







Attendance – Every Day Counts!


Attendance at primary school is critically important because it lays the foundation for a child's future learning and development.

 **Builds Essential Skills:** reading, writing, and math skills are taught consistently over time. Missing days means gaps in understanding that can be hard to catch up on.

 **Establishes Good Habits:** Early regular attendance teaches responsibility, punctuality, and routine. These habits carry into secondary school and adult life.

 **Supports Social Development:** children build friendships, learn teamwork, and develop communication skills. Being absent from school can lead to feelings of isolation, difficulty fitting in and affect friendships.

 **Prevents Falling Behind:** learning is structured in a sequence—missing a step can make the next one harder. Even a few missed days can affect reading fluency or math progression.

 **Long-Term Impact** Studies show that poor attendance in primary school is linked to lower achievement in later years. Early gaps in learning often widen over time.

 **Final Thought:** “Primary school isn’t just the beginning—it’s the building block for everything that follows.”

Impact of lateness

Minutes lost each day	Days lost per school year
5	3 days
10	6 days
15	10 days
30	19 days

Impact of absence

% attendance	Missed lessons per year
95%	50
90%	100
85%	150
80%	200

Please be aware that children are very honest and will tell us why they are away, it makes it very difficult for them if they are expected to tell an untruth to a member of staff they trust and value

Home-school communication – full flowchart on the school's website

Tier 1

This is the first point of contact between families and school.

Office staff	Class teacher
<ul style="list-style-type: none">• Reporting an absence• School events information/changes to usual school day (check newsletter/parentmail/website first)• Information regarding clubs• Request/return forms requesting a leave of absence• Medication/injuries/illness• School lunch queries• Payments	<ul style="list-style-type: none">• Home learning queries• Behaviour issues/concerns• Home/pastoral/friendship concerns• Class activities/events/trips• Learning/progress concerns• Curriculum queries

Tier 2

If after working with the class teacher, further support is required, the following members of the senior leadership team are available. This can be organised through the school office or in collaboration with the teacher currently dealing with the query.

SENDCo	Deputy Headteacher
<ul style="list-style-type: none">• Escalated SEND concerns• Information about SEND external agency referrals• On-going SEND correspondence• Emotional/mental health support• Safeguarding concerns	<ul style="list-style-type: none">• Safeguarding concerns• Escalated behaviour concerns• Escalated pastoral concerns/confidential information

Tier 3

Headteacher
<ul style="list-style-type: none">• Safeguarding concerns• Staff concerns• Policy enquiries• Issues still requiring resolution after Tier1 and Tier 2• Complaints procedure• Attendance

Behaviour for learning (R2L)

What is "Behaviour for Learning"?

- The habits and attitudes that help children learn effectively.
- Includes focus, effort, resilience, cooperation and responsibility.
- Children understand that teacher feedback is not 'a telling off' but a dialogue to facilitate progress and learning.
- Children understand that if they have not completed work due to poor behaviour for learning they will be briefly detained to talk through and complete (teacher professionalism)

Why It Matters:

- Good behaviour supports better learning outcomes.
- Encourages a calm, focused classroom where all children can thrive.

How You Can Help:

- Talk** about school positively and regularly.
- Establish routines** (sleep, homework, screen time).
- Praise effort**, not just results.
- Model behaviour**: Show kindness, patience, and curiosity.
- Work with the school**: Stay informed and engaged.

Addressing behaviour

Hatch Ride has a **behaviour policy**, which outlines expectations for behaviour and how positive behaviour is encouraged and managed. The policy can be found on the school's website.

The policy includes:

- Expectations for behaviour (e.g. being respectful, listening, taking turns)
- Rewards and recognition for positive behaviour
- Sanctions or consequences for poor behaviour
- Steps taken for more serious or repeated incidents

Positive behaviour:

- Creates a safe, respectful environment
- Supports learning and emotional wellbeing
- Builds social skills and empathy
- Reduces disruptions in class
- We aim to teach children how to regulate emotions, make positive choices and take responsibility for their behaviour.

Key Takeaways for Parents

Stay informed: Know the school's rules and systems

Stay supportive: Support the school with behaviour management and reinforce expectations at home

Stay proactive: Seek help early if needed

Stay positive: All children misbehave at some point, it is a normal part of development but do remember that there are two sides to every story!

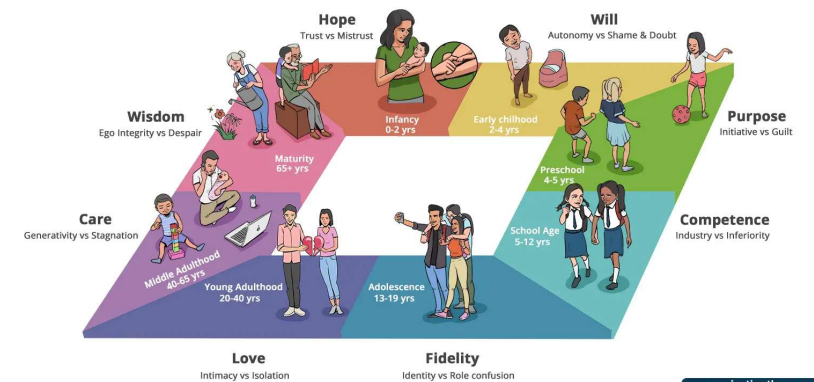
Child development stages - Erikson

School-Ager (6-12 years)

- expand our understanding of the physical and social worlds
 - develop our identity
 - Develop our values
 - Develop learning skills
 - Develop tolerance
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- Self-esteem and the esteem of others is gained through the successful completion of realistic tasks and the achievement of previously meaningful goals
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- Failure is development
 - Development of competence

Competence at specific task produces feeling of being useful and able to contribute

ERIKSON'S STAGES OF PSYCHOSOCIAL DEVELOPMENT



Uniform

All Children (Reception – Year 6) need:

- Red jumper/cardigan (*logo optional*)
- White polo shirt (*logo optional*)
- Navy blue school trousers/skirt/pinafore dress
- Black, sensible school shoes
- Red Hatch Ride book bag (*Reception to Year 2*)
- During Summer months, pupils may wear a red gingham dress or blue shorts
- Optional: Red/blue Hatch Ride zip fleece

For PE all children (Reception to Year 6) need:

- Red Hatch Ride t-shirt
 - Navy blue shorts/jogging bottoms/leggings
 - Plain trainers black or white
 - During winter months, a Navy blue tracksuit
 - PE kit should be worn for after school sporting clubs (unless specified otherwise).
- All PE kits should be free from any logo or brand name, apart from the school logo.

Jewellery and make Up

- On health and safety grounds, children are **not to wear jewellery to school** (except for a single small gold or silver stud or pair of studs and a watch).
- No earrings or jewellery is permitted to be worn during PE sessions.
- Shoulder length and long hair is to be tied back **using small accessories in the school colours**
- Children must not wear make-up or nail varnish

Assessment

All children are assessed in school, either through lesson planning, teacher questioning and feedback or through formal assessments.



Our formal assessments are used to measure a child's learning and progress against national or curriculum standards at specific points in the year and also to identify strengths and areas where more support may be needed.

All children take similar formal tests under similar conditions in that they are timed and completed under test conditions. They will be supported where necessary and in-line with normal classroom practice.

It is important that children become familiar with assessments that are appropriate for their age as this is an intrinsic part of school life.

Packed lunches and snacks

All children in KS1 and Reception receive a free piece of fruit or vegetable everyday as part of the Governments School Fruit and Vegetable Scheme that they can eat at breaktime.

Children up to the age of five are eligible for free milk every day. If any other children would like milk, it can be ordered at a subsidised price. Contact the office for further details.

As children move up into KS2, if they wish to have a break time snack, they are currently required to bring in something from home. Breaktime snacks **should be a piece of fruit, crackers, rice cake, cheese, cereal bar (no nuts or chocolate).**

***Snacks should not include sweets, chocolate, crisps (or other salty snacks), pastries or cakes. These will be removed and returned at the end of day.**

Children can bring a drink to have in the classroom. This should be in a sealable container and preferably be water.

Special diets and allergies

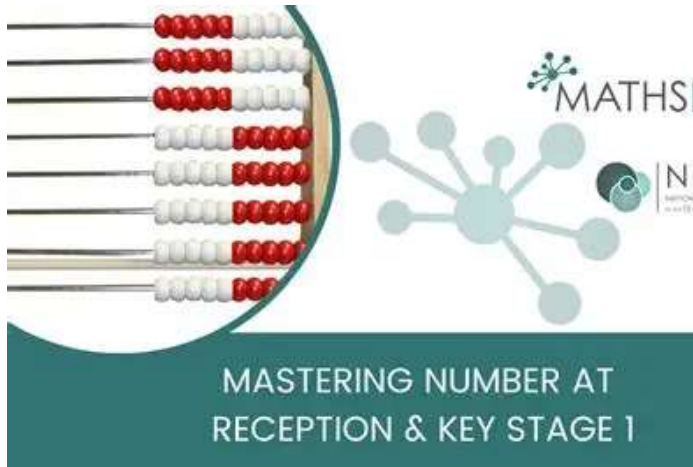
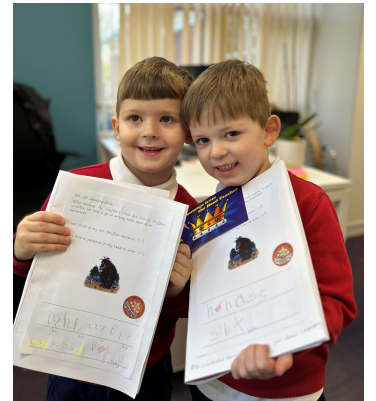
The school recognises that some pupils may require special diets that do not allow for the standards to be met exactly. In this case parents and carers are urged to be responsible in ensuring that packed lunches are as healthy as possible. For these reasons pupils are also not permitted to swap food items.

**This is a nut free site and no nuts or nut products are to be brought onto the school site
NO SEEDED BREAD – air-born allergy present**



School Development

Literacy Tree



Mastering number KS1 and EYFS