Queens' Federation

School Booklet

2026-2027

Queen Edith Primary School
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Queen Emma Primary School
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Headteacher's Welcome

Dear Parents and Carers,

The Queens' Federation is made up of two thriving primary schools: Queen Edith Primary School and Queen Emma Primary School. Both are situated in extensive grounds on the south side of Cambridge. 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.

We look forward to a happy and successful working relationship with you during your child's school career with us. When you join Queen Emma or Queen Edith, you are coming into a community of parents and children who, with the staff and governors, work to create a caring and harmonious learning environment which is rich in opportunities for all. We want the children who attend our settings to have a purposeful and satisfying experience, a sense of well-being, a positive self-image and to become independent and enthusiastic learners. We want children to mature and develop and leave school having enjoyed a rewarding experience and to provide them with strong foundations upon which to build their subsequent education. We also want children to take responsibility for themselves, for others and for their environment. We endeavour to support them in developing the necessary life skills which will enable them to become responsible citizens. We aim to encourage a partnership between home and school and see parents and carers as pivotal in ensuring success for their child/ren in school. We aim to foster close liaisons with our families and understand the importance of good communication. We hope that in working together we are able to provide the most positive start to life at Queen Emma School and Queen Edith School as possible.

I hope that the information contained in this booklet will give you a clear picture of our facilities, an outline of daily routines and procedures, curriculum information and the ways in which we can achieve them together. However, if you should have any questions, please do not hesitate to contact the school or make an appointment to speak with the relevant member of staff.

An electronic version of this prospectus can also be accessed on our school websites www.queenedithschool.org.uk or www.queenemmaschool.org.uk, where you will also find lots of useful information including our latest Ofsted reports.

Yours sincerely,



Sarah Jarman
Executive Headteacher

Visions and Values

Vision
At the Queen's Federation, we are 'Learning for Life'.

Mission statement
We aim to promote and foster a lifelong love of learning and to equip our pupils with the key knowledge, understanding, skills and personal qualities they will need to thrive in a rapidly changing world.

Values
As an inclusive, welcoming and caring school, where every child matters, we recognise that all of our pupils have strengths and skills to celebrate. Part of our role is to help each pupil discover and develop these. Our school values, based on the '7 Habits of Effective People' by Stephen Covey enable us to create a strong community spirit, where we can all grow in a supportive learning environment. Through the use of all of these values, we can all be the best that we can be.



Aims for our Federation

- **To create a stimulating and secure environment which encourages every child to play a full and active part in his/her learning.** As well as implementing the national 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.** All members of the school community are respected and work in a well ordered and safe 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 close links with parents and the wider community and encourage them to work in a positive partnership with the school.** Parents are kept fully informed about their child's progress and educational developments. Mutually beneficial relationships are encouraged with members of the local community, LA and other agencies.

The Curriculum

ACHIEVEMENT AND ENJOYMENT

Our curriculum is based around our vision and values. 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. The Federation's curriculum is built around practical, first hand experiences both in school and through going on local visits. We celebrate our community by sharing children's rich cultural experiences and welcome lots of visitors to enrich our learning. We share our learning with parents and support children to become enthusiastic life-long learners through the use of the 7 Habits.

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 seven areas of learning which are:

- Personal, Social and Emotional development;
- Communication and Language;
- Physical Development;
- Literacy;
- Mathematics;
- Understanding the World;
- Expressive Arts and Design.

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 Phase 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 and subject intent statements. 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 in all year groups takes place as a continuous process in all areas of the curriculum. Children in Year 6 also take Statutory 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. Parents are offered the opportunity to discuss their child's progress and results with the class teacher at the end of the year. Further information about the school's results are recorded on our school websites.

Children in Year 1 undertake a phonics check and children in Year 4 undertake a Multiplication Tables check.

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 six weeks of Reception, teachers complete a baseline assessment on every child. 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 sections on Communication, Language and Literacy. From Year 1 onwards, the children are taught English daily in timetabled sessions. In addition, much English 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 year group has its own selection of books for the children to choose from. We use a DfE accredited daily phonics programme in Reception and Key Stage 1 (Years 1 and 2). In the early stages of learning to read, reading books are carefully matched to phonic knowledge.

We have a wide 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 authors through high quality texts which aim 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.

MATHEMATICS

At the Queens' Federation we follow the National Curriculum for mathematics. Our aim is for all children to enjoy mathematics and to have a secure and deep understanding of fundamental mathematical concepts and procedures. Children are taught to be fluent, reason mathematically and problem solve using the Mastery approach.

Children are given weekly homework which consists of number facts to learn. These are linked to the 'No Nonsense Number Facts' booklet (which can be found on the website) and the learning that has taken place that week in class.

There are a number of resources to support children's learning of mathematics at home. Links to these can be found on the website along with the Federation's Mathematics Policy.

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. In addition, they are encouraged to ask their own questions in Science in order to develop their curiosity. This allows them the opportunity to seek the answers to their questions. To enrich the curriculum, we have good links with a variety of outside agencies and are always delighted to welcome support from people who have scientific expertise.

The children's progress is monitored and the content of the curriculum is assessed informally through on-going teacher assessment.



COMPUTING

All classrooms are equipped with interactive whiteboards for whole class teaching. Children have access to trolleys of IPads for lessons in their classrooms. We also have a computer suite of PCs, with a ratio of one PC for every two children. This facility is used to run software that requires more processing power (such as music sequencing software). Both the Ipads and the PCs allow the children to access the Computing curriculum, but are also available to aid teaching and learning in all subjects.

At the Queens' Federation we take online 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 examples of their work celebrated).

Subject Statement (continued)



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 Queens' 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. The focus is on teaching the children to understand and respect each other's views, both those with faith and those with none. At Queens' Federation we follow the 'Cambridgeshire Agreed Syllabus.'

Early Years and Key Stage 1 children approach RE 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 religious and non-religious beliefs and practices, through an enquiry based approach.

RE may be taught through focused full days' learning on a specific question enquiring into a religion or worldview and its practices. The principal religions within the local community and the UK will be covered in different year groups, alongside non-religious viewpoints.

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.

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. All children learn the recorder in Year 3, djembe drums in year 5 and in Year 6 the children begin learning the ukulele. Children also learn to sing and use their voices – through class singing, music assemblies and Christmas concerts and productions. They also have the opportunity to create their own music, developing an understanding of pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notation. Performance opportunities are provided in assemblies and concerts throughout the year.



Subject Statement (continued)

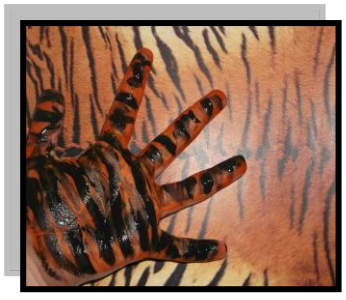
FRENCH

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 The Queens' Federation has regular French lessons. 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.

ART, CRAFT and DESIGN

At the Queens' Federation our vision for the teaching 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. The National Curriculum emphasises that 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 aim to 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 using colour, pattern, texture, line, shape, form and space.
In KS2 pupils are taught to develop their techniques, including their control and use of a range of materials. We develop creativity, experimentation and an increasing awareness of different kinds of art, craft and design throughout this process.
We encourage the use of sketch books to record artistic ideas and which allow children to review and revisit previous ideas. We aim to ensure all pupils produce expressive work, by exploring their ideas and reflecting on their experiences.



DESIGN and TECHNOLOGY

Design and Technology is a subject much enjoyed at The Queens' Federation. 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:

- 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.
- Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.
- 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)

RELATIONSHIPS AND SEX 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 scientifically, 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 the PHSCE lead or a member of the Senior Leadership Team. If parents remain concerned they have the right to withdraw their children from the lessons, in year 4 and 6 only. However, we believe this would be detrimental to the child's education and would mean them missing essential learning about themselves.

PERSONAL, SOCIAL, HEALTH and CITIZENSHIP EDUCATION (PSHCE)

"PSHE education is a school subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepared for life and work. Well-delivered PSHE programmes have an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged. It aims to develop skills and attributes such as resilience, self-esteem, risk-management, team working and critical thinking in the context of three core themes: health and wellbeing, relationships and living in the wider world." 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, English, Maths and Science, as well as through outdoor educational visits, community work and activities, and within Early Years as part of day-to-day life.

PHYSICAL EDUCATION (PE) and SCHOOL SPORTS

Sport and physical activity are key to helping children grow into healthy, active and confident individuals. Pupils enjoy participating in competitive sport, hone their control and coordination through dance and gymnastics, and learn the vital life skill of swimming. We also take part in inter-school competitions and sports festivals. See our school 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 a residential trip is arranged for children in Year 6. We try to 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. Please see our Charging and Remissions Policy for more information.





The 7 Habits

‘The 7 Habits’

Habit 1: Be Proactive
I am responsible for my own learning and actions.
I am a responsible person who takes initiative and chooses my actions, moods and attitudes. I do the right thing, even when no one is looking. I do not blame others for my wrong choices and actions.

Habit 2: Begin with the End in Mind
I aim high and understand the importance of learning for life.
I do things that have meaning and make a difference. I am an important part of my classroom and my school.

Habit 3: Put First Things First
I persevere and challenge myself to solve problems.
I spend my time on the things that are most important. This means I say no to things I should not do. I set priorities, make and follow a plan. I am disciplined and organised.

Habit 4: Think Win-Win
I am kind and think about the needs of others.
I want everyone to be successful. I do not put others down to get what I want. I look for solutions to problems, am kind, considerate and show respect for others.

Habit 5: Seek First to Understand, then to be Understood
I respect myself and others and celebrate our global community.
I listen to other people’s ideas and feelings. I try to see things from their viewpoints. I listen to others without interrupting. I share my opinions and ideas.

Habit 6: Synergize
I work and learn with others and take pride in my achievements and environment.
I value other people’s strengths and learn from them. I know that everyone needs to get better at something. Working in groups can help to create better ideas.

Habit 7: Sharpen the Saw
I strive to be the best I can be.
I take care of my body by eating well, exercising and getting sleep. I spend time with my family and friends. I learn in lots of ways and lots of places, not just at school. I take time to help others.



The Queens’ Federation are part of the international community of Leader in Me Schools.

Each child will learn that they are the leader of their own decisions and by utilizing the 7 habits will develop life skills to help them manage the demands of the 21st Century and to become a leader of others. This international project helps to support our children’s academic achievements, self-confidence, resilience and potential. Through the promotion of the values in the classroom and encouraging all staff in the Federation to use them consistently we can inspire the children to be the best they can be, even when they are not seen!

Our School Community

BRITISH VALUES

The Department of Education reinforce 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 regularly explored with the children through PSHCE and RE lessons, in assemblies and through class council discussions.



ASSEMBLIES and RELIGIOUS EDUCATION

Our, 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.

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 their 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 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 educational consequences. 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 ready
- ✓ Be respectful
- ✓ Be safe

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:

- ✓ Cambridgeshire Theraputive Thinking – a therapeutic approach to behaviour;
- ✓ 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;
- ✓ Being clear with children about expectations and boundaries, allowing time to practice and refine.

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 Phase Leader, or Senior Leadership Team. In dealing with unacceptable behaviour, staff will begin with the least intrusive intervention possible (usually a rule reminder), applying progressively serious educational consequences 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 a 'restorative approach.'

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 the 9 protected characteristics. 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.

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

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

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

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.

We make reasonable adjustments to ensure that pupils with disabilities are not placed at a substantial disadvantage.

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.

We endeavor to provide all 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 children.

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 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 and trainee teachers) 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.
- 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 Care. 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 Safeguarding policy or procedures, please speak to Sarah Jarman, Executive Headteacher, who is Designated Lead for Chilld Protection and Prevent. Our Safeguarding and Child Protection Policy is available on our website.

Parents in Partnership

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, topic celebrations and special curriculum events and productions

Meet the teacher 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 discuss your child's progress. Written reports are provided at the end of the Summer term.

PARENTAL CONCERNS OR COMPLAINTS

If you have any concerns about school matters, please do not hesitate to come in and talk with your child's class teacher. 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, it should be brought to the attention of the Executive Headteacher.

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. Dates of the PSFA Meetings are on the school calendar and everyone is welcome to join us.

PARENT GOVERNORS

We have 2 elected parent governors, 1 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 Management and Communications.

HOME LEARNING

Home learning 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. We believe that undertaking regular home learning 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.

Home learning 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.

In Early Years Foundation Stage, home learning will include sending home your child's reading book or a book to share. As children progress through the school, daily reading, spellings, number activities and tables will be sent home.

In addition, children in Years 1 to 5 will receive a sheet of activities linked to the class topic which we know children will enjoy. If parents wish to complete more work at home, we suggest choosing from the list. Work brought in to school will be marked and celebrated. In Year 6 more structured homework will be provided in preparation for secondary school.

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 in regulated with children unsupervised they will be required to have an Enhanced DBS Check and barred list check, which the school office will process. Meetings for new volunteers take place each term.

General Information

ADMISSION ARRANGEMENTS

The Governing Body are responsible for setting the admission arrangements and the Published Admission Number (PAN) of pupils. This number is set at 60 for foundation stage places for all year groups at Queen Edith and 60 in Years 3-6 at Queen Emma. The PAN for the 2026/2027 Reception intake at Queen Emma is set at 30. Children are admitted into the school in accordance with the Admission Policy for each school. There is no discrimination on the grounds of gender, disability, race or religion. Please look at our website for further information about visiting the school.

RECEPTION ADMISSIONS

Our schools are regularly over-subscribed, in which case the admission criteria for all each school is applied. These can be found on our website https://www.queensfederation.org.uk/home?

ORGANISATION OF CLASSES

For the Reception year, we allocate children coming from our Nursery and the new children joining the school into our. Reception classes. We endeavour to create 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 groups 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. 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

Queen Edith

School Starts promptly at 8.55am for Y1-Y6 and 9.00am for Reception

EYFS Lunch is 11.45 am to 1.00 pm

KS1 Lunch is 12.00pm to 1.15pm.

KS2 Lunch is 12.15pm to 1.15pm.

Afternoon registration for KS1 and KS2 is at 1.15pm.

School finishes at 3.30pm.

Queen Emma

Doors open at 8.40 am for a prompt 8.45 am start.

Reception Lunch is at 11.45 am to 1.00 pm

KS1 Lunch is 12.00pm to 1.10pm.

KS2 Lunch is 12.15pm to 1.15pm.

Afternoon registration is at 1.15pm.

School finishes at 3.15pm.

JOINING THE SCHOOL LATER ON

Children regularly join our school later on in their school life. We make every 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 urged to contact the school if their child has difficulty settling in.

NURSERY ADMISSION

At our Queen Edith Nursery, we are pleased to be able to offer 4 different 15 hour funded packages and funded 30 hour places. Please contact Andrea Byford in the Queen Edith Office on (01223) 712200 or by email on office@queenedith.cambs.sch.uk.

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 and 30 hours funded sessions for 3 and 4 year olds. For details on admissions or the cost and availability of extended hours please contact Melissa Reynolds, Nursery Administrator on (01223) 714305 or by email on nursery@queenemma.cambs.sch.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.

ABSENCE

Government legislation requires parents to ensure that their children attend school regularly and punctually and has laid down guidance on authourised and unauthourised absences in exceptional circumstances, that are unavoidable.

We believe that children need to be in school for all sessions so that they can make the most progress possible. However, there are times when a parent may request leave of absence. In accordance with the Education (Pupil Registration) (England) (Amendment) Regulations 2013, Headteachers may not grant any leave of absence during term time unless there are exceptional circumstances. Prior to any leave of absence, a request should be made by completing a 'Leave of Absence' Form. These forms are available from the school office. Once received, each request will be considered on an individual basis and parent/carers will be informed, in writing, as to whether the request meets the criteria for an authorised absence. Holidays during term time will not be authorised. In line with Local Authority guidelines, any parent who takes a child out of school for term time leave for 10 consecutive sessions (5 days) or more, not authorised by the school (under the exceptional circumstances rule), may receive a penalty notice. For further information https://www.cambridgeshire.gov.uk/residents/children-and-families/schools-&-learning/education-your-rights-and-responsibilities/term-time-holidays

LATENESS

School starts promptly at **8.55am at Queen Edith and 9.00am for Reception** and at **8.45am 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 30 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 email or phone the school office 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 office. Appointments such as medical appointments should be made outside of school hours where possible.

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.

Children who have suffered sickness or diarrhoea should not return to school for at least 48 hours after the sickness or diarrhoea has stopped.

We have a Medical Policy, allowing staff to administer medications in specific circumstances.

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 and Auto Injector pens are prescribed medication and parents are asked to complete relevant paperwork 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 / Auto Injectors should be taken on school visits and to sporting events and used prior to, or during exercise if an episode 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.

Auto injector pens and emergency inhalers are kept in central locations, so they are accessible by all members of staff.



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) or (01923) 219035.

Our school uniform is…

Queen Edith School

- Grey skirt, pinafore, trousers or shorts
- Bottle Green and white checked summer dress
- Bottle Green sweatshirt or cardigan
- Bottle Green or White polo shirt
- Black shoes
- White, black or grey socks / tights

Queen Emma School

- Grey skirt, pinafore, trousers or shorts
- Blue and white checked summer dress
- Royal Blue sweatshirt or cardigan
- White polo shirt
- Black shoes
- White, black or grey socks / tights

All items of uniform should be clearly named. Children are not permitted to wear jeans.

If your child wears boots to school, please ensure they have sensible shoes to change into.

Children will go out to play in cold weather so please ensure they have an appropriate coat during the winter.

Jewellery may not be worn in school. The only exceptions are watches, studs for pierced ears, and cultural or religious adornments, which must be removed during lessons involving physical exercise. If such items cannot be removed the individual is not prepared in an acceptably safe way and cannot continue as is, so must take part in modified activity. The school will not accept responsibility for removing or storing studs. Long hair should be tied back for PE and DT activities.

PE and GAMES KIT

An essential part of a child's education is the provision of opportunities for good physical development. To take part in indoor PE sessions, children require plain black shorts and a white t-shirt. For outdoor PE sessions, children require jogging bottoms, a sweatshirt in a plain dark colour and trainers. Children should come to school wearing their PE kit on days when they have PE lessons.

HEALTHY EATING

All our school meals are freshly prepared in the kitchens we have at each school. A variety of food and drink is available. The children are encouraged to try a variety of foods. 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 £2.75 per day and these can be paid for through Aspens SwiftKitchen at https://app.swiftkitchen.co.uk

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



We have 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 snack from the dining hall during morning break; If you would rather your child brought in a healthy snack from home please don't send them in with chocolate, crisps or sweets or bars containing nuts.



WATER

To help children stay alert and focused, we encourage them to bring **water only** (no squash, juice, fizzy or hot drinks) in a **named, spill-proof plastic bottle** each day. Bottles can be refilled at school and should be taken home daily for cleaning.

Other Information (continued)

BIRTHDAY BOOKS (instead of cakes and sweets please!)

We would request that parents donate either a new or a pre-loved book to their child's class rather than sweets or cakes to mark a child's birthday. This is in the interests of promoting healthy lifestyles and in light of the fact that it is more inclusive for our children who may have allergies. Donated books will be sent to the school office so that a special sticker can be placed in the front, detailing who donated the book and can provide a lasting legacy for all children in the class to enjoy.



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 will supervise children in applying their own sun-cream. 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 in our school are put in 'Lost Property Boxes'. 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 PHONES AND CAMERA ENABLED TECHNOLOGIES

If there is a need for a child who travels to or from school alone to have a mobile phone, these should be handed to the office staff before school and collected prior to leaving. Camera enabled devices should be disabled. All mobile phones MUST be switched off prior to entry to the school site if children are carrying these. Adult mobile phones must not be used in communal spaces.

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

TRANSPORT

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 at the beginning and the end of the school day so cars and vans cannot access the site. **Cars should not park on the yellow zig zags or double yellow 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

For further useful information, please visit our school websites:
www.queenedithschool.org.uk
www.queenemmaschool.org.uk

Contact Information 2026-2027

CONTACT US

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

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

Leadership Team

Mrs Sarah Jarman: Executive Headteacher, Queens' Federation

Miss Cath Stubbs: Deputy Headteacher, Queen Emma

Mrs Rachel Holman: SENDco Queen Emma

Mrs Hayley Brooker: Deputy Headteacher and SENDco, Queen Edith

Miss Julia Neal: Deputy Headteacher, Queen Edith

Ms Nicki Simmons: Deputy Headteacher, Queen Edith