



Bishopswood Schools Federation Prospectus 2025-26



Caring, Respecting and Thriving Together

Bishopswood Federation work together to develop kind and considerate children who are resilient, reflective and motivated learners, ready for the challenges that the future holds.



The Bishopswood Schools Federation

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The Bishopswood Schools Federation

Welcome to the Bishopswood Schools Federation. Thank you for showing an interest in us. We hope that you find the information in this prospectus useful and that it gives you a little insight into the values that we hold and the hopes we have for our children.

We pride ourselves on the caring and friendly environment that we have created to engage and encourage our children to learn. We wholeheartedly believe that if a child feels safe, cared for and excited by learning then they will undoubtedly flourish and succeed. Our schools are a place where the children feel they are valued, where they feel that mistakes are opportunities to learn and where skills in reading, writing and maths are just as important as politeness and kindness.

We feel that both schools offer a unique experience for our learners, as we offer all the benefits of both a small infant and junior school but as part of the Bishopswood Schools Federation we also offer the benefits of a large primary school. The children start their education in an infant school that is intimate and nurturing, but as part of the Federation the school benefits from shared resources, a wealth of expertise and a seamless transition to the Junior School.

The Bishopswood Schools are a place where every adult knows every child as an individual. We want all of our children to feel special, to be confident in who they are and believe that they can achieve their goals.

It would be our privilege to care for your child and help them unlock their potential.

Should you wish to discuss either of our schools further and how we could support you and your child then please do not hesitate to contact us.

Yours sincerely

Mr G Golding

Executive Headteacher

Mrs J Armes

Executive Head of School

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Starting at the Infant School

During the year preceding your child starting at the infant school, there will be a number of opportunities for you and your child to visit and build relationships with all staff.

Your child will visit Year R, spending time in their new classroom, meeting other children and some of the adults who will be working with them as well as familiarising themselves with the new environment. Meetings will take place to give you further information and enable you to ask staff any questions about our school. Each family will also be given the opportunity for a home visit from our staff at the beginning of the school year.

Furthermore, the infant school offers a summer club during the last two weeks of the summer holidays. Our 'Bishopswood Buddies Club' gives your child additional time in school to enable them to become familiar with our school environment and settle more easily at the beginning of their first year.



Moving to the Juniors

Both the infant and junior schools work closely together to ensure a smooth transition from Year 2 to Year 3. We share the same Head of School, playgrounds and site management team. Our children visit the junior school to share projects, watch plays and concerts.

Children, who are due to move to Year 3 in September, visit the junior school to meet their new teachers and spend a day in their new classrooms. The junior school teachers also spend time with the children whilst they are still at the Infant School.

Although the infant and junior schools are part of a Federation, parents still need to apply for a place at the Junior School. Information on this is available from both offices and is shared as part of the transition meetings with parents in autumn term of Year 2.



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Foundation Stage

The year your child spends in the Foundation Stage plays a major part in helping them make the transition between home and school. At Bishopswood, our Foundation Stage classes work together as an Early Years Unit, mixing across the rooms and our extensive, outside area.

During this year, the adults carefully plan activities to ensure all children encounter new experiences and extend their skills, develop their confidence and build on what they already know. Children deepen their understanding by actively investigating, initiating play and learning from their surroundings. These experiences will provide opportunities for your children to work towards their Early Learning Goals.



The Foundation Stage children have their own statutory curriculum called “The Early Years Foundation Stage”. There are seven areas of learning and development, all are important and inter-connected. Three areas are particularly crucial for building their capacity to learn, form relationships and thrive.

These **three prime areas** are:

Communication and language

Children need opportunities to experience a rich language environment both inside and outside the classroom; they need to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations in their everyday lives.

Physical development

Children need to be active and interactive; they need to develop their co-ordination, control, and movement on both a large and small scale. They must also be helped to understand the importance of physical activity.



Personal, social and emotional development

This very important area covers helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.



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At Bishopswood Infant School, we will also support children in **four specific areas**, through which the **three prime areas** are strengthened and applied. These are:

Literacy

Children are helped to link sounds and letters, to begin to read and write. They are given access to a wide range of reading materials to ignite their interest. We use a synthetic phonics programme to enable children to acquire the phonic knowledge and strategies they need for reading and writing. Workshops to support parents and carers will be provided.



Mathematics

Children are provided with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems, and to describe shapes, spaces, patterns and measures.



Understanding the world

Guiding children to make sense of their physical world and their community is enhanced through opportunities to explore, observe and find out about their own families and lives of people around them both now and in the past. Children also have the opportunity to investigate the natural world around them, including in our Forest School provision.

Expressive arts and design

Children need to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.



Each area of learning and development is implemented through planned, purposeful play and a mixture of adult-led and child-initiated activities. Play is essential for children's development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play, which is guided by adults. As children grow older, and as their development allows, the balance will gradually shift towards more activities led by adults, to help children prepare for Year one.

The Foundation Stage Team recognise the importance of parental partnership and are always happy to talk to parents and carers about their child.



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Key Stage 1 (Years 1-2) & Key Stage 2 (Years 3-6) Curriculum

English

We aim for all our pupils to leave Bishopswood with high standards of language and literacy. We achieve this by developing their grasp of the spoken and written word, and nurturing their love of literature through widespread reading for enjoyment.

Reading

Reading is a fundamental skill for children to acquire and we are keen to equip children with the skills to be independent readers as soon as they are able. Reading is taught to every child in some form every day, through both phonics and reading sessions and we aim to foster a love of reading.

In Key Stage One we use a systematic scheme to teach phonics daily following the DfE validated 'Monster Phonics' programme from Foundation Stage onwards. During these multisensory sessions, children are introduced to new sounds through fun and engaging colour-coded monster characters. The sessions involve reading, writing, singing and actions in order to de-code new words and recognise the more common words for both reading and writing. Each child is given a set of key words to learn at home when they are ready, which they will be tested on fortnightly in school. These are progressive and we encourage you to support your child by practising these words regularly with your child.

Later on, when reading is more fluent, reading sessions are used to provide children with key reading strategies to ensure a greater understanding of the text. Reading also enables pupils both to acquire knowledge and to build on what they already know. The comprehension levels become progressively more complex and the children spend time in a group discussing the language used by the author, making predictions about texts and using what they know to make inferences.

In our school library, as well as in every classroom, we have a large collection of books, which are varied in type and level. Children are also given the opportunity each week to borrow books from our school library to share at home with their family, promoting reading for pleasure.





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We ask that children read at home as often as possible with a parent or carer. Reading their own books to adults is really important, but listening to stories being read to them or having quality time sharing a book with adults will also help support children's reading in school.



Writing

There is a strong link between learning to read and learning to write. Children first learn to write by making marks on paper and then developing letter formation. They are encouraged to express themselves through writing for a range of different purposes, across all areas of the curriculum, knowing that all of their attempts will be valued. During this time, they will be encountering new words and phrases: some of which will be displayed around the classroom. The experience of seeing words and phrases regularly around the school and at home helps to bring meaning to the written word.

As their writing develops, children are taught to plan, compose, draft and punctuate their work. As they progress to Key Stage Two, the focus becomes writing longer texts and becoming consistent with their skills and developing their 'writer's voice' throughout their work. They will write for a variety of purposes and audiences, building on links made with other areas of the curriculum.



Handwriting skills are also developed across the school. Children can work their way right up to Mastery which reflects the age-related expectations. This is achieved by showing the correct handwriting joins and style over several pieces of work. Children are motivated by a variety of rewards including special pencils, certificates and even a fountain pen.

Mathematics

At Bishopswood, we want all children to discover the wonder of mathematics. Confidence and skill in mathematics are essential throughout life and developing them is important. Through our mathematics curriculum, we aim to support all pupils become inquisitive, inspired and ambitious mathematicians by:



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- exploring and investigating using what they know
- asking questions, creating rules and gathering proof
- challenging themselves and persevering in desirable difficulties
- using concrete resources, pictures and mathematical language
- developing ideas and explanations
- practising to be confident in number fact recall and calculation.

The main areas of mathematics that we teach are:

- Number and Place Value (*Counting and Understanding the number system*)
- Mental and Written Calculation (*Addition, subtraction, multiplication and division*)
- Fractions (*Fractions of objects, number, decimals conversions and percentages*)
- Measures (*Length, weight, capacity and time*)
- Geometry (*Shape, position and direction*)
- Statistics (*Graphs, charts and tables*)



For each of these main areas of mathematics, the children are taught to develop a deep understanding of the mathematical concepts through the use of practical resources and images. They gradually build to representing maths through pictures and models alongside acquiring an abstract understanding. This approach, alongside clearly modelled examples, support children to become confident with calculations, using both mental and written strategies. Every day, children across the school will continue to build their fluency of maths by practising counting and number fact recall through chanting, songs and games. To apply their knowledge and skills, children are given frequent practice of increasingly complex problems over time and learn to break problems down into a series of simpler steps. In these opportunities, the children draw on their number facts and calculation methods to solve problems in context.

Furthermore, as mathematicians at Bishopswood, all children are encouraged to reason mathematically by persevering in investigations, developing theories and gathering proof to support their ideas. To support children to achieve this, they are asked thought provoking questions that will help them to spot patterns and wonder why, as well as being urged to discuss their thinking with their peers. Through this approach, children also develop the use of mathematical language in their own verbal and written explanations. We encourage parents and carers to regularly practise number facts with their children, explore the use of mathematics in the real world and promote a love of mathematics.



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Science

At Bishopswood, we are fascinated and curious about the world around us. We believe that everybody here is a scientist, and we provide fun and meaningful opportunities for all our learners to explore. We discover more about how the universe works by observing, recording, testing, reporting, predicting and evaluating in practical and engaging ways. Through exploration, we equip learners with the skills to become well-rounded citizens who show resilience, respect and care. The curriculum also builds on learners' prior knowledge and skills from across a range of subjects, allowing them to apply what they have learnt in different contexts. Science also celebrates working together and so our science curriculum emphasises notions of teamwork and collaboration so we may investigate more deeply.



Geography

We use studies on the school and local area as a starting point for our teaching of Geography. This is then developed in contrasting our environment with selected areas in the UK and further afield. Children enjoy learning how to draw and use maps and, in doing so, begin to identify landscape features.

Music

Music enriches the quality of life in all individuals and communities and is an essential part of our curriculum. In addition to singing and practical creative music making, using a wide range of instruments, our children enjoy many other valuable experiences, including opportunities to perform to an audience and listen to live music. As well as the learning of music within the curriculum, there is a range of opportunities to experience specialist teaching through external providers for a variety of instruments including piano, guitar and Rock Steady, in addition to extra-curricular clubs such as choir.



History

We use the children's own personal experience and an enquiry process to help them develop an understanding of the past and how it affects our lives today! By looking at artefacts, reading stories, studying pictures and interpreting accounts of the past, we encourage children to recognise the differences between past and present. This enables the children to comprehend why people did particular things and the impact of these actions or events.



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Art and Design

Art and Design provides an opportunity for the children to express their creativity, individuality, ideas and feelings using a range of media. By teaching a range of skills, we aim to develop the children's confidence and enable them to take pleasure in their own abilities. The children are also introduced to the work of artists from different times and cultures.



Design and Technology

In Design and Technology children find out how familiar things work, and talk about, draw and model ideas for new purposeful products. They are encouraged to think imaginatively and talk about their likes and dislikes. They work collaboratively to solve problems, developing a range of 'design, make and evaluate' skills.

P.E and School Sport

Physical Education is thoroughly enjoyed by the children and is a very important part of the curriculum. Through PE children become aware of their own body and learn to control their movements. It creates a healthy, balanced way of living. Children take part in gymnastics, dance, swimming, games and athletics sessions. Our PE curriculum sets challenging expectations, whilst allowing all children to achieve success. We aim to develop positive attitudes towards co-operation and competition.

As well as the PE curriculum, we offer a wide range of extra-curricular sports, many of which include the opportunity to represent the school in competitive fixtures.





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Computing

Here at Bishopswood we believe that in order to prepare children for the world of tomorrow they need to not only be safe and competent users of technology but that they also need to be digitally literate in order to face the challenges that an increasingly technological world can throw at them. Bishopswood children will not only learn about technology but will have opportunities to use and experiment with a wide range of physical and virtual resources including Beebots, digital microscopes and data loggers. We are also using iPads across the school to enhance their learning in other curriculum subjects.



PSHE

Personal, Social and Health Education (P.S.H.E) comprises all aspects of our school's planned provision to promote children's personal and social development, including health and well-being. We believe that children will achieve their full potential in an environment which promotes positive relationships and high self-esteem. Through lessons using circle time and P4C (Philosophy for Children) children explore their thoughts and emotions about wide ranging issues. We encourage children to reflect using our school values and link everything back to the role they play ensuring that they go on to make a positive contribution to the world.



Religious Education

The programme is based upon the Hampshire Agreed Syllabus for Religious Education Living difference IV. It is taught through termly topics in which children learn about Christianity and other world faiths. Religious festivals are explored with the children to ensure that they develop understanding and that there is clear progression of learning.

RE is also linked with other curriculum areas covering knowledge and understanding of religion, awareness of life experiences, exploring and responding. Children are encouraged to make wise choices and to become aware of their own values. Through opportunities to appreciate different ideas, beliefs and cultures, children are encouraged to develop responsibility, co-operation, self-discipline and tolerance.



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We recognise that parents have the legal right to withdraw their child from RE and 'Collective Worship'. If you have any concerns, please come and discuss them with us.

Outdoor Learning at Bishopswood

At Bishopswood, we place a strong emphasis on taking education outdoors to offer children unusual and fun ways of learning. Outdoor learning provides an alternative way to teach children a diverse range of topics in a non-classroom setting. This allows our teaching staff to incorporate age-appropriate activities, which are linked to their academic development, covering subjects such as maths, science, design and technology, art and biology. Activities include den-building, learning about local wildlife, creating art from natural materials, developing sensory skills, fire safety and story-telling and reading.



Our Outdoor environment

At Bishopswood we are lucky to have beautiful, extensive grounds that we are able to use to help the children to learn. We have a large playgrounds, a growing garden, large fields, woodland walks, a story-telling area, woodland cabins and our forest area.

Forest School at Bishopswood

We are very lucky to have a level 3 qualified Forest School member of staff at Bishopswood. This enables children from year R – 6 to have Forest School experiences through the year. These experiences include tree climbing, fire lighting, use of tools, pond dipping, bug hunts and many more fantastic experiences.





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The School Day

Teachers welcome children into the classrooms at 8.45am ready for registration at 9.00am sharp. Children **must** be accompanied to the classroom door by an adult and not left in the playground unattended at either end of the school day. Any children who arrive late for school (after 9am) must be taken to the main entrance so that we can register their arrival. Children who are regularly late miss out on important parts of their education and can disrupt the education of others.

At the infant school the lunch break is between 12.00pm and 1.15pm and the junior school 12.15pm and 1.15pm. In addition, Years 1 – 6 have a 20 minute break during the morning. Year R do not have a separate playtime in the morning as their daily curriculum includes indoor and outdoor activities. The school day ends at 3.20pm in Year R, and 3.30pm for all other year groups.

Our school day is extended by a number of clubs throughout the year, run by both staff and outside agencies. These include: drama, choir, arts and crafts, various sports and many more.

Lunchtime

The school provides hot meals on site via an external company. Children may choose daily whether to have a hot school meal or to bring a packed lunch from home. Should your child require a special diet, alternatives are available.



Our team of Lunchtime Supervisory Assistants look after the children at lunchtimes, helping them with their meal and supervising them in the playground. These times are important parts of the school day, providing an opportunity for the children to develop their physical and social skills. We provide a range of equipment and play opportunities for the children to engage with at lunchtime.

Assembly

Each day at school contains inclusive assemblies. This may be a part of a whole school assembly, or as part of your child's class or year group. It is an opportunity to reflect and celebrate together to share significant, thought provoking issues and to gain understanding of the meaning and the joy of life. Each week we share in a 'Celebration Assembly' when the children's achievements are celebrated. Parents are invited to special assemblies throughout the year, including various celebrations.



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Uniform

We believe wearing school uniform is practical and smart and contributes to a sense of belonging. Much of our uniform can be bought in the high street shops, but school specific items are available from our school office and Skoolkit (in Basingstoke).

Our uniform for boys comprises grey school trousers or shorts, white polo shirt and red sweatshirt. Girls may wear grey school trousers (not leggings), grey pinafore dress or skirt, white polo shirt, red sweatshirt or cardigan, or a red and white striped or checked dress for the summer. All children should wear black school shoes but they must be comfortable and not heeled.



Behaviour

We promote high standards of behaviour at all times in our school. Through our policy of reinforcing positive behaviour and attitudes, we encourage the children to develop respect, compassion and care for the feelings of other people and property. We try at all times to encourage self-discipline, developing the child's sense of social responsibility and giving opportunities to show good sense and judgement. We also ensure all adults are role models to children; showing respect to others and our environment.



If a child's behaviour is giving cause for concern, we quickly involve parents so that we may all work together towards a positive outcome. Class teachers are always willing to discuss any difficulties which may arise either at school or at home.

Pupil voice is an important part of our school community and we have a School Council and Eco Council that meets regularly to raise pupil led issues with staff and represents the views of our children on a range of matters.





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Home School Partnership

At Bishopswood, we are an open and caring school, where our children are happy and successful and parents feel able to play a full part in their child's education. Parental support is seen as crucial to the child's development and we try to provide regular information sessions to support you in this.

Each half term a year group curriculum letter is distributed to parents giving useful information on ways you can help your child. A parents' evening is held in the autumn and spring terms, which give time for teachers to celebrate children's progress and discuss targets for the following term. An end of academic year report is sent home in July. In addition to this, the Head Teacher and class teachers are always available, by appointment, to discuss progress, celebrate achievements, and share any anxiety or problem which may arise. Parents are always welcome in the school and we appreciate the time given to help both children and teachers. An enhanced DBS check is necessary before any adult can help in school and the school office can give further information on this.

Friends of Bishopswood

Our successful Friends of Bishopswood PTA operates to raise crucial funds for the Federation, which enhance learning opportunities for all pupils. They organise a range of social events for both children and parents across the year.

Any parent is very welcome to volunteer to join the small committee of parents who meet regularly to arrange these events, which in the past have included movie nights, spooky discos and summer and Christmas fairs. We are very grateful to the funds received from the PTA which we have used to fund a range of enhancements over the years, such as laptops, Mathematics for every child, and outdoor equipment.





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Governors

Our school governors are drawn from different parts of our community to ensure the governing body has sufficient diversity of views and experience. Currently they include parents, teaching staff and support staff, members of the community and people appointed by the Local Authority. Our Governing Body represents the Bishopswood Federation, so work to support both the infant and junior schools.



The Governing Body acts as a critical friend to the school and ensures we provide a good quality education for all children, and work with the Head Teacher and the leadership team to continually improve standards. Governors support the school in having high expectations of what pupils can achieve. Governors work closely with the Head Teacher, who is responsible for the day to day leadership and management of the schools. Their role includes monitoring the way that the curriculum is delivered and evaluating pupil achievement data, with the aim of ensuring all pupils achieve their potential.

Special Needs

At Bishopswood we believe that each child should be valued as an individual and be able to achieve their fullest potential. In all schools many children require some level of support during their time at school. Early intervention is vital as it enables children to feel proud of their progress and small concerns are dealt with before they become complex issues.

When concerns are expressed regarding a child's progress, discussion takes place between the parents, the class teacher and the Special Educational Needs Co-ordinator (SENCO). Diagnostic assessment can be undertaken if required. If a special need is identified then the child's name is placed on the Special Needs Register and an individual education plan is drawn up in consultation with all concerned. The plan includes targets for improvement, identifies the help required and who will provide it. Progress against targets is carefully monitored and parents are kept fully informed. Advisory services, including the Educational Psychology Service, may be consulted if necessary.



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Equal Opportunities and Accessibility

All children regardless of their gender, race, religion or disability are treated equally. This is reflected in the curriculum, all policies and school activities. Our Accessibility Plan details how we make the school accessible to all children and adults wishing to join us. This covers accessibility not only to the physical environment but also to the curriculum and other aspects of school life.





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Who's Who

Executive Head Teacher	Mr Glen Golding	
Executive Head of School	Mrs Jo Armes	
Executive Strategic Business Leader	Mrs Stef Ough	
Executive Assistant Headteachers	Ms Adele Tashdjian Mr Mark Morris	
SENCo	Miss Bryony Stevens and Special Needs Assistant: Mrs Kim Pike	
	INFANTS	JUNIORS
Teaching Staff	Miss Katherine Russell Mrs Vicki Hunter Mrs Boyce Miss Phoebe Daly Miss Yasmin Okey Miss Emma Wright Miss Bryony Stevens Mrs Emily Evans Mrs Louise Pulford	Mrs Olivia Lamb Mr Tom Dale Miss Jess Cushing Miss Kim Price Mr Hector Mahony Miss April Feather Mr Ashley Sargeant Mrs Pip Dreelan Mrs Lina Ouazzani-Yusein Mr Mark Morris
Learning Support Assistants	Miss Charlotte Warner Mrs Debbie Fenner Mrs Clare Renfrew Miss Lisa Shore Mrs Kim Pike Mrs Sam Robinson Mrs Jen Wilkins Mrs Louise Onslow	Mrs Wendy O'Connor Mrs Pam Carvell Mrs Nancy Allen Mrs Emma Lynch Mrs Emma Langridge Mrs Helen Young Mrs Karon Thomas Mrs Beth Hall Mr James Hayden
Lunchtime Assistants	Mrs Clare Renfrew (Senior SMSA) Miss Kayanne Williams Mrs Beth Hall Miss Lisa Shore Mrs Pauline Privett	Mrs Emma Langridge Mrs Emma Lynch Mrs Wendy O'Connor Mrs Helen Young Mrs Pam Carvell Mrs Nancy Allen Miss Christina Bone
ELSA	Mrs Debbie Fenner	Mrs Caroline Dougall
Administration Team	Miss Louise Chapman	Mrs Michelle Cooke Mrs Katie Spillane Miss Chloe Salmon
Librarian	Mrs Michelle Cooke	
Caretaker	Mr Shane Cripps / Mr James Turner	
Breakfast and afterschool club	Miss Kayanne William, Miss Tara Clements & Mrs Julies Broom	



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Governing Body Vision and Mission Statement

Vision

The Bishopswood Schools Federation Governing Body is committed to delivering friendly, nurturing, happy schools, working together and with the wider community to enable each individual to maximize their potential so we can all be proud of our schools.

Mission Statement

By:

- encouraging all members of the Federation to be motivated, independent lifelong learners through a variety of creative and stimulating learning experiences
- providing excellent teaching and learning opportunities
- providing an open environment and strong home/school partnership in a team where challenges are faced up to and solved
- promoting and valuing self-worth and self-discipline, good behaviour and co-operation
- effective use of technology
- creating and promoting outdoor learning opportunities
- providing vibrant extra curriculum activities to broaden horizons
- provide an environment where staff have fulfilling and challenging roles while protecting work life balance.



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Is your child eligible for pupil premium funding?

All children in Foundation and Key Stage 1 are now eligible for free school meals. But, if your financial situation meets specific criteria your child could be eligible for Pupil Premium funding.



The criteria include:

- Income Support
- income-based Job Seekers' Allowance
- income-related Employment and Support Allowance
- support under Part VI of the Immigration and Asylum Act 1999
- the guaranteed element of State Pension Credit
- Child Tax Credit, provided you are not also entitled to Working Tax Credit, and have an annual gross income, of no more than £16,190 as assessed by Her Majesty's Revenue and Customs (Parents who are made redundant or start working less than 16 hours per week, may find their children are entitled to free meals for a limited period.)
- Working Tax Credit run-on - paid for 4 weeks after you stop qualifying for Working Tax Credit
- Universal Credit (provided you have an annual net earned income of no more than £7,400, as assessed by earnings from up to three of your most recent assessment periods)

These funds come directly to the school and are used to support your child's learning, provide enrichment experiences and can be used to subsidise school trips for up to 6 years.

The application process takes only a short amount of time and can be completed online. The process is discreet and confidential and only the following information is required:

- Name, home address and email address
- National Insurance Number or National Asylum Support Service reference number
- Child or student's name, date of birth and school/college



Please use the link below to complete the application form:

<https://www.cloudforedu.org.uk/ofsm/hants>

If you have any questions please visit the Hampshire County Council Website using the link below or speak to a member of our school admin team who will be happy to help.

<https://www.hants.gov.uk/educationandlearning/freeschoolmeals/juniorsecondary>



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Attendance

Research shows how important it is for children to be in school every day, both developmentally and academically. Whilst of course children get ill from time to time, it is vitally important that children do not more miss school than they have to. Please see below a leaflet outlining the latest government restrictions for absences for **all schools**.

New attendance rules!

There are new rules for unauthorised absences, whether this is due to holiday, irregular attendance, or otherwise. Don't get caught out!

1

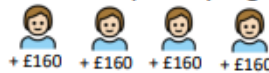
I'm a single parent of one child and we want to go on holiday for 5 days.

Make sure you use the absence request form. Your holiday will not be authorised. Let the school know before you book anything. As your child will miss 5 school days, you'll be given a penalty notice fine.

1 parent & 1 child = £160
Reduced to £80 if paid in 21 days



For each child a penalty is given...



1 parent & 4 children = £640
Reduced to £320 if paid in 21 days

For a family of 2 parents & 4 children



£1280

Reduced to £640 if paid in 21 days

What happens if school suspects children are actually on holiday?

Photos on Facebook?
Foreign mobile dial tone?
Other children talking about your holiday?
Amazing sun tan?
Home visit shows no-one at home?



Please don't be offended if we ask for evidence or mention these questions to you. We're required to do this to ensure a fair system!

2

What about subsequent absences? Is it still the same penalty amount?

No, not anymore. If in any period of not more than 3 years, your child has a 2nd and 3rd leave of absence OR pattern of irregular attendance, which is unauthorised, then...

2nd TIME

2 parents and...
1 child = £320
2 children = £640
3 children = £960
4 children = £1280

NO DISCOUNT FOR EARLY PAYMENT

3rd TIME

A penalty notice fine **will not** be given. Instead, your case will be taken to court. A magistrate can fine each parent £2,500 for each child.

1 parent & 4 children = £10,000
2 parents and 4 children = £20,000

3

What about irregular attendance? Could I get a penalty notice?

If your child is absent for 10 or more sessions in 10 weeks, and their absences are unauthorised, then the school is required to consider penalty notices / prosecution.



So, half a day here and day there could all add up to 10 sessions in 10 weeks. If unauthorised, then it would be a penalty notice. Remember, 1 day is 2 sessions (morning and afternoon).

YES

4

What are typical reasons given that won't be authorised?

Examples of unauthorised absences

A family member's birthday	Sickness of parent or sibling
Shopping for uniforms	Sibling's school closed
Inadequate clothing for school	Refusing to attend, but able to
Child being used as a carer	Poor family organisation
Problems with transport	Family holidays
	No absence request completed

Where attendance is irregular, or historically poor, sickness absences may be unauthorised unless medical confirmation by a GP surgery is given.



EVERY DAY COUNTS – ATTEND TODAY, ACHIEVE TOMORROW