

ST VINCENT DE PAUL CATHOLIC PRIMARY SCHOOL



EYFS Parent Handbook



A guide to our Early Years Foundation Stage at St Vincent de Paul School

We are called to be the hands and face of Jesus as we learn, love and grow together.

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Introduction

St Vincent de Paul Catholic Primary School extends to you and your family a sincere welcome. The information in this booklet is to assist you and your family to become familiar with our school. Please read the contents carefully, and if you have any questions, please do not hesitate to contact us.

St Vincent de Paul Catholic Primary School is a place where the staff, parents, children and members of the wider community, work together, in partnership to provide the very best for your child, supporting their academic, spiritual and emotional development.

We aim to provide a curriculum that is broad, balanced, relevant and responsive to the needs of the pupils, the wider community and the society in which they operate. Our curriculum, underpinned by our Catholic ethos, aims to be responsive to the needs of all pupils, regardless of ability or other factors, and develops essential knowledge and skills alongside key skills of resilience, resourcefulness, reflectiveness and reciprocity which are developed as the building blocks for all learning.

Mission Statement

Our Mission Statement, "We are called to be the hands and face of Jesus as we learn, love and grow together," reflects our belief that we should strive to be like Jesus in how we live our lives.

Governors and Staff in Early Years

The Governing Body works in partnership with the Headteacher to ensure that the best education is being provided for each and every child in a high quality learning environment.

All staff work closely together to support our children and families to achieve the best outcomes for our pupils.

Chair of Governors	Mr J Sloan
Headteacher	Mr J White
Deputy Headteacher	Mrs R Sherry
Assistant Headteacher (EYFS & KS1)	Mrs V Hargrave
Assistant Headteacher (KS2)	Mrs C Blythe
SENCO	Mrs M Curry
Nursery Class Teacher	Mrs S Humphries
Reception Class Teacher	Mrs V Hargrave
Reception Class Teacher	Mrs K Lambert

What is the Early Years Foundation Stage?

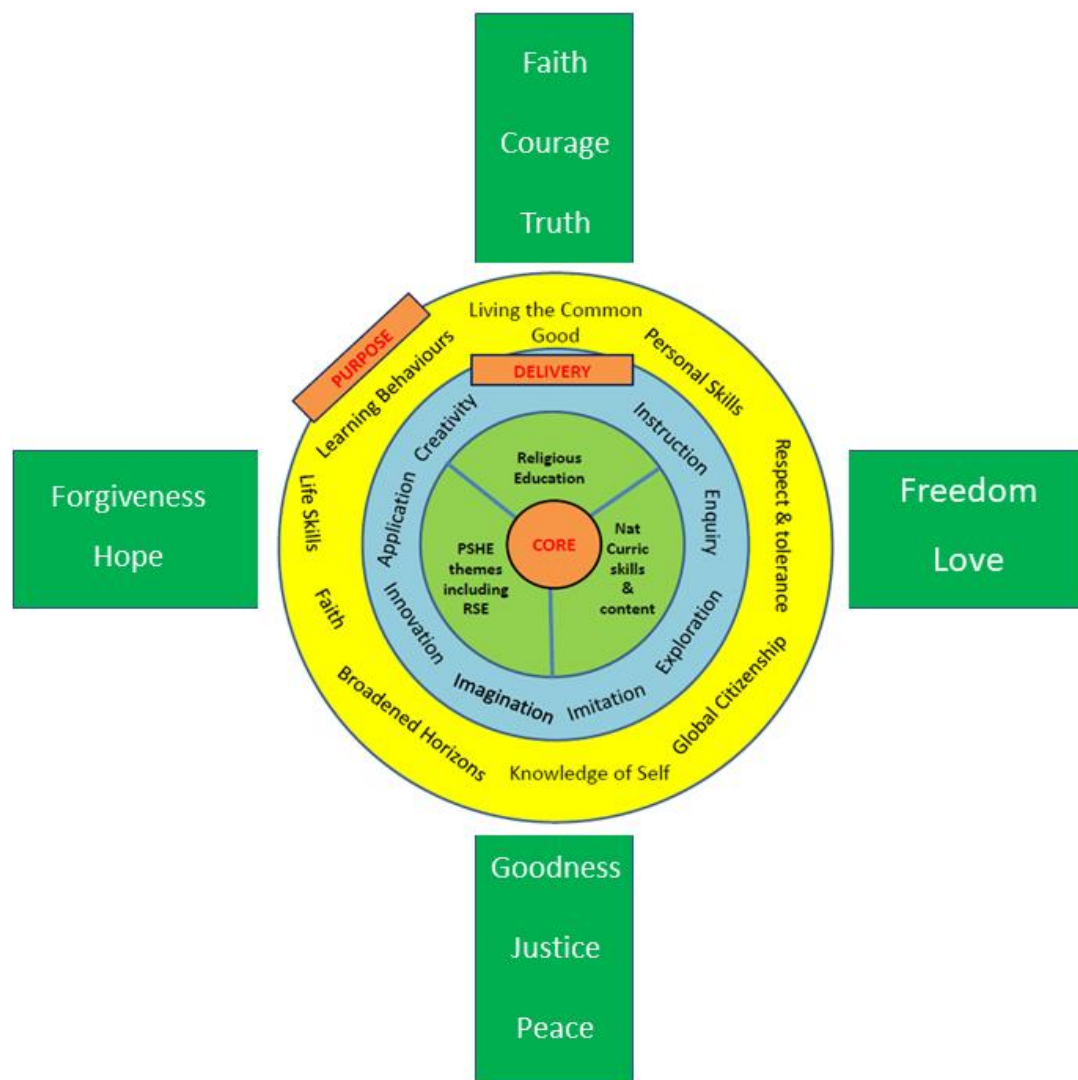
The Early Years Foundation Stage (EYFS) sets standards for the learning, development and care of your child from birth to 5 years old.

At St Vincent de Paul children will either attend Nursery in the academic year they become four years old, or Reception in the academic year they become five.

The Early Years Foundation Stage Framework explains how and what your child will be learning to support their healthy development. Your child will be learning skills, acquiring new knowledge and demonstrating understanding through the 7 areas of learning and development.

The Curriculum

We have developed our own Curriculum Model at St Vincent de Paul School, which can be visualized as follows.



The **Core Curriculum** at the centre determines the key aspects of the curriculum content that must be delivered. A yearly overview, broken into terms, will ensure that the content is delivered across the year group and over time within the Key Stage. This overview is published on the school website.

A range of **delivery** models will inform how the key skills and knowledge are developed and will impact upon the pedagogy deployed to ensure learning and the **purpose** will set the learning in its context and may shape the whole learning experience.

Seven Areas of Learning and Development.

Children should mostly develop the **3 prime areas** first. These are:

1. Communication and language,
2. Personal, social, and emotional development,
3. Physical development.

These prime areas are essential for the child's healthy development and future learning.

As children grow, the prime areas will help them to develop skills in **4 specific areas**. These are:

4. Literacy,
5. Mathematics,
6. Understanding the world,
7. Expressive arts and design.



The seven areas are used to plan the learning and activities for individuals and groups. The curriculum is designed to be really flexible so that staff can follow the child's unique needs and interests. Children in the EYFS learn by playing and exploring, being active and following their own lines of enquiry in a supportive and stimulating environment.

Learning is often through carefully designed play and exploration opportunities, alongside more formal adult led activities or 1:1 work. The learning environment, inside and outside of the class, aims to be fully enabling and stimulating, encouraging children to explore.

Tasks may be child initiated, using a continuous provision that has been carefully planned to enhance the next steps and interests of learners. During this time the adult role is to enable, observe and intervene with further enhancements that will enable learning to move on or interest levels to be sustained. At other times, a direct skill may be taught 1:1 or in a small group with the aim that during CIL (Child Initiated Learning) these skills might then be used independently. On other occasions a whole class session may be used to engage all the children in a key learning moment

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or series of moments. High levels of engagement are key as is expert intervention at the right time and for the right period by the adult, ensuring that children's learning is uninterrupted.

Throughout the EYFS, the following characteristics of learning underpin all engagements:

- **playing and exploring** - children investigate and experience things, and 'have a go',
- **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements,
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

The EYFS' curriculum themes are mapped across the year, broken down into each term and are available to all parents on the website. The aim, however, is not to be rigid with this context, but rather to respond to the needs and interests of all learners, ensuring that the characteristics of learning are a key focus.

Planning in the EYFS is about meeting young children's needs so that they can play and learn happily in ways which will help them develop skills and knowledge across the Prime and Specific areas of learning in the EYFS. However, all planning is flexible and used as a guide to ensure that children's learning is effective and that they are making the required progress, in order to meet the Early Learning Goals at the end of the Reception class.

Development Matters is a document that supports early education practitioners in their practice, giving guidance on observing and assessing children, and can help practitioners to make summative assessments of individual children, to see if they are on the right track with their development in the key areas.

The Assessment and Early Learning Goals

Assessment is ongoing throughout the EYFS. Assessment takes place through adult observation of children's learning and development as they take part in everyday activities, and planned observations, where practitioners spend time on a specific task with an individual child or small group. Parents and other carers (such as child-minders) can also contribute, for example by adding comments to the child's Learning Journal – a record of achievement compiled by the school, comprising photos, pieces of work, observations about the child's development, and so on.

The journals are printed out regularly, are supplemented with other significant pieces of work and are available for parents to view at key points throughout the year. Parents are encouraged to contribute to the Learning Journal in a number of ways. At the end of Nursery the journal is shared with the Reception class and at the end of the EYFS the journal is shared with the receiving Year 1 teacher in order that its accurate assessments are used to plan early next steps at the start of KS1

The Early Learning Goals summarise the knowledge, skills and understanding that all young children should have gained by the end of the academic year in which they turn 5, the reception year. There are 17 ELGs and at the end of the reception year, practitioners are required to make a 'best fit' judgement for each child, relating to each Early Learning Goal. For each ELG, practitioners must indicate whether children are meeting expected levels of development, or if they are not yet reaching expected levels ('emerging'). This is the EYFS Profile. The Profile report is shared with parents, and or carers, the Year One teachers and the local authority. The profile must be completed for all children including those with special educational needs.

The **reception baseline** assessment (RBA) is a new national assessment that will be administered in all primary, infant and first schools in England to children in **reception** classes. The **reception**

baseline assessment will provide the basis for a new way of measuring the progress primary schools make with their pupils. It will take place during the first few weeks your child is in Reception.

RE in the Early Years

Catholic schools, with RE at their core, exist in order to "help parents, priests and teachers to hand on the Deposit of Faith in its fullness to a new generation of young people so that they may come to understand the richness of the Catholic faith, and thereby be drawn into a deeper communion with Christ in his Church." (Religious Education Curriculum Directory pvii).



Four areas that we aim to create links between through the RE curriculum



This is planned for in each of the Key Stages, including the EYFS.

The taught curriculum is derived from the Curriculum Directory for Catholic Schools (a mandatory requirement of the Bishops' Conference of England and Wales). The Curriculum Directory builds knowledge and understanding at an age appropriate level about faith from the following broad areas:

- Revelation (scripture & history);
- Church;
- Celebration (sacraments, liturgy & prayer); and
- Life in Christ (the challenges and joys of living a Christian life).

Our planning, rooted in The Curriculum Directory, is broadly based upon a commercially produced scheme, **The Way the Truth and the Life** (published by TERE) which we have heavily adapted in order to suit the needs of the school and expected standards in RE which were revised in July 2018. This is supplemented by materials drawn from a range of other sources.

Three attainment targets were introduced with the New Standards in RE Document in December 2018. The Bishops of England and Wales have given schools the authority to make use of this new framework when teaching RE should they wish to whilst we await the updating of the Curriculum Directory. The three attainment targets will become the bedrock of our 'no levels' assessment system when it is introduced.

The attainment targets are as follows:

Attainment Target 1: *Knowledge and Understanding ('learning about religion')*

- Developing knowledge and understanding
- Making links and connections
- Understanding historical development
- Using specialist vocabulary

Attainment Target 2: *Engagement and Response ('learning from religion')*

- Engaging with questions of meaning and purpose

- Engaging with questions of beliefs and values

Attainment Target 3: *Analysis and Evaluation ('RE skills')*

- Using sources as evidence
- Constructing arguments
- Making judgements, justifying conclusions
- Recognising diversity
- Analysis and deconstruction

We aim for our young pupils to learn about our religious beliefs through stories and events, play and exploring, as well as making links and developing their curiosity. We want the children to get to know Jesus, his love and kindness and marvel at this wonderful world that we live in.



How do we teach reading and writing at school?

In Reception we teach the skills of reading and writing through Literacy and Letters and Sounds. This means that we teach letter sounds as opposed to the alphabet. When reading a word, they recognise the letters and blend together the respective sounds; when writing a word they identify the sounds and write down the corresponding letters. These skills are called blending and segmenting. We aim to work with parents to develop confident readers who are increasingly independent in their approach to reading.

There is a daily PHONICS session in EYFS based upon the Government's 'Letters and Sounds' scheme. We teach 'synthetic phonics' but are aware that some children will require to develop alternative approaches to reading according to need. The teaching of phonics is divided into phases. Phase 1 is generally taught in Nursery and Phases 2, 3 and 4 are taught in Reception.

Phonics based reading schemes are used including materials from publishers, Jelly & Bean, Rigby Stars and Oxford Reading Tree. In Nursery children are encouraged to develop their love of books and you are invited to share a school library book that your child will take home each week. Reception children will also take home either a library book or a book from one of the reading schemes. In school they will read in small groups, as a whole class or individually.

Children's writing develops best when they are engaged in authentic written language tasks for a variety of purposes that are clear to them. To enable children to become independent learners adults must allow children to make decisions and take responsibility for their learning. Children are surrounded by print – the boxes holding their toys, TV advertisements, supermarket products, road signs, books and magazines at home. As they meet these many different varieties of print they come to realise that the meaning is constant and that writing has distinctive structures.

When they begin to produce their own forms of writing they demonstrate their understanding that the marks on paper stand for separate words and that they can be read. We must plan time for modelled, shared, guided and independent writing and make time to talk about what is to be done and how to do it.



Letter formation and Handwriting

We also teach the formation of letters to enable children to move onto cursive writing in Key Stage 1. Here we will give you some more information about letter formation, handwriting and how you can help at home.

It is important that children form letters correctly so that they can join easily in the future.

Ones to watch! Children often get stuck on the letters with the c shape in them e.g. a, d, g, e. Make sure they start in the correct place and go in the right direction. Another common error is the letter b which children can write like the number six. See below for the correct way. Children can also get muddled with the letter p by starting at the bottom. It's important that they start from the top.



Encourage children to add 'flicks' at the end of the letters a, d, h, i, k, l, m, n, t and u.

The dots indicate where the children should start the letter and the arrows show which direction they should go in.

Left handed children are encouraged to form the letters in the same way, except they when crossing letters, such as t, f, J . These should be crossed with a right to left movement.

If at any stage you would like support in helping your child to develop a love and understanding of reading and writing, please contact a member of the EYFS team.

The School Day

Nursery	Morning	08.45 – 11.45am
	Lunch	11.45 – 12.30pm
	Afternoon	12.30 – 03.30pm
Reception	Morning	08.50 – 11.45am
	Lunch	11.45 – 01.00pm
	Afternoon	01.00 – 03.15pm

Due to Covid restrictions, we may have to adjust our normal start and finish times.

The Reception doors will open 5 minutes before the above times to allow a calm entry and exit and enable parents and staff to share communications.

Collecting children

Nursery and all Infant children must always be dropped off and collected by an adult. Children will only be allowed to go with authorised adults, whom you have named on the designated form. If however, there is a change of circumstance, please let the class teacher or the school office know.

Breakfast club

The school will open at 7.45am for the Breakfast Club with last breakfast served at 8.20am. This is a paid for service which offers a healthy balanced breakfast for your child before the school day begins. This service is only available for pupils in Reception and above. Please contact the school office for more information.

After School Club

The Cool After School Club is run independently from school and is situated in the school Infant Hall. It is available to children in Reception and above. Spaces are limited.

The club is committed to providing quality, safe and stimulating care, learning and play opportunities for children in the community.

Monday – Friday term time only:

3.15pm – 5.00pm £9.00 3.15pm – 5.45pm £9.50

For more information please contact: Mrs Noreen Kear – 07957970126

Settling into Nursery and Reception

We aim to have met with either you and/or your child during a home visit or nursery/care setting before the summer holidays. The aim of this is to ensure that links are made and that children feel safe and secure with a familiar face. The visit is to essentially provide reassurance for your child and allows for the opportunity relevant information that is beneficial to enabling the school to support your child's needs and interests when they begin their time at St Vincent de Paul Primary School.

Beginning school for the first time is a key milestone for new pupils and parents alike, and it can be an emotionally difficult time for both. It is perfectly natural to feel nervous and excited, though with preparation you can manage this period of change to ensure that you and your child enjoy the first of life's many transitions!

Below are ten top tips that experts recommend to help with the experience.

Encourage children to:

- Value and respect themselves and others
- Communicate with others effectively,
- Understand 'No' and the boundaries it sets for behaviour,
- Understand 'Stop' and that it might be used to prevent danger,
- Ask for help,
- Use the toilet independently,
- Put on and take off their shoes and coat,
- Sit and listen as part of a group,
- Open and enjoy a range of books,
- Recognise, in print, their name.



Due to Covid restrictions, we may have to adjust our normal settling in routines.

The children will have a staggered start over the course of the first week, a separate letter will confirm this. The children will not all start on the same day as it allows us to build up their confidence and understanding of their new setting in smaller groups. Your child has a lot of new things to learn during this time and can get very tired and we will always support you and your child as they develop, learn, and settle into our school community.

Uniform

All children from Reception to Year Six wear the school uniform. Nursery children are not expected to wear the uniform, but they may if you prefer. ALL clothes must be clearly labelled.

Winter Uniform	Summer Uniform	P.E. Kit
Navy trousers / skirt / pinafore Emerald jumper or cardigan with Logo (Please visit Smarty Schoolwear's website – St Vincent de Paul Catholic School (smartyschoolwear.co.uk) or visit their shop in Stevenage town centre). White shirt or Polo Shirt	As winter or Navy school shorts or Summer dress in emerald green check or stripe	Plain white, round neck tee-shirt Navy sport shorts Small drawstring bag

PE kits should be available in school every day. It is best if the children leave their PE kit in school and we will send it home to be washed at the end of each half term or earlier if necessary. PE may take place indoors or outdoors.

Please dress your child in clothes that they can manage by themselves. Belts, braces and buttons can be a real problem for small fingers, so do try and provide elastic-topped trousers if you can. Please be sure that shoes are safe for climbing. Laces and trainer boots are very difficult and frustrating for young children to manage themselves. When it's time for buying new shoes, please think about choosing ones which are easy to fasten such as ones with Velcro tabs. Long hair should be tied back at all times. No jewellery is allowed.

Keeping equipment and clothing safe

Please ensure that all items of clothing, accessories and equipment are clearly labelled. Items do occasionally go missing at school and will often be found in the lost property box. We will only be able to help you in finding items if they are clearly labelled with your child's name.

Although we try and protect clothes with aprons, accidents do happen. Please try and have a relaxed attitude about this because your child will become more involved in learning through play if they are not worried about you becoming upset.

Outside learning

We will be outside a great deal of the time in all weather conditions, so it is important that your child is dressed appropriately each day. This should include outdoor coats and wellingtons, sun hats and sun cream. Please apply sun cream before the school day starts as we cannot do this at school.

Toys

As there are lots of educational toys in school, we would ask you to keep your child's own toys at home unless specifically asked by your child's teacher for show and tell or sharing purposes.



General Information

Attendance

If your child does not attend school for any reason, then you must let us know. Being late for school and missing school through absence can seriously affect your child's education.

Holidays, or extended absences from school to attend family events should only be taken during term time under exceptional circumstances. Any parent considering taking their child out of school should apply in writing to the Headteacher using an exceptional absence form, which is available from the office. Current regulations allow schools very little flexibility in authorising absences other than illness/medical appointments.

Sickness

Please keep your child at home if they are ill. After sickness or diarrhoea there must be a clear 24 hours before returning to school. If your child should be taken ill in school, or have an accident, we will need to contact a parent or carer. Please ensure that we have your telephone number, plus an additional number for a friend or relative who can be contacted in an emergency. It is VERY IMPORTANT that we have up to date contact addresses and telephone numbers. Please advise us if your child is taking any medications. In order to secure your child's well being, please let us know if there are any changes in this information.

Lunch

The nationwide scheme '**Universal Infant Free School Meals**' is available for all children attending school in Reception, Year 1 and Year 2. This means they will be entitled to free school meals, regardless of income or eligibility for benefits. If you choose to avail of this, you can save up to £400 a year and ensure your child is eating a healthy, balanced meal every day.

Please note, there is an additional cost for Nursery children receiving school dinners.

In Nursery and Reception children have a choice of a meat, vegetarian, jacket potato or a filled roll. A copy of the menu is shared with you in advance.

Pupil Premium

Due to Covid-19 restrictions at the time of publishing this booklet a Welcome Meeting in person has unfortunately been cancelled. Please fill in the Gold Sheet in the normal way and we will be in touch regarding the free book bag.

Pupil premium is additional funding for publicly funded schools in England. It's designed to help disadvantaged pupils of all abilities perform better and close the gap between them and their peers.

Pupil Premium gold form: We need information about you and your child, so that we can provide them with the best education and support by making sure our school receives all the government funding to which it is entitled. At our Welcome Meeting you will be asked to fill in a gold sheet, which enables us to check if we can claim Pupil Premium. If you qualify under this Government scheme the school will be able to offer your child and family additional financial and educational support to ensure your child gets the very best help and provisions throughout their time with us.

If you complete and hand in the 'Registration Form – Free School Meals and Pupil Premium' either at the Welcome Meeting or shortly after, we will give your child their first school bookbag FREE!

(All pupils in Reception, Years 1 & 2 are entitled to a free school meal, therefore to access the Pupil Premium funding we need parents to fill in the registration form to access those entitled)

This provides essential funding to all schools. Schools miss out on such opportunities if these forms are not completed.

Infant Milk Scheme

Our school provides a milk scheme that is available to all of infant children and we would like to invite you to register your child. School milk is free for the under-5s and from the term your child becomes 5, it is available at a subsidised price.

Each child that registers with Cool Milk will receive a 189ml carton of milk every day, delivered fresh and chilled to the classroom. Their school milk will not only provide them with essential nutrients, it will also bridge the gap between breakfast and lunch.

To register please visit www.coolmilk.com

Snack



Fruit and vegetables are a good source of the nutrients that children need and they form part of a healthy, balanced diet. Children will be offered a piece of fruit or vegetable every morning in school. This will provide 1 of their 5 A Day portions and the scheme also helps to increase awareness of the importance of eating fruit and vegetables, encouraging healthy eating habits that can be carried into later life.

Water

The medical profession has been telling us for many years that children do not drink enough water during the school day – and that the resulting dehydration contributes to a number of short and long-term health problems. Children will have continual access to drinking water. Reception children are asked to bring in a named water bottle every day. Only water is allowed in water bottles.



Allergies and Medicines

St Vincent de Paul School is a nut free environment. Please do not bring in any products that contain nuts, as we have a number of children with potentially life threatening nut allergies.

If your child has an allergy please ensure staff are aware of this and that it is recorded on your child's information sheet.

All medications need to be discussed with the class teacher or with the school office.

Toileting

It is advisable that your child is fully toilet trained before they start. If you need help with toilet training so that your child is fully toilet trained your local Children's Centre will be a good source of advice and support. If you anticipate any difficulties, please do not worry, but please discuss with your child's teacher.

Parking and Road Safety

In the interest of safety and to encourage a stress-free start to the day, please observe the following points:

- Please use one of the Fairlands Valley car parks, either by the maze or Noah's Ark Nursery
- Please do not park inside the school grounds unless you have a parking permit,
- Only use St. Joseph's car park if spaces are available. Please abide by any parking notices or restrictions publicised
- At all times drive slowly and carefully near the school
- Supervise your children and do not allow them onto the school drive
- Be considerate to our neighbours when you park
- Always abide by the Highway Code

School Grounds

You can access the EYFS area through one of three gates. Please ensure you close the gates behind you at all times. We ask that you respect the outside area as an outside classroom, this means that children do not play with the equipment before and after school.

We ask that you wait outside this area until the designated time.

For your children's safety, we ask that you refrain from smoking, vaping, and using your mobile phones whilst on the site.

Dogs are not permitted in the school grounds unless they are carried.

We ask adults and children not to ride bikes or scooters whilst on the premises in order to protect the vulnerable in our community.

Parent, Staff Association

We have an active PSA, which all parents are automatically members. You are warmly welcomed to attend meetings which are held on a regular basis. The PSA makes a major contribution to the life of the school by running social events, fund raising and helping to foster a spirit of community. Dates and times publicised in advance. Please consider how you could support this great work by our parents and staff.

Parentmail

Parentmail is an easy, convenient way of contacting parents with news and information. Communicating electronically also benefits the school financially, as well as helping the environment on cutting down the amount of paper that we produce and we believe that the

majority of parents prefer this approach. Please ensure your email address is on the Pupil Information sheet.

Twitter

Follow @svdp_school to see all that we are up to. This can also be accessed via the school website at www.stvincent.herts.sch.uk

Wisepay

We are aiming to move towards a cashless transactions when paying for any school activities by using an online system called Wisepay. Parents will be given a password when their child starts. The link to Wisepay is through our website: www.stvincent.herts.sch.uk

Communicating with the school

We encourage you to contact your child's key person and their classroom teacher. Whether it is communicating details about your child and how they are feeling, voicing concerns, seeking advice on how to best support your child at home or a great idea you would like to share; we welcome all input. If you require more than a few minutes in the morning, then please make an appointment or speak to a member of staff at the end of the session.

Each term we will send out a newsletter detailing what we are going to be learning in Nursery and Reception. Please take time to read these carefully as they will have important dates and information which support learning. Further information is available on the website class pages.

You may also contact the school office on 01438 729555

Concerns

If you are concerned about any aspect of your child's school life, please first draw the matter to the attention of the class teacher. If necessary, the matter will be referred to Mr White, our Headteacher. If the situation still is not resolved, a formal complaints procedure is followed. Please remember that no concern is ever too big or too small for us to deal with. Small concerns may easily grow into bigger problems if not addressed. We are always happy to speak to you.

Important School Dates

**Due to Covid-19 restrictions at the time of publishing this booklet, the Open Evening and Welcome Meeting in person have unfortunately, been cancelled.
We will be in touch during the Summer Term with further details of a virtual meeting.**

2021/22 Term Dates

Autumn Term 2021	
School Closed for staff training	Wednesday, 1 st September
School Starts	Thursday, 2 nd September Please see your individual letter for a staggered start
School Closed for staff training	Friday, 22 nd October
Autumn Half Term	Monday 25 th October to Friday 29 th October
End of Term	Monday 20 th December at 2.00pm
Spring Term 2022	
Spring Term begins	Wednesday 5 th January
Spring Half Term	Monday 14 th February to Friday 18 th February
School Closed for staff training	Monday 21 st February
End of Term	Friday 1 st April at 2.00pm
Summer Term 2022	
Summer Term begins	Tuesday 19 th April
May Day Bank Holiday	Monday 2 nd May
Summer Half Term	Monday 30 th May to Friday 3 rd June
End of Term	Wednesday 20 th July at 2.00pm
School Closed for staff training	Thursday 21 st and Friday 22 nd July