



# School Booklet

2017-2018



# welcome

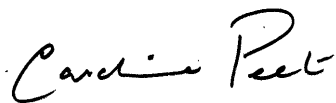
Dear Parents and Carers,

The Queens' Federation is made up of two thriving primary schools: Queen Edith Primary School, situated in extensive grounds on the south side of Cambridge and Queen Emma Primary School, a newly built school which opened in September 2011. The two schools work very closely together and share an experienced Leadership Team and Governing Body. If you are in the catchment area for Queen Edith then you will also be living in the catchment area for Queen Emma, however, Queen Emma also offers places to children living in the Morley and Ridgefield catchment areas in order to meet demand for places in the south of the City. We endeavour to provide a broad and balanced curriculum in a caring and secure environment across the Federation.

Our school booklet gives you an insight into the life of the school and includes our aims, curriculum information and an outline of daily routines and procedures. In addition to this booklet each pack for new parents includes our latest Ofsted report, our Home-School Agreement and class booklets, which give information about the curriculum followed by each year group. We trust it will give you a clear picture of the school, but should you have any questions please do not hesitate to contact the school or make an appointment to see me or another senior member of staff. Our website also provides lots of useful information including our latest Ofsted Reports.

If your child is soon to join us, we hope he or she will have a long and happy association with the school. We are committed to working in partnership with our parents and our desire is that you will feel fully involved in your child's education and the life of the school.

Yours sincerely,



Caroline Peet  
Executive Headteacher



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# Our School Aims

## Our School Aims

**To create a stimulating and safe environment which encourages every child to play a full and active part in his/her learning.** As well as implementing the statutory curriculum, the school provides a wide variety of diverse learning experiences which match the needs of every child and promotes achievement and enjoyment. Through our creative curriculum we promote every child's development socially, emotionally, intellectually spiritually and physically.

**To create a positive atmosphere where the children are valued and their voice is heard.** All members of the school community are respected and work in a well ordered and secure environment and are praised for their efforts. Children are supported to develop a sense of direction and shared purpose which promotes effective learning and behaviour and prepares them for the world outside.

**To establish and maintain positive relationships across the Federation with parents, the wider community and the Local Authority.** Parents are kept fully informed about their child's progress, development and achievements.

# The Curriculum

## ACHIEVEMENT AND ENJOYMENT

At the Queens' Federation, as well as encouraging children to achieve their best results and make excellent progress, we want them to get the most out of every learning opportunity and to develop as individuals. In this section you will find details of the national Curriculum and our approach in each subject area, as well as ways in which we seek to enrich and extend the learning opportunities given.

### EARLY YEARS FOUNDATION STAGE (EYFS)

The Early Years Foundation Stage (EYFS) Curriculum is the phase of education from birth to five, with the Reception year representing the final year of the EYFS. This year builds directly on the experiences and skills children bring from their pre-school settings.

There is a strong emphasis on learning through play, being both child-initiated and planned play. The curriculum is delivered through a combination of whole class activities, adult-led focused activities and child-initiated activities.

The curriculum is divided into six areas of learning which are:

- Personal, Social and Emotional development;
- Communication, Language and Literacy;
- Problem solving, Reasoning and Numeracy;
- Knowledge and Understanding of the World;
- Physical development;
- Creative development.

The EYFS provides firm foundations for future learning in Key Stage 1 and is consistent with the National Curriculum. We believe that children learn best from practical experiences and ensure the curriculum is delivered in this way as much as possible as well as being linked to the needs and interests of the children.

#### Communication and language

This area of learning and development involves giving children opportunities to experience a rich language environment; to develop their skills and confidence in expressing themselves; and to speak and listen in a range of situations.

#### Physical development

This area of learning and development involves providing opportunities for young children to be active and interactive; and to develop their coordination, control and movement. Children will also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

#### Personal, social and emotional development

This area of learning and development involves providing opportunities for children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

#### Literacy

This area of learning and development involves encouraging children to link sounds and letters and to begin to read and write. Children will be given access to a wide range of reading materials to ignite their interest.

#### Mathematics

This area of learning and development involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces and measures.

#### Understanding the world

This area of learning and development involves guiding the children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

#### Expressive arts and design

This area of learning and development involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings.

### NATIONAL CURRICULUM

Children progress from the Reception year into Key Stage 1 (KS1), which comprises Years 1 and 2. At the end of KS1 they move into Key Stage 2 (KS2), which we subdivide into Middle Years (Years 3 and 4) and Later Years (Years 5 and 6). Each of these groups of classes is led by a senior member of staff called the Team Leader. Children are taught the National Curriculum throughout KS1 and KS2.

At the Queens' Federation we are committed to providing a broad and balanced curriculum for our children. We have incorporated the National Curriculum subjects, into a structured and well planned curriculum. Continuity and progression are ensured through evolving year group topics and whole school policies. When appropriate we have presented the children with cross curricular work, but we have discovered that some aspects of the National Curriculum can only be taught in sufficient depth if covered as individual subjects.

### ASSESSMENT

Assessment by teachers takes place as a continuous process in all areas of the curriculum with children in Years 2 and 6 also take the Standard Assessment Tasks and Tests (SATs) during the Summer Term. Parents are kept fully informed when these tests are taking place and of the form they will take. They receive written notification of their child's results and are able to see the comparative results for the whole year group. Parents are offered the opportunity to discuss their child's progress and results with the class teacher at an end of year parent consultations. Further information about the school's results are recorded on our school websites.

Parents with children in all other year groups receive a written report on their child's progress during the academic year at the beginning of July. Parent consultations are regularly organised during the year but teachers are always happy to discuss parents' individual concerns. Convenient appointments can be made with the class teacher.

In the first few weeks of Reception, teachers complete a Baseline Assessment on every child. These results will be shared with parents and regular progress meetings will take place during the year.



# Subject Statement

## ENGLISH

Teaching in the Nursery and Reception classes follows the Early Years Foundation Stage, which includes a section on Communication, Language and Literacy. From Year 1 onwards, the Renewed Framework for Literacy provides the basis of our teaching of English.

Children are taught literacy daily in timetabled sessions. In addition, much literacy teaching takes place through other curriculum areas; for example, in design technology, children will be taught to write instructions, and in history, they will use books as a source of information.

Our approach to the teaching of reading takes account of children's different learning styles, so a variety of approaches is used; these include phonics and whole word recognition. We have a wide range of resources to support the teaching of reading, including many games and activities which the children may use as a whole class, in small groups or individually. Each class has its own library of books for the children to choose from. Children in the early stages of learning to read will usually select their reading book from a box of books, including reading scheme books, at an appropriate level for them. Our non-fiction libraries include a wide variety of books for reference and borrowing in the classroom.

Nationally, children's achievement in writing tends to lag behind their achievement in reading. We have worked hard to address this differential and have increased the range of resources used to support all aspects of writing. We aim to teach each child the skills to write fluently and accurately, appreciating the styles they might use for different audiences. Careful attention is paid to the teaching of handwriting, spelling and grammar. We also introduce children to a wide range of writers to influence and inspire their own writing.

We believe that the teaching of speaking and listening skills plays a vital part in helping children to become confident readers and writers as well as contributing to their personal and social development and to their progress in all curriculum areas. We therefore offer a wide range of opportunities to develop these skills through class and sharing assemblies, discussions, drama lessons and productions, circle times and many other occasions during the school day.

In our planning for English teaching we are conscious of the gap at national level between the achievement of boys and girls in English. We attempt to address this imbalance by looking at the interests of boys, considering their response to different teaching styles, addressing their learning styles and keeping abreast of new research into this issue.

## MATHEMATICS

At the Queens' Federation we closely follow the National Primary Framework for teaching mathematics. Each year, the various topics within maths are revisited several times, building upon the work done in previous units. Teachers plan their lessons to include the use of a variety of practical resources, interactive whiteboard activities and written work, as appropriate for the age group. Children are taught in their classes until the later years when they are taught in sets. Within a class or set, children will work in different groupings, such as similar ability groups, mixed ability groups, or paired work.

Maths homework is set weekly and revises, reinforces and extends the work done in class during the week. It may consist of an activity to carry out at home, an idea to be investigated or some problems or questions to answer. Some year groups also have a library of mathematical games that the children can borrow to play at home.

As the approach to written calculation methods has changed somewhat over recent years, we have several resources to help parents support their children with mathematics at home. A Parents Maths Booklet and other supporting material is available to download from our school websites and details the progression of maths throughout the school giving ideas for activities that parents and carers can share with their children.

## SCIENCE

Science is taught from Nursery to Year 6 and is a subject that encourages children to use their natural curiosity to investigate and explore the world. We follow the National Curriculum and teach the material in units to ensure we have good continuity and progression throughout the school. The children are encouraged to learn science through first-hand experience, developing the ability to observe carefully, investigate problems and talk about their work to ensure good understanding. To enrich the curriculum we have good links with Cambridge University and are always delighted to welcome support from parents who have expertise in a particular area. Excellent ICT resources are used to support the children's learning and understanding.

The children's progress is monitored and parents receive written reports at the end of each year. The content of the curriculum is challenging and children are tested both on their factual knowledge and ability to apply that knowledge at the end of Year 6 in the national Standard Assessment Tests (SATs).

# Subject Statement (continued)

## COMPUTING

All classrooms are equipped with interactive whiteboards for whole class teaching. Children have access to 2 trolleys of netbooks for lessons in their classrooms, one set being touch screen. The normal ratio when using netbooks would be one for each child. We also have a computer suite of PCs, with a ratio of one PC for every two children, and this facility is used to run software that requires more processing power (such as music sequencing software). Both the netbooks and the Computer Suite allow the children to access the Computing Curriculum, but are also available to aid teaching and learning in all subjects.

At Queen Edith we take internet safety very seriously and a series of measures are taken to ensure that the children only access sites checked and approved by teachers, or search for appropriate sites under the guidance of a teacher. Our school website provides useful information about the school, but is also a way of celebrating children's work. Since pupils like to see their contribution acknowledged with their name, parents/carers will be asked to give permission for the use of children's first names to accompany work.

From Year 2, Children are also able to share work within the school via Makewav.es, an online learning platform. Each child has an individual username and password, so that they can use the site securely at home and at school.

## HISTORY

History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. Within History at Queen's Federation we aim to:

- Provide children with an experience of history, which is both valid and stimulating.
- Encourage a lively and questioning approach to history, which will enable children to enjoy their learning.
- Enable children to understand how they themselves fit into the pattern of past and present in Britain and the world.



## GEOGRAPHY

Studying Geography is a fascinating journey aimed at developing life-long curiosity about our world and its people. Pupils at the Queens' Federation learn about diverse places, people, resources and natural and human environments as well as the powerful physical and human processes that shape and change our planet. Children develop important geographical skills such as collecting, analysing and presenting information they have gathered during field work, learning how to interpret geographical information from maps, satellite photos, globes and diagrams, and communicating their findings and ideas in a variety of ways.

Through their geographical knowledge and skills, children understand how their actions can impact on local and global environments. They are encouraged to think about solutions to urgent and relevant questions that affect their lives now and in the future, and how they can take responsibility for the stewardship of our planet.

## RELIGIOUS EDUCATION

Religious education is taught as a compulsory subject in every year group in age appropriate manner. At Queens' federation we follow the 'Cambridgeshire Agreed Syllabus' and the 'Discovery R.E.' framework.

Early years and Key stage 1 children approach R.E. through experiences and feelings they are familiar with. Subsequently they are able to relate these to questions about other religions. In Key Stage 2 children are encouraged to engage with and openly discuss their understanding and opinions of religions and their philosophies, through an enquiry based approach.

Unlike literacy and maths, R.E. is often taught through a full day or week's learning on a specific question enquiring into a religion and its practices. This gives the children the opportunity to engage fully with the topic. The principal religions within the local community and the UK will be covered in different year groups.

Parents are welcome to make an appointment to discuss RE or assemblies with a member of the Senior Leadership Team. They have the right to request that their child does not attend assemblies or RE lessons. However, we believe this would be detrimental to the child's education and would mean them missing out on opportunities when moral issues and school values are shared.

# Subject Statements<sub>(continued)</sub>

## MUSIC

At the Queens' Federation we understand the importance of exposing children to a wide variety of musical experiences. We believe music in school should engage and inspire children to develop a love of music as well as increase their self-confidence, creativity and provide a sense of achievement. Every child has the opportunity to learn the recorder, and in Year 6 the children start learning the ukulele. As well as learning to play an instrument, the children will learn to sing and use their voices – through class singing, music assemblies and Christmas concerts / productions. They will also listen to a wide range of music and discuss who composed it, which period of history it comes from and what this context could mean. Children also have the opportunity to create their own music, developing an understanding of pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. Performance opportunities are provided in assemblies and concerts throughout the year.

## FRENCH

Children love learning languages! They pick up new words and phrases much more quickly than adults and enjoy playing with new sounds. Learning a foreign language also helps them to understand the grammar and vocabulary of English more deeply.

From Year 3 upwards every child at Queen Edith and Queen Emma has regular French lessons, taught either by their class teacher or a PPA teacher. Through a mixture of games, stories, songs and mini-conversations, we aim for the children to find language learning fun and accessible, while also progressively building up the bank of words and sentences that they can say, understand, read and write. We also liaise closely with Netherhall, our main feeder secondary school, to ensure that the French learning that takes place at both schools offers a strong foundation for secondary languages teaching.

## ARTS, CRAFT AND DESIGN

At the Queens' Federation the purpose of art, craft and design is to engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works. As taken from the National Curriculum, pupils "should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation." Throughout the Key Stages at the Queens' Federation, we do just that.



In KS1 we use drawing, painting and sculpture in a variety of materials to develop and share ideas. We develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.

In KS2 pupils are taught to develop their techniques, including their control and use of materials. We develop creativity, experimentation and an increasing awareness of different kinds of art, craft and design throughout this process.

We aim to ensure that all pupils produce creative work, exploring their ideas and recording their experiences. We encourage the use of sketch books to record artistic ideas and which allow children to review and revisit previous ideas.



## DESIGN & TECHNOLOGY

Design and Technology is a subject much enjoyed at Queen Edith and Queen Emma. The opportunity for children to use their imagination and creativity to produce items that fit a given brief or help solve a problem is enjoyed by every year group across both schools.

In line with the national curriculum for Design and Technology we aim to ensure that all pupils:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and work of others
- understand and apply the principles of nutrition and learn how to cook

# Subject Statement (continued)

## SEX AND RELATIONSHIPS EDUCATION

Sex education is included as part of the school's PSHCE policy and we have integrated the teaching of sex education within our curriculum so that children meet it at an appropriate time during topics on the human body in Years 2 and 4 and again in Years 5 and 6. In the Early Years children deal with human development and when older they have opportunities to discuss reproduction, puberty and relationships. The children's questions are answered honestly, but if a child raises a subject which we consider inappropriate to discuss with the whole class, we will discuss the question later with the child concerned or we will suggest they speak to their parents.

Parents will always be informed when children will be covering elements of the sex education curriculum. In Year 5 there will also be opportunities for parents to see the books and videos which the children will view in advance, so that parents can support the work which is taking place at school and ask any questions they may have.

Parents who have concerns about the content of the sex education curriculum are welcome to make an appointment with a member of the Senior Leadership Team. If parents remain concerned they have the right to withdraw their children from the lessons.

## PERSONAL, SOCIAL, HEALTH & CITIZENSHIP EDUCATION (PSHCE)

*"PSHCE is a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives. As part of a whole school approach, PSHCE develops the qualities and attributes pupils need to thrive as individuals, family members and members of society."*  
PSHCE Association

Across the Queens' Federation we aim to promote healthy, independent and responsible members of society. We encourage all our pupils to play a positive role in contributing to school life and the wider community through class and school councils, fund raising events, supporting nominated charities and involvement in community activities. Our pupils are given opportunities in PSHCE lessons to develop confidence, self-motivation and an understanding of their rights and responsibilities within our diverse society.

We teach PSHCE in a variety of ways: as a discrete subject, via assemblies and through other subjects such as RE, History, Geography, Literacy, Maths and Science, as well as through outdoor educational visits, community work and activities.

## PHYSICAL EDUCATION (PE) & SCHOOL SPORTS

Sport and physical activity are key to helping children grow into healthy, active and confident individuals. At Queen Edith, pupils enjoy participating in competitive sport, hone their control and coordination through dance and gymnastics, and learn the vital life skill of swimming. Through partnership with the Cambridge School Sports Partnership, we also take part in regular inter-school competitions and sports festivals. See the [Cambridge School Sports Partnership](#) website for more details.

## SCHOOL TRIPS AND CHARGING POLICY

To enable us to give the children the rich and varied educational experience we wish, many activities such as visits relating to class topics are undertaken each year and residential trips to Kingswood and Grafham Water Centre are arranged for children in Years 5 and 6. We always keep costs to a minimum and ask parents for a voluntary contribution to cover the costs. Support for trips and visits is available for children in receipt of Pupil Premium Funding. Other parents who are facing financial hardship should arrange to meet with a member of the Leadership Team to discuss payment possibilities and support.



# Our School Community

## BRITISH VALUES

The Department of Education have recently reinforced the need "to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs."

The Government set out its definition of British values in the 2011 Prevent Strategy, and in June 2014, reiterated the role that British values play in education. The Prevent Strategy defines fundamental British values as "democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs". At the Queens' Federation these values are reinforced regularly and in the following ways:

**Democracy:** Children have many opportunities for their voices to be heard. Each school has a school council which meets regularly to discuss issues raised in class council meetings. A boy and girl representative from each class are elected by their class from Years 2 to Year 6. Anyone wishing to be a School Council rep is encouraged to make a speech to the class about why they should be voted in. Each term new reps are elected apart from the Year 6 reps who commit to the School Council for the whole year. The School Council aims to meet once a week and the reps have a notebook in which to record action points from the meetings and feedback to the rest of their class, who then give suggestions. The reps then take these suggestions to the meetings. Early on in the year, classes suggest charities or causes to support and the School Council have the final vote. The School Council aims to have one fundraising event a term for the chosen charity and the reps ask their classes for ideas. As well as raising money for charity, reps have taken suggestions from their class for in-school events or community work. In addition to this, every class from Year 1 to



Year 6 have weekly class council meetings during an assembly session. The purpose of these class councils is to involve the children more actively in their learning and in

school decision making, as well as to develop their skills of speaking, listening, negotiation and citizenship.

**The Rule of Law:** At the start of every school year, each class teacher works with the children in their class to establish a set of class rules. The children are also aware of the general school and playground rules which are reinforced through work in assemblies, PSHCE lessons and class councils. We have a consistently applied behaviour policy which sets out school expectations of behaviour. Expectations are reinforced regularly and we praise positive choices that pupils make. Pupils are taught why we have laws, the responsibility we all have to keep the laws and that there can be consequences when laws are broken. Across the Queens' Federation we promote Restorative Approaches so that everyone

is accountable for the impact of their actions and is given the chance to find ways forward together following conflict. In this

way young people learn to take their place in the world as responsible, caring citizens. We are also developing Peer Mediators to operate on our playgrounds to support other children in resolving conflict.



**Individual Liberty:** We follow the Cambridgeshire PSHCE Scheme of work and, through this, the children learn that they have the right to feel safe and what to do should they face a problem. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example through our E-Safety and PSHCE lessons. All adults work hard to build trusting, respectful and supportive relationships with the children in school. Children are given the freedom to make choices within their learning, play and extra-curricular activities.

Children are encouraged to take on more responsibility e.g. through our leadership awards and through running child initiated clubs during lunchtimes.

**Mutual Respect and Tolerance of those of Different Faiths and Beliefs:** In our Equality and Diversity Policy, we set out nine principles by which we are guided. We believe that all learners are of equal value, we recognise and respect difference, we foster positive attitudes and relationships and a shared sense of cohesion and belonging, we aim to reduce and remove inequalities and barriers which already exist and we believe that society as a whole should benefit. Children learn that their behaviours have an effect on their own rights and those of others. All members of the school community treat each other with respect.

Both schools are situated in an area which is very culturally diverse, therefore we place a great emphasis on celebrating the fact that we are a global village with over 30 languages spoken within our schools. Assemblies are regularly planned to include stories and celebrations from a variety of faiths and cultures. Our RE and PSHCE teaching reinforces this.

Members of different faiths or religions are encouraged to share their knowledge to enhance learning within classes and the school. The PSFA organises an International Evening where families come together to share food representative of their culture.



## Assemblies and Religious Education

Our daily, non-denominational assemblies are carefully planned and children meet in various groups during the week. These represent a valuable opportunity to unite the school community. The assemblies cover a range of themes including Biblical stories, stories from other world religions, festivals, and an understanding of the values and moral codes upheld by members of all faith communities. The children have opportunities to ask questions and express opinions. We encourage all children to reflect upon important issues and the way we behave towards others.

# Our School Community (continued)

## ETHOS AND BEHAVIOUR

At the Queens' Federation all staff are committed to creating a positive atmosphere where children are encouraged and praised for their efforts. Children are given a sense of direction and shared purpose, which promotes good work and behaviour. Staff provide the best opportunities for each child to fulfil his or her potential. We believe this can only be achieved in a well-ordered, disciplined environment, where every child feels happy and secure. We therefore aim:

- to foster tolerant, caring attitudes towards others;
- to encourage self-discipline and motivation;
- to promote respect for the built and natural environment.

We see these aims as providing the foundation for responsible attitudes in later life.

In keeping with the Federation ethos we recognise our role in encouraging good standards of behaviour through the development of self-discipline. We feel it is essential to have a clear code of conduct backed by a system of rewards and sanctions. In addition, the following points are also important in influencing behaviour:

- There is an expectation that all children will behave well and that problems are dealt with consistently and fairly.
- Following the lead of the Executive Headteacher there is a collective staff responsibility for encouraging sensible behaviour from all children at all times.
- The staff are committed to pastoral care of all children and will work in partnership with parents to promote the children's self-esteem and respect for themselves, their peers and other adults.
- The school rules are intended for the good of all. They promote a happy, safe and secure environment for all members of the school community.
- The delivery of the curriculum and the teaching and learning methods throughout the school are of a high quality and inspire and motivate the children.
- The wearing of school uniform is encouraged as a means of promoting a shared identity.

The following key rules underpin our approach to promoting good behaviour in school and beyond:

- ✓ Be persistent – always try your hardest.
- ✓ Be cooperative – listen and learn from one another.
- ✓ Be helpful – look for ways to help each other.
- ✓ Be responsible – never hurt one another with words or actions.
- ✓ Be polite – treat everyone with respect.
- ✓ Be sensible – move around the school safely.
- ✓ Be careful – look after your belongings and those things belonging to others.

A range of positive strategies and rewards, appropriate to the age and ability of the children, is used to promote good behaviour and encourage the development of self-discipline.

These positive strategies include:

- negotiating classroom rules;
- circle time sessions to promote self-esteem;
- giving children responsible tasks and leadership opportunities;
- praising good behaviour in the classroom, playground, dining room and corridor.

Our rewards include:

### Key Stage 1

1) 'Learner of the Week' Certificates – awarded for an identified positive learning behaviour

2) Stars - awarded for positive behaviour, reward stickers awarded for every 5 stars earned

3) Sunshines - awarded for positive whole class behaviour, whole class reward when 10 sunshines are earned.



### Key Stage 2



1) Learning Certificates – awarded weekly for key learning behaviours

2) Housepoints (individual) – awarded for positive behaviour, reward stickers for every 20 housepoints earned

3) Housepoints (collective) – winning house announced weekly and displayed prominently

4) Class rewards – awarded for positive whole class behaviour, whole class reward when 10 rewards are earned

5) Leadership – leadership record sheets ultimately leading to bronze, silver, gold and platinum awards.

Behaviour which is contrary to the Federation's ethos is unacceptable and will be dealt with appropriately either by the child's class teacher or, if persistent, by the Team Leader, or Senior Management Team. In dealing with unacceptable behaviour, staff will begin with the least intrusive intervention possible (usually a rule reminder), applying progressively serious sanctions as necessary.

As an organisation which values relationships, we are working to create a safe, respectful and harmonious community, and seeking to repair those relationships when harm is caused through conflict or inappropriate behaviour. Using the skills of active, non-judgemental listening, mediation and group problem solving, the whole school community can learn to resolve their own conflicts and deal effectively with challenging behaviour including bullying and violence. This is called Restorative Approaches.

You can find out more about Restorative Approaches on our school websites.

# Inclusion and Equality

## EQUALITY

At the Queens' Federation we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life. The school recognises it has to make special efforts to ensure that all groups prosper including:

- Boys and girls, men and women
- All minority ethnic groups including travellers, refugees and asylum seekers
- Pupils or families with different religions or none
- Pupils and others with special educational needs
- Pupils and others with a range of disabilities
- Children who are looked after and their carers
- Children or staff who are gay or lesbian

As a Federation we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit us.

We try to ensure that disabled pupils can play as full a part as possible in school life. We implement accessibility plans, which are aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.
- Improving the availability of accessible information to disabled pupils.

We are fortunate in having children from a variety of cultural and ethnic backgrounds, which enables us all to learn from a wealth of first hand experience. **At the last count 32 languages featured in our children's backgrounds.**

If your child has a disability s/he will be treated no less favourably than other applicants for admission. We make reasonable adjustments to ensure that pupils with disabilities are not placed at a substantial disadvantage. Our Accessibility Plan (available on our school websites) describes the arrangements we have already made and the further proposals planned to improve physical access to the school, access to the curriculum and access to written information.

## SEND

Many children have special educational needs at some point in their school career and we have experience of dealing with many different types of individual need. The Executive Headteacher and Special Educational Needs Co-ordinator (SENCo) liaise with specialist staff outside the school to ensure that all children's needs are addressed appropriately. In school, class teachers and teaching assistants regularly review their practice and receive up-to-date in-service training.

The Federation has a policy for supporting children with special educational needs which is revised regularly in line with our statutory duty. **This policy is available on the school website.** Our aim is for all children to have access to all aspects of school life, as far as is reasonable and practicable.

Gifted and talented children are also supported to develop their potential and meet their learning needs. The school has demonstrated the achievement of our more able children through consistently good results in KS1 and KS2. We endeavor to provide able children with a stimulating and creative curriculum, which challenges their thinking and promotes excellent achievements. Enrichment activities and extra-curricular activities are also arranged to motivate and inspire our able children.

We are conscious of potential gender differences in many areas of school life, from learning styles to the use of the playground. These issues are regularly considered amongst the staff and are discussed with the children as appropriate.

## SAFEGUARDING

The Queens' Federation is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share in this commitment. Staff work hard to maintain an environment where children feel safe and secure. The curriculum is designed to ensure opportunities for children to develop the skills they need to stay safe from abuse. Children know that they can approach any of the adults in school if they are worried and that they will receive a consistent supportive response.

In recognising our responsibilities for Safeguarding and Child Protection, as a school we:

- Have clear staff recruitment and selection procedures, ensuring that all staff (including volunteers) who have unsupervised access to children, have been appropriately checked for their suitability through the DBS procedure.
- Aim to raise awareness of child protection issues and equip children with the skills needed to keep them safe.
- Develop and implement procedures for identifying and reporting cases, or suspected cases of abuse or concerns about radicalisation.
- Support children who have a child protection plan.
- Establish a safe and nurturing environment free from discrimination or bullying where children can learn and develop happily.

We are bound by Local Authority guidance to report any suspected incident of child abuse or neglect to Social Services. The Federation acknowledges the distress this causes families, particularly if after the investigation is completed the allegations are proved to be groundless. Nevertheless the Federation has a duty to act in the best interests of the child and we hope parents will endeavor to work with the school and to maintain a positive relationship with our staff should such circumstances arise.

If you would like to know more about our policy or procedures for Safeguarding, please speak to Caroline Peet, Executive Headteacher, who is our Designated Lead for Child Protection and Prevent. **Our Safeguarding and Child Protection Policy** is available on our website

# Parents in Partnership

We welcome parents and there are many opportunities for parents to become involved in the life of the school and to gain a greater understanding of its work. Parents support and expertise can be used in many ways and is greatly valued.

## COMMUNICATION AND INVOLVEMENT

There are many opportunities to come into school to see class assemblies, seasonal concerts and productions. We also organise bi-annual 'Learning Saturdays' which provide an opportunity for families to enjoy learning together in a fun environment. So far these have covered History, Science, Literature and Drama and Adventures Round the World! Details of all these, and more, are on our School Calendar which will be available early in the new school year.

*Parent Afternoons* take place at the beginning of each academic year to inform you about the curriculum for the coming year. Year group booklets are provided detailing all areas to be covered during the school year. You will also receive a curriculum planning sheet which provides parents with key information taught in each subject. It recommends additional activities parents can undertake at home and confirms all the important class dates such as trips and assemblies.

*Parent Open Afternoons* take place each term. It is an opportunity for you to come in and spend time with your child so they can show you the work they have been doing. If you are unable to make these times we are happy for an alternative time to be arranged.

*Parent Consultations* take place during the Autumn and Spring Terms and you are encouraged to come and discuss your child's progress. Written reports are provided at the end of the Summer Term.

## OPPORTUNITIES TO COME INTO SCHOOL

Other opportunities to come into school are provided by class assemblies, seasonal concerts, end of topic celebration days or special curriculum events.

## PARENTAL CONCERNS

Any concerns about school matters should first be discussed with class teachers. If a concern remains unresolved the matter should be brought to the attention of a member of the Leadership Team. If the concern/complaint is still not resolved, a formal complaint may be made to Penny Coltman, Chair of the Governing Body. [chair@queensfederation.cambs.sch.uk](mailto:chair@queensfederation.cambs.sch.uk) or by calling the Clerk to the Governing Body on 01223 714314. Our Complaints Procedure is available on our websites.

## PARENT, STAFF AND FRIENDS ASSOCIATION (PSFA)

We are very fortunate in enjoying the active support of a large number of parents. Our Parent Staff and Friends Association (PSFA) are responsible for a full programme of activities at both schools. Social functions such as Children's Discos, the International Food Evening, our annual Summer

Fete and School Picnics all raise vital financial support for our schools. Over the past few years these funds have helped refurbish our stage facilities, provided netbooks and new play equipment for our play grounds as well as providing an annual lump sum of £1,000 to buy new books.

## PARENT GOVERNORS

We have 4 elected Parent Governors, 2 representing each school. School Governors are a group of individuals who are elected, nominated or co-opted and are representative of parents, the Local Authority and our school communities. Full Governing Body Meetings are held every half term, as are meetings for our three Committees – School Improvement, Resources and the Management & Communications

## HOMEWORK

Homework refers to any task or activity which children are asked to do outside lesson time, either on their own or with the support of parents or carers. At Queen Edith school, we believe that undertaking regular homework is an important part of a child's education. We are committed to helping all children, and their families, to establish positive homework routines that will support their present learning and develop successful habits for later life.

Homework tasks are carefully planned across the school and we recognise that the nature and the purpose of homework changes as the children become older. In Early Years Foundation Stage the school seeks to establish and develop a partnership with parents and carers by involving them actively in their children's learning.

As children get older, homework tasks increasingly provide more opportunities for the development of the skills of independent learning. In Early Years Foundation Stage this may include sending home your child's reading book or a book to share. As children progress through the school, daily reading, spellings, written tasks, number activities and tables will be sent home and small tasks which may involve the whole family in the term's topic may be set

.When the children reach the Later Years, as well as daily reading, learning spellings and completing maths tasks, they are required to complete longer pieces of written work including topic projects. We believe this is essential preparation for secondary school, where there is an expectation that children can organise their time and apply themselves to tasks most evenings. Any material which is sent home to support children will be the responsibility of the parents and must be returned within the agreed period.

Every holiday an optional homework will be set across the school, so that whole families can do it together or individual children can take up the challenge. You have the flexibility to do whichever ones suit you throughout the year. Children are rewarded for taking part in these activities and the best ones win a prize

## Helping in School

We have many parent helpers in school helping class teachers in a variety of ways– the list is endless! Your time and talents are always greatly valued by staff. In accordance with legal requirements all parents volunteering at school must complete a Registration Form for Voluntary Helpers available at the school offices and sign our volunteer agreement. Where parents are working with children unsupervised they will be required to have an Enhanced DBS Check, which the school office will process.



# General Information

## ADMISSION ARRANGEMENTS

Cambridgeshire Local Authority (LA) is responsible for setting the admission arrangements and the Published Admission Number (PAN) of pupils. This number is set at 60 for Foundation Stage places. Children are admitted into the school in accordance with Cambridgeshire County Council Admissions Policy. There is no discrimination on the grounds of gender, disability, race or religion. With the exception of our Nursery, school admissions are organised by the County Council Admissions Team. Please contact the school office for information on the deadlines for applications or look at the Cambridgeshire website.

## RECEPTION ADMISSIONS

We have two Reception Classes at each school, admitting 60 children in the September before their fifth birthday. Our schools are regularly over-subscribed, in which case the admission criteria for all County Schools is applied. In priority order these are:

- children who are looked after or who have a statement of special educational need;
- children living in the catchment area with a sibling at the school (or a partner junior school) at the time of admission;
- children living in the catchment area;
- children living outside the catchment area who have a sibling at the school (or a partner junior school) at the time of admission;
- children living outside the catchment area who have been unable to gain a place at their catchment area school because of oversubscription;
- children who live outside the catchment area, but nearest the school as measured by a straight line.

In cases of equal merit in each set of criteria, priority will go to children living nearest the school as measured in a straight line.

Children outside the catchment area, but not fulfilling the above criteria, will only be offered a place if any remain after these above criteria have been applied, again decided by distance.

## APPEALS PROCEDURE

Parents or Carers who wish their child to attend either Queen Edith or Queen Emma School and who are not offered places because the year group is full, will be offered the opportunity to stay on our reserve list. They will also be informed of their right to appeal for a place and information about the appeals process will be supplied. If this is not provided by the Local Authority, please contact the school office.

## ORGANISATION OF CLASSES

For the Reception year, we allocate children coming from our Nursery and the new children joining the school in Reception to two classes. We endeavour to create two balanced classes and take into consideration age, gender, ability, ethnicity and helpful friendships.

We review these groupings at the end of each academic year. If the profile of the class does not represent the best possible working environment for all children, we will consider re-structuring the classes.

Although this happens every year in many schools we know it causes concern amongst children and parents when it happens at Queen Edith. We

therefore want to re-assure parents that the classes are arranged with great care and careful consideration. In the past, when the need for restructuring classes has arisen, the new classes have settled quickly and the children have clearly benefited from the new arrangement.

## SCHOOL HOURS

The day begins for the whole school at 8.55 a.m. Lunch is at 12.00 midday for Key Stage 1 and the Foundation Stage and at 12.15 p.m. for the older children. Afternoon school begins at 1.15 p.m. and finishes at 3.30 p.m.

All children in the Foundation Stage and Key Stage 1 classes should be brought to and collected from the small playground. Children in Years 3-6 should arrive and leave via the large playground entrance. This arrangement enables us to avoid serious congestion in the corridors when all the children are on the move. The only exception to the rule are children who have younger brothers and sisters who are going to meet adults in the small playground and children with bicycles who may leave by the doors beside the large hall.

At the end of the day please try to be on time to collect young children to prevent them from growing anxious. If parents are unavoidably delayed, please contact the school office.

## JOINING THE SCHOOL LATER ON

Children regularly join the school later on in their school life. We make very effort to ensure that they are welcomed, looked after and monitored so that they quickly make friends and can find their way around the school. Teachers give children time to settle in before making an assessment of their academic abilities. This assessment, together with records from the previous school will enable your child to have the best start in our school. Parents and carers are encouraged to contact the school if their child has difficulty settling in.

## NURSERY ADMISSIONS

**At our Queen Edith Nursery we are pleased to be able to offer 4 different 15 hour packages and funded 30 hour places.**

Please visit the nursery page of our school website by following the link below, where you will find details of all the packages that are available and can view our admissions criteria.

<http://queenedithschool.org.uk/nursery>

Or contact Andrea Byford in the Queen Edith Office on (01223) 712200  
[office@queenedith.cambs.sch.uk](mailto:office@queenedith.cambs.sch.uk)

## Queen Emma Nursery

Our Queen Emma Nursery has a Rising 3s Room (Cubs) open from 7.45 am to 6.00 pm and a Rising 4s Room (Foxes), which offers extended hours on a paid for basis in addition to the 15 hours free funded sessions for 3 and 4 year olds. For details on admissions please contact the Nursery Business Manager, Karen Easey, on (01223) 714305 or [nursery@queenemma.cambs.sch.uk](mailto:nursery@queenemma.cambs.sch.uk) or visit our website [www.queenemmanursery.org.uk](http://www.queenemmanursery.org.uk)

# General Information (continued)

## ATTENDANCE

We expect all children on roll to attend every day, when the schools are in session, as long as they are fit and healthy enough to do so. We do all we can to encourage the children to attend, and to put in place appropriate procedures. We believe that the most important factor in promoting good attendance is the development of positive attitudes towards school. To this end we strive to make our schools a happy and rewarding experience for all children. We will also make the best provision we can for those children who, for whatever reason, are prevented from coming to school.

To encourage good attendance, we have a class attendance bear at each school, given out weekly in an assembly. The bears are awarded to the class with the highest attendance. Once every half-term, those children with 100% attendance and no lates will be awarded with a sticker which will be presented in assembly. At the end of the year, any child who has 100% attendance will enter a draw to look after the attendance bears for the summer holidays.

The schools keep accurate attendance and absence records which are regularly reported to the Governing Body.

## ABSENCE

Government legislation requires parents to ensure that their children attend school regularly and punctually and has laid down guidance on authorized and unauthorised absences. Authorised absence includes illness, medical and dental appointments and religious observances.

We believe that children need to be in school for all sessions, so that they can make the most progress possible. However, we do understand that there are times where a parent may request leave of absence in exceptional circumstances. The Governing Body has drawn up a schedule of possible requests for leave of absence and the maximum number of days which may be granted as authorised absence. Holiday requests will not be authorised. Prior to any leave of absence, a request should be made by completing a 'Leave of Absence' form available from the school office.

Parent/Carers will be informed, in writing, as to whether the request meets the criteria for an authorised absence.

Unauthorised absence or truancy is defined as any unaccounted for absence from school without a suitable explanation. The truancy figures for each school are collated during the summer term and any unauthorised absence will be recorded on your child's school report.

Our current attendance figure excluding Reception is 96% at both schools. Attendance has continued to improve and the Federation is consistently meeting our target attendance figures of 95%+. We receive requests from parents for holidays during term time which we are continuing to mark as unauthorised; this is in line with guidance at a local and national level office.

## LATENESS

School starts promptly at **8.55 am at Queen Edith** and at **8.45 am at Queen Emma**. If a child arrives at school after this time, s/he should go to the school office to sign in. This will then be coded in the register as "L" to indicate that the child was late. If a child

arrives at school more than 15 minutes after the start of the school day, this will be considered an unauthorised absence.

## COLLECTING BEFORE THE END OF THE DAY

If it is necessary for your child to leave school before the end of the day, please send a note to the class teacher stating the time at which the child will be collected. No child will be allowed to leave the site unless collected by his or her parents or another adult who is known by the school to have permission from the parent to collect their child. All children must be signed out at the school

## ILLNESS AND MEDICINE IN SCHOOL

If your child is absent from school, or unavoidably late, please telephone the school office by 8.30 am, giving the reason. If the child is absent for more than 1 day please telephone each day unless you have previously confirmed the length of absence.

Please do not send your child to school if s/he is unwell; we have very limited facilities for looking after sick children. Children who have suffered sickness or diarrhea should not return to school for at least 48 hours after the sickness or diarrhea has stopped. We do not encourage medicines to be brought to school, but if it is necessary then the **prescribed** medicine should be clearly labelled with the name of the child and handed to the school office by the parent, not the child. You will be required to complete a consent form detailing the dosage and times when the medicine should be administered. Medicines in school are kept in a cupboard or in a refrigerator, away from the pupils. A record is kept of all medicines administered.

Parents of children requiring regular or long-term medical treatment should discuss this with a member of the Leadership Team.

The school has responsibility for the safety and welfare of pupils and regularly reviews arrangements to ensure that the medical needs of the pupils are met at school.

Asthma inhalers are prescribed medication and parents are asked to complete an Asthma Card on their child's entry into school.

As children may need immediate access to their inhaler these are kept in a readily accessible place in their classroom. Inhalers should be taken to sporting events and used prior to, or during exercise if an episode of asthma occurs.

Parents are encouraged to provide the school with full information about their child's medical needs so that staff can exercise appropriate levels of care.

## FIRST AID

Basic first aid is given at school when necessary by qualified First Aiders. If an accident needs hospital attention we will make every effort to contact parents. We ask parents to ensure all contact details are kept up-to-date so that we can contact you in an emergency.

## EMERGENCY CONTACT INFORMATION

Please ensure that your contact details are correct, and that the school is told about any health matters, especially allergies relating to your child.

# Other Information

## SCHOOL UNIFORM

What a child wears to school reflects his/her learning. It also portrays the school's ethos and shared positive values. We have a smart but simple uniform that we encourage all pupils to wear.

The uniform can be purchased from many high street shops and supermarkets or online through our suppliers Mapac ([www.mapac.com](http://www.mapac.com)) or (01923) 219035.

Please note at Queen Edith sweatshirts are bottle green and at Queen Edith they are bright blue.

### Girls Uniform

Winter	Grey skirt, pinafore, trousers Green/blue or grey jumper, cardigan or sweatshirt White or green/blue polo shirt
Summer	Green/blue and white gingham dress Green/blue or grey jumper, cardigan or sweatshirt. Grey skirt, pinafore, trousers or shorts.

### Boys Uniform

Winter	Grey trousers Green/blue or grey jumper or sweatshirt White or green/blue polo shirt
Summer	Grey trousers or shorts Green/blue or grey jumper or sweatshirt White or green/blue polo shirt.

Sun hats and book bags are available from the school offices.

All items of uniform should be clearly named.

Children require a sensible pair of shoes or trainers for play time and a pair of indoor shoes, often plimsolls.

Jewellery, other than watches, is not permitted and studs or sleepers only are to be worn in pierced ears.

## PE & GAMES KIT

It is important for pupils to wear correct clothing for physical activities.

For PE children require a white t-shirt and black shorts. For games activities outside, children need a white t-shirt, black shorts and trainers. Tracksuits, preferably black may be worn for games during winter months. All clothing should be clearly labelled.

Jewellery **must not** be worn for sporting activities and long hair should be tied back.



## HEALTHY EATING

All our school meals are freshly prepared in the kitchen's we have at each school. A variety of food and drink is available. The children are encouraged to try a variety of foods but are not forced to eat. We cater for pupils with allergies and dietary requirements. **It is very important that parents inform the school of these immediately.**

All pupils in Reception and KS1 are entitled to a universal free school meal. For pupils in KS2 the cost of a school meal is £2.10 per day and these can be paid for through our online payment system, Agora. Passwords for Agora can be generated through either of the schools' offices.

Some pupils prefer to bring a packed lunch. Please ensure that lunch boxes are named. We do not allow sweets or nuts to be included as part of a packed lunch.

**We have several pupils who are allergic to nuts and it is essential that no nuts, peanut butter, chocolate spread, or other foods containing traces of nuts are brought into school.**

You may qualify for free school meals; forms are available from the school office and enquiries will be treated in confidence.

## SNACK TIME

Children in the Foundation Stage and KS1 are provided with fruit every day as part of the National Fruit Scheme. In KS2 children are able to buy a variety of snacks from the Dining Hall during morning break; fruit pots, fresh fruit, a cup of milk, a variety of freshly baked breads, with flap-jacks on Fridays. Snacks range in price from 10p to 35p. If you would rather your child brought in a snack from home please don't send them in with chocolate, crisps or sweets.

## WATER

Research shows that our brains need water to stay active and alert! All children are encouraged to bring water (not squash or juice) into school daily, in a spill-proof, unbreakable plastic bottle that they can take home at night to rinse and refill. Please name water bottles. At Queen Edith the children have access to water filters in the corridors, so they can re-fill their water bottles.



# Other Information (continued)

## SUN PROTECTION

During warm summer months all children should have a named sun hat in school which they will be encouraged to wear when playing outside. School hats are available from the office or you may provide your own.

School staff are not permitted to apply sun cream to children, but we would ask that you apply a long lasting sunscreen before school in sunny weather. Children may reapply their own sun cream which must be provided in a clearly named container.

Our full Warm Weather Policy is available on the website.

## LOST PROPERTY

Naming all items reduces the risk! Any items of lost property are put in 'Lost Property Boxes' in the class cloakroom - if your child has lost something then please check these. We display all lost property at the end of each half-term; items which are not collected are disposed of or kept as spare uniform.

## MOBILE PHONE

No child should bring a phone to school. If under exceptional circumstances a parent wished a child to have a phone it would need to be stored in the school office during the day and collected before going home.

## CATCHMENT AREA

To find out which catchment area you live in, you can use the following website to enter your house number and postcode:

<http://my.cambridgeshire.gov.uk>

## COMPLAINTS

Any complaints about school matters should first be discussed with class teachers. If a complaint remains unresolved the matter should be brought to the attention of a member of the Leadership Team. If the complaint is still not resolved, a formal complaint may be made to Penny Coltman, Chair of the Governing Body. [chair@queensfederation.cambs.sch.uk](mailto:chair@queensfederation.cambs.sch.uk) or by calling the Clerk to the Governing Body on 01223 714314. Our Complaints Procedure is available on our websites.

## TRANSPORT

As part of our School Travel Plan, developed in conjunction with the Local Authority, children are encouraged to walk or cycle to school. A cycle shelter is available at school for bicycles and scooters to be left during the school day.

In the interest of children's safety, the main school gates are locked from 8.40 to 9.10 a.m. at Queen Edith and from 8.50 to 9.15 a.m. at Queen Emma, so cars and vans cannot access the site. **Cars should not park on the yellow zig zags or lines outside our schools – this is illegal and threatens the safety of all our children.**

We ask that parents and children dismount from their bikes and scooters on the school sites. Dogs, other than guide dogs, are not allowed on the school premises

# Contact Information 2017-2018

## CONTACT US

Queen Edith School  
Godwin Way  
Cambridge  
CB1 8QP  
Tel: (01223) 712200  
Email: [office@queenedith.cambs.sch.uk](mailto:office@queenedith.cambs.sch.uk)  
Website: [www.queenedithschool.org.uk](http://www.queenedithschool.org.uk)

Queen Emma School  
Gunhild Way  
Cambridge  
CB1 8QY  
Tel: (01223) 714300  
Email: [office@queenemma.cambs.sch.uk](mailto:office@queenemma.cambs.sch.uk)  
Website: [www.queenemmaschool.org.uk](http://www.queenemmaschool.org.uk)

## Leadership Team

Mrs Caroline Peet, Executive Headteacher, Queens' Federation  
Mr Darren Coult, Deputy Headteacher, Queens' Federation  
Mrs Clare Chapman, Deputy Headteacher & SenCo, Queen Emma  
Ms Cath Stubbs, Deputy Headteacher, Queen Emma  
Mrs Hayley Brooker, Deputy Headteacher & SenCo, Queen Edith  
Miss Julia Neal, Acting Deputy Headteacher, Queen Edith