

# Welcome to AFJS!



# Learners for Life Farmers Forever



AFJS

# SCHOOL VALUES

AMBITIOUS

REFLECTIVE

RESILIENT

HEALTHY BODY &  
MIND



NO  
OUT  
SIDERS

**'All different, All welcome'**



# Our school rules...

**WE ARE SAFE  
WE ARE RESPECTFUL  
WE ALWAYS TRY OUR BEST**





# Our Safeguarding Team at AFJS



Mrs Webb  
Headteacher



Mr Corbett  
Deputy Headteacher



Mrs Watson-Tate  
Assistant Headteacher



Miss Dolan  
C&F Lead



Mrs Saunders  
Office Manager

# AFJS Approach to Behaviour



Adults teach routines, rules and expectations



Positive behaviour is celebrated and rewarded



Children are supported to repair any harm caused and plan to prevent repeated incidents.

# Role of parents/carers

Talk positively about school in front of your children and support the school behavior system

Remember that children make mistakes and need to use school to learn about behavior as much as they do the curriculum

Share any concerns with school (see school communication flowchart) so that we can look into things and deal with them appropriately

Be willing to have honest conversations with staff about your child's behaviour

Inform the school of any changes in circumstance that may affect your child's behaviour

Understand that the school is an impartial body and that all sides need to be heard before making judgement about an incident - we will always try our hardest to work out exactly what has happened

Avoid sharing details around incidents on social media/in large Whatsapp parent groups



## Behaviour

- Rewards
- Restorative Approach
- Pupil voice
- Pastoral Support Plans



## Welfare

- Safeguarding
- Family Support
- Counselling
- Signposting



## Inclusion

- SEN Support
- EHCs
- Interventions
- Children Looked After

See policies, school website and the 'Family Support' section of our website for more information and updates

# SEND Team



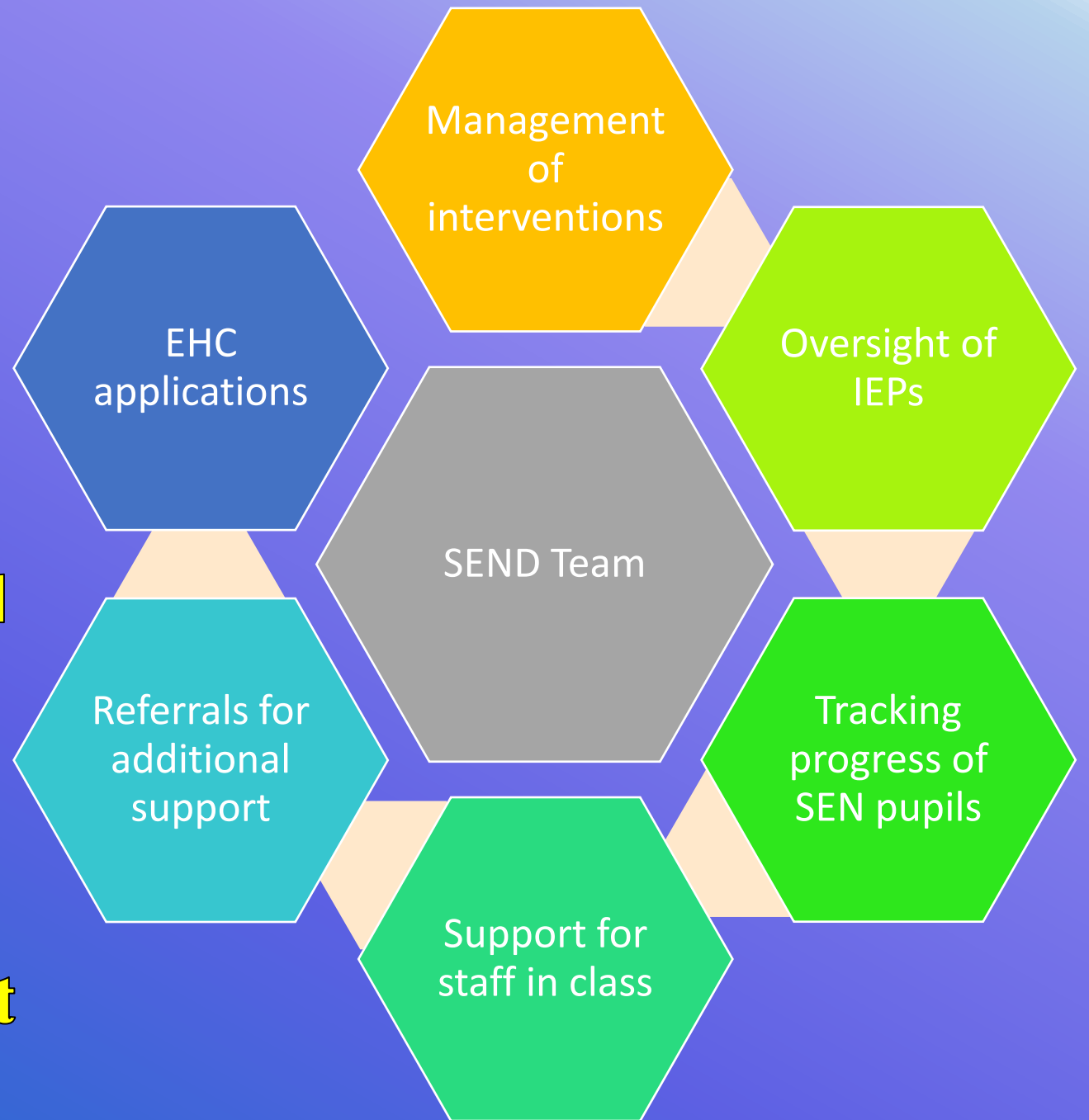
**Mrs Watson-Tate**  
**SENCO**



**Mrs Hartwell-Wood**  
**Assistant SENCO**



**Mrs Saunders**  
**SEN admin support**



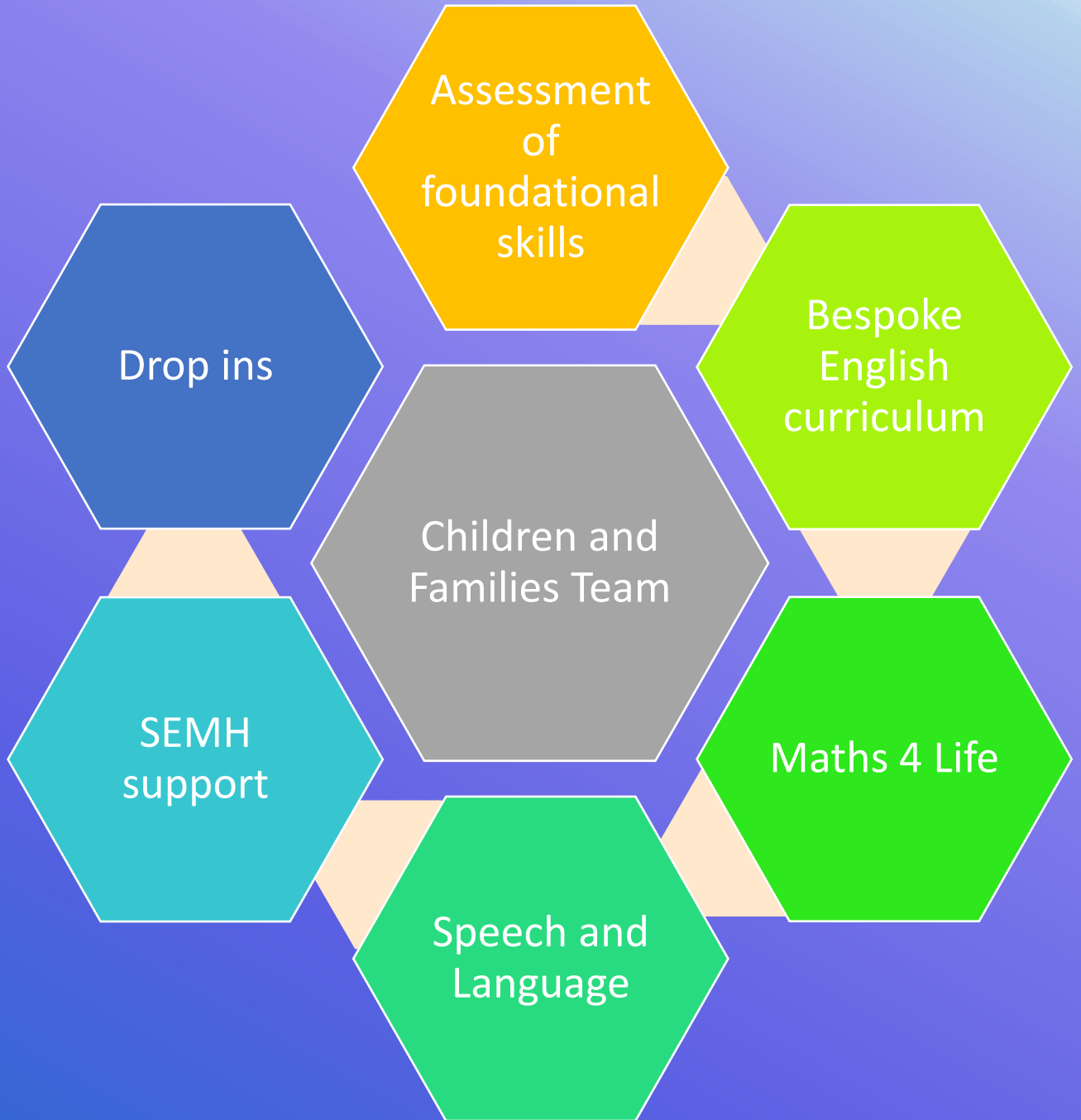
# Our DEN Team



**Miss Wood**



**Mrs Enefer**



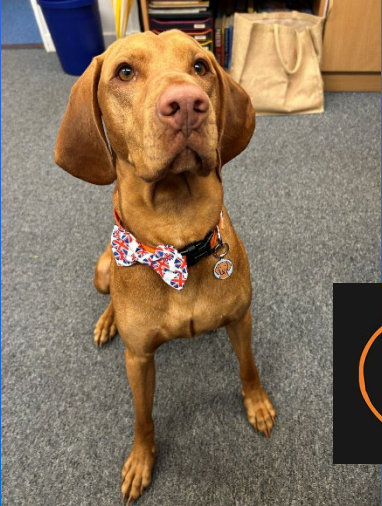
# Vital for some, valuable for all

- Now and Next Boards
- Task boards
- Movement breaks
- Sensory circuits
- Handwriting warm ups
- Alternative methods for recording
- Adapted learning tasks
- Chair bands
- Concentration aids
- Ear defenders
- Morning check-ins
- Phonics mats
- Word banks
- Time out cards

# Children and Families Team



**Miss Dolan**



**Chase**

 The Dog Mentor  
Building Characters





# ABBOTS FARM JUNIOR SCHOOL

## ATTENDANCE MATTERS



### SCHOOL DAY

Gates open: 8:40am  
School starts: 8:50am  
School ends: 3:20pm

### REPORT ABSENCE BEFORE 9:00AM

Contact school every day of absence  
Provide return date

Medical evidence may be requested after 5 days

Only severe illness that warrants absence will be authorised

<https://www.nhs.uk/live-well/is-my-child-too-ill-for-school/>



admin2421@welearn365.com



01788 576074

## UNDERSTANDING ATTENDANCE



Persistent Absence = 10% or more missed  
Severe Absence = 50% or more missed

Improving attendance is a whole-school priority



## SUPPORT COMES FIRST

We listen and understand barriers  
We create support plans  
We may carry out home visits  
Attendance contracts may be used  
We work with WCC Attendance Service

## IF ATTENDANCE DOESN'T IMPROVE

Notice of Attendance Intervention  
Parenting Order  
Education Supervision Order  
Fixed Penalty Notice

1st offence: £160 per parent per child (£80 if paid within 21 days)  
2nd offence within 3 years: £160 per parent per child  
3rd offence: Referred for prosecution under Education Act 1996



## EVERY DAY COUNTS



Good attendance supports learning  
Builds friendships & wellbeing  
Creates better future opportunities



Search



[Health A to Z](#) [NHS services](#) [Healthy living](#) [Mental health](#) [Care and support](#)

[Home](#) > [Healthy living](#)

# Is my child too ill for school?

It can be tricky deciding whether or not to keep your child off school, nursery or playgroup when they're unwell.

There are government guidelines for schools and nurseries about [health protection and managing specific infectious diseases at GOV.UK](#). These say when children should be kept off school and when they shouldn't.

## When should my child return to school?



<b>Chicken Pox</b> When all spots have crusted over	<b>Conjunctivitis</b> None*	<b>Diarrhoea &amp; Vomiting</b> 48 hours from last episode	<b>Glandular Fever</b> None*	<b>Hand, foot &amp; mouth</b> None*	<b>Impetigo</b> When lesions are crusted & healed or 48 Hours after commencing antibiotics
<b>Measles or German Measles</b> 4 days from onset of rash	<b>Mumps</b> 5 days from onset of swelling	<b>Scabies</b> After first treatment	<b>Scarlet Fever</b> 24 hours after commencing antibiotics	<b>Slapped Cheek</b> None*	<b>Whooping Cough</b> 48 Hours after commencing antibiotics
<b>Flu</b> Until recovered	<b>Head Lice</b> None*	<b>Threadworms</b> None*	<b>Tonsillitis</b> None*		

# T&L at AFJS – Mr Corbett



# Teaching and Learning at Abbots Farm Junior





# The AFJS Curriculum

- We ensure that our curriculum is broad and balanced
- It is a knowledge based curriculum with a progression of skills across all subjects.
- We want to challenge children to think independently and in different ways.

YEAR 3	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>ENGLISH</b>	<b>Supertato</b> - narrative <b>Grammarsaurus</b> - Place Value of Punctuation and Grammar	<b>Journey</b> – 1st person narrative <b>Leaflets</b> – non-chronological report	<b>How to Wash a Woolly Mammoth</b> - Instructions <b>The Sound Collector</b> - poetry	<b>The Tenpest</b> - narrative	<b>Escape from Pompeii</b> 3rd Person Narrative <b>Volcano</b> poetry	<b>Biographies</b>
<b>MATHS</b>	Number – Place Value Number – Addition and Subtraction	Number – Addition and Subtraction Number – Multiplication and Division	Number – Multiplication and Division Measurement – Length and Perimeter	Number – Fractions Measurement- Mass and Capacity	Number – Fractions Measurement – Money Measurement- Time	Geometry – Properties of Shape Statistics
<b>SCIENCE</b>	Rocks and Soils		Plants	Animals including humans	Light	Forces and Magnets
<b>HISTORY/ GEOGRAPHY</b>	OUR TOWN RUGBY Why is Rugby a good place to live?		ANCIENT BRITAIN How did society develop from the Stone Age to the Iron Age?		THE ROMANS What was the impact of the Roman Empire on Britian?	
<b>MUSIC</b>	Let Your Spirit Fly	Christmas Production	Writing Down Music	Playing in a Band	Composing Using your Imagination (recorders)	More Musical Styles
<b>DT</b>	Seasonal stockings		Making green houses		Moving monsters – objects that use air to make them move, pneumatic systems	
<b>FRENCH</b>	Bonjour!	En classe	Mon corps	Les animaux	La famille	Bon anniversaire
<b>ART</b>	Foodscapes		Stone Age cave art – colour mixing		Digital Landscapes	
<b>PE</b>	Tag Rugby Fundamentals	Ball Skills Yoga	Basketball Gym	Gym Tri Golf	OAA Rounders	Athletics Tennis
<b>RWV/PSHE</b>	PSHE: Protective Behaviours PSHE: Feelings and Emotions	Why are nature and the seasons significant for religion and worldviews?	PSHE: Keeping and Staying Safe PSHE: Computer Safety	How are religion and worldviews shaped and expressed through art and architecture? PSHE: Being Responsible	PSHE: Keeping and staying healthy PSHE: Our World	PSHE: Hazard Safety PSHE: Relationships
<b>COMPUTING</b>	Computing systems and networks	Creating media- animation	Creating media- desktop publishing	Programming A- sequencing and music	Programming B – events and actions	Data and Information-branching databases

# Knowledge Organisers



## How did society develop from the Stone Age to the Iron Age?

### I ALREADY KNOW

About an event beyond my living memory.

What a timeline is.

### MONUMENTS

#### STONEHENGE

Stonehenge is a prehistoric monument in Southern England which is made up of roughly 100 huge upright stones in a circular layout. It is believed to have been a burial ground but historians are not sure what other uses it had or even how they managed to build such a huge monument without modern technology or even the wheel!



Skara Brae is found on the Orkney Islands off the north of Scotland and is a one of Britain's prehistoric villages. Archaeologists estimate it was built and occupied between 3000BCE and 2500BCE, during what's called the 'Neolithic era' or 'New Stone Age'.



### KEY VOCABULARY

#### Stone Age

The Stone Age was a time in history when early humans used tools and weapons made out of stone.

#### Bronze Age

The Bronze Age is the time period when bronze replaced stone as the preferred materials for making tools and weapons.

#### Iron Age

The Iron Age is the time period when iron became the preferred choice of metal for making tools.

#### Forage

To look widely for nourishment or other provisions.

#### Thatched

A thatched house or a house with a thatched roof has a roof made of straw or reeds.

#### Pre-historic

Prehistoric means the time before recorded history.

#### Community

A group of people living in the same place or having a particular characteristic in common.

#### Civilisation

The society, culture, and way of life of a particular area.

#### Society

The members of a community or group considered together.

#### Tribe

A social group comprising numerous families, clans or generations together with slaves.

### KEY INVENTIONS

#### STONE AGE

- Farming
- Building houses – caves/teepees
- Creating fire
- Trading
- Stone Tools
- Cave Paintings

#### BRONZE AGE

- Using stronger metal materials
- Beakers
- Farming tools
- Potter's wheel
- Textiles
- Round Houses

#### IRON AGE

- Iron farming tools
- Rotatory quern
- Hill forts
- Thatched houses

### ASK ME

How did the homes of Ancient people change over time?

Why did Ancient people settle?

What were the key changes in the Bronze/ Iron Age?

### TIMELINE – these dates are approximate as it was so long ago

STONE AGE	BRONZE AGE	IRON AGE
??? –3,000 BC	3,000 BC – 1,200 BC	1200 BC – 43 AD

# How do you know what the children are learning?



- The school website
- Work and activities uploaded onto Seesaw
- Weekly updates on Seesaw
- Asking the children



## Teaching and Learning Policy

### Contents

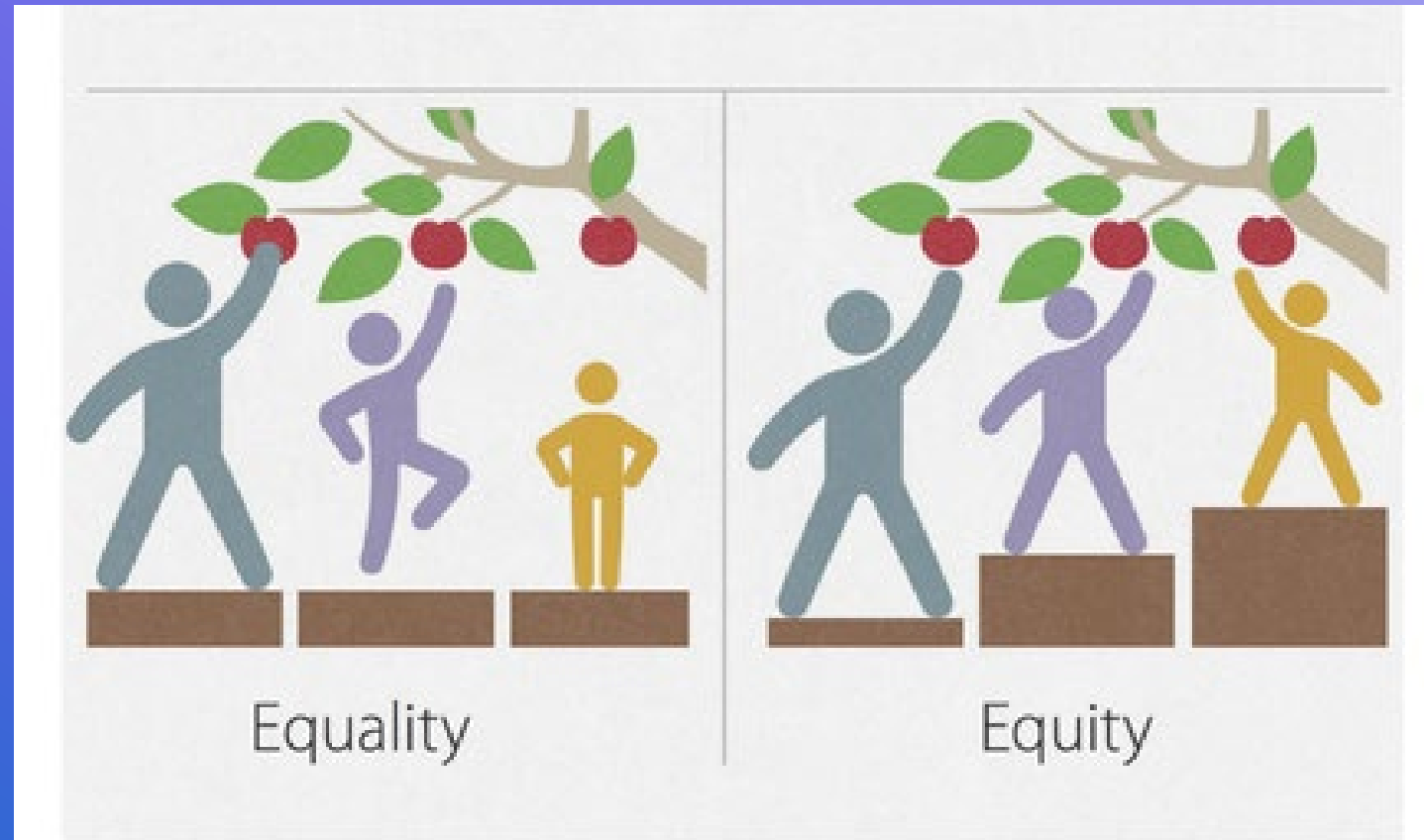
Section		Page
Intent	Rationale	1
	Aims	2
	Roles and Responsibilities	2
	Background Theory to Inform Practice:	
	<ul style="list-style-type: none"><li>• Memory</li><li>• Cognitive Load Theory</li><li>• Novice v Expert Learners</li></ul>	3 3 4
Implementation	<u>Teaching Principles:</u>	5
	<ul style="list-style-type: none"><li>• Prior Knowledge Activation</li></ul>	6
	<ul style="list-style-type: none"><li>• Modelling/Scaffolding/Worked Examples</li></ul>	6-7
	<ul style="list-style-type: none"><li>• Deliberate Practice</li></ul>	7
	<ul style="list-style-type: none"><li>• Questioning</li></ul>	8-9
	<ul style="list-style-type: none"><li>• Dual Coding/Dual Modality</li></ul>	10
	<ul style="list-style-type: none"><li>• Developing Retention</li></ul>	10 - 11
Impact	Monitoring	12
	Assessment	12
Professional Development	CPD	13
	Sustainability	13
	Further Reading	13



# Key components

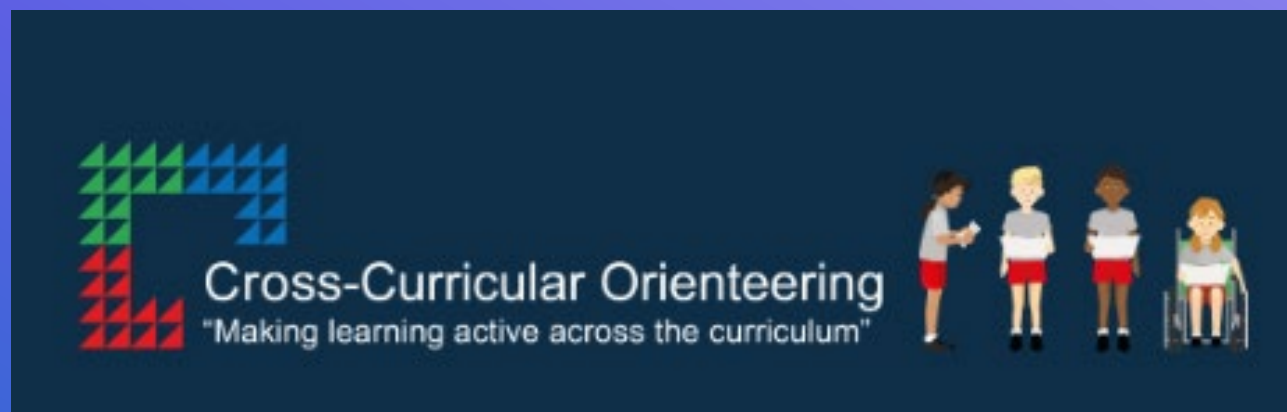
- Retrieval practice
  - Activating and building on previous learning
- Modelling
  - I do, We do, You do
- Questioning
  - Checking for understanding, challenge, going deeper
- Independent work
  - Group, pair, supported
- Assessment
  - Teacher, peer, self reflection

# Our approach to teaching and learning



Children are taught what they need to learn - with the right level of support.

# Learning doesn't just happen in the classroom





# Using our school grounds

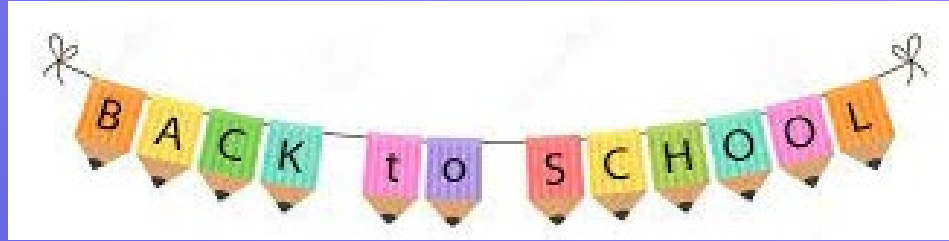


# Break and lunchtimes

- We have opened the field to be used at break and lunch times
- This provides greater space and playing opportunities
- There is a greater variety of equipment available
- We use the field in all weathers – wellies and coats are needed



# What will happen on my child's first day of school?



- Arrive between 8:50-8:55 to be greeted on the playground by the Year 3 teachers.
- Families leave and the Year 3 children line up outside.
- Pupils will be helped to find their lockers, drawers and seats.
- Each pupil will be given a learning pack with their very own equipment.
- No PE kit needed on the first day
- Come to collect your child at 3:05 so that we can get them used to home time without the other pupils for the first day



## Start of the day

- Children are dropped off by parents/careers/family at the school gates at 8:40. They will then make their way into the Year 3 area. There are always staff on duty outside.
- They are greeted in the Year 3 area by the class teachers.
- Then they are helped to get prepared for the day ahead.



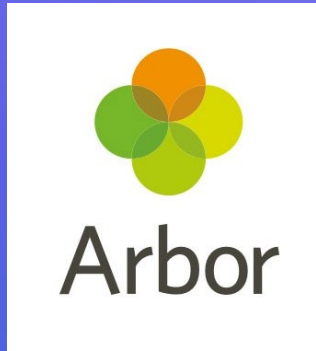


## End of the day

- Parents can come onto the playground to wait for their children at the end of the day.
- The Year 3 children stand with the teacher at home time and wait until they see an adult – they must let their teacher know they are going.
- If they are attending Kidzone or after school clubs, they will be taken there by a staff member.

Have you completed the form for Kidzone yet?

# Communications



Contacts –  
authorised  
to collect

Medical  
information

Permissions

Trips

Payments

Messages –  
in app



Absences

General  
queries

Change of  
pick up

**SwiftKitchen**

Ordering and  
paying for  
school meals



Learning  
newsletters

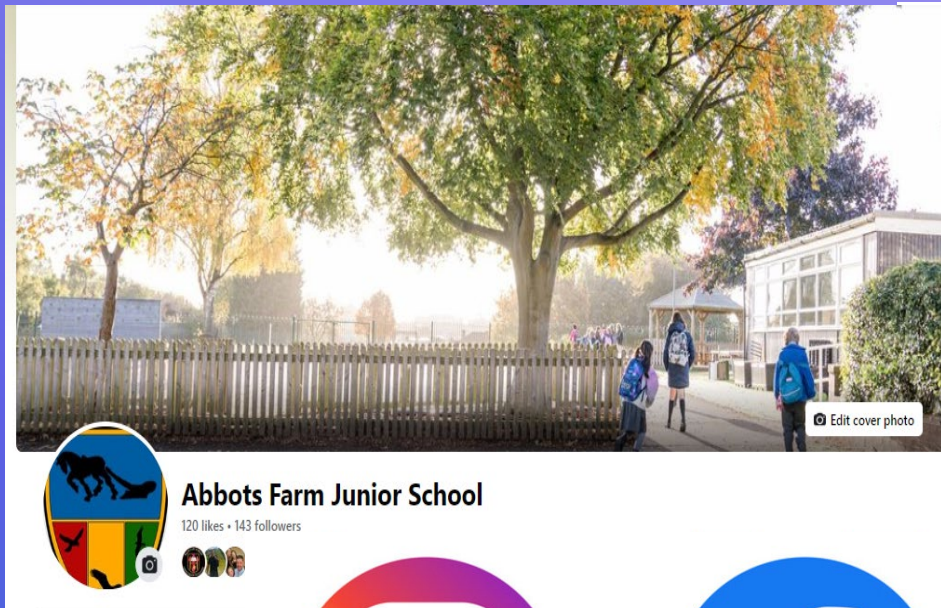
Photos of  
learning

Your child's  
work

Quick  
messages



First Aid  
notifications, care  
plan storage,  
medicine  
administration



Abbots Farm Junior School

120 likes • 143 followers

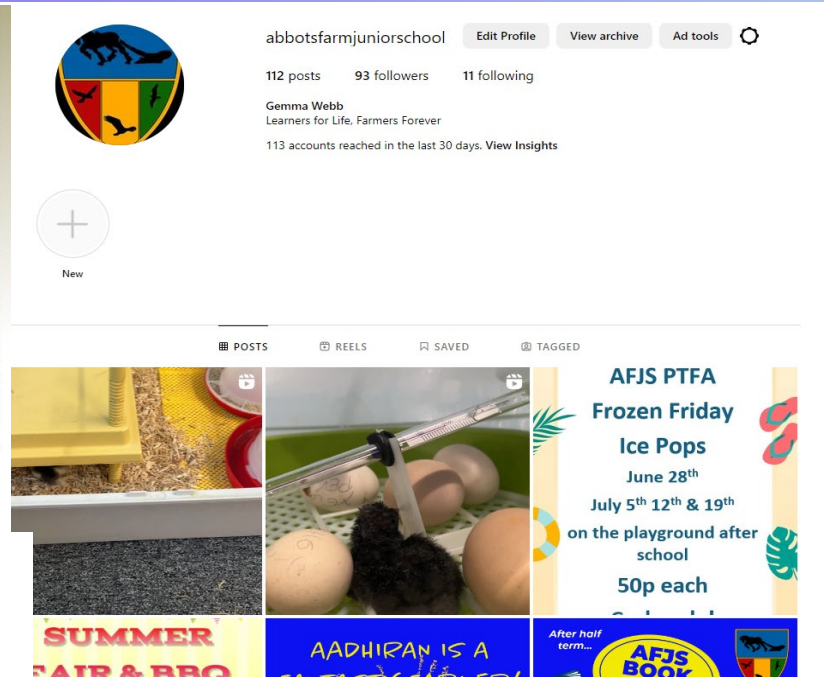


Permissions



Welcome to Abbots Farm Junior School

Headteacher's Welcome



abbotsfarmjuniorschool

Edit Profile

View archive

Ad tools



112 posts 93 followers 11 following

Gemma Webb  
Learners for Life, Farmers Forever

113 accounts reached in the last 30 days. View Insights



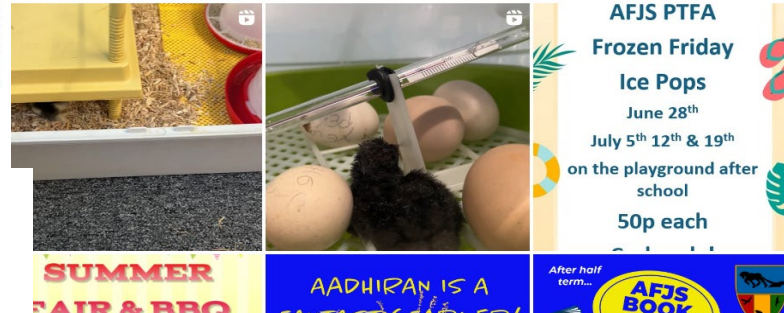
New

POSTS

REELS

SAVED

TAGGED



SUMMER FAIR & BBQ

AADHIRAN IS A

After half term... AFJS BOOK



# June Newsletter

Dear parents and carers,

Welcome to the penultimate newsletter of this academic year! The time has just flown by! This is actually the second newsletter I have written because the original one did not save properly and I lost it, so I am sure I have missed some things out in version 2 (but hopefully not!).

There has been much EGG-citement in school this week due to a new arrival in our library. This incubator is currently looking after 15 potential new additions to our AFJS 'flock' but don't worry, we



## School Communication Flowchart

As a school, we value the communication that we have with our parents and the support that it provides in developing our pupils. The flowchart below has been designed to support effective communication between school and our families. It is a tiered approach which aims to support both parents and staff and allow the opportunity to resolve issues efficiently and effectively. We endeavour to deal with any queries or concerns as quickly and effectively as possible. However, there are occasions where staff roles determine that immediate correspondence is not possible, but please be reassured that they will get back to you within a realistic timeframe.

Please visit our website <https://abbotsfarm.co.uk/> in the first instance for information regarding [diary dates](#), to see past [newsletters](#) and view [school lunch menus](#). All these underlined options above are clickable links that will take you straight to the page you need.



Tier 1			
Tier 1 should always be used as the first point of contact between families and school.			
	Class Teacher	Children and Families Team	Office Staff
Tier 1	<p>The following queries are to be raised with your child's class teacher in the first instance.</p> <ul style="list-style-type: none"> <li>Home learning queries</li> <li>Behaviour issues/concerns</li> <li>Learning concerns including initial SEN queries</li> <li>Home/pastoral/friendship concerns</li> </ul> <p><b>To speak with the class teacher, you can:</b></p> <ul style="list-style-type: none"> <li>-See them on the playground at the end of the day</li> <li>-Email them via <a href="mailto:admin2421@welearn365.com">admin2421@welearn365.com</a> and the office staff will forward this on to the teacher</li> <li>-Call the office and leave a message with them to pass on to the teacher</li> </ul>	<p>Need to talk?</p> <p><b>While teachers cannot always get back to you straight away, Miss Dolan is available to chat during the day. She is here to support not only the children in school but also those other very important people in their lives – you, their parents!</b></p> <ul style="list-style-type: none"> <li>Attendance</li> <li>Behaviour concerns at home</li> <li>Personal worries (you or your child)</li> <li>Pastoral/mental health concerns inc. friendship worries</li> </ul> <p><b>You can call Miss Dolan via the school office or email her on <a href="mailto:pastoral2421@welearn365.com">pastoral2421@welearn365.com</a></b></p>	<p>The following queries can be dealt with directly through the office (preferably by email <a href="mailto:admin2421@welearn365.com">admin2421@welearn365.com</a> but also by phone or in person).</p> <ul style="list-style-type: none"> <li>Reporting an absence</li> <li>Requesting a leave of absence</li> <li>Club issues e.g. spaces at a club or cancellation</li> <li>Kidzone enquiries</li> <li>Payment queries</li> <li>Medication/injuries</li> <li>Appointments</li> </ul>

If a matter is urgent, please call the office and they will get a message to the teacher or another suitable member of staff as soon as possible.

We appreciate that these lists are not exhaustive. If you are unsure of who to contact to help deal with your issue/ concern, please contact the school office in the first instance; they will take some details from you and arrange for the most suitable person to get back to you.

When contacting the office, Mrs Saunders or Mrs [Bowcutt](#) will ask you for some information to enable them to contact the relevant person and give an appropriate timescale for response. Please share enough information with the office staff to enable them to do this.

## Tier 2

If further support is required, the following staff members are available to support in their specific areas as detailed below. Either a teacher, a parent or a combination of the two can request a conversation/meeting with the staff member most closely related to the nature of the concern. Again, these requests can be made through the school office or via the teacher with whom the original concern was raised.

### Mr Corbett (Deputy Headteacher)

Teaching and Learning  
Assessment  
Safeguarding  
Pupil Premium

### Mrs Watson-Tate (Assistant Headteacher)

Behaviour, Welfare and Inclusion  
Safeguarding  
Special Educational Needs  
(Please use this dedicated email for anything SEN related  
[senco2421@welearn365.com](mailto:senco2421@welearn365.com) )

Tier 2

## Tier 3

Having followed this flowchart through Tier 1 and Tier 2, if a matter needs further attention, it can be brought to the Headteacher. Again this can be organised through the office or in collaboration with the member of staff currently dealing with the query.

### Mrs Webb (Headteacher)

- In addition to concerns escalated through Tier 1 and 2, the following queries can be raised directly with the headteacher.
- Issues which relate to Safeguarding concerns (or another Designated Safeguarding Lead in his absence)
  - Requests for school appeals or reference requests can be made directly to the headteacher via the office.

NB. Anything that would normally be raised with Mrs Webb can be raised with Mr Corbett in her absence or Mrs Watson-Tate if neither Mrs Webb or Mr Corbett are available.

Tier 3



Volunteers  
always  
welcome!

**SUMMER  
FAIR AND BBQ**

Abbots Farm Junior School  
and PTFA presents

- ✓ Organised Games
- ✓ Kids' Craft Station
- ✓ Food and drink

**10TH JULY**  
6:30-8:30 PM  
AT SCHOOL GROUNDS

- PHOTO BOOTH
- GREAT MUSIC
- RAFFLE AND  
TOMBOLA

**BBQ  
TIME**

**Everyone welcome!**

The poster is vibrant and colorful, featuring a blue sky background with various international flags strung across the top. It includes illustrations of a soccer ball, musical notes, a pizza, a BBQ grill, and a trophy. The text is bold and clear, providing all the necessary details for the event.

# GOVERNORS NEEDED

at Abbots Farm  
Junior School



Would you like to join one of the largest volunteer forces in the UK by joining the governing board at Abbots Farm Junior School? Governors provide schools with strategic leadership and accountability for educational and financial performance.



We are looking for people to join our governing board who have **energy**, **enthusiasm** and **time to commit** to our school.

We would love to have people join us who also have links with the local community and/or links with local businesses to enable us to extend our Farmers Family even further!

For more information, please call 01788 576074 or email [admin2421@welearn365.com](mailto:admin2421@welearn365.com) to arrange a visit or a chat with Mrs Webb, our headteacher



Abbots Farm Junior School is more than just a school; it is a family that sits proudly within a wonderful wider community. In addition to academic development, we also value our children's social, emotional and pastoral development. It is our aim that every child and their family enjoys many happy, memorable years at Abbots Farm Junior School and stay Farmers Forever in their hearts as they move on to new adventures.

Lynne is one of our co-chairs. She is now retired from a long-standing teaching career, which saw her take on a number of different roles, including her final years being spent at AFJS. She is now enjoying retirement and being 'Nanny daycare' for a growing number of grandchildren. Lynne joined the Governing Body to continue her 'Farmers Forever' experience.



Deb has been a governor for 15 years both at Abbots Farm Infant and Junior School. She originally joined as a parent governor to give back to the school community for the incredible start they had given to her children. She is now Joint Chair and still enjoys supporting and being part of the Abbots Farm family.



Lauren has served as a co-opted governor since autumn 2024 and is a parent at the school. She works in higher education and is interested in students' educational outcomes and achievements as well as student well-being. She is particularly drawn to data and metrics that can help support and understand student populations.



Lisa is a secondary school teacher and has been a governor at AFJS for many years. She has found the role to be rewarding and particularly enjoys working alongside fellow board members who each bring unique skills and perspectives to effectively challenge, support, and monitor the school's performance.



Meet our  
Governors!



Denise, or Mrs Beech as many of you will know her, is our staff governor and has been on the board for many years. She has a wealth of teaching experience and a particular interest in PE, sport and physical activity.



Aisha is a parent governor who has had 2 children that are 'former Farmers', 1 who is a current 'Farmer' and 1 more 'future Farmer' who will be joining us next year. She monitors finance on behalf of the board but has also enjoyed starting to look at curriculum alongside more experienced governors this year.



Amy is a relatively new member of the Governing board. She works as a consultant lawyer specialising in dispute resolution, bringing many years of professional experience to the role. Amy is keen to bring a fresh perspective to the Board, drawing on both her legal expertise and her experience as a mother of two young children.



Could this one  
be you?

