifford-Moore: pg@cameronvaleschool.com

Marketing and Admissions Manager

Mrs Virginia Mackie: vm@cameronvaleschool.com

2.4 Staff members and responsibilities

In the majority of cases, your child's Class Teacher will be the most appropriate member of staff with who you may make contact. Below are details of other staff members with specific responsibilities that you may wish to contact after discussion with the Class Teacher.

Mrs Alison Melrose, Headmistress

e-mail: a,melrose@cameronvaleschool.com

Senior Leadership Team

The core purpose of the Headmistress is to provide professional leadership and management of the school, thereby promoting a secure foundation from which to achieve high standards in all areas of the school's work.

The Headmistress is supported by the Deputy Headmistress in the leadership and management of the school.

Miss Chloe Thompson, Deputy Headmistress

e-mail: ct@cameronvaleschool.com

Designated Safeguarding Lead, Senior Leadership Team

The Deputy Headmistress supports the Headmistress in the leadership and management of the school.

Working closely with both the Headmistress and teaching staff, the Deputy Headmistress plays a pivotal role in ensuring that the education provided is of the highest quality through the creation of a safe and productive learning environment which is engaging and fulfilling for all children in the School's care.

Miss Jade Mayes, Head of Teaching and Learning

e-mail: jm@cameronvaleschool.com

Senior School Transfer at 11+, Senior Leadership Team

The Head of Teaching and Learning has overall responsibility for championing and developing inspirational and innovative education across all areas of the school curriculum both in and beyond the classroom. Working with the Headmistress and Deputy Headmistress the Head of Teaching and Learning takes responsibility for managing and developing learning and teaching, curriculum, assessment and enrichment throughout the school.





Our school day starts with a welcome to each child at the door by Mrs Melrose or Mrs Thompson, ready for class registration at 8.35am

Mrs Madeleine Balcar, Head of Learning Enrichment

e-mail: mb@cameronvaleschool.com

Head of Learning Enrichment, Deputy Designated Safeguarding Lead

The Head of Learning Enrichment, has particular responsibility for assessing, planning and monitoring the progress of children with additional learning needs.

The Head of Learning Enrichment consults and liaises with staff, parents and carers, external agencies, appropriate professionals and voluntary bodies; for support and application for extra funding. It is the role of the Head of Learning Enrichment to ensure that support is co-ordinated and targeted appropriately, and that all are informed and updated about children on the Learning Support register and understand how best to help.

Subject Specialist Teaching Staff

French Mrs Catherine Wolton
cw@cameronvaleschool.com

Music Mrs Ruzica Dubajic
rd@cameronvaleschool.com

Physical Education Mr Robin Bedwell
rb@cameronvaleschool.com

2.5 Arrival and departure

Pupils should arrive at the School between **8.20am and 8.30am** in readiness for registration at 8.35am.

All pupils should be brought directly to the school by an adult.

Children should not be allowed to run on ahead or to play or wait anywhere unattended or unsupervised.

The school day finishes at:

3:30pm for children in Lower School

3.45pm for children in Upper School (Years 3 to 6)

Most **extra-curricular clubs** begin at 4.00pm and finish at 5.00pm, although some clubs for Lower School may begin at 3.45pm.

2.6 Pupil absence

Please telephone the School on 0207 352 4040 by 8.45am if your child will be absent for any reason.

If the absence is to be for an extended period the school can arrange for work to be sent home.

2.6.1 Holidays during term time


Parents are issued with details of the full academic year's dates in advance.

In the interest of staff and pupils alike, family holidays should be arranged during school holiday dates only.

It is important that your child covers all aspects of the planned curriculum.

*Please telephone the
School by 8.45am to
report pupil absence*





Requests for children to be absent from school should be made directly to the Headmistress by completing a Request for Absence Form, available from the school office or downloadable from the Parent Resources section on the website. Wherever possible, requests for absence should be made at least 5 working days prior to the first day of absence.

Children attending independent schools are not exempt from regulations relating to full-time education.

Please Note: All Headmistresses are required to authorise any “out of the ordinary” absences (e.g. those not related to sickness).

If the number of unauthorised days taken by any family exceeds reasonable limits, we are obliged to inform our local Council. This is not to make life difficult for parents but, as a school, we are obliged to work within certain parameters. Some holidays may be authorised on religious grounds.

The taking of holidays in term time without permission will be recorded on the pupil's School Record as an unauthorised absence. If a permitted holiday period is exceeded without good reason, the additional period of absence will not be authorised.

2.6.2 Parents' Absence

Please inform the office, in writing, if you, as parents, are away from home on business or for other reasons and provide names and contact details of those who are responsible for your child in your absence.

2.7 Term dates

	Autumn Term 2022	Spring Term 2023	Summer Term 2023
Term Starts	Thursday 8 th September	Tuesday 10 th January	Wednesday 19 th April
Half Term	Monday 17 th – Friday 28 th October	Monday 13 th – Friday 17 th February	Monday 29 th May – Friday 2 nd June
Term Ends	Friday 16 th December at noon	Wednesday 29 th March at noon	Thursday 14 th July at noon

2.8 School records

A confidential information sheet which details the administrative information we hold for your child is sent to parents annually. Parents are asked to check this information carefully and make any amendments prior to returning it to the school.

During the school year any changes in address, contact numbers or other personal circumstances of which we should be aware should be communicated to the school office so that records can be amended accordingly.

2.9 Safeguarding

At Cameron Vale School the health, safety and well-being of every child are our paramount concern.

We have four designated members of staff who have responsibility for Child Protection within the school:

Alison Melrose and Chloe Thompson - Designated Safeguarding Leads

Madeleine Balcar - Deputy Designated Safeguarding Lead

Luisa Fulco - Safeguarding in the Early Years.

Please refer to the school's Safeguarding Policy, (available on our website) if you have concerns about a child, or wish to read more about our policies and procedures.

2.10 Statutory information & school policies

The Education (Independent School Standards) Regulations and later amendments place a statutory duty on schools to provide certain information to parents of current and prospective pupils.

Cameron Vale School does so willingly and encourages any parent to contact the School with requests for information or guidance.

School documentation, including policies, guidance and schemes of work are a valuable source of information and we are pleased to make them available, either through the School Office (020 7352 4040) or on the School's website.

Please see page 14 for our complete list of Policies.

2.11 Complaints Procedure

The School has a Complaints Policy in place which is available on request.

With regard to day-to-day queries, the first point of contact should be your child's Class Teacher.

If there is a more serious concern, then the Deputy Headmistress or Headmistress should be contacted. We hope that any issues or queries can be dealt with through these channels quickly.

If parents have a serious concern or complaint against the school, the school will endeavour to do all that it can to deal with the complaint fairly and quickly in accordance with the process laid out in the school's Complaints Policy.

2.12 Newsletters

The Friday Flyer is sent electronically to all parents at the end of each week during term time. The Friday Flyer serves as a reminder of forthcoming events and is essential reading for all parents; with trips or workshop information, reminders for deadlines for clubs signing up, parents' evenings or paperwork that may need to be completed and sent to the school.

The school also sends out an electronic newsletter every three weeks. This details achievements and pertinent events across the school relating to children's learning or developments at the school.

2.13 Calendar and date list

Each term, the school calendar will be available to view online.

This is a live calendar which will be updated weekly to accommodate a busy and ever-changing curriculum.

It includes dates for parents evenings, Forest School, club starts and finish dates productions, music recitals, charity events and parent workshops.

The calendar is split into Lower School and Upper School making it easier for parents to find events pertaining to their child. You will find the calendar by visiting <https://www.cameronvaleschool.com/school-calendar>.

*We have four
members of staff who
have responsibility for
Child Protection within
the school*





We appreciate that photographing and recording your child at school activities is an important part of family life. We offer guidelines for safeguarding.

2.14 Filming and photography at school events

We recognise that family members may wish to photograph or record their child whilst they are representing the school in sport, for example, or performing at a school concert or play.

We offer the following guidelines concerning or photography at a school event:

- ◆ Whenever possible, parents should use the official school recording of an event
- ◆ When parents take a photograph or record their child, they should, wherever possible, only record their own child's performance
- ◆ Use of cameras and smartphones for filming and photography should be clear and obvious
- ◆ Respect should be shown to parents and individuals who may not want to appear on a recording or be photographed
- ◆ Parents should not upload to social media photographs or videos of another parent's child without their consent and, if they do so, ensure that their privacy settings are appropriate

The school will take very seriously any indication that any recording or photography at a school event has been inappropriately used, and where necessary, will contact the police and any related services.

*Visit our school website
for up to date
information*



School Policies

Information	Policy	Location on school website
Arrangements for admissions	Admissions Policy	About us/School Policies
Arrangements to prevent bullying	Anti-Bullying Policy	About us/School Policies
Information about rewards and sanctions for pupils	Behaviour Policy	About us/School Policies
Safeguarding procedures and the promotion and welfare of pupils	Safeguarding Policy	About us/School Policies
Complaints procedure and number of formal complaints in previous year	Complaints Procedure	About us/School Policies
Overview of curriculum statement	Curriculum Policy	About us/School Policies
Arrangements for discipline and exclusions	Discipline and Exclusions Policy	About us/School Policies
Policy for health and safety when organising educational visits	Educational Visits Policy	About us/School Policies
Information about first aid, including administering medicines	First Aid Policy	About us/School Policies
Detailed overview of arrangements for health and safety	Health and Safety Policy	About us/School Policies
Latest school inspection report	Inspection Report	About us/School Policies
Education and welfare provision for pupils with a special educational need, including those with statements and for those for whom English is an additional language	Learning Support Policy	About us/School Policies
School procedure if a child goes missing	Missing Child Policy	About us/School Policies
The School's ethos and aims	School's Ethos	About Us/Ethos and Aims
Staff, including temporary staff, and qualifications	Staff List	About Us/ Our Team

Part 3 - The School Day

3.1 Structure of the school day

Time	Lower School	Upper School
8.00 – 8.30	Early Birds and morning school clubs	Early Birds and morning school clubs
8.20 – 8.30	Morning drop-off	Morning drop-off
8.30 – 8.45	Registration and Form Time Register is taken at 8.35am	Registration and Form Time Register is taken at 8.35am
8.45	Lessons begin	Registration and Form Time Register is taken at 8.35am
8.45 – 9.15	Phonics	Guided reading/spelling groups
9.15 – 10.15	Lessons	Lessons
10.15 – 10.30	Break	Snack
10.30 – 10.45	Snack	Break
10.45 – 12.30	Lessons	Lessons
12.30 – 1.00	Lunch	Break
1.00 – 1.30	Break	Lunch
1.30 – 3.30	Lessons	
3.30	End of day and collection	
3.45		End of day and collection
3.30 – 3.45	Late Room for siblings in Upper School	
3.45 – 4.00	Supervised snack before clubs	Supervised snack before clubs
4.00 – 5.00	Clubs	Clubs
5.00	Collection from clubs	Collection from clubs

Pupils should arrive at the School between 8.20am and 8.30am in readiness for registration at 8.35am.

All pupils should be brought directly to the school by an adult.

Children should not be allowed to run on ahead or to play or wait anywhere unattended or unsupervised. The school day finishes at 3:30pm for children in Lower School and at 3.45pm for children in Upper School.

Extra-curricular clubs begin at 4.00pm and finish at 5.00pm, unless otherwise stated (such as some Lower School clubs 3:30pm – 4:30pm).

3.2 Early Birds Breakfast Club

There is a supervised Early Birds Breakfast Club available for parents who wish their child to arrive at school before 8.30am.

The Breakfast Club begins at 8.00am. If parents wish their child to participate in the Breakfast Club, further details are available at the School Office.

Bookings for the Breakfast Club must be made in advance to enable staffing levels and catering requirements to be met.

School day starts with registration at 8.35am and finishes at 3.30-3.45pm, with extra-curricular clubs running until 5.00pm





School day ends at 3.30pm and 3.45pm, depending on your the Year group. We will not dismiss a child to another adult without written consent

For security reasons we will not dismiss a pupil to an adult not known to the school without prior written permission

3.3 Drop-off arrangements

The school opens at 8.20am and parents are asked to arrive at the school in readiness for registration at 8.35am.

Children who arrive at the school after 8.45am are asked to report to the School Office and will be recorded as late on the school register.

3.4 Collection arrangements

The school day ends at 3.30pm for children in Lower School and 3.45pm for children in Upper School.

Children will only be dismissed to their parent or a named, authorised adult. If there is a change to the routine for any reason, it is essential that you let the School Office know by email, so that staff who are dismissing can be advised of changes.

If an adult not known to the school is to collect your child, details must also be given in writing to his or her class teacher and identification may be requested.

3.5 Collection of child by adult other than a parent or guardian

From time to time it can be necessary to ask someone else to collect your child or children from school. Without exception, it is imperative this information is communicated to the School Office in writing prior to pick up time.

The duty member of staff on dismissal **cannot** dismiss a child to another parent unless we have received prior consent from the parent of the child.

3.6 Security

All visitors report to the school office and sign in the visitors' book and must wear a visitor's badge. If a member of staff sees anyone without a badge, they will be challenged and if necessary, reported to the school office.

The school has numerous internal and external CCTV cameras. All entry doors to the school will be locked throughout the day. Visitors can gain entry through the front door by pressing the door buzzer and waiting for the school office to allow them into the building.

3.7 Extra-curricular

A wide range of extra-curricular activities are available to children in all year groups. Extra-curricular clubs are led by members of the teaching team at Cameron Vale or approved outside coaches and specialists. Alongside a range of creative activities, there is also a wide variety of sport and music clubs which run in addition to the normal weekly sport and music lessons.

The emphasis in these activities is on enjoyment and exploring new interests. The clubs programme changes termly and are booked via the school's online booking system in advance.

We send out a Club List sign up form before the end of term for the next term registrations. **Please note:** we allocate places on a first come, first served basis and once a space has been allocated, we cannot make changes until the next round of club sign-ups (ie for the next term).



3.7.1 Peripatetic music lessons

We encourage children of all ages to be actively involved in developing their musical talents and interests and we believe that every child would benefit from, and has the right to receive, quality instrumental music lessons.

These lessons are provided through the school's peripatetic instrumental music programme.

Individual music lessons are available with specialist visiting teachers and parents should contact Ruzica Dubajic, the school's music co-ordinator, should they wish their child to start lessons. These lessons take place during the course of the school day and children are withdrawn from lessons on a rotation basis.

Waiting lists do occasionally arise, but generally there are spaces available for all instruments.

For those parents whose children are already having instrumental tuition at school, we would ask that all queries and concerns over lessons be directed to the music co-ordinator, rather than to the visiting teachers.

3.8 Trips and special days

The children enjoy a range of themed learning days to enrich the curriculum, when we depart from our regular timetable and embark upon a series of exciting and creative activities that truly challenge the children.

Examples include; Maths Week, Book Week, Science Week, Anti-Bullying Week and Sports Day.

The curriculum is further enriched by trips to places of interest which relate to particular topics that the children may be learning or workshops led by specialists in a particular field, hosted at school.

Charges for trips and workshops are added in arrears to the parents' accounts. All children are expected to partake in school trips which are planned in advance, appropriately supervised and are regarded as part of the children's education.

3.9 Annual Events

We have certain events which happen each year at roughly the same time. There are of course many other events that take place, but those which are annual events are:

Autumn Term

Parents' Curriculum Evening	September
Cameron Vale Community Drinks	September
Time to Shine	October
School Assessments	October/November
Parents' Evening	November/December
Carols at The Bluebird	December
Lower School Nativity Play	December
Carol Service	December
Christmas Community Drinks	December

Summer Term

Time to Shine	May
School assessments	May/June
Upper School Residential Trip	June
Time to Shine	June
Sports Day	June
Moving up Day/Meet the Teacher	July
Year 6 Leavers' Party	July
Prize Giving	July
Summer Community Drinks	July

Spring Term

Time to Shine	February & March
Parents' Evenings on-line	March
Easter Concert	April
Easter Bonnet Parade	April

Part 4 –Academics

*Visit our website and
follow us on social media
to keep up to date with
all our news*

4.1 Teaching and learning

Teaching and learning are central to the purpose of our school. Teaching and learning lay the foundations for the whole curriculum, both formal and informal. At Cameron Vale we are committed to using best practices and tools for the education and the development of learning and lifestyle skills of our pupils.

The quality of teaching and learning throughout the school is closely monitored by the Headmistress and Deputy Headmistress.

Lesson observations, monitoring of work, Key Stage and curriculum area evaluations and staff appraisals all provide evidence for judging the quality of teaching and learning.

4.2 The curriculum

The curriculum at Cameron Vale has been carefully designed to ensure that each child is able to fulfil their individual potential. Our curriculum is challenging, diverse and engaging.

Our curriculum takes into account the expectations within the National Curriculum yet, as an Independent School, we are not bound by it. We enjoy the freedom to be able to broaden and deepen the educational experiences of all the children in our care.

We aim to create a learning environment where children are not only prepared for examination success, but also develop a life-long love of learning.

Children who can work and think independently, are motivated, creative and confident with the skills to solve problems, collaborate and communicate effectively, will be best placed to succeed at senior schools and in life itself; these are the qualities we seek to encourage and develop.

4.2.1 Firm Foundations, Breadth and Balance

From the earliest stages of a child's education, we value English and Maths and view these as the fundamental building blocks of learning and future success.

Discrete and specialist teaching ensures high outcomes for each child. Teaching is informed by requirements of the National Curriculum as well as the syllabi of a variety of senior schools.

Whilst natural emphasis is placed on acquiring firm foundations in English, Maths and Science, we also recognise that high outcomes cannot be achieved without breadth and balance, together with an enjoyment of learning.

In Art, Design and Technology and the Humanities, we have adopted a truly cross-curricular, project-based approach to teaching and learning, firmly based on a set of progressive skills which integrate learning and allow children to make connections.

Children undertake termly projects, each beginning with a 'stunning start' to capture the children's interests and inspire their learning. Each project has a purpose, to ensure that learning has meaning and is memorable.





Children in Years 5 to 6, for example, may focus on creating a 'Museum of Memories'; the culmination of learning across a range of subjects which centres around World War 2. The museum would be an opportunity to show-case creative writing in English, pencil portraits in Art, Anderson shelters in Design and Technology, the use of mapping skills to compare wartime and present-day Chelsea in Geography, and engaging with the texts of Michael Morpurgo in reading.

Running alongside our curriculum are themed days and weeks, a wealth of educational visits and workshops; all designed to extend children's learning experiences and help them to develop a broader skills base.

In Modern Languages, Music and Physical Education, our use of specialist staff means that we are able to offer a programme which exceeds National Curriculum expectations.

We encourage learning outdoors and out of the school classroom and believe in offering the children a wealth of experiences to stimulate their questioning and learning.

We aim to create memorable learning experiences with planned and spontaneous experiences within and beyond the classroom which often include work with experts.

Our curriculum aims to:

- ◆ Provide a broad, balanced and enriching learning experience for every child
- ◆ Build up children's confidence and motivation to learn through the use of a range of learning and teaching styles
- ◆ Develop thinking and learning skills
- ◆ Enable safe 'risk taking'
- ◆ Promote curiosity for further study
- ◆ Embed key skills in order to prepare children for real-life and everyday situations
- ◆ Provide opportunities to apply knowledge and learning in practical ways
- ◆ Provide enrichment opportunities where learning and teaching can take place beyond the classroom
- ◆ Develop social skills and encourage children to become more active citizens within the school community and beyond.

4.2.2 Early Years' Foundation Stage

The school's curriculum in the Early Years' Foundation Stage follows the Statutory Framework for the Early Years' Foundation Stage, published in September 2021.

Four guiding principles shape teaching practice in the Early Years' Foundation Stage:

- ◆ Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured.
- ◆ Children learn to be strong and independent through **positive relationships**.
- ◆ Children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers.
- ◆ **Children develop and learn in different ways and at different rates.** The framework covers the education and care of all children in Early Years, including children with special educational needs and disabilities.





The Early Years' Foundation Stage comprises seven areas of learning. The three prime areas are:

- ◆ Communication and Language
- ◆ Physical Development
- ◆ Personal, social and emotional development

In addition, children will be supported in four specific areas, through which the three prime areas will be strengthened and applied.

The specific areas are:

- ◆ Literacy
- ◆ Mathematics
- ◆ Understanding the World
- ◆ Expressive Arts and Design

These areas of learning are linked through an interdisciplinary approach. Teachers ensure that there is a balance between child-initiated and adult-directed activities and that the curriculum is differentiated to meet the needs of individual children at different stages of their development. The importance of interactive and social play as a child's natural way of making sense of his or her world is intrinsic to our teaching approach.

4.2.3 Key Stages 1 and 2 - Years 1 to 6

We have adopted a creative, enquiry-based curriculum from Year 1 to Year 6. Cross-curricular links are made at every opportunity.

For Key Stages 1 and 2, the 'Core Subjects' comprise English, Mathematics and Science. Art, Computing, Design and Technology, Drama, French, Geography, History, Music, Physical Education and PSHCE make up the other 'Foundation Subjects'.

French, Music and Physical Education are taught by specialist teachers throughout the school.

The core subjects of English and Maths are taught using the National Curriculum frameworks to underpin planning. Maths and key aspects of English, such as grammar, handwriting and phonics, are taught discretely to enable pupils to acquire and effectively apply their skills in a variety of contexts in our creative curriculum. English lessons include 1:1 Reading or Guided Reading on a weekly basis for all pupils. Pupils are given opportunities for extended writing practice throughout the curriculum.

We aim to provide an engaging and meaningful curriculum that focuses on children learning through real life experiences and exciting activities. The curriculum follows an overview plan, where objectives of the National Curriculum are encompassed in planning, and based around a main theme. Each project has a purpose and begins with a 'WOW Factor' to grab the attention of the children and provide a 'meaningful' experience to initiate the project, e.g. a trip, special event or visitor. Termly projects are planned with either a scientific, humanities or literary focus. Within each project, enquiry-based learning is planned, which culminates in a special event, such as a performance, display, short presentations or assembly, dependent on the nature of the project. Outdoor learning is a regular feature of our curriculum and is incorporated in each termly project as far as possible.

Projects may include:

Year	Autumn	Spring	Summer
Lower School	Dinosaur Planet	Towers, Tunnels and Turrets	Muck, Mess and Mixtures
Years 3 and 4	Potions	Heroes and Villains	Scrumdiddlyumptious!
Years 5 and 6	Tomorrow's World	Frozen Kingdoms	Peasants, Princes and Pestilence

Projects are continuously reviewed and updated and as we plan for children's evolving interests and progress.

4.3 The core subjects - Key Stage 1 (Years 1 and 2) and Lower and Upper Key Stage 2 (Years 3 to 6)

4.3.1 English

The English curriculum at Key Stage 1 and Lower and Upper Key Stage 2 has been planned to meet the requirements of the National Curriculum.

The overarching aim for English in the National Curriculum is to promote high standards of literacy by equipping pupils with a strong command of the written and spoken word, and to develop their love of literature through widespread reading for enjoyment.

Our aim in teaching English is to ensure that all pupils:

- ◆ Read easily, fluently and with good understanding
- ◆ Develop the habit of reading widely and often, for both pleasure and information
- ◆ Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- ◆ Appreciate our rich and varied literary heritage
- ◆ Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- ◆ Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- ◆ Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

The National Curriculum divides the range of work covered in English at Key Stage 1 into the three major areas of:

- ◆ Speaking and Listening
- ◆ Grammar
- ◆ Reading
- ◆ Writing

Key Stage 1 - Years 1 and 2

During Year 1, teaching builds on work from the Foundation Stage, making sure that pupils can sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills that they have already learnt.

Pupils develop the skill of blending the sounds into words for reading and establish the habit of applying this skill whenever they encounter new words. This will be supported by practising their reading with books consistent with their developing phonic knowledge and skill. At the same time, pupils are given the opportunity to hear, share and discuss a wide range of high-quality books to develop a love of reading and broaden their vocabulary.

Teaching develops pupils' oral vocabulary as well as their ability to understand and use a variety of grammatical structures in reading and writing.

By the beginning of Year 2, pupils should be able to read all common graphemes and be able to read unfamiliar words containing these graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to each pupil's level of word reading. Pupils' reading of common exception words, such as you, could, many, or people, should be secure and fluency will be increased by being able to read these words easily and automatically.





We encourage our students to develop a life-long love of reading and creative writing

Pupils should be able to retell some familiar stories that have been read to and discussed with them or that they have acted out during Year 1.

During Year 2, teaching continues to focus on establishing pupils' accurate and speedy word reading skills.

Pupils are provided with ample opportunity to listen to and discuss a wide range of stories, poems, plays and information books; this should include whole books.

In writing, pupils at the beginning of Year 2 should be able to compose individual sentences orally and then write them down. They should be able to spell correctly many of the words covered in Year 1. They should also be able to make phonetically -plausible attempts to spell words they have not yet learnt. Finally, they should be able to form individual letters correctly, so establishing good handwriting habits from the beginning.

It is important to recognise that pupils begin to meet extra challenges in terms of spelling during Year 2. Increasingly, they should learn that there is not always an obvious connection between the way a word is said and the way it is spelt.

Lower Key Stage 2 - Years 3 and 4

By the beginning of Year 3, pupils should be able to read books written at an age-appropriate interest level.

They should be able to read them accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words. They should be able to decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation.

As their decoding skills become increasingly secure, teaching is directed more towards developing the breadth and depth of their reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently. Pupils develop their understanding and enjoyment of stories, poetry, plays and non-fiction, and learn to read silently. They develop their knowledge and skills in reading non-fiction about a wide range of subjects.

They learn to justify their views about what they have read, with support at the start of Year 3 and increasingly independently by the end of Year 4.

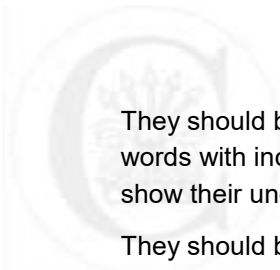
Pupils should be able to write down their ideas with a reasonable degree of accuracy and with good sentence punctuation. Pupils are taught to develop as writers, which involves increasing their competence as well as teaching them to enhance the effectiveness of what they write.

Pupils build on what they have learnt, particularly in terms of the range of their writing and the more varied grammar from which they can draw to express their ideas. Pupils begin to understand how writing can be different from speech. Joined handwriting should be the norm; pupils should be able to use it fast enough to keep pace with what they want to say.

Upper Key Stage 2 - Years 5 and 6

By the beginning of Year 5, pupils should be able to read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace.





They should be able to read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity. They should be able to prepare readings, with appropriate intonation to show their understanding, and should be able to summarise and present a familiar story in their own words.

They should be reading widely and frequently, outside as well as in school, for pleasure and information. They should be able to read silently, and then discuss what they have read.

Pupils should be able to write down their ideas quickly. Their grammar and punctuation should be broadly accurate. During Years 5 and 6, emphasis continues to be placed on pupils' enjoyment and understanding of language, especially vocabulary, to support their reading and writing. Pupils' knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks, will support their increasing fluency as readers, their facility as writers, and their comprehension.

By the end of Year 6, pupils' reading and writing should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in Year 7, across subjects and not just in English.

Pupils should be able to reflect their understanding of the audience for, and purpose of, their writing by selecting appropriate vocabulary and grammar. In Years 5 and 6, pupils' confidence, enjoyment and mastery of language is extended through public speaking, performance and debate.

4.3.2 Maths

The Numeracy curriculum at Key Stages 1 and Lower and Upper Key Stage 2 has been planned to satisfy the requirements of the National Curriculum.

Our aim in teaching mathematics is to ensure that children:

- ◆ Become **fluent** in the fundamentals of mathematics, through varied and frequent practice with increasingly complex problems over time, so that pupils have conceptual understanding and are able to recall and apply their knowledge rapidly and accurately to problems
- ◆ **Reason mathematically** by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- ◆ Can **solve problems** by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Key Stage 1 - Years 1 and 2

The principal focus of mathematics teaching in Key Stage 1 is to ensure that pupils develop confidence and mental fluency with whole numbers, counting and place value. This should involve working with numerals, words and the four operations, including practical resources (e.g. concrete objects and measuring tools).

At this stage, pupils should develop their ability to recognise, describe, draw, compare and sort different shapes and use the related vocabulary. Teaching also involves using a range of measures to describe and compare different quantities such as length, mass, capacity/volume, time and money.

By the end of Year 2, pupils should know the number bonds to 20 and be precise in using and understanding place value. Pupils should read and spell mathematical vocabulary, at a level consistent with their increasing word reading and spelling knowledge at Key Stage 1.

Lower Key Stage 2 - Years 3 and 4

The principal focus of mathematics teaching in Lower Key Stage 2 is to ensure that pupils become increasingly fluent with whole numbers and the four operations, including number facts and the concept of place value.

This should ensure that pupils develop efficient written and mental methods and perform calculations accurately with increasingly large whole numbers.

At this stage, pupils should develop their ability to solve a range of problems, including with simple fractions and decimal place value.

Teaching ensures that pupils draw with increasing accuracy and develop mathematical reasoning so they can analyse shapes and their properties, and confidently describe the relationships between them. Pupils learn to use measuring instruments with accuracy and make connections between measure and number.

By the end of Year 4, pupils should have memorised their multiplication tables up to and including the 12 times table and show precision and fluency in their work.

Pupils should read and spell mathematical vocabulary correctly and confidently, using their growing word reading knowledge and their knowledge of spelling.

Upper Key Stage 2 - Years 5 and 6

The principal focus of mathematics teaching in Upper Key Stage 2 is to ensure that pupils extend their understanding of the number system and place value to include larger integers. This should develop the connections that pupils make between multiplication and division with fractions, decimals, percentages and ratio.

At this stage, pupils should develop their ability to solve a wider range of problems, including increasingly complex properties of numbers and arithmetic, and problems demanding efficient written and mental methods of calculation. With this foundation in arithmetic, pupils are introduced to the language of algebra as a means for solving a variety of problems. Teaching in geometry and measures consolidates and extends knowledge developed in numbers. Pupils learn to classify shapes with increasingly complex geometric properties and that they learn the vocabulary they need to describe them.

By the end of Year 6, pupils should be fluent in written methods for all four operations, including long multiplication and division, and in working with fractions, decimals and percentages. Pupils should read, spell and pronounce mathematical vocabulary correctly.

Children follow a balanced programme covering the programmes of study of the National Curriculum:

- ◆ Number and place value
- ◆ Addition and subtraction
- ◆ Multiplication and division
- ◆ Fractions
- ◆ Measures
- ◆ Geometry: properties of shapes

4.3.3 Science

The Science curriculum at Key Stage 1 and Lower and Upper Key Stage 2 has been planned to meet the requirements of the National Curriculum.

Our aim in teaching Science is to ensure that all pupils:

- ◆ Develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics.





Every day our students enjoy learning experiences -
from classroom lessons, to day trips, to visits from a
real Queen's Guard!

- ◆ Develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them.
- ◆ Are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.

Key Stage 1 - Years 1 and 2

The principal focus of science teaching in Key Stage 1 is to enable pupils to experience and observe phenomena, looking more closely at the natural and humanly-constructed world around them.

They should be encouraged to be curious and ask questions about what they notice. They should be helped to develop their understanding of scientific ideas by using different types of scientific enquiry to answer their own questions, including observing changes over a period of time, noticing patterns, grouping and classifying things, carrying out simple comparative tests, and finding things out using secondary sources of information.

They should begin to use simple scientific language to talk about what they have found out and communicate their ideas to a range of audiences in a variety of ways. Most of the learning about science is done through the use of first-hand practical experiences, but there is also some use of appropriate secondary sources, such as books, photographs and videos.

Pupils should read and spell scientific vocabulary at a level consistent with their increasing word reading and spelling knowledge at Key Stage 1.

During Years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills:

- ◆ Asking simple questions and recognising that they can be answered in different ways
- ◆ Observing closely, using simple equipment
- ◆ Performing simple tests
- ◆ Identifying and classifying
- ◆ Using their observations and ideas to suggest answers to questions
- ◆ Gathering and recording data to help in answering questions

Lower Key Stage 2 - Years 3 and 4

The principal focus of science teaching in Lower Key Stage 2 is to enable pupils to broaden their scientific view of the world around them.

They should do this through exploring, talking about, testing and developing ideas about everyday phenomena and the relationships between living things and familiar environments, and by beginning to develop their ideas about functions, relationships and interactions.

They should ask their own questions about what they observe and make some decisions about which types of scientific enquiry are likely to be the best ways of answering them, including observing changes over time, noticing patterns, grouping and classifying things, carrying out simple comparative and fair tests and finding things out using secondary sources of information. They should draw simple conclusions and use some scientific language, first, to talk about and, later, to write about what they have found out.





Upper Key Stage 2 - Years 5 and 6

The principal focus of science teaching in Upper Key Stage 2 is to enable pupils to develop a deeper understanding of a wide range of scientific ideas.

They should do this through exploring and talking about their ideas; asking their own questions about scientific phenomena; and analysing functions, relationships and interactions more systematically.

At Upper Key Stage 2, they should encounter more abstract ideas and begin to recognise how these ideas help them to understand and predict how the world operates. They should also begin to recognise that scientific ideas change and develop over time.

They should select the most appropriate ways to answer science questions using different types of scientific enquiry, including observing changes over different periods of time, noticing patterns, grouping and classifying things, carrying out comparative and fair tests and finding things out using a wide range of secondary sources of information. Pupils should draw conclusions based on their data and observations, use evidence to justify their ideas, and use their scientific knowledge and understanding to explain their findings.

4.4 Forest School

In Denmark, Forest Schools have been an integral part of Early Years and Primary Education since the 1980s. The philosophy of the Forest School was based upon the desire to provide young children with an education which encouraged appreciation of the wide, natural world and which would encourage responsibility for nature conservation in later life.

‘Only through ready access to the outdoors and stimulating outdoor provision can a child’s physical development, personal, social and emotional well-being and learning across the curriculum flourish’. Marjorie Ouvrey.

The Forest School approach is a unique way to deliver the curriculum. Whilst it offers many opportunities to target all areas of the curriculum, it raises self-esteem, confidence, encourages independence and provides opportunities for active outdoor play and discovery. The outdoors provides opportunities to improve relationships and communication skills between all participants offering a memorable and valuable learning experience.

Through our Forest School programme, we bring learning to life, providing children with real experiences and making their learning meaningful and purposeful. The aims of Cameron Vale Forest School’s programme are to encourage the children to:

- ◆ Make choices independently
- ◆ Develop positive attitudes to learning
- ◆ Assess their own risks
- ◆ Work as part of a team
- ◆ Develop inquisitive minds by questioning the world around them
- ◆ Develop their problem-solving skills
- ◆ Develop positive attitudes to learning

Throughout the school, all children experience focused Forest School learning sessions. The learning programme follows the children’s interests and lines of enquiry.

Children in Lower School benefit from weekly sessions whereby they are able to freely explore the changing natural environment whilst the teachers look closely and document the children’s questions, comments, and discoveries in order to set appropriate challenges and arouse further curiosity. In the Upper School, children take part in Forest School days twice a term.

Our Forest School ethos is embedded within the curriculum and is not something that is tagged on to the learning experience – the discoveries that we make beyond the boundaries of the classroom often follow us back to school in both a physical and conceptual way.

At Forest School, children are set small, achievable tasks which are designed to reach all types of learners. These include:

- ◆ Climbing trees
- ◆ Learning how to use real tools safely
- ◆ Catching mini beasts
- ◆ Collecting signs of seasonal changes
- ◆ Problem solving – building 3D structures in the woods, hunting for treasure, cooking, getting dirty!

With consistent praise for achievements and for 'having a go', children gradually develop self-esteem, self-confidence and ultimately a positive relationship with learning. As the programme continues the children are eager to try new things in an environment that encourages them to make mistakes knowing that they have space to try again and reflect on what they could do differently the next time. In addition to this, the children learn to take risks safely by learning to assess the risks of activities independently.

4.5 Music and Physical Education

4.5.1 Music

We believe that Music should play a full and important role in school and in the development of all pupils in our care. We believe that the expressive arts can help a child to reach and achieve his or her academic peak.

All children in school are taught by specialist music staff. Children in all year groups enjoy weekly whole class music lessons and once a week, musical skills are further developed through a whole school music assembly. Our aim throughout the school, is to encourage the children to enjoy music through participating actively in listening, performing and inventing their own music.

Preparation for a number of performances throughout the year (e.g. Christmas Concert, Easter Assembly and the Summer Concert) becomes a feature of the curriculum.

At the heart of music lessons in the Early Years Foundation Stage lies songs, and a wide repertoire is built up over the year. In addition, children listen to musical stories and add simple percussive accompaniments to their singing.

During Key Stage 1 and 2, pupils are taught to:

- ◆ Use their voices expressively by singing songs and speaking chants and rhymes
- ◆ Play tuned and untuned instruments musically
- ◆ Listen with concentration and understanding to a range of high-quality live and recorded music
- ◆ Make and combine sounds using the inter-related dimensions of music.

Peripatetic music teachers visit the school and as of Key Stage 1, a child may have individual or small group tuition in woodwind, brass, string or piano.

Lessons take place during the school day and rotate week by week in order to minimise disruption to the academic timetable.

Pupils are encouraged to take music exams set by Trinity College, London as well as performing at music recitals, assemblies and lunchtime concerts.

“Only through ready access to the outdoors and stimulating outdoor provision can a child’s physical development, personal, social and emotional well-being and learning across the curriculum flourish”
Marjorie Ouvrey





Sports Day is a highlight in the Cameron Vale calendar, with all years taking part at the Battersea Park Millennium Arena

4.5.2 Physical Education

Within the Physical Education curriculum, we work at introducing new skills, enabling the children to develop and master these at their own pace and level.

We endeavour to encourage creativity in enabling children to design their own games, and also give the children the opportunity to employ these new skills within small-sided games.

As the children progress through the school, they are able to build upon their skills and techniques, and wherever possible, are offered the opportunity to represent the school in competitions.

Sport

Our curriculum for pupils in Reception to Year 6 is delivered by specialist teachers. In Reception, basic skills are acquired through exposure to a wide variety of sports and activities.

Correct manipulative skills are taught, including travelling (dribbling), receiving and sending. Awareness of space, dodging and marking is also developed.

As children progress through Years 1 and 2, they develop core movement, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

During Key Stage 2, pupils continue to implement and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They communicate, collaborate and compete with each other. They develop an understanding of how to succeed in different activities and sports and learn how to evaluate and recognise their own success.

Swimming

Swimming is considered an important life skill and for this reason, pupils from Reception age are able to enjoy swimming lessons as part of the Physical Education curriculum.

The swimming curriculum for children in Lower School is delivered by qualified ASA coaches at Park Walk Primary School in Chelsea and, in Upper School, in partnership with The Chelsea Sports Centre. Swimming from the Early Years Foundation Stage to Year 6 is taught in small ability groups.

Children in Lower School partake in weekly swimming lessons and, when children reach the Upper School, lessons occur on a rotational basis.

Children develop water confidence and the basic skills of propulsion, floating and submerging. In addition, there is a focus from the beginning on accurate stroke development and the ability to swim increasingly longer distances.





4.6 Educational trips and visits

We believe that learning outside the classroom is an essential component of our broad and balanced curriculum. It gives children unique opportunities to develop their resourcefulness and initiative and spend time in non-classroom learning environments. Some educational visits are directly related to the curriculum, some are designed to promote social awareness, or enhance physical skills, self-reliance and team-work, others extend a child's knowledge of the world.

Parental consent is sought for educational trips and visits. Two or three weeks prior to an educational visit/trip a consent form is sent to parents, requesting permission for your daughter or son to partake and details information of any extra cost.

The dates of all educational trips and visits are published in advance on the school's date list.

Detailed risk assessments are carried out and completed by the school for all educational trips and visits prior to departure.

4.7 Curriculum guides

A curriculum guide for the Early Years Foundation Stage to Year 6 is available for all parents. The curriculum guide states the broad aims of the core and foundation subjects taught at the school at each Key Stage.

We believe that education is a partnership between school and home.

Early in September, we hold a 'Meet the Teacher' curriculum evening for parents. Documents are issued which broadly outline the knowledge and skills that will be taught for the term ahead. Documentation is also given surrounding how you might best support learning at home, as well as an overview of end of year expectations in Reading, Writing and Maths.

4.8 Learning difficulties and disabilities

At Cameron Vale, we recognise the importance of meeting the individual learning needs of all pupils and aim to ensure that appropriate measures are put in place so that pupils with a learning difficulty or disability are not disadvantaged. The duty not to discriminate against pupils with learning difficulties and disabilities covers all aspects of school life, including educational visits and school trips.

We have regard for the Special Educational Needs Code of Practice and through careful monitoring and assessment aim to ensure that the needs of pupils are understood so that a broad and balanced curriculum is accessible to all pupils. Varying degrees of support are offered.

These include:

- ◆ Strategies and direction for all Class Teachers and subject specialists to support staff who have a concern about a pupil
- ◆ In class support for groups and individuals
- ◆ Focused individual support outside the classroom
- ◆ Focused individual support directly linked to an Educational Psychologist's Report or Special Educational Needs statements.

4.9 English as an additional language

At Cameron Vale, we welcome children who do not have English as their first language. The school holds an EAL register which is regularly monitored and updated by the EAL co-ordinator.

Through careful monitoring and assessment, the school aims to ensure that the needs of pupils with English as an additional language are met to allow them to fully access the broad and balanced curriculum.

Various measures are implemented to help pupils integrate within the classroom environment. This includes support within the classroom, use of specific resources, differentiation, advice to parents and liaison with appropriate professionals as required.

4.10 Homework

Phase	Reading expectations
Early Years	5-10 minutes
Years 1 & 2	10-15 minutes
Years 3, 4 & 5	15 minutes
Year 6	20 minutes

Cameron Vale School promotes a balanced approach to homework and encourages parents to support children through weekly homework and home-learning projects. The expectations for homework increase as children progress through the school. Ultimately, homework provides the opportunity to extend work covered in the classroom or to reinforce it.

Reading ignites creativity, sparks curiosity, and stimulates the imagination.

All children are expected to read at home each day, either with adults or independently, with a weekly record kept in a home/school reading diary. Children can access e-books via Bug Club and/or hardcopies via their class library.

In Reception, children will start learning some letters and the sounds they make, and will learn to put them together to make simple words. They may, on occasions, receive some tasks to consolidate the teaching and learning of phonics based on the coverage during the school week.

In Year 1, homework is set on a Friday to be completed by the following Wednesday. These tasks will relate to maths and English or project learning from the classroom during the week. In addition to this, a short phonics task will be set which focuses on the sounds of the week. As the terms progress, there will be a greater emphasis on ensuring that your child learns to spell the Year One Common Exception Words.

In Year 2, homework is set on a Friday to be completed by the following Wednesday. These tasks will relate to maths and English or project learning from the classroom during the week. In addition to this, children are given a small number of weekly times tables and spellings to learn.

In Years 3 & 4, maths homework is set on a Monday to be completed by the following Wednesday. English homework is set on a Friday to be returned by the following Wednesday. Additional spellings and times tables practice will be set during the week.

In Years 5 & 6, there is a quick turnover of homework tasks so children are expected to keep themselves organised. Maths homework is set on Monday and Wednesday. English homework is set on Tuesday and Friday and will comprise of weekly SPaG tasks to consolidate spelling, punctuation and grammar, a weekly comprehension task and an optional chilli challenge task. As part of their journey in





We believe that learning takes place both in school and at home and learning is reinforced at home through a variety of activities

preparation of the 11+, teachers will set verbal reasoning or non-verbal reasoning tasks every week (alongside practice papers tailored to entrance schools of choice for Year 6).

Children should spend up to 30mins on homework tasks, unless it's a creative writing task (dependent on teacher's expectations). If your child is spending significantly more or less time on their homework than is specified, please let his or her class teacher know as it indicates that the homework set is inappropriate for your child. Whilst homework may be set, there is an element of flexibility, such as if your child is particularly tired one evening. Parents are asked to inform the class teacher.

An informative note will accompany any homework.

Holiday homework for Years 1-4 is not mandatory yet there will be incentives for completion. This may include writing competitions, reading challenges, projects or enrichment tasks. Additionally, Upper School will be expected to complete 11+ papers in preparation for future examinations.

4.11 Assessment

4.11.1 Early Years Foundation Stage

- ◆ Teacher assessment of all children is ongoing and based on the Early Years Learning Goals
- ◆ Early Years Foundation Stage Profiles of all children in Reception are maintained throughout the year. Each child's level of development is recorded against the assessment scales derived from the Early Learning Goals. Judgments are made from observation of consistent and independent behaviour, predominantly children's self-initiated activities
- ◆ At the end of the Early Years Foundation Stage these results are sent to The Royal Borough of Kensington and Chelsea Borough Council
- ◆ In cases where we feel that children are working below the level of the scales, we will assess the child and a possible alternative approach to learning may be suggested. An Individual Education Plan may be written which will set out attainable and reasonable targets which will help the child to feel confident and successful at his or her level of capabilities.
- ◆ Parents of pupils in the Early Years Foundation Stage will be sent a written summary reporting a child's progress against the Early Learning Goals
- ◆ Where requested by a parent, a copy of the Early Years Foundation Stage profile will be given
- ◆ Parents will be offered an opportunity to discuss the Early Years Foundation Stage profile and the results with the child's teacher at the end of the Summer term
- ◆ If a child leaves the school, the Early Years Foundation Stage data will be sent to the new school within 15 days of the request

4.11.2 Key Stage 1 and Lower and Upper Key Stage 2

Our foremost purpose is to improve every child's performance by identifying strengths and weaknesses so that we are able to plan our teaching to enable every child to achieve their best. We adhere to the principles and practices of Assessment for Learning throughout the Key Stages and across the curriculum.





The four main elements of Assessment for Learning are:

- ◆ Effective questioning
- ◆ Feedback through marking
- ◆ Peer and self-assessment
- ◆ Both formative and summative testing

Teachers assess progress and performance continuously. Informal assessment of performance in the classroom and of homework occurs on a daily basis. Both informal assessment methods (questioning, marking, observations, etc.) and more formal testing are employed, and individual targets are set to help children to focus on specific areas for improvement.

A range of standardised tests are used over the course of the year and the results of these provide us with a wealth of information about the particular strengths and weaknesses of each individual child.

More formal assessment opportunities take place at the end of the Autumn and Summer terms; information gleaned from which is used to inform future planning.

4.12 Written reports

Reporting to parents includes both formal written reports as well as parent/teacher consultations. In addition, parents may always request to see a member of staff regarding any aspect of their child's work at a time that is mutually convenient.

4.12.1 Early Years Foundation Stage

Written reports are issued at the end of the Autumn and Summer terms. The report at the end of the Summer term is a summary and review of the year, whilst the Autumn term report is a briefer progress report.

4.12.2 Key Stage 1 and Lower and Upper Key Stage 2

Written reports are issued at the end of the Autumn and Summer terms. The report in the Autumn term details progress in English and Maths and, for children in Year 4 and above, results of Cognitive Ability Tests used to inform school choice at 11+. Children's attainment is reported against national norms with comments and targets written by the class teacher and shared with the children and parents to facilitate progress. There is a comment on the child's overall progress from the Headmistress.

At the end of the Summer term, a full report is written which details attainment and progress in the core subjects as well as the foundation subjects. Children's attainment is reported against national norms.

Comments and targets are written in English and Maths by the class or specialist teacher to enable further progress as the child progresses into the next year group or Key Stage. There is a comment on the child's overall progress from the Headmistress.

4.13 Parent/teacher meetings

Parent/teacher meetings take place at strategic periods in the academic year. In the latter stage of the Autumn term, meetings take place where teachers share children's progress to date and discuss areas of strength and targets for improvement.

Towards the end of the Summer term, parent/teacher meetings take place to discuss progress, both academic and social and share targets for the following academic year.

In Year 5 and 6, bespoke parents' evenings take place with the Headmistress and lead teachers of English and Maths with a specific focus on choosing secondary schools at Year 7. In Year 4, a bespoke 11+ meeting takes place at the end of the Summer term.

Parents will have the opportunity to meet with their child's Class Teacher. The Headmistress is always available to talk to parents at parent/teacher meetings.

4.14 Parent workshops

Throughout the academic year, parents are invited to attend a number of workshops held at the school in order to further understanding of the curriculum and effective ways in which to support their child's learning at home. Most notably, workshops are held on Study Skills, Maths, Phonics, Reading and Writing with range offered and tailored to different age groups across the school.

4.15 Parent learning sessions

In our experience, children's learning is enhanced by a wide variety of adult contributions and we welcome parents who wish to come to the school to conduct a specialist activity, presentation or learning experience. If parents are interested, they are asked to speak to their child's class teacher.

4.16 Transition to Upper School

The transition into Upper School can, at times, be a challenge for some children in Year 3; most notably the length of the day. Children in Year 3 and above are expected to arrive at school in readiness for registration at 8.35am with lessons finishing at 3.45pm.

The first year of Upper School represents a time of transition, when children change from being very dependent on their class teachers to becoming more independent in terms of personal organisation and learning. This is a gradual process, with some children requiring more support than others as they begin to organise their homework, school equipment, games kit and uniform. Independent research shows that skills are promoted and further developed in Year 3 through the projects they undertake.

Children are mainly taught by their Class Teacher with specialist teaching taking place within French, Music, and Physical Education. Sport and Drama activities also play an important part in our curriculum with regular sporting fixtures against other schools and performances and workshops linking with our English and Project curricula.

4.17 11+ Preparation - children

In Key Stage 2, Years 3 to 6, we continue to teach the same subjects as in Key Stage 1. Children learn to analyse their preferred learning style and develop their thinking skills, so that they become more critical and efficient learners.

Children begin their preparation for verbal and non-verbal reasoning examinations in Year 4. Preparation is subtle, but effective. Thinking skills sessions, tasks and





Our 11+ preparation provides a range of support and guidance for parents and students in choosing the right senior school for each child

access to online reasoning games ensure that preparation is gradual and not stressful.

Specialist teaching in English and Maths begins in Year 5. Year 5 is the year in which the foundations are laid for the 11+ examinations in Year 6, with the curriculum becoming more tailored to the requirements of the various entrance exams. We aim to strike a balance between preparation for 11+ and sustaining a love of learning through the broader curriculum. In the Autumn term of Year 6, children have plentiful opportunity to practise their exam technique and act upon the trusted advice of their teachers. Those children requiring further consolidation may attend English or Maths clinics which are tailored to children's needs. Interview skills are practised with the Headmistress and external experts so that children are confident in speaking about their interests and talents beyond the classroom.

The preparation towards 11+ is gradual. It does not involve non-stop cramming and coaching; instead, children are taught the ability to use and apply knowledge, and to have well-practised exam technique.

4.18 11+ Preparation - parents

The school holds an annual informal information coffee morning for parents joining us in Reception and a more formal and detailed information evening for parents of Year 3 so that families may become acquainted and versed with the application and preparation process. Discussions with parents around specific school choices begin during Year 4 with emphasis in discussions placed on a holistic picture of the child. We aim to provide professional advice and help your child achieve their best.

In the early stages of Year 5, parents will draw up a long-list of Senior Schools in close collaboration with the school.

Parents are advised to attend Open Days of long-list schools in the Autumn and Spring terms of Year 5, with the view to devising a short-list of three schools by the end of Year 5. Parents are invited to meet the Headmistress and lead teachers of English and Maths individually, if they have not already done so, to discuss the best choice of school for their child.

Although dates vary from school to school, registration for 11+ day schools close during the Autumn term in Year 6 but, where possible, parents should try to register as early as possible. A timeline of the application process is available on the school's website.





Part 5 - Pastoral Care and Behaviour, Rewards, Discipline and Sanctions

5.1 Pastoral care

Your child's Class Teacher is pastorally responsible for your child and other children in the class. The Class Teacher is there to keep an eye on the general well-being of your child, to promote a positive atmosphere within the group and to deal with any organisational, emotional, educational or behavioural problems that may arise. If there are any issues that you wish to discuss with regard to your daughter or son, the Class Teacher should be the first person whom you should contact.

As well as your child's Class Teacher, all members of staff are there to support your child's general welfare and development. The social and academic development and progress of all children is carefully monitored and time is given to discuss this in staff meetings. This gives the opportunity for the pastoral, as well as the academic needs of your child, to be shared and understood by all members of the teaching community.

5.2 Behaviour, rewards and sanctions

The designated persons for behaviour management are the Headmistress (Alison Melrose) and the Deputy Headmistress (Chloe Thompson).

5.3 Our approach

At Cameron Vale School Our philosophy is simple; that child who are stimulated and challenged will develop a lifelong love of learning and be inspired to become the best versions of themselves that they can possibly be. We foster self-belief, promote curiosity and build resilience through a learning culture where teamwork, taking calculated risks and learning to cope with challenge is the norm and mistakes are seen as a natural part of the learning process.

We have a culture of trust in which each child feels valued and in which all children can experience responsibility and learn self-discipline. As a school we believe that the most effective teaching and learning takes place in a well-managed environment, one that is calm, happy and safe for the whole community.

Our Behaviour and Discipline (Rewards and Sanctions) Policy focuses on positive behaviour and choice which supports learning and promotes, celebrates and rewards achievement.

We will ensure that all staff are consistent in their approach to behaviour management, through robust induction and training, which will be monitored rigorously by the Leadership Team. When implementing the policy reasonable adjustments are made for pupils who are on the SEN register to ensure that they are not disadvantaged.

The school recognises the seriousness of bullying, both physical and emotional (which may cause psychological damage) and that a victim of bullying may be at higher risk of suffering abuse.

If allegations of bullying are made they will be addressed immediately and thoroughly in accordance with our Anti-Bullying Policy.

AIMS

YOU CHOOSE is central to this policy and it drives our aims that all children will:

- ♦ develop an awareness of right and wrong and differentiate between acceptable and unacceptable behaviour

- ◆ be tolerant and understanding of the feelings and needs of others
- ◆ learn to have respect for others and to behave courteously towards them
- ◆ develop good social and citizenship skills through a variety of school contexts which enable them to manage their own behaviour whilst respecting the rights of others
- ◆ learn the value of good behaviour, through rewards and encouragement of positive behaviour and using consequences where necessary
- ◆ be able to understand the role of and need for discipline as a positive part of school life
- ◆ Contribute to a safe environment

The School Values further support the development of pupils and their behaviour through the following qualities:

- ◆ Courage
- ◆ Collaboration
- ◆ Curiosity
- ◆ Creativity
- ◆ Critical thinking

Through the use and promotion of **YOU CHOOSE** and our school values every child will be helped to:

- ◆ recognise his or her role as an active learner with opinions, skills and knowledge that can be developed and respected
- ◆ recognise his or her role as a member of the whole school/class group who respects the person, opinions, ideas, skills and knowledge of others
- ◆ recognise his or her 'responsibilities' as a member of the school community in preparation for later life in the community at large
- ◆ develop their self-esteem and recognise that they are a valued member of the school community

In addition, Cameron Vale School does not discriminate against pupils contrary to Part 6 of the Equality Act 2010, nor do they not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Discriminatory or extremist pinions or behaviours will be challenged as a matter of routine.

'YOU CHOOSE 'GOOD BEHAVIOUR

All the school staff share a collegiate responsibility for consistently implementing the school policy on positive behaviour and Anti Bullying. The Headmistress and Deputy Headmistress have overall responsibility for ensuring positive behaviour. All staff will:

- ◆ be consistent, fair and persistent
- ◆ remain open and honest with the pupils
- ◆ communicate all intentions clearly and effectively
- ◆ act rather than react
- ◆ impose appropriate, fair and agreed consequences that are relevant to the misdemeanour
- ◆ be confident and use a voice and manner that makes it clear to the pupil that they are expected to do as they are asked





Our visual behaviour system reinforces good behaviour, guiding each child to learn how to make good choices

- ◆ seek advice and support if a situation escalates
- ◆ use consequences which focus on the behaviour and not the pupil's personal qualities
- ◆ for a consequence to be effective, it must be an action that the pupil does not want, but should never be meant to embarrass or humiliate them

REWARDS

A range of rewards will be used to achieve good behaviour throughout the school:

- ◆ Verbal praise
- ◆ Special mention in class or assembly
- ◆ Values stickers
- ◆ House points for academic, social or behavioural success
- ◆ Gold Star certificates
- ◆ Values certificates
- ◆ Kindness jar
- ◆ Informal referral to the Headmistress or Deputy Headmistress
- ◆ Application of a range of 'theories' e.g., Chimp Management and Growth Mindset, through assemblies and PSHE lessons

SUNSHINE AND CLOUD SYSTEM

The 'Sunshine and Cloud Chart' is a visual behaviour system used in each classroom to help children monitor their behaviour and develop self-regulation. By using this system in each classroom, we aim to provide consistency in approach throughout the whole school and with all teachers.

The focus of the behaviour policy is to help children understand that they have a choice in how they behave. They can make both good and bad choices, good choices result in moving up the chart towards the star and bad choices result in moving down the chart to the thunder cloud.

Each has a consequence and a reward. The system works as follows:

Star - If a child reaches the gold star they are rewarded minutes towards whole class golden time at the end of the week (for Key Stage 1 and Lower Key Stage 2) and are celebrated in the Friday assembly with a Gold Star Certificate.

Pot of gold - If a child continues to demonstrate positive behaviour or makes another good choice they can be rewarded by moving up to the pot of gold and are awarded two house points.

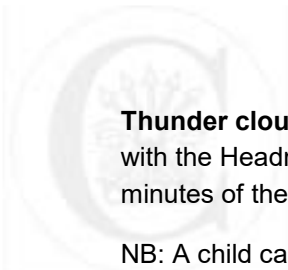
Sunshine - If a child makes a good choice they are rewarded with being moved onto the sunshine and being awarded one house point.

Sun/cloud - Every child starts the day on the sun and cloud, this is the neutral starting point. From here the children can move both up and down the chart depending on the choices they make and their resulting behaviour.

Cloud - Is the first warning given to a child who has made a bad choice.

Rain cloud - Is the second warning given to a child who has chosen to repeat the bad choice.





Thunder cloud - If a child reaches the thunder cloud an email/ verbal message is sent home. The child will sit with the Headmistress or Deputy Headmistress and complete a reflection card (Appendix 1) during the first five minutes of their playtime (the focus here is on reflection time, not missing playtime).

NB: A child can only make one move jump up or down the chart at a time, therefore if the child is on the pot of gold and makes a bad choice they will first move to the sunshine, if they continue to make a bad choice they will move another step down to the sun/cloud and so on. The same applies in the opposite direction, if a child is on the rain cloud and makes a good choice they move one jump up to the cloud.

HOUSE POINTS

House points are awarded for good work and behaviour. All children and staff are members of one of the three school houses, Sydney, Mulberry and Carlyle. House points are awarded throughout the week and are collected in each classroom. Counting takes place on Thursdays and the results are announced in assembly on Friday. The winning house ribbons are tied to the house cup and displayed in the entrance hall. House Captains are chosen through a pupil vote at the end of each academic year. The nominated House Captains will count the house points each week.

VALUES CERTIFICATES

A values certificate is awarded to one child in each class each week, in the Friday assembly. The certificate is awarded to the person in the class who has demonstrated an outstanding commitment to the school values or has particularly stood out for demonstrating one of the school values.

GOLD STAR CERTIFICATES

Gold Star certificates are awarded to those children that have reached the 'gold star' on the 'Sunshine and Cloud Chart' throughout the week. These are awarded to children in the Friday assembly and are a celebration of their commitment to making good choices.

VALUES POSTCARDS

Values postcards are awarded and written by the class teachers to an individual child. They are awarded to the children throughout the week when they have demonstrated one of the school values. These are to be sent home with the child to be shared to enable them to share their success or hard work with their parents.

VALUES STICKERS

Values stickers are awarded to children for demonstrating one of the school values. These are used by all staff as an immediate recognition of a child's commitment to the school values.

KINDNESS JAR

The kindness jar is used to acknowledge and reward a child's kindness. The whole school is committed to filling the same jar which is kept in the school entrance hall. A child's kindness is recognised by giving them a pompom to place in the jar. Once the jar is full a whole-school reward is chosen by the children.

CONSEQUENCES

Failure to behave well will result in certain consequences being implemented as appropriate to the situation although there may be cases where adjustments to consequences and rewards may become necessary.

A range of consequences may be applied based on the severity of the behaviour and any individual circumstances. These consequences will be at the discretion of the Headmistress in consultation with the SLT.

Children will be consistently reminded that they make the choice of behaving well or not. Staff are encouraged to have a consistent approach to the punishments that are given for inappropriate behaviour.

Examples may include:

- ◆ reflection time
- ◆ being placed on behaviour cards
- ◆ removal from year group during lunch
- ◆ missing a club/planned after school activity
- ◆ removal of school representation rights
- ◆ ceasing attendance at school trips
- ◆ Suspension

If a consequence is used in result of a child's poor choices, it must be recorded on the school management system (iSams, Wellbeing Manager).

SUSPENSION

Suspension is a temporary exclusion which should be for the shortest time necessary.

Suspension may be imposed for a period of time from half a day to 5 days for persistent or cumulative problems. This would only be enforced when the school had already offered and implemented a range of support and management strategies.

Suspension will not be used for minor incidents (e.g., failure to do homework, lateness, poor academic performance or breaches of uniform rules), except where these are persistent and defiant. Suspension may be used in response to a single incident of a serious breach of school rules and policies or a disciplinary offence.

In such cases the Headmistress will investigate the incident thoroughly and consider all evidence to support the allegation, taking account of the school's policies. The pupil will be encouraged to give his/her version of events and the Headmistress will check whether the incident may have been provoked, for example by bullying or racial harassment.

REPORTING AND RECORDING

A good relationship between parents and school is essential and the staff of Cameron Vale School endeavour to build a supportive dialogue between home and school and will inform parents at an early state if there are concerns about their child's welfare or behaviour.





All pupils in a school benefit when behaviour is good.
High standards of behaviour are important in
helping children to feel safe and learn well.

The aim is that parents should feel welcome at the school and have access to the teacher at the beginning and the end of the day and to the Headmistress, usually within 24 hours of a request for a meeting.

Reports on behaviour issues include:

- ◆ daily verbal reports
- ◆ comments in pupil reading diaries
- ◆ written reports
- ◆ e-mails
- ◆ parent/teacher evenings
- ◆ records on the school management system (iSAMS)

Teachers are also committed to communicating positive feedback to parents concerning behaviour as well as pointing out areas requiring improvement.

Following any incident, the pupil will be given the opportunity to discuss, and if he/she wishes record, or have recorded, his/her feelings and opinions. This record must be completed with a nominated member of the SLT.

5.4 Anti-Bullying

The school has a suite of documents and policies which relate to the welfare, health and safety of all children in the school. The Anti-Bullying Policy is one of these documents and is available to all parents upon request.

At Cameron Vale, our aim is that all staff, children and parents work together to create a happy and caring learning environment. We aim to make the school one in which bullying has no place and to have a cohesive approach to ensuring safety, security and openness.

The ethos of the school helps to instil mutual respect for one another and extends to the whole school community. There are a number of measures in place which help to minimise bullying. Children are supervised at all times, including break and lunchtimes. Supervision levels are high on the playground and at lunchtime.

If bullying does occur, children are taught that they must tell an adult whom they trust and they must have confidence that the incident will be dealt with promptly and effectively.

5.5 Exclusion

The school has an Exclusion Policy in place which is accessible from the school's website.





Part 6 - Medical

6.1 General medical information

The health and safety of children is a shared responsibility between parents and staff. Parents and staff are asked to keep one another informed if a child becomes unwell, either at home or at school.

Children who have been ill should be without fever for 24 hours before returning to school. If a child becomes ill at school, a parent will be called and asked to collect the child.

Non-prescription medication may be administered with the written permission of the parents only when there is a health reason to do so. Medications must be stored in accordance with the product instructions and in the original container in which they were dispensed. They must include the prescriber's instructions for administration. If any medication is to be given during the school day, parents are asked to give the school their written, signed permission and instructions for each and every dose of medicine to be administered and how and where they are stored. Forms for this purpose are kept at the school and must be signed by a paediatric first-aid-trained staff member once medication has been given. At the end of the school day, medications are to be returned to the parent along with the signed permission slip stating the time the medication was administered.

If a child with a serious or chronic medical condition is enrolled, his or her parents must regularly explain to and update all staff each medical and emergency procedure.

6.1.1 Medical information

A medical information form must be completed prior to your child joining. The form should give details of all medical and dietary requirements. The form will be reissued on an annual basis and we would ask that you complete and return this to the school office so that we can ensure our records are up to date. If your child's dietary / medical needs change during the school year, please inform the School Office immediately. A new medical form must also be completed.

6.2 First Aid

Trained Paediatric First-Aiders:

- ◆ **Jennifer Connely**, Early Years Foundation Stage Teaching Assistant
- ◆ **Chloe Thompson**, Deputy Headmistress
- ◆ **Luisa Fulco**, Early Years Foundation Stage Teacher
- ◆ **Millie Kenworthy**, Reception Class Teacher
- ◆ **Jade Mayes**, Key Stage 2 Teacher
- ◆ **Ania Ochocinska**, Key Stage 2 Teaching Assistant
- ◆ **Tegan Pearce**, Key Stage 2 Teacher
- ◆ **Rory Page**, Teacher of Physical Education
- ◆ **Annie Worlledge**, Key Stage 2 Teacher

A person holding a current paediatric first-aid certificate will be on-site at all times when Early Years children are present, including school outings.

A first aid kit is located in the School Office, and is regularly checked and restocked.

6.3 Storage of medication

Prescribed medication for children is kept in a fridge in the staff room or in a locked cupboard in the School Office depending on the type of medication.

6.4 Medical conditions

6.4.1 Diarrhoea and vomiting

Staff wear disposable gloves when dealing with any body fluids.

Children who have had diarrhoea and/or vomiting must remain at home for 48 hours after the last upset.

6.4.2 Serious Injuries

If a broken bone is suspected, or other potentially serious injury has been incurred, the child may not be moved. An ambulance will be called.

6.4.3 Infectious disease

If your child has an infectious disease, school should be notified immediately.

For other illnesses, children should not attend school if they are unwell or have a temperature to reduce the spread of infection. Children, who are not well enough to take part in curriculum lessons or go out to play at break and lunchtime, should not attend school.

6.4.4 Swimming

Swimming is part of our curriculum and parents cannot choose to opt-out of this lesson. Children who are well enough to be in school are well enough to swim. If your doctor has written a letter to the school explaining why your child cannot swim this must be reviewed at the end of each term and an updated letter issued.

6.4.5 Allergies and epipens

Parents are asked to notify the school if your child suffers from any allergies.

If your child has an Epipen and there is a reason to use this in school, staff will automatically dial 999 as a precaution.

Should a child leave the school premises on an educational visit or for off-site activities, the child's Epipen will be taken in a first aid bag and taken off site by the member of staff responsible for the visit or activity.

All Epipens are kept centrally and are accessible to all members of staff.

Please note that no nut products are allowed in school.





The health and safety of children is a shared responsibility between parents and staff. Please notify the school of any ongoing health concerns.

6.5 Head lice

Particularly in the primary years, it is commonplace for children to suffer from head lice from time to time. Parents are asked to notify the school immediately if they become aware that their child has head lice. If a child does have head lice, all parents within that child's class will receive a letter informing them and detailing how treatment should be carried out should eggs or lice be found in a child's hair.

6.6 Notification

Accidents or incidents of a serious nature are entered in the Accident/Incident Book. Parents are informed the same day and are asked to sign that they have been notified.





GIRLS	BOYS
WINTER: LOWER SCHOOL (RECEPTION – YEAR 2)	
<ul style="list-style-type: none">*Cameron Vale School Girls' Blouse, Pack of 2, White with Navy piping*Cameron Vale School Tunic Dress, Navy Blue*Cameron Vale School Cardigan, Cherry Red with Navy stripe on cuff*Cameron Vale School Unisex Blazer, NavyGirls' Shetland Coat, Navy or John Lewis Unisex Wax Jacket, Navy*Girls' Felt Hat, Navy (Lower School)*Cameron Vale Hatband, Red/NavyNavy blue tightsNavy blue shoes no patent or ballet pumps	<ul style="list-style-type: none">John Lewis Boys' Easy-Care Long Sleeve School Shirt, Pack of 2, White*John Lewis Cord Boys' Trousers, Navy*Cameron Vale School Boys' Crew Neck Jumper, Cherry Red with Navy stripe on cuff*Cameron Vale School Unisex Blazer, NavyJohn Lewis Unisex Wax Jacket, NavyNavy blue socksBlack shoes*Cameron Vale Boys' School Cap, Navy
WINTER: UPPER SCHOOL (YEARS 3 – 6)	
<ul style="list-style-type: none">*Cameron Vale School Girls' Blouse, Pack of 2, WhiteNavy Kilt*Cameron Vale School Cardigan, Cherry Red with Navy stripe on cuff*Cameron Vale School Unisex Blazer, NavyGirls' Shetland Coat, Navy (and/or wax jacket)Navy blue tightsNavy blue / black shoes no patent or ballet pump	<ul style="list-style-type: none">John Lewis Boys' Easy-Care Long Sleeve School Shirt, Pack of 2, White*Cord Trousers, Navy*Cameron Vale School Boys' Crew Neck Jumper, Cherry Red with Navy stripe on cuff*Cameron Vale School Unisex Blazer, NavyJohn Lewis Unisex Wax Jacket, NavyNavy blue socksBlack shoes
SUMMER	
<ul style="list-style-type: none">*Cameron Vale School Summer Dress, Blue and White*Cameron Vale School Cardigan, Cherry Red with Navy stripe on cuff*Cameron Vale School Unisex Blazer, NavyWhite ankle socksShoes as per winter uniform	<ul style="list-style-type: none">Short sleeved white shirt*Cameron Vale School Boys' Crew Neck Jumper, Cherry Red with Navy stripe on cuff*Cord Shorts, Navy*Cameron Vale School Unisex Blazer, Navy*Cameron Vale School socks, navy with red stripeBlack shoes
GIRLS' SPORTS	BOYS' SPORTS
<ul style="list-style-type: none">School Unisex Waterproof Jacket, Navy*Plain Unisex School Fleece, NavyNavy Jogging BottomsWhite Polo Shirt*Rugby Shirt, Navy / GreyWhite sports socksTrainers (predominantly white)Speedo Girls' Medallist Swimsuit, NavySpeedo Plain Silicone Swim Cap, Junior, WhiteJohn Lewis Cotton PE Shorts, or School Skort, Navy*School Shoe Bag, Navy(Upper School: *Prostar Games Knee length sports socks for Games matches)	<ul style="list-style-type: none">School Unisex Waterproof Jacket, Navy*Plain Unisex School Fleece, NavyNavy Jogging BottomsWhite Polo Shirt*Rugby Shirt, Navy / GreyWhite sports socksTrainers (predominantly white)Speedo Boys' Endurance+ Swim Briefs, Navy (or shorts)John Lewis Cotton PE Shorts, Navy*School Shoe Bag, Navy(Upper School: *Prostar Games Knee length sports socks for Games matches)
ADDITIONAL FOR ALL	
<ul style="list-style-type: none">Cameron Vale School Unisex Art Smock Overall*Cameron School Ski HatOptional: School Fleece Gloves, Navy; Sun hat, White; Navy Rainproof Jacket (Lightweight), Sports Jacket (available direct from the school), Navy scarf	

*Regulation items - can only be purchased online and are not stocked in store.

Part 7 - Uniform, Equipment and Catering

7.1 Uniform List (opposite)

School uniform is available at John Lewis. Peter Jones is our host branch, where they hold a full set of fitting samples to help ensure that you order the correct sizes for your child.

John Lewis can also be contacted by telephone on 03456 049 049.

It is a good idea to keep the following items out of the dryer: cord trousers and shorts, tracksuit, white polo shirt and the jumper/cardigan. The dryer may cause shrinking and fading!

7.2 School uniform changeover periods

As the weather is very unpredictable the School does take seasonal changes into account during the transition period between Winter and Summer uniform.

Generally, Winter uniform is acceptable from the start of school in September through to the start of the Summer term.

Summer uniform may be worn from the start of Summer term through to half term in October. The School Blazer may be worn throughout the school year. The school will make a reminder announcement to parents regarding the changeover dates of uniform at the appropriate time in the year.

We ask that children wear school blazers for school trips and some school events, such as the Christmas Carol concert.

7.3 When is a uniform required?

Pupils from Reception to Year 6 are required to wear the full uniform to school at all times. All pupils must wear the uniform when representing the school at events outside of school. Children are at all times ambassadors for the school, and never more so than when larger groups are on school trips. The children should wear the uniform with pride, as it identifies them as pupils of Cameron Vale School.

Pupils should wear the P.E. uniform and/or designated P.E. team sports kit when they are representing Cameron Vale School at inter-school sporting events.

Specific details are provided to parents at the start of each term about when P.E. uniform is required with the curriculum timetable.

7.4 What about jewellery and make-up?

Pupils with pierced ears may wear a single stud-earring or a pair of stud earrings to school. For safety reasons, children must not wear rings or necklaces to school. Watches are acceptable, however, they must be removed prior to playing sport and during P.E. lessons.

Long hair is to be tied back, out of the face, and boys' hair is to be kept at an acceptable length.

Children must not wear make-up or nail polish.





7.5 The Role of Parents

We ask all parents who send their children to Cameron Vale School to support the school uniform policy. We believe that parents have a duty to send their children correctly dressed and ready for work. One of the responsibilities of parents is to ensure that their child has the correct uniform, and that it is clean and in good repair.

Whilst staff take every opportunity to ensure that pupils are dressed in their own school uniform, it is ultimately the responsibility of parents to check their uniform at the end of the school day. From time to time mistakes do happen and children leave in uniform belonging to another child. Should this happen, please return such garments to the child's Class Teacher and we will ensure it makes its way back to the rightful owner.

7.6 Toys, games and valuables

Parents are asked not to allow their child to bring any expensive or precious items or any games or toys to school. Any items that are brought in to school must be clearly named.

7.7 Healthy eating, snacks and lunch

Cameron Vale School works with Zebedees, a provider of delicious and nutritious lunches and afternoon teas to schools and nurseries throughout East Sussex, West Sussex, Kent, Hampshire, Essex, Surrey and London. You may wish for your child to have a hot lunch provided by Zebedees, or prepare a hot or cold packed lunch to be brought into school.

If you would like your child to enjoy a Zebedees lunch, please contact the School Office.

For those children who opt for a packed lunch, we encourage healthy lunch boxes. Sandwiches are always a favourite, yet we suggest pitta bread, pancakes or wraps to make a change. Little Tupperware boxes can be very useful. A small tub of dry cereal, raisins or even some ketchup to dunk a sausage in means that you can vary the daily menu. Once you get going you will think of many ideas...quiche, chicken drumsticks, prawns, pizza, sausage rolls, Cornish pasties, vegetable or fruit crudités or kebabs, salads, jelly, fromage frais, cereal bars, etc. The children are encouraged to eat all their lunch, and they will bring home everything left in the lunchbox. Please make sure that the lunchbox is clearly labelled.

We kindly ask that no glass bottles are brought to school.

7.8 Birthday treats

We are happy for children to bring a year group or class treat, such as cakes or biscuits, into school to celebrate their birthday. Parents are asked to speak to the Class Teacher in advance. We ask that all treats are individually wrapped so that they can be easily distributed by the Class Teacher at the end of the day.

When organising birthday treats please remember that Cameron Vale School is a nut free school.

Cameron Vale School & The Chelsea Nursery

Contact Details

Address

4 The Vale
London
SW3 6AH

tel: 020 7352 4040

fax: 020 7352 2349

Email: info@cameronvaleschool.com

Website: www.cameronvaleschool.com

Contact when school office is closed – 020 7352 4040 to leave a message

Headmistress

Mrs Alison Melrose: a.melrose@cameronvaleschool.com

Office Manager

Miss Phoebe Gifford-Moore: pg@cameronvaleschool.com

Mrs Beth Lowe: bl@cameronvaleschool.com

Chairman

Mr John Forsyth: jf@cameronvaleschool.com

tel: 07780 816294

Safeguarding Governor

Mrs Jo Storey: js@forfareducation.co.uk

tel: 07551 740013

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