



**Striving together for excellence and enjoyment**

# **Welcome Pack for new parents**

## **September 2025**



***Pirton School, a small school with a huge heart!***

Welcome to our school and we hope this pack gives you the important information you will need about our school before your child starts with us.

Pirton School is a village school, in the village of Pirton on the outskirts of Hitchin. Our children come from Pirton itself and further afield and from both Hertfordshire and Bedfordshire. In September, we anticipate having 136 children in our school in 6 classes. Our classes will be as follows; Wrens (Reception), Robins (Year One), Swifts (Year Two), Kestrels (Year Three), Falcons (Year Four/Year Five) and Owls (Year Five/Year Six).

I have been the Headteacher of Pirton School since September 2022 and it is a privilege to lead a school with such lively and enthusiastic children. A part of my vision for Pirton School is for it to be the heart of the local community and this is one of the many ways that I intend to develop the school.

I fundamentally believe that to be successful, a child needs to be happy and secure in their school environment. As a school, we are committed to providing a positive, safe and stimulating environment for children to learn, where all are valued. We intend that all children should enjoy their learning, achieve their potential and become independent and lifelong learners.

On our website, you will find further information about the range of high quality extra-curricular activities such as clubs we offer, alongside other opportunities and experiences such as educational visits. These enhance and further develop our wider curriculum and are part of what makes Pirton such a special place to attend.

We value our partnership with parents and carers and we welcome your involvement in school life. Each term there will be opportunities to come into school in a variety of ways and I have an open door policy for parents and encourage you to come in to see me and to share any feedback with me.

I look forward to getting to know you and your child during your child's school journey.

Kind regards,

Jenn Magdeburg (Mrs.)

## School Day

### **General**

Our school gates are locked during the school day. They are opened at 8.40am and closed at 8.50am. Children are all expected in school by 8.50am. When the gates are opened, children should walk to their classroom door and wait for the door to be opened. The gates are opened again just before 3.15pm for a prompt collection at 3.15pm.

### **The structure of the day (Year 1-6)**

Our school day is as follows:

8.40-12.00am Morning session including a break at 10.15am. English and Maths are usually taught in the morning.

1.00-3.15pm Afternoon session. Our non core subjects such as PE, Art, and Music are generally taught in the afternoon.

### **The structure of the day (Reception)**

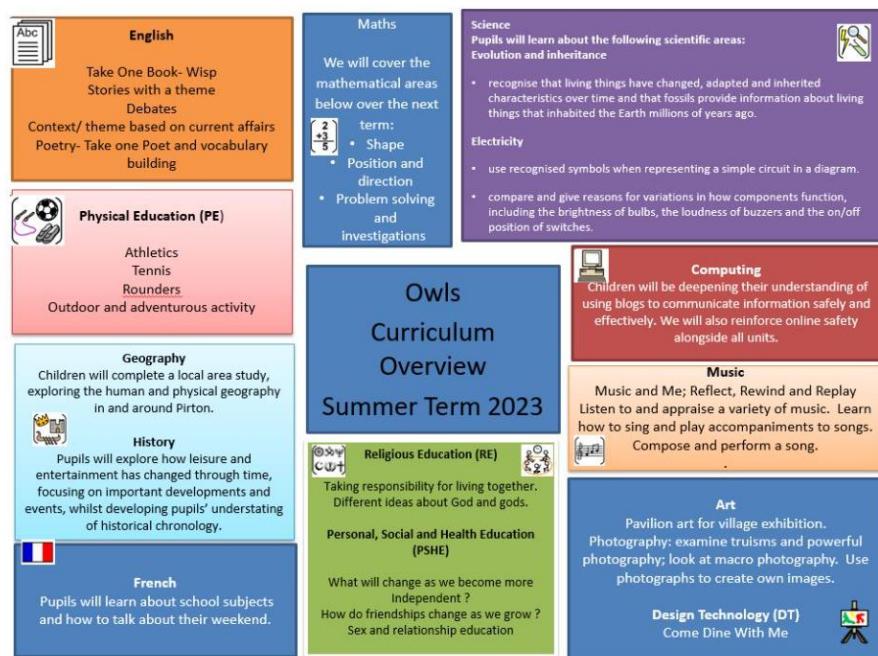
Within Wrens (our Reception children) the day is not structured into succinct lessons in the same way although the start and end of the day are the same times.

8.40	Arrival and self-registration
	Activities led by an adult
	Child initiated activities supported by adults
	Snack time-includes fruit, milk and water
	Activities led by an adult
	Child initiated activities supported by adults
12.00	LUNCH
1.00	Activities led by an adult
	Child initiated activities supported by adults
	Story
3.15	Home

## Curriculum

Information about what your child will be learning will be shared with you in curriculum letters at the start of each term. In addition, there will be welcome meetings, curriculum meetings and training meetings linked to the curriculum for your child. Our website provides links to information about the curriculum offered. PowerPoints from any welcome meetings are uploaded to our website for future reference.

### Sample Curriculum Map for a class in our school (not Reception)



### EYFS (Reception) curriculum

The EYFS curriculum works differently to the curriculum for the rest of the school. This will be explained fully as part of your child's transition and in future meetings and workshops. Here are the big ideas/themes that your child will be focusing on.

**WHAT WILL MY CHILD BE LEARNING? BIG IDEAS**

	Autumn 1 Big Idea/Theme: All about me	Autumn 2 Big Idea/Theme: The World we live in	Spring 1 Big Idea/Theme: Journeys	Spring 2 Big Idea/Theme: People and communities	Summer 1 Big Idea/Theme: Animals	Summer 2 Big Idea/Theme: Growing and changing
<b>Ambitions (Pirton R in bold)</b> <i>Core Texts to teach golden rules and ambitions</i>	For all children to be ready to learn by organising themselves and listening to instructions.  Golden Rule: <u>Be safe</u>  Ready Stead Mo!	For all children to be respectful of other cultures/religions and families .  Golden Rule: <u>Be kind</u>  Don't Touch my Hair	For all children to be resilient and understand that when things go wrong, they can be strong and move on.  Golden Rule: <u>Be positive</u>  Giraffes can't dance	For all children to be responsible for, and look after, our learning, and local environment.  Golden Rule: <u>Be safe</u>  The Busy Beaver	For all children to be resourceful and believe they can find ways to solve problems whilst remaining calm and positive.  Golden Rule: <u>Be positive</u>  Stuck	For all children to be reflective and see themselves as valuable and to use their creativity to express themselves.  Golden Rule: <u>Be kind</u>  Ish
<b>Presentation</b>	Presenting myself and my belongings	Presenting Wrens-Tidying up	Presenting my learning	Presenting myself to others	Positively presenting solutions	Presenting mistakes - editing

## School uniform

There is a compulsory school uniform which we expect children to wear from entry into our Reception. All items of clothing worn are permitted either with or without the school logo. More information is available on our school website.

### **Hair**

For Health and Safety requirements as well as maintaining high standards of tidiness, children are required to have long hair tied back and to avoid extreme haircuts which are not appropriate for school. Hair bands and scrunchies should be simple and in the school colours.

### **Make up and jewellery**

Nail varnish and make up are not allowed. The only jewellery permitted in school are studs for pierced ears and watches, which need to be removed for PE lessons or not worn on these days. **All earrings must be removed for PE** except for the 6 weeks after they have been pierced, in which case they can be taped.

### **Footwear**

All pupils should wear black shoes or plain black trainers with no logos or colour. These must be entirely black. Boots are not allowed. During the summer months children may also wear sandals, with socks. Sandals, which can be black or white, must be sturdy, low heeled and securely fitted around the ankle and the toe. 'Croc' style shoes and flip flops are not considered suitable. All children will need a pair of trainers for outside PE and may be encouraged to use these if playing on the field at breaks, particularly if the ground is muddy. If outdoor boots are worn to walk to school in the winter months, these should be changed to school shoes.

### **Clothing**

Navy sweatshirts, jumpers or cardigans (with or without logo)

Grey skirts, trousers, shorts or pinafores (not jogging bottoms, denim or leggings)

Sky blue shirts, blouses or polo shirts.

Navy, white or grey tights or socks

Black shoes or plain black trainers with no logos or colour.

In summer, dresses within the blue and white colour scheme may be worn.

### **Indoor PE**

A blue PE t-shirt with house colour/a sky blue t shirt (this needs to be a change of top)

Blue/black shorts

### **Outdoor PE**

A blue PE t-shirt with house colour

Blue/black shorts or jogging bottoms (no leggings)

A navy blue jumper or fleece

## **Purchasing**

Parents and carers can obtain the uniform non branded items from a range of 'high-street' retailers such as Tesco, Asda etc.

Alternatively items including school uniform, book bags and PE Bags can be purchased from Beat Clothing in Hitchin or by following this link [https://beatschooluniforms.co.uk/schools/pirton\\_school\\_/](https://beatschooluniforms.co.uk/schools/pirton_school_/)

## **Amendments to the uniform policy**

Parents are also expected to contact Jenn Magdeburg (HT) or Sam McDonald (AHT) via [admin@pirton.herts.sch.uk](mailto:admin@pirton.herts.sch.uk) if they want to request an amendment to the uniform policy in relation to:

Their child's protected characteristics

The cost of the uniform

Parents are expected to lodge any complaints or objections relating to the school uniform in a timely and reasonable manner.

## **School Meals**

Our meals are freshly prepared on site and your child has a choice of three meals each day. We use a system called School Grid which means you log on and order your child's meals in advance. You can do this for a term in advance or on the morning, provided you have ordered by 9am.

Your child will be entitled to a free school meal while in Reception, Year One and Year Two. However, it is very important that if you think you would be eligible for free school meals (sometimes called Pupil Premium) that you notify us. Some of our funding is linked to this so we ask that parents who were entitled to apply do, so that we can access the funding to support your children.

If your child has an allergy or special dietary requirements for health or religious/cultural reasons you should inform the caterer but school staff also need to know as we sometimes have food in class.

We have children in school with allergies so please be mindful of our **no nuts policy** if your child has a packed lunch. This includes things such as Nutella and other spreads that have nut oils in them.

## Learning Behaviours, Our Golden Rules and our approach to supporting our children to make positive behaviour choices

Positive experiences create positive feelings. Positive feelings create positive behaviour.

At Pirton School, we aim to use a therapeutic approach to:

- Understand the world in which each child lives.
- Teach children to understand that their behaviour has an impact on themselves and others.
- Help children achieve self-regulation, tolerance and respect.
- Provide an environment where pupils feel safe, are happy and that supports learning.
- Be consistent.

We believe that good behaviour and self-regulation is based on mutual knowledge and respect.

The school follows the Herts Therapeutic Thinking (formerly known as STEPs) approach to behaviour. STEPs tutors within the school receive an annual update. Tutors provide training advice for all staff. At all times, we seek to work in partnership with the child and their parents/carers to achieve our aims.

### **What is Therapeutic Thinking Hertfordshire Steps?**

Therapeutic Thinking Hertfordshire Steps is the local authority's preferred approach to supporting positive behaviour management in schools and settings. The Therapeutic Thinking Steps approach forms part of the authority's behaviour strategy. It has been agreed through the SEND Executive and forms part of Hertfordshire's Local Offer.

Our 3 school rules are concerned primarily with safety, the happiness of the child and preparing for life in society. They are:



In addition, we have six "Learning Behaviours" which we encourage children and adults to show/demonstrate in their behaviours around our school. We ask all members of our school community to show our Learning Behaviours, as demonstrated below:

Pirton 6 Learning Behaviours	
<b>Ready</b>	- Adults are prepared and confident. Children are motivated to learn and know what is expected of them. There are high expectations and a shared vision for the school.
<b>Responsible</b>	- Adults and children look after each other and themselves in order to create an atmosphere of trust. Everyone speaks politely and looks after school property.
<b>Reflective</b>	- Adults reflect on own practice and demonstrate life-long learning. Children are given opportunities to think and develop a mindful approach to school.
<b>Respectful</b>	- Pupils and adults interact politely and with regard for the other person. Feelings and emotions are expressed clearly with the desire to seek a resolution.
<b>Resourceful</b>	- Adults model resourcefulness and children use strategies and past experience in current lessons. Challenges are overcome in a calm and purposeful manner.
<b>Resilient</b>	- Adults and children show determination at times of challenge. There is a sense of unity and purpose in learning that is inclusive and celebrates all achievements.

In our Celebration Assemblies, we award certificates to children who have demonstrated the Learning Behaviours or followed the school rules. The reasons for these awards are shared with the whole school community via the school website and our newsletter. We award certificates for children who have demonstrated these behaviours consistently but also those who have made significant improvements in their behaviours. Following the rules and the learning behaviours is an example of demonstrating valued behaviours.

## **Safeguarding your child**

### **Staff Training**

All adults in school receive Level 1 Safeguarding Training and we have regular safeguarding refreshers. We use a system called CPOMS to log safeguarding concerns alongside behavioural and pastoral difficulties.

We have three Designated Safeguarding Leads in school. Their names and pictures are on posters which are displayed around our school.

### **Collection of your child**

If someone is collecting your child who doesn't usually, please tell us via the adult on the playground in the mornings. If we do not receive a message, we will phone you before letting your child leave which can cause offence/upset. Please avoid this by notifying us in advance. The office is incredibly busy at 3pm, so please call in advance or ideally notify the adult on the playground in the morning.

### **Children in Reception-Year 2**

Our agreed school policy is that no pupil in Reception – Year 2 should walk to or from school on his or her own or be left on their own on the school premises either before or after school. In addition, we will only hand over pupils to named adults or older siblings provided they are 14 years old or above (however, if the professional judgement of the adult at school deems the person collecting to be unsuitable, they will not hand the child over).

Pupils will not be handed over to other adults unless the school has been informed by the parent that they have made this arrangement. We also ask that you keep us informed of any permanent changes in arrangements, preferably by letter.

### **Pupils in Years 3, 4, 5 and 6**

While there is no set age when children are ready to walk to school or home on their own, we believe that pupils in Years 3 and 4 should be brought to and collected from school and this is our school policy.

For pupils in Year 5 and Year 6, we believe that parents need to decide whether your child is ready for the responsibility of walking to and from school alone. Parents are required to complete a permission slip which will remain on your child's records. If your child has permission to walk home alone, we will allow them to leave at the end of the day. Once you have given permission for your child to walk home alone, it is therefore your responsibility to tell your child the days you wish them to wait for you and the days you wish them to walk home alone.

### **Non collection of pupils who do not have permission to walk home alone**

If no one arrives to collect a child who does not have permission to walk home alone, they will be kept in school and parents contacted. If the child is not collected and we have failed to make contact with a parent/carer, we will consult with Children's Services.

### **Communication and the sharing of important information that may affect your child whilst at school**

Please do keep us informed of any changes to personal circumstances that may affect your child's wellbeing, such as an unwell family member or the death of a family pet.

If you wish to contact your child's class teacher, please send an email to the school office ([admin@pirton.herts.sch.uk](mailto:admin@pirton.herts.sch.uk)) and they will forward the email to the class teacher and also to the Senior Leadership Team. Any emails received will always be seen by a member of school staff, even if your child's class teacher is teaching when the message is received. Our office team will make sure that they make teachers aware of urgent/important messages.

Emails sent to school will be checked between 8.00am and 4.00pm so emails sent in the evening will be forwarded to a class teacher on the next working day.

We know that parents value face to face contact and we do too, but the beginning of the day is busy and teachers need to get into the classroom and start teaching. We would ask that you say goodbye to your child and send them into their classroom, including the peg area, independently.

If you need to get a message to your child's class teacher that is urgent, there will be a member of staff on the playground each day who will take messages and pass them onto your child's teacher. They will ensure urgent messages are communicated to the teacher before the day starts. These adults will also open the gates at 8.40am and lock them at 8.50am.

### **Medication**

If your child has been unwell, but is now well enough to return to school and will require medication during the school day, we can administer this. We ask that the first dose of any new medication is always given at home, in case of any adverse reactions. You will need to bring the medication to school and sign the relevant paperwork. Children who are asthmatic will need an inhaler which must be kept in school. If your child suffers from any allergy or serious medical condition, please ensure that the school is kept informed.

### **First Aid**

We have several members of staff with Paediatric First Aid qualifications and several more with First Aid at Work. We will take care of your child and provide basic first aid, contacting you if it is felt necessary. In the case of a serious accident we would contact a contact for your child to ask to collect and seek further medical care. Parents are informed verbally of bumps to the head in case drowsiness or sickness follows, so that medical care can be sought. Accidents are recorded and your child will bring an accident slip home. It is essential that the school is able to contact one or both parents or a carer in the event of illness or accident during the day. Please make sure we are notified of any phone numbers as soon as possible. You are able to make these changes yourself using Arbor.

### **Illness**

If your child has been sick or had diarrhoea it is important that they have 48 hours after the last episode before returning to school because of the risk of spreading the infection. If your child is unwell, please call us on the first and on each day of absence. The exception to this is with sickness and diarrhoea where we ask for a phone call on day one and then again on days three onwards if your child remains unwell. If we do not receive information about where your child is, we will phone you for safeguarding reasons.

### **Working in partnership with you**

Sending your child to a new school can be daunting, for parents and children alike, whether your child is joining us in Reception or further up the school. We will take care of them and we value parent partnership

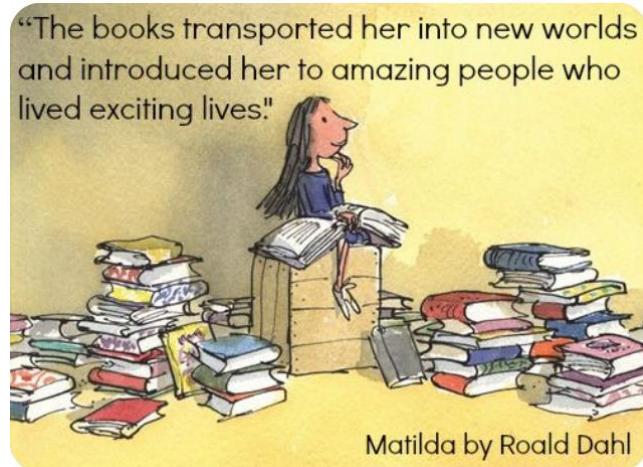
and interaction. Working with you means the best possible outcomes for your child academically and in terms of their emotional wellbeing.

## Home Learning

We set home learning to support your child's learning in school. Our full policy can be found on our website but this grid gives you an overview:

	Reception	Year One	Year Two	Year Three	Year Four	Year Five	Year Six		
Reading	Reading ideally daily and at least four times a week (see Reading Policy with Parent Partnership for further details)								
							Reading skills worksheet including comprehension		
Speaking and Listening	Over the school year, each child will be asked to give a presentation to their peers. These will start after October half term. These presentations will be shared in a weekly assembly to the child's class. In the first half term we will model and teach the skills to support children to prepare these presentations. The audience will be expected to listen and ask relevant questions.								
	Practical Maths activity linked to learning in class (large scrapbook provided for informal recording)	Maths activity linked to learning in class e.g. number bonds/number investigations (large scrapbook provided for informal recording)	Maths activity linked to learning in class e.g. number bonds/number investigations	Times Tables Rock Stars ideally daily and at least three times per week					
Maths				Maths worksheet		Reasoning style questions worksheet			
Phonics/Spelling	Phonics/Spelling Game linked to learning in class (large scrapbook provided for informal recording)	Phonics/Spelling Activity linked to learning in class (large scrapbook provided for informal recording)	Spellings to be practised and tested linked to a spelling/ phonics pattern that has been taught.	Spellings to be practised linked to a taught spelling unit and tested.					
				Differentiated Spelling, Punctuation and Grammar worksheet					

## Reading



Matilda by Roald Dahl

In our school we wish to develop a love of reading and a positive approach to engaging with reading. This is best achieved through partnership with parents and by all adults supporting and modelling positive reading behaviours.

Our full "Reading Policy with Parent Partnership" is available on our school website.

We ask that parents to make at least four entries a week, however we encourage children to read daily at home. Older children are encouraged to record in their own reading records but we expect all children to read to adults regardless of their reading ability or age.

In addition to reading the book sent home from school, we encourage children to read widely in the home as part of their daily life for example comics, recipes, leaflets and poems.

From Reception, children receive a phonetically decodable reading book linked to the Bug Club Phonics stage they are working at. All children also have access, at least fortnightly, to a library where they can choose a book for pleasure. The reading for pleasure book may need to be read to the child. Ebooks are also available on Bug Club Phonics for children in Key Stage One and information is shared with parents.

## Term Dates

Our term dates for this academic year and next academic year are on our school website along with a calendar showing key events. Please can we ask that no holidays or days out are taken during term time.

### 2025/26

Autumn Term dates	
Wednesday 3rd September	INSET DAY 1 (no children to attend)
Thursday 4 <sup>th</sup> September	Term Starts
Friday 24 <sup>th</sup> October	Term ends at 3:15pm (usual time)
Monday 27th October – Friday 31 <sup>st</sup> October	Half term holiday
Monday 3 <sup>rd</sup> November	INSET DAY 2 (no children to attend)
Tuesday 4 <sup>th</sup> November	Term starts
Thursday 18 <sup>th</sup> December	Term ends at 1:30pm
Friday 19 <sup>th</sup> December	Occasional Day –School closed

Spring Term dates	
Monday 5 <sup>th</sup> January	INSET DAY 3 (no children to attend)
Tuesday 6 <sup>th</sup> January	Term Starts
Friday 13 <sup>th</sup> February	Term ends at 3:15pm (usual time)
Monday 16 <sup>th</sup> February – Friday 20 <sup>th</sup> February	Half term holiday
Monday 23rd February	Term starts
Friday 27 <sup>th</sup> March	Term ends at 1:30pm

Summer Term dates	
Monday 13 <sup>th</sup> April	INSET DAY 4 (no children to attend)
Tuesday 14 <sup>th</sup> April	Term Starts
Monday 4 <sup>th</sup> May	Bank Holiday
Friday 22 <sup>nd</sup> May	Term ends at 3:15pm (usual time)
Monday 25 <sup>th</sup> – Friday 29 <sup>th</sup> May	Half term holiday
Monday 1 <sup>st</sup> June	Term starts
Thursday 9 <sup>th</sup> July	Transition day (children visit new classes)
Wednesday 22 <sup>nd</sup> July	Term ends at 1:30pm