



St David's
Primary School Germany

Welcome Booklet



Our mission:

Empower, Inspire, Succeed

An inspirational and values-based education for all of our young people.

St David's Primary School



Address:

St David's Primary School, Schulstrasse 4,
66877 Ramstein, Germany

Or

UKNSE

Bldg. 539, Ramstein Air Base
Ramstein, BFPO 109

Telephone:

0049 (0) 6371 42717

E-mail:

Please use the chat app on the website or the contact form.

Headteacher:

Mr John Redman

Chair of SGC:

Mr Ken Hughes



St. David's Primary School is part of MOD Schools, providing quality education for pupils aged 3 -11years.

**On request this document, and all others produced by St. David's School, can be made available in large print for easier access.*



Welcome to St. David's Primary School

We hope that you and your child enjoy your time here at Ramstein and that your child benefits from the purposeful, friendly atmosphere within our school. We aim to educate the "whole person" and pupils will be encouraged to develop lively and enquiring minds, a sense of self-esteem and the self-discipline that comes from working in an orderly school environment. We are an open, friendly school and members of staff are always willing to talk to parents and would wish you to make visits to the school. The education of children cannot happen in isolation and we encourage parents to help as their children progress through school.

We trust this welcome booklet is helpful and informative, however, do not hesitate to contact us if further information or an appointment to visit the school is required.

*John Redman
Headteacher*

General information

St. David's Primary School is a small school situated on the edge of the airbase in Ramstein village. It was opened to pupils in September 1982 in Vogelweh and moved to its present location in April 1995. The school is not purpose built, but occupies part of the ground floor of a German office building and is sensitively converted. As well as having four large, airy and well-appointed classrooms the children have the use of a hall, library, dining area, ICT suite, TV studio, music room, food technology room and a small but well equipped playground. You can also visit our web site at www.stdavids.school

Entrance to the school

The main entrance to the school is at the front of the building and has a number of steps. If required, access without steps is available via a ramped entrance at the front of the red building by the bakery, however all visitors must register at the front office. Please do so by ringing the bell at the front door for assistance or telephoning 06371 42717 and directions and help will be given. 'Support' dogs are welcome. Alternative formats of school information can be provided on request.

School Security

The safety of children at this school is paramount and access to the building is restricted at all times during the school day. Should this lead to any delay in anyone answering the door, please be patient as this is purely for the safety of the children. All visitors are screened, wear identifying badges and (unless security cleared) are supervised at all times. Safeguarding of pupils is given the highest priority.



Home School Communication

The school's newsletters, emails, text messaging service and website all support communication and information sharing. Please ensure your contact details are up to date and your phone is enabled to receive messages from school.

Parents of children at the school are always welcome and there are regular opportunities for parents to attend special events. Parent consultations with teachers are held at least termly, but arrangements to consult class teachers at other times can be made via the office. If for any reason your contact details change, please let the school office know as soon as possible so we can maintain effective contact and communication.

School Aims

Our mission:

Empower, Inspire, Succeed

An inspirational and values-based education for all of our young people.

We aim to educate the "whole person". Children are encouraged to develop lively and enquiring minds, a strong sense of self-esteem and the self-discipline that comes from working within our carefully planned curriculum. Our children are immersed in a creative classroom environment, which is themed to our learning focus. Our integrated curriculum approach exposes children to rich real-life experiences, inside and outside the classroom, which develops a deep contextual understanding and love of learning.

Our vision

St David's offers a unique, exceptional and values based education to its children. Inspirational experiences, in an inclusive environment, engage and enthuse children, opening their eyes to the world of possibilities before them. An adventurous curriculum and extraordinary experiences promotes resilience and excellent learning behaviours. Children know that, through their efforts, they can achieve success. They understand the challenges we currently face in the world and actively seek to be part of the solution- they will know that they can make a difference.

Our mission

Our school's core purpose is to provide a first class British education to our children. We provide our children with an engaging, exciting and balanced curriculum. We work to ensure all students have the highest possible levels of emotional well being and make excellent educational progress. We actively support children and parents. We are ambitious in our aims for all children. In their time at our school each child will make excellent progress.

This is achieved through a range of approaches including:

Rigorous and outward facing staff development

Dynamic teaching and assessment of learning to ensure best outcomes

A wide and balanced curriculum with exciting opportunities for the children

School policies and procedures, available on request from the office, cover all aspects of our practice and are regularly updated and reviewed.

School Organisation

St. David's School is part of MOD Schools. The school accommodates children aged 3-11 years. Class sizes vary from year to year, depending on numbers in each age group, however, due to the size of the school we will always have mixed age classes. Within these classes, as is normal in any primary school, the children will work in various groupings: e.g. whole class, pairs and/or individually. Our very favourable pupil:teacher ratio enables us to cater for the year groups within the same class.

Foundation Stage (FS) 1	Age 3 – 4 (mornings only)	Class 1	} FS +
Foundation Stage (FS) 2	Age 4 - 5	Class 2	
Key Stage 1 (KS1)	Year 1 / Year 2	Age 5 - 7	Class 3
Key Stage 2 (KS2)	Year 3 / Year 4	Age 7 - 9	Class 4
	Year 5 / Year 6	Age 9 - 11	Class 5

Wrap around care

St David's School is now open to our pupils (FS2-Y6) from 0730hrs until 1700hrs every day. Our Breakfast and After School Clubs are available to all parents; please sign up at the office or complete our booking form [here to register](#)

Extended Day Care for 3 year olds

St David's School may offer Extended Day Care to three year olds (1145-1445hrs). Please contact the school if you would like to explore this further. Eligibility follows [UK Government guidance](#).

Staff

All teachers are well qualified and educational practice at St David's School mirrors the best practice to be found in UK. Current initiatives, documentation and guidance from the English Department for Education are followed and staff attend professional development and training organised internally, by MOD Schools and in UK.

We have an excellent support staff team, who help to support pupils' learning & ensure the smooth running of the school. These include lunchtime assistants, learning support assistants, site supervisors and admin staff.



Admission to school

St. David's School promotes equal opportunities for all staff, parents and pupils. Please advise the Headteacher if it is perceived that this remit is not being promoted in any aspect of the school. The school primarily supports the British Military Community based at Ramstein although places may be available to fee paying members of the international community. (Please contact the School for further information regarding fees and availability of places for international pupils). FS1 children are admitted (part-time) in the term following their 3rd birthday.

- Children whose third birthday falls between 01 April and 31 August may start school in September.
- Children whose third birthday falls between 01 September and 31 December may start school in January.
- Children whose third birthday falls between 01 January and 31 March may start school in April.

Children are admitted (full-time) into FS2 in the September following their 4th birthday.

Prior to admission your child will have opportunities to spend time in school and you will be able to meet and talk to the class teacher and the Headteacher.

Home visits and early contact assist in the important transition from home to school for our youngest pupils.

Safeguarding

Pupils' health, safety & wellbeing are paramount and are recognised as the responsibility of all within the school community. As part of our safeguarding remit a number of policies are in place (e.g. Child Protection) which clearly identify the steps and actions required when concerns exist. Any concerns regarding the health, safety and welfare of pupils will be referred to the appropriate authorities.

Transfer from other schools

When you have a confirmed date, please contact us to arrange admission. For school aged children, we will contact your child's current school and ask them to complete a brief educational profile (EOS); once we have received this we can then look to issue you with a **Certificate of Educational Clearance**. This is an **essential** document to enable you to get your posting authorisation.

If your child has additional needs, please inform the school so we can ensure your child's needs can be best met. We also ask you to contact the Children's Education Advisory Service (<https://www.gov.uk/guidance/childrens-education-advisory-service>).

On arrival we ask you to bring the reports from your child's last school, along with any samples of work, when you come to register. You should also bring the child's birth certificate with you. The Headteacher reserves the right to defer admission to any child whose needs are beyond the resources of the school. If insufficient records are available there may be a period of delay before the child can be admitted. An initial/introductory meeting with the Headteacher or his representative is required before an admission date can be agreed.

Transferring to other Schools

Once parents let us know the school to which their child is transferring, we will help them find out more information to aid a smooth transition.

On leaving, St David's provides a Transfer Report which contains information that will greatly assist the new school in placing a child. Parents need to come into school to sign for the documentation and collect their child's reports before leaving. The child will also take samples of work. We ask that this report etc. is not packed with luggage but is available when visiting and arranging admission to the new school.

Admission to schools in the UK is not necessarily automatic and parents should contact the Local Authority (who now has the responsibility of allocating schools) well in advance.

Please share any concerns regarding transition with us and we will endeavour to find the advice you need. CEAS (Children's Education Advisory Service) provides advice and support for parents on all aspects of education. They are particularly useful with regards to transition and appeals, and to support families of children with special needs.

Foundation Stage (FS) Curriculum/The National Curriculum

The education your child will receive at St David's School mirrors the best UK practice. Qualified teachers, dedicated to their tasks and sympathetic to the particular needs of service children, follow the guidelines set out in the Early Years Foundation Stage (EYFS) and National Curriculum. All children receive a broad education encompassing all the core and foundation subjects at a level appropriate to age and development. We place great emphasis on teaching children the basic skills they will need later in life, whilst recognising that children are individuals and teachers are sensitive to the fact that each child will develop at their own rate. We encourage each child to fulfil their own potential, expecting that everyone will do their best.

A themed approach in EYFS (3 – 5 years of age) on a rolling programme covers the 7 areas of learning. Maths, English and Science are known as the **core subjects** of the National Curriculum for Key Stage 1 & 2 (5 – 11 years of age). All other subjects are known as **foundation subjects**. A two year cycle in all **foundation subjects** is in place across Key Stage 1 and Key Stage 2. Please note details of the curriculum may be found on www.nc.uk.net for Early Years Foundation Stage (3-5 years), Key Stage 1 (5 - 7 years) and Key Stage 2 (7 – 11 years). A cross curricula approach is used to enhance learning.

English

The English curriculum is concerned with the teaching of basic skills to enable all children to read fluently and write imaginatively, with neat handwriting in a good grammatical style. Spelling is emphasised as are speaking and listening skills. The teaching of English throughout the school follows the objectives laid out in the Early Years Foundation Stage (EYFS) Curriculum and The National Curriculum, which cover the statutory requirements for reading and writing. Children are taught phonics and word building skills from an early age. A wide range of reading material is available at all levels and children are encouraged to borrow books from both our reference and fiction libraries and to read poetry and plays. Parents are encouraged to help with their child's reading and a home/school reading record is used to promote communication and the sharing of information. "Letters and Sounds", a phonics based programme which enables children to learn and apply phonics when reading and spelling, is taught daily. Writing ability is fostered by providing many opportunities for self-expression within the framework of the EYFS and Literacy Strategy. Spelling and grammar techniques are taught, as is correct letter formation and production of neat handwriting expected.

Mathematics

A positive attitude to Mathematics is very important and is actively encouraged at St. David's School. The teaching of Maths throughout the school follows the objectives laid out in the EYFS and The National Curriculum and is divided into three areas: fluency, reasoning and problem solving. A wide variety of resources support this. Children are taught in a variety of ways; as a class, in groups and individually if necessary. Children are encouraged to enjoy practical experiences and at home parents can help greatly by providing counting opportunities (coins, cutlery, dice), telling the time, weighing and playing games. Help with number bonds and tables at home are also important.

Science

Science is one of the core subjects and at St. David's the staff aim to promote a sense of wonder and investigation into the world in which we live. Children are given the opportunity to experiment with many materials and to learn through exploration. The children study topics such as senses and sounds, forces, earth and space, light, electricity, growth and the human body. Environmental education and sustainability are also key aspects of our science curriculum.

Computing

Children are taught how to code and control a wide range of computing equipment. They are given a range of opportunities to learn about and understand how computers are used and why they are useful. The school has excellent resources to support both the National Curriculum computing curriculum and the learning in other subject areas.

E-Safety is a core element of our Computing curriculum and children revisit our Safe Internet Code of Practice termly. These are also available on the school website.

History/Geography

In Key Stage 1 History and Geography are taught in topics, introducing the children to historical events and characters, how life has changed and looking at journeys, seaside, islands and the local environment. At KS2 the two-year rolling programme gives coverage of National Curriculum History and Geography. This includes the Greeks, Tudor Britain, mapping and improving our local area and how people live in other parts of the world.

Art and Design

We aim to help the children to express themselves creatively through art by using their imagination and by developing their ideas. Specific techniques are taught to the children and a wide range of mediums is provided for them to use, e.g. paint, clay, wood, plastic and fabrics. The children are also introduced to the paintings of great artists and encouraged to appreciate their works.

Religious Education

All children are expected to take part in religious education unless a written request for exemption is received from the parent. The syllabus follows the MOD scheme of work, and is incorporated into the ethos of the school. The assembly programme covers moral and spiritual development and an element of contemplation.

Music

The children participate in a variety of musical activities such as singing and playing percussion instruments as well as listening to and appraising music. Throughout the year the children take part in a variety of musical events to enhance the work of the classroom and clubs (such as recorder, guitar and choir) further enhance pupil's opportunities to be involved in music.

We also offer peripatetic teaching of musical instruments. This is organised by the Cyprus Music Centre (www.cyprusmusicservice.org) and is delivered via Skype. Parents are asked to contact the centre for further information and costings.

Design Technology

Children are given opportunities to develop their Design Technology capabilities through 'design and make' tasks and through focussed practical activities, where new techniques and skills are learnt and practised.

Our fully equipped child height cooking facilities are also used for food technology where pupils learn how to prepare simple meals and invent new dishes.

PSHE – Personal, Social, Health Education

Health, safety and hygiene are taught to all children throughout the school to encourage healthy attitudes to themselves and to others. This takes place in assemblies and in class lessons and special events such as Health & Safety week which incorporates visits and specialist's inputs.

As agreed with the School's Governance Committee, Sex and Relationships Education is taught at St. David's School, much through the science programme. During Year 5 & 6, pupils take part in specially tailored activities; materials are available for parents who would like to have prior knowledge of the areas covered. Parents are notified and have the right to withdraw their child if they wish, after discussion with the Headteacher.

PE

Physical Education is an important part of our curriculum. A range of activities have been designed to develop good co-ordination of mind and body and to allow children to express themselves physically in mime, dance and drama. A regular programme of gymnastics, dance, games and outdoor activities is followed across the school year.

Swimming

Swimming is offered at the local pool on Ramstein Airbase. Years 1 – 6 have swimming sessions for a minimum of 8 weeks each school year and pupils work towards Amateur Swimming Association awards. Health and Water Safety are also important aspects of the swimming curriculum.

For swimming, girls require a one piece costume and boys require swimming trunks, not Bermuda shorts, as per the National Curriculum Swimming and Water Safety requirements.

Parents should send a note if a child is to be excused from PE and, should your child suffer from any physical condition which could cause problems when taking part in strenuous exercise, please let us know as soon as possible. The children should have a suitable change of clothes available for PE lessons – plimsolls, T-shirt and shorts or leotard. These can be kept in school and taken home at the weekends to be washed. Trainers and track suits may be worn for outdoor PE in cold weather. Please, no 'team' football kits. In accordance with the National Curriculum and Safe Code of Practice in PE all jewellery, including earrings, must be removed (or taped). All articles should have the child's name clearly marked, as PE kit is very often lost and it is often difficult to establish ownership.

Assembly/Collective Worship

The children and staff take part in a broadly Christian, though non-denominational, daily class or whole school assembly. These are led by the Headteacher, a member of staff, the children themselves or a visitor, e.g. Padre. All the children are encouraged to take part in assemblies and often contribute by making comments, reading aloud, or showing pieces of their own work or by performing short plays.

German

In FS pupils learn German primarily through songs, rhymes and games. The children in KS1 and KS2 have weekly lessons in German. The Modern Foreign Languages Syllabus is followed, as in UK schools. In addition, pupils learn about the German culture with visits and visitors enhancing their growing understanding.

We work closely with our partner German school to provide joint experiences for our children and opportunities to practise their language skills.

Forest School

All the children visit the Forest regularly to experience hands-on learning in a woodland environment. The majority of our staff are qualified Forest School leaders or assistants. Research has repeatedly shown that Forest School has a significant impact on children's development. It promotes rich communication and language opportunities and builds self esteem, confidence and team working skills. Forest School also dovetails with our Values and our vision of promoting lifelong learning. Fundamentally it also generates a love, respect and appreciation of the natural world around us.

Children are asked to wear appropriate clothing, including sturdy boots, waterproof trousers and long sleeved T shirt.



Assessment

Teachers are continuously assessing progress and keep records to inform their planning of the necessary next steps in learning, in all curriculum areas.

From entering Foundation Stage One (FS1) progress is tracked and development recorded for each child via a Foundation Stage Profile, which continues through FS2.

At the end of each academic year pupil assessments are 'collated' & form part of the annual report to parents. In addition national tests/checks are undertaken at key points, as required: Y1 completes a Phonics Screening Check, Y4 Times Tables Check, Y2 and Y6 pupils are assessed using the national Statutory Assessment Tests (SATs). These results are reported to parents along with school's most recent results.

Specifically designed end of year 3, 4 and 5 assessments are also used to support teacher assessment. In KS1 and KS2 each child has an assessment tracker in the core subjects and another in the Foundation subjects; evidence is gathered from observations, books and formative testing giving the teacher a clear understanding of attainment, progress and next steps.

Helping at Home – Homework

Showing keen interest at home in your child's progress will help him/her develop. If your child has worked hard at school all day then it is inappropriate for young children to be given large amounts of repetitive work for the evening. Children will bring home a reading book most evenings. Sometimes it will be a library book that you can read to your child. A reading record book is also sent home. Please use it to let the teacher know how reading is progressing at home.

At the beginning of every ½ term your child will bring home a 'homework grid' of fun practical activities to complete at home. Activities are planned to complement the learning in the classroom and pupils select one activity (or more) per week.

Helping at School

Parent / adult volunteers are welcomed. Such support enhances what we can offer and benefits pupils greatly. Please contact the school office as soon as possible, as clearances take time to complete, if you are interested / able and further details will be supplied.

Thank you in advance for your help!



The School Day

0845 - 1030	First session
1030 - 1045	Morning Break
1045 - 1145	Second session for FS1
1045 - 1200	Second session FS2/KS1/KS2
1200 - 1300	Lunchtime
1300 - 1500	Afternoon session for FS2/KS1/KS2

FS1 session is from 845 to 1145am each day

Before and After School Clubs run from 0730hrs until 1700hrs each day

Children are supervised in the playground from 8.35am in the morning, at mid-morning break and at the close of school as they leave to meet their parents. There is supervision by lunchtime supervisors during the lunch break, both within the school and in the playground. Parents of FS2 to Year 6 may drop off children (via the front side gates) from 8.35am.

FS1 children are able to enter at 8.45am when the school bell is rung.

Emergency closures

Very rarely it can happen that conditions require the school to close. In this case the school will make every effort to contact all parents. If you cannot be contacted, unless you have nominated an alternative adult to look after your child, your child will stay in school and will need to be picked up by yourself as soon as possible. School will remain open every day as long as it is safe to do so, despite weather conditions. The emergency policy is available on the school's website or from the office on request.

Whole School Food Policy

Our Whole School Food policy (available from the school or via the school website) outlines our practice - to provide healthy mid-morning snacks and lunches, have readily available drinking water throughout the day and promote healthy attitudes and lifestyles. Parents are required to inform the school of any food to which children are allergic – on the admission (form) and at any later date.

Snack Break

Healthy snacks consisting of milk or water plus a variety of fresh fruit, vegetables, cheese, crackers, dips etc. are provided by the school.

KS1 and KS2 pupils are asked to bring a water bottle to school every day, especially on PE/Forest School days.

Lunch

In line with the UK, we offer a free lunch to children in FS2, Year 1 and Year 2.

Children in FS and KS1 can order a free school lunch, KS2 pupils can also have a school meal costing €2.50 per day, please book at the office. The children will be expected to try to eat all of their lunch; if you provide packed lunch from home we ask for your co-operation by only sending what you would reasonably expect your child to consume during the half-hour eating time.

No sweets or fizzy drinks please. Please send a carton or a container with a drink in it. For safety reasons glass bottles and cans of drinks should not be brought to school. In support of 'healthy eating', parents are requested to send only a small biscuit-based 'sweet' as part of lunch. In the interest of Health & Safety we do not heat up food in the microwave or chop fruit/vegetables. Please send warm food in a suitable flask and cut up any fruit as necessary before school.

The school operates a no-nut policy. Some children suffer from allergies and we have children in school for which any sort of contact with nuts can be fatal. In the interest of safety parents should not send in food containing nuts e.g. peanut butter, Snickers bars, Nutella. We also insist children do not swap their packed lunch with anyone else.

In order to maintain consistency and ensure pupils' safety, the policy is continuous and not only in place when those known to have nut allergies are in school.

Sickness and Injury

Parents are required to ensure that the school always has up-to-date contact telephone number(s). Should a child become ill during school hours we have limited facilities for him or her to rest. If the event of illness or injury, parents will be contacted by telephone and the matter discussed. It may be advisable for the child to be collected from school and taken home.

Parents of children in FS are asked to provide a change of clothing for their children.

For older children a certain amount of spare clothing is kept in school in case of accidents; it is all clean but may not fit perfectly. Every effort will be made to make your child comfortable and clean within the limitations of our facilities & any accidents will be dealt with sensitively. Please wash and return any item of clothing lent to your child.

If a child suffers an injury at school and we consider that medical attention is required then the parents will be contacted. If time is an important factor, we will contact the Doctor or hospital/ambulance. Minor scrapes and bumps are treated in school. A note is sent home should a child receive a bump to the head and/or first aid. A phone call to parents will also be made if the injury is deemed to be anything other than minor, in order that parents can continue to closely monitor. Should any follow up treatment be required for any injury occurring in school parents are requested to inform the school ASAP.

In line with the Health Protection Agency "Exclusion guidance for communicable diseases in community settings", children should be kept away from school for 48 hours following any bout of sickness and/or diarrhoea.



Medicine

MOD Schools' guidelines on the administration of medicine in school are followed carefully. If your child is ill he/she should be at home. If the Doctor feels the child is fit enough to return to school then medicine should be adjusted where possible so it is not needed during the school day. When necessary, medication may be administered by the parent during the school day or lunchtime.

If a child unavoidably needs to take medicine during school hours and the school agrees to administer the medicine, a form from the school office (also available on the school website) should be completed. Also a doctor's note, including the exact dosage, should be delivered by the parent (or responsible adult) to the school, together with the medicine. Medicine is administered purely on a voluntary basis by the school and no responsibility can be taken for loss, damage or mishap to medicines.

Asthma

The school must be informed if a pupil needs an inhaler. Inhalers should be brought into school for children who suffer from asthma. They should be clearly labelled and for younger children will be kept in the school office. The child has access to their own inhaler whenever he/she should need it and this is monitored by the First Aiders/class teacher.

Head Lice

From time to time there are outbreaks of head lice among children. This is quite common, but it is important that it is quickly treated. Please check your child's hair regularly and let us know if your child has head lice and do not send your child back to school until he/she has been treated. A note/email will alert parents to be extra vigilant if a case of head lice has been detected.

Absences from School

Parents should inform the school in writing when it is known in advance that a child will be absent from school. Likewise, if a child has been absent and previous notification was not possible, then the reason for absence should be sent to school in writing on the child's return. In the case of an unplanned absence (e.g. illness) parents should telephone the school by 9am on the first day of absence, explain the reasons and agree to keep the school updated with any on-going issues.

In case of long term absence, the school will work closely with parents to provide continuity (e.g. sending activities home) and support the child's reintegration as appropriate. It is not helpful to your child if he/she misses school. Illness is unavoidable, so every effort should be made by parents to ensure that children miss no other school time. Holidays are not permissible during term time and can only be authorised for Post Operational Leave (POL), when granted by the Headteacher. Exceptions will include bereavement, serious illness of relatives, medical needs where treatment is required in the UK by the Child's primary care giver or religious/cultural observance.

Fire Practices

Regular talks, practices and drills are held.



Parking

Parking in front of the school is reserved for staff parking, but there is a large car park at the rear of the building. Please be aware that the school forecourt/parking area is very busy with children being dropped off/being collected. Therefore, parents/visitors are requested not drive into or out of the forecourt area between 08.30-08.45 & 15.00-15.15.

School Uniform and Kit

Day to day wear: KS1/KS2

Dark grey trousers/skirt/dress

White polo shirt

Red sweatshirt/jumper

Black shoes (or completely black trainers), preferably Velcro fastenings for the younger children

Red gingham summer dress (warmer weather)

A change of shoes is suggested in winter months

Sports Kit: KS1/KS2

Red polo shirt or T shirt

Shorts (summer) warm jogging bottoms (winter)

Trainers

Outdoor and Forest School Kit: all children

Waterproof trousers- **every session**

Long sleeved T shirt- **every session**

Sturdy boots (not trainers)

Summer: sunhat, sun cream and insect repellent (latter two applied at home please)

Winter: lots of layers, sturdy boots, thick coat, hat and gloves

Foundation Stage (ages 3-5)

Dark coloured bottoms which the children can pull up/down

Red jumper

Shoes with Velcro

We ask that the children in FS wear clothes that they can take on/off on their own, and are comfortable. Please ensure there is a spare bag of named clothing, including pants and socks. This is kept on their peg.

You can purchase plain uniform clothing cheaply from most UK supermarkets online. We do carry a small stock of second hand clothing which can be borrowed/purchased from Friends of St David's.



School Values

We are a VALUES based school. All our actions are underpinned by the values we hold. These values are:

Respect
Responsibility
Confidence
Tolerance
Kindness and empathy
Politeness
Citizenship and caring for the world
Honesty

Alongside our values, we also promote and develop Learning Powers: skills to enable our children to be independent, curious and successful learners. Our 6 Learning Powers are:

Review and reflect
Stay focussed
Be curious and creative
Be resilient
Help yourself
Learn from and teach each other

The children's achievements are recognised when they demonstrate our school values and learning powers in their work, play and talk. The children earn stars: the children receive a certificate for 10 stars, and a values badge for 30 stars. Every month we hold an open Celebration Assembly where parents are invited to share and celebrate our children's achievements.

In this way we promote Positive Behaviour by praising good examples of behaviour and emphasising positive achievements.

Inappropriate behaviour is quickly managed and if it is significant or continues over a period of time, then the parents would always be fully involved in discussion with the Staff and Headteacher.

All children are expected to respond appropriately to any adult in school and also on an out of school trip. When such a visit is arranged, the parents will be informed and appropriate permissions sought. The child to adult ratio on any organised trip will always be well within safety margins.

Anti-Bullying

Any form of bullying is regarded as unacceptable and every instance is investigated. If cases of bullying are proven then sanctions will be applied according to the severity of the offence. Pupils are expected (and regularly reminded) to report any bullying to an adult. The school does not encourage retaliation and it is stressed that 'telling' is the responsibility of all children.

Valuables/Jewellery

Please do not send your child to school wearing jewellery (other than watches & ear studs) or wrist bands as such items can be lost or damaged which is upsetting for all concerned. Jewellery and earrings especially should not be worn for PE lessons, as these are extremely dangerous. The school cannot be held responsible for the loss/damage of individual children's belongings unless they have been specifically asked to bring things in to school, therefore earrings should be left at home on PE days.

Extended Learning Opportunities

The school is very proud of its extensive programme of lunchtime/after school clubs. These clubs cater for a wide range of interests and give the children chance to learn new skills. If children stay after school, then parents need to make arrangements to collect them after school clubs finish at 1615hrs.

Friends of the School (FOS)

This has been set up with the help of parents to support fundraising events and social activities outside school time (school discos, barbeques etc.). Members also support activities in school time, such as reading. If you would like further information and/or may be interested in getting involved, either now or in the future, please contact the school.

The School Governance Committee (SGC)

Governance committees have no executive authority, but provide a formal link between the school and its community, supporting the school as a 'critical friend'. The committee meets regularly (at least each term) and generally holds an Annual General Meeting for parents.

A list of SGC members is provided at the end of this booklet and minutes of SGC meetings are published on the school website and notice board.

Representation from across the school and its community make up the committee. If you would be interested in joining the SGC, either now or in the future, please contact the school for more information.



Complaints Procedure

The aim of the school is to deal with any complaint quickly and effectively, following MOD Schools' policy and procedures. (Available from the school website www.stdavids.school) The first step is to get in touch with the school office who will contact the appropriate member of staff. Should parents feel a complaint has not been adequately addressed, our appeal process is also available.

Special or Additional Educational Needs

Children's needs will vary from one child to another. Most needs can be supported by the school, and parents will always be fully involved. We believe that it is much better, where possible, to help any child with difficulties within the context of the classroom. The school has a Special Educational Needs policy and a SEN Coordinator (SENCo) who works closely with staff and parents for the benefit of the children. We have limited access to outside agency support and these are located a considerable distance away –**therefore it may not be possible to meet the needs of those with special educational needs here at Ramstein.** Before admission you must contact the school to seek an Educational Clearance certificate. If your child has additional needs, we will explore these further with you and your child's current school and explore how to best meet them. Pupils with disabilities will be admitted, if it is deemed by the MOD and the school that their needs can be fully met. Existing access arrangements and any adaptations required will be part of that assessment. Currently all parts of the school can be accessed by those with mobility issues (e.g. wheelchairs), other than directly in/out of the building to the playground. This can currently be overcome by taking a less direct/slightly longer route in and out of the playground via the path around the front of the building, using additional adult support.

Additional Support:

There is within MOD Schools a small team of staff - our Educational Psychologist, Health Visitor and an educational Social Worker who work with us and advise on a wide range of difficulties:

- Learning difficulties
- Behavioural and adjustment difficulties at school or home
- Emotional difficulties

Speech and language services are limited and you should make sure that it is possible to meet your child's needs before proceeding with the posting. Please contact the EJSU medical office for further information.

Prior to engagement from outside agencies, the child's difficulties will have been discussed with parents, and the parents' agreement advice is sought. The team's specialists will usually see children at school or within the home. Often a joint discussion takes place between parents, teachers and the specialist who may work with the parents, the child or the whole family. The Speech Therapist sees children in school and in the clinic. The therapy programme is developed jointly by the Speech Therapist and parents, for the parents to follow at home and for staff to follow at school.

Secondary Education

There are no British Secondary schools in this area and all children of secondary age will have to attend the local American schools or schools elsewhere. Funded options, for entitled personnel locally, include local American Schools (on bases), boarding schools in the UK or International School day school. Advice on Secondary Education and Boarding Schools can be obtained from the Children's Education Advisory Service (CEAS) www.gov.uk/childrens-education-advisory-service or from the RAF Education Officer.

MOD Schools

MOD Schools are intended, as far as possible, to provide the same pattern of education as that available in the UK. The education will, therefore, conform in type and scope to that provided in England and Wales under the Education Acts, although these have no legal validity overseas. Within the Ministry of Defence, the Secretary of State for Defence and Service Children's Education (a tri-service organisation, staffed by Officers of all three Services), are responsible for the administration of MOD Schools worldwide. The professional direction and general internal administration of MOD Schools are under the day to day control of a civilian, the Chief Executive, MOD, who has overall responsibility for primary, middle and secondary schools.

And finally we hope your stay here is both enjoyable and rewarding. Of course if you have any questions or suggestions please do not hesitate to contact us. We welcome the opportunity to improve what we do.



Useful Abbreviations

BFSWS – British Forces Social Work Services
CDD – Curriculum Development Day – 5 annual closure days designated for training
CDT – Curriculum Development Teacher
Cohort – Year Group
DCSF – Department for Children, Schools & Families (previously DFES)
D.T. – Design Technology (a curriculum subject)
EAL – English as an additional language
ESW – Education Social Worker
Ed. Psych. – Educational Psychologist
EY – Early Years
FOS – Friends of the School
FS – Foundation Stage
FS1 – Nursery
FS2 – Reception Class
HLTA – Higher Level Teaching Assistant
IDT – Inclusion Development Teacher
ILP – Individual Learning Plan
liP – Investors in People
INSET – In-Service Training
IT/ICT – Information Communication Technology
KS – Key Stage
KS1 – Old ‘infants’
KS2 – Old ‘juniors’
MSA – Mealtime Supervisor Assistant
LSA – Learning Support Assistant
LTS – Lunchtime Supervisor
MFL – Modern Foreign Language (for us German)
NC – National Curriculum
OFSTED – Office for Standards in Education
PHSCE – Personal, Health, Social and Citizenship Education
QCA – Qualifications and Curriculum Authority
S/M – Staff Meeting
SGC – School Governance Committee
SALT – Speech and Language Therapy
SDP – School Development Plan
SIP – School Improvement Plan
SEF – School Evaluation Form
SEN – Special Educational Needs
SENCO – Special Educational Needs Co-ordinator
SGC – School Governance Committee (new name for SAC)
SLT - Senior Leadership Team
SSM – Support Staff Meeting
TA – Teaching Assistant
TLR – Teaching and Learning Responsibility (the new management structure in schools)
TSM – Teaching Staff Meeting
WALT – We Are Learning To
WSM – Whole Staff Meeting

Copies of policies are available on request – generally they will be emailed to protect the environment. Parent's comments are always welcomed & support policy review.

POLICIES

Aims of the School

Vision Statement

Adult Volunteer Helpers

*Anti Bullying

Assemblies

Assessment

*Child Protection/Safeguarding

Continuing Professional Development

Early Years and Foundation Stage

Emergency (Inc. Annex a Bad weather)

Equal Opportunities

Gifted and Talented

Health, Safety and welfare

Homework

Inclusion Policy Statement

Internet Policy (MOD Schools)

Intimate Care

Learning & Teaching

Monitoring

Off-site Visits

*Positive behaviour

*Racial Equality

*Sex Education

MOD occupational stress management

*SEN

SGC Visits Policy

Whole School Food Policy

Curriculum Map

Arts of Collective Worship

Art

Design & Technology

English

Geography

Handwriting Policy

History

ICT

Maths

Modern Foreign Languages

Music

Physical Education

PSHE & Citizenship policy

Religious Education

Science

Swimming

Useful Abbreviations

Work Experience Guidance Document

Arts Policy

*Attendance

*Complaints Procedures

Communication

Library

Community Cohesion

Emotional Health and Wellbeing

Cover Supervision

Anti-Stress Policy

Food Policy

Pay Policy

*** Requires SGC approval**



Transition/Induction

As part of our on-going self-evaluation process, encompassing all aspects of the school, please find a few moments to complete the comments slip which relates to admissions and the Parent Information Handbook you have received.

Your feedback is valued as it helps us ensure good communication and positive relationships. Please return the completed slip, with as much detail as possible, to the school office at your convenience.

Many thanks

The Headteacher

Name (optional) _____ Date Child Admitted _____

Did you receive sufficient information about the school before and when your child started?
YES/NO

How could this be improved and which areas? YES/NO

Do you feel your child was helped to settle in quickly? YES/NO

What more could have been done to improve this?

To what extent was the meeting with the teacher (3 weeks after admission) helpful?

How could this be improved?

Any other comments

Date Completed _____

Many Thanks

R:\Office Shared Area\Admissions\Admission\Parents Welcome Book.docx