

# Knights Templar Community Church School



*School Prospectus*  
*2025-26*

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## Welcome to Knights Templar Community Church School

On behalf of the staff, governors and pupils, I would like to welcome you to Knights Templar Community Church School. I hope you enjoy your visit to our website and discover the most up to date news, events and school information.

Our vision: *Work at it with all your heart* underpins all that we do. We support, encourage and nurture each and every child to reach their fullest potential and to instil in them that by working hard and being committed success will be achieved. As a school we work and play with our core Christian Values at the heart of all that we do: **love, hope and respect.**

We believe learning is best achieved when children are enthused, valued and feel a sense of achievement. A close partnership between parents, children and the school staff gives a child the best foundation for a good education and we place great importance on relationships within both our school and wider community.

We are very proud of our school and nursery, striving every day to offer our children a well-rounded education. We place great importance on preparing our children to be active members of society, to have a passion for learning new things and to care for the people and world around them.

If you would like to call with any questions, for further information or to come and visit us, please contact the school office and I will be delighted to meet you and to show you around.

Laura Weaver  
Head Teacher

Pupils are happy and safe at this welcoming and inclusive school. Staff build nurturing relationships with pupils.

Pupils learn how to keep themselves safe in the school, online and in their community. They have trusted adults they can go to if they have any worries. Pupils are happy and positive learners. They care about their school community and support each other with respect, kindness and inclusivity. Parents and carers are overwhelmingly positive about the school.

The provision for pupils with SEND is a considerable strength of the school. Parents express their appreciation for the support provided by the school.

**OFSTED  
2024**

The personal development programme is a strength of the school. Pupils learn about the diverse world they live in, which helps them to appreciate different beliefs and cultures. Pupils are encouraged to develop their talents and skills.

Leaders, including governors, have addressed previous shortcomings in the school successfully. They secure a strong start for children in the early years. This, alongside its ambitious curriculum and targeted implementation, is ensuring that all pupils achieve well. Pupils are encouraged to develop their talents and skills.

## Welcome from the Chair of Governors

Dear Parents

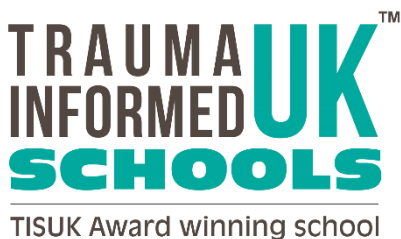
I would like to take this opportunity, as Chair of Governors, to welcome you to the school. You may have had the chance to see the school while the children were working and I hope that you are looking forward to leaving your child in the dedicated and capable hands of the school staff team.

Over the past few years, we have worked together with the community to provide some excellent facilities for the children and we hope that you will enjoy the experience of giving your child an excellent start to their school life.

Although I am not based at the school, governors do visit frequently, and I am always keen to listen to any comments you would like to make. If you should need to contact me, please tell the school office and I will arrange to meet you.

I wish you all a happy and successful liaison with Knights Templar Community Church School.

Linda Bulpin - Chair of Governors



We are proud to be recognised as a Trauma Informed Schools UK Award winning school.

*"Knights Templar Community Church School is a warm, inclusive, caring environment that has relationship and belonging at the heart of all that it does. At every level, members of the school community feel safe, supported and valued. There is evidently a strong team spirit and mutual support between staff and leadership. Staff and governors understand the purpose of a trauma informed approach and are committed to embodying this in their practice. Staff are skilled in the ways that they speak and listen to children, they are timely in recognising need and responding with care, warmth and empathy. The school environment is calm, focuses on positive reinforcement and social engagement and promotes the SEEKING system through thoughtfully designed displays and design of common spaces. The school commitment to inclusion is reflected in a curriculum that values diversity and is evident in their capacity to go above and beyond to provide what children need in order to be successful, access their learning and live life well."*

- TISUK Assessor

## Knights Templar's Christian Vision

*Work at it with all your heart*

*Colossians 3:23*

*It is our aim to support, encourage and nurture each and every child to reach their fullest potential and to instil in the children that by working hard and being committed success will be achieved enabling them to flourish into confident individuals, successful learners and responsible citizens. This is embedded through our Core Christian Values of **Love**, **Hope** and **Respect**.*

### **Our Core Christian Values**

**Love** is at the centre of God's message. We want our children to know that they are loved and cared for and want them to be secure in offering love and care to those around them. Love is shown by looking after those within our school and wider community, serving them and putting their needs before our own. We want this to be seen in both our actions and our attitudes towards one another throughout the school. We shall work with all our heart to provide the best possible education for every child, doing so with empathy and understanding.

We want all our children to have abundant **hope**. A hope that comes from knowing that they are precious and valued. The hope that is shared by viewing each other as equally precious and valued. It is our hope that every child may grow and learn academically, socially and spiritually.

**Respect** ensures we value diversity, inclusivity and demonstrate tolerance. We show respect in the way we treat each other, value each other's differences, and care for creation. We are a school where respect for learning, staff, pupils and our environment are all of equal importance.

### **Core Bible Story**

To support understanding our vision and values, we have chosen the parable of **The Good Samaritan**.

In the story, we see the contrast between two people; one who did not love the man in need, and one who showed the man **love**. The Good Samaritan personifies God's love for us.

We see one person in need of **hope** from another. The Good Samaritan provides all that is needed for the injured person to find healing and have the opportunity to live a full life in the future.

It is the Good Samaritan who shows **respect** to the stranger, rather than ignoring him as the other passers-by had. The Good Samaritan gained respect by his treatment and empathy of the injured man. By respecting oneself and one another, we also gain God's respect.

## Church Affiliation

The school values its religious affiliation to the Church of England and Methodist Church. We work in close partnership with the local churches and enjoy support from the local clergy and parish. We aim to serve our community by providing an education of the highest quality within the context of Christian belief and practice. We encourage an understanding of the meaning and significance of faith, and promote Christian values through the experience we offer to all our pupils.

## The School Name

The field on which the school is situated once belonged to the Knights Templar. They were given the field by Reginald Fitz-Urse as a penance for his involvement in the murder of Thomas Becket in 1172 AD. We use the crusading knight as our school emblem, the original aim of the Knights Templar being to protect the weak and poor.



## Our School Site

The school was built in 1990 and has since been extended to include a large hall, heated indoor swimming pool, our before and after school club Dragons' Den, the Early Years Area and ICT room.

We are very lucky to enjoy an extensive school site with a large playground, a range of climbing apparatus, a spacious playing field and an additional 'wild' field with our outdoor hexagonal classroom, environmental area, pond and space for Forest School activities.

On the same site is our nursery, Knights Templar Nursery, serving families with children from the age of 6 weeks to 4 years old. We work closely together so that we can support families and ensure the best transition through the children's early years.



## Who's who in our school

### Head teacher and SENDCo:

Laura Weaver

Senior Teacher: Gemma Cody-Boutcher

### Teachers:

Ollie Armitage

Gemma Cody-Boutcher

Emma Hake

Alastair Harrison

Kathy Larkins

Amanda Llewellyn

Kirsty McLaughlin

Helen Robinson

Alex Walker

### TA Support:

Debie Coles

Beth Jukes

Louisa Kirby

Jemma Klippel

Kath Mann (HLTA)

Marina Mees

Sarah Overall

Gemma Parsons

Sharron Perkins

Andrea Puttick

Anna Rayson (HLTA)

Ellen Rogers

Karen Sorrell

Rosie Wallace

Laura Webber

Michelle Williams (HLTA)

Sue Wood

Jenni Woolgrove (& Swimming teacher)

Anna Wooldridge

Designated Safeguarding Lead:

Laura Weaver

Deputy Designated Safeguarding Lead:

Alex Walker

Senior Leadership Team:

Laura Weaver, Gemma Cody-Boutcher, Alex Walker, Kathy Larkins

Administration & Finance:

Sam Coleman and Jenny Knowles

Cleaners:

Becky Perkins and Marie Paterson

Caretaker:

Mark Mossman

Assistant Caretaker:

George Sowden

Lunchtime Supervisors:

Sue Wood, Suzanne Cannon, Marie Paterson, Sarah Overall, Jo Plummer, Andrea Puttick, Anna Wooldridge

Catering staff:

Ashleigh Wilkinson, Mandy Manley, Mandy Power, Sandra Waygood, Sally Norman

Parent and Family Support Advisor

Sue Burt

The current Governor constitution is:

Head Teacher	Mrs Laura Weaver
Chair of Governors	Mrs Linda Bulpin
Staff Governor	Mrs Gemma Parsons
Parent Governor – Vice Chair	Mrs Briony Waterman
Parent Governor- Safeguarding Governor	Miss Hannah Dellow
Ex-Officio Governor	Rev Andrew Day
Foundation Governor- Vice Chair	Mrs Jennifer Thomas
Ex-Officio Governor	Rev Mark Phillips
Foundation Governor	Vacancy
Foundation Governor	Mrs Anne-Marie Saunders
Foundation Governor	Mrs Jessica James
Co-opted Governor	Miss Lucy Seldon

## Our Curriculum

In all areas of the curriculum, we aim to engage, enrich and extend each child. We do this by providing stimulating lessons that are purposeful, enjoyable and responsive to each child. Whenever possible, the children are active in their learning and we aim to give a wide range of real experiences to broaden the children's thinking.



Sharing ideas is a core part of the learning process for all ages and the children are involved in questioning, explaining their observations and discussions with their peers and teachers. We encourage our pupils to use their imaginations and to 'have a go'. We believe that being self-reliant and flexible in their thinking will be a lifelong asset.

**Early Years Foundation Stage:** when they first start in school, the children follow the early Years Foundation Stage programme. This encourages active learning, individual choices and opportunities to explore. Alongside this, is the learning of phonics, reading, counting, shape, etc which is delivered in a fun and captivating way such as puppets, shared stories, song and practical activities. As the children progress through the school, we continue to use a range of approaches.

**Subjects:** we provide a rigorous and stimulating English and maths curriculum which gives each child the core skills for future life. The knowledge and concepts are taught with clear motivating targets and then used in other areas of the curriculum to help each child embed their learning. We closely track how well each child is doing in maths, reading and writing. These assessments are done as part of their everyday learning and ensure that we know how children are progressing and help us to match the teaching to the children's needs. This information will be shared with the parents and carers at the termly parents' meetings.

During their time with us, we introduce the children to a wide range of themes in science, history, geography, art, etc to give understanding of the world around them. The children's knowledge of Computing is developed through the teaching of skills and then practised in other subjects so that they feel confident to use their skills across the curriculum. We are fortunate to have an ICT suite and also a set of Chromebooks, for all of our children's use.

In addition to the subjects mentioned above, the school also addresses areas such as personal and social understanding, health, multi-cultural learning and citizenship.

Children are given opportunities to discuss their thoughts and questions about the wider world and how we can each contribute positively.

We offer many different PE activities including swimming for all ages in the school's own pool, football and catchball clubs, gymnastics and a range of inter-school sports activities such as athletics, cross country and multi-skills.



### **Special Needs Support**

As mentioned above, we monitor the achievements and progress of each child. When a child appears to be falling behind, we will plan activities and support to enable them to make good progress again. This means that interventions can be targeted and may be delivered as part of a group, one to one, within class or in a separate learning area.

### **Arrangements for Learning Support**

Teaching Assistants carry out much of the support under the supervision of the class teachers and Special Educational Needs and Disabilities Coordinator (SENDCo). An Individual Learning Plan may be drawn up for pupils in need of additional or different provision and support. Teachers will discuss the support programme with parents or carers and will call on the support of outside agencies if it would be helpful.

### **Arrangements for disabled pupils**

If your child has a disability, we endeavour to find out how we can best meet their particular needs. When your child starts school, a meeting will be arranged with you, the parents/carers, and any outside agencies that may already be involved. Working together, we can ensure that your child can access the curriculum as much as possible and have opportunities tailored to their needs. We are fortunate that the majority of our building and play areas are on one level with clear markings. Our staff team has gained experience and training in different areas of children's needs and will use this knowledge to benefit individual children and learning approaches.

Our SEND Local Offer leaflet (available from the office or from our website) gives further details about how we support those with additional needs. Our Special Educational Needs and Disabilities Coordinator, Laura Weaver, would be happy to answer any queries you may have. As well as our Special Educational Needs and Disabilities Coordinator, we also have a key governor, Linda Bulpin,

who monitors how the school supports children with SEND. If you would like a copy of our Special Needs policy, please contact the office.

## *Knights Templar Community Church School Behaviour Policy*

### **Aims**

*At Knights Templar Community Church School, behaviour is understood neuro-scientifically as a communication of an unmet need or as an adapted, defensive stress response. The understanding that children learn best within positive, trusting relationships informs our approach to managing and changing behaviour and we expect staff to work to identify the need and provide developmentally appropriate support to remove barriers to successful engagement in school life. This policy is designed to promote and explicitly teach good behaviour, rather than merely deter anti-social behaviour.*

*As a church school, we believe that everyone should be treated fairly and with respect, with equality of opportunity and positive attitudes. We strive to create a safe, stimulating environment where everyone's spiritual and moral beliefs are nurtured. We strive to ensure our young learners develop as good citizens and as such, have adopted a series of desired behaviours linked to proverbs (see Appendix) which are based on our core Christian values of **Love, Hope, Commitment and Belonging.***

*Parents/carers are an integral part of our school community and play an important role in supporting, modelling and reinforcing our expectations. We work in partnership to inform and consult with parents/carers in order to support acceptable behaviour in school, at home and in the wider community.*



*The management of distressed behaviour and the support offered to the child is the responsibility of every member of our school community. A consistent, whole school approach offers predictability, containment and safety. Our relationships with each other as staff and how we interact with our children, model our expectations for behaviour (see Relationships Policy).*

*The development of positive social, emotional and learning behaviours is at the heart of our approach. Our differentiated response to behaviour recognises that our children are unique and that some will require additional support in order to achieve the high expectations we have for behaviour for all children.*

*We aim to actively promote high self-esteem and high aspirations for all children, through an ethos that values every child. We support children to manage and understand their emotions, to apply thinking between feeling and action, and to increasingly show empathy and understanding to others.*

*Our aim is to maximise teaching and learning time.*

*We remain committed to the principle of colleague support. At all times all staff, members of the governing body and volunteers should:*

- feel able to voice concerns about a challenging class or a particular child*
- feel comfortable to seek advice and support when necessary*
- feel confident in the knowledge that no-one is expected to manage alone and a system is in place to ask for and receive to support (Assist Card)*

### **Trauma Informed Schools UK**

*An understanding of trauma and childhood adversity underpins our approach to relationships within our school. We are committed to ensuring that our school develops a Trauma and Mental Health Informed Approach to ensure that all children develop positive mental health and resilience, enabling them to fully engage in life and learning. There is a growing body of research and understanding of the impact of adverse childhood experiences (ACEs) on long-term mental and physical health and the protective factors that mitigate the potential impact. It is our aim to maximise the protective factors of school by creating an environment of safety that has strong, positive relationships at its heart.*

*We have embraced a wider definition of trauma to encompass any event that is experienced as frightening, painful or out of control, characterised by there being no one available to support or reduce the impact of traumatic toxic stress. As such, even the day-to-day exposure to events such as divorce, loss of a loved one, illness within the family or moving house can be experienced as traumatic leading children and adults to be affected by toxic stress.*

*Providing an environment that has safety, connection and compassion at its heart ensures that we never unwittingly re-traumatise any of our community members.*

### **Consequences**

*We want children to be aware that for poor behaviour, there are consequences. For children who are engaging their thinking brain, this will be in the form of reflection time with the adult who gave out the consequence. There will also be 'natural' consequences of their action, for example using lunchtime or break to complete their work. This must be undertaken with the adult who set the task. Support and opportunities to change inappropriate choices are always given. However, if the pupil shows no willingness to do so, then the reflection time will follow at the next available break. A member of staff may speak to the parents or carers should it be appropriate. Staff are aware that parents should be kept fully informed and communication is clear and consistent.*

*For more information, see the Supporting Positive Behaviour Policy.*

## Houses

On admission to the school, the children are placed within a House Team for the time at Knights Templar. The four houses are **Helwell Bay**, **Doniford Bay**, **Blue Anchor Bay** and **Warren Bay**.

House point tokens are placed in the jars in each class and are counted on a Friday morning by Year 4 children. The winning house each half term gets a reward afternoon.

## Pupil Voice

Children have the opportunity to hold a number of roles across the school, which allow them to have an active voice in the development of the school.

At the beginning of each academic year, each class elect:

- Two School Councillors
- Two Digital Leaders
- Two Eco-Warriors

In addition, children in Year 4 are to be encouraged to apply for the positions of Head Girl and Head Boy, Prefects, Assembly Monitors and House Captains. The successful applicants will be agreed with the Head Teacher.

## Our Collective Worship

A daily act of worship is held either in the Hall or the classrooms. It is intended to reflect our Christian tradition and includes all children. It gives a focus to the ethos of the school and contributes to each pupil's religious education. Our aims are to provide the opportunity for pupils to explore Christianity, to consider spiritual and moral issues and to develop their own thoughts, beliefs and a sense of awe and wonder in the world. We encourage participation and response and use the discussions to promote a common ethos and shared values, and to reinforce positive attitudes. When possible, members of the parish and clergy will come into school to lead our worship. This helps develop a community spirit and introduces children to a range of experiences and people. A service is held in one of the local churches once a term and parents are invited to join us.



## Withdrawal from Collective Worship

All parents have the right to withdraw their child from the school's daily act of worship. Any parent wishing to withdraw their child should make a written request to the Head Teacher.

## Home School Liaison

If there are queries or concerns at any other time, we ask parents to come in or contact us to arrange to meet the class teacher or Head. As well as the face to face discussions, a written report on the child's progress and attitude to learning is sent home to all parents during the spring term. For each child to flourish, the parents or carers and teachers need to work closely together. Parents' evenings are held in the autumn and spring terms to discuss how your child is progressing in school.

Parents are kept well informed about school events through regular newsletters, letters from the class teacher or the school website and the WEDUC app. We also use texting for reminders or queries. The school's website, [www.knightstemplarfirst.co.uk](http://www.knightstemplarfirst.co.uk) has information about each class's curriculum, homework, policies, dates for the term and more.

WEDUC has also been introduced which will help with payments, and sending out information and booking clubs.

We welcome any requests to speak to the class teacher or the Head. Please go to reception and we can organise this for you. For a longer chat, please ask the teacher for time at the end of the school day or come in to see Mr Frowde. We are also happy to talk to you on the phone if that is easier for you. We send out a questionnaire each year which gives us a good understanding of parents' views.



The KTSCA (Knights Templar School Community Association) is very active and all adults in the school community are invited to join us in the running of events or fundraising activities. All upcoming events are advertised on the website and shared through WEDUC.

## Arrangements for starting school

Each year, a full programme of visits and activities is arranged for pre-school children. We liaise closely with Knights Templar Nursery and the children come to the nativity play, join in with picnics, story visits, have weekly summer visits, etc. As well as the children's visits, all parents are invited to come in for the play afternoon, curriculum workshops and information meetings. Meetings for 'New Parents' are organised in the summer term so that parents can meet staff, see the way we work and be shown around the school. For details of our admissions policy, please contact the school or visit our website [www.knightstemplarfirst.co.uk](http://www.knightstemplarfirst.co.uk)

## Day to day procedures

Children can come into school from 8.40am for registration and a learning activity.

8:50am	Registration
9:00-10:30	Learning Time 1

10.30-10.45	Morning Break/Brain Break
10:45-11:30	Learning Time 2
11:30-12:15	Learning Time 3
12.15-1.15	Lunchtime
1:15-2:15	Learning Time 4
2:15-3:00	Learning Time 5

### **Transition between the playground and classrooms**

The school operates a one-way system for dropping and collecting children. All children enter the school via the back playground and are met at the classroom door by a member of the class staff team.



At the end of the school day, each teacher ensures that each child is met by their parent or carer and will only send them out when they see their parent or carer, or someone on their permissions list. If another adult is to meet a child, parents are asked to tell the class teacher or telephone the school. If there is any doubt, the school will telephone the parent to check with whom the child should be going home.

### **Lunches**

There are hot meals provided by our school catering team every day of the week. Menus are sent home every half term for all children, for you to choose meals – there is plenty of choice and provision for any specific dietary requirements. We encourage every child to try the school lunches as eating together helps children to try new foods, develop their skills with cutlery and gives them a nutritious meal to keep them going through the afternoon. If you decide your child does not want a cooked lunch, you will need to provide a packed school lunch. Crisps may be included in the packed lunch box but we ask that you do not include bags of sweets or large chocolate bars.

### **Morning Break**

All children in KS1 classes are provided with a piece of fruit or vegetables at break-time. Children can also bring in their own mid-morning snack to be eaten at playtime. This may be a piece of fruit, fresh or dried, or something like carrot sticks. Milk is provided through the ‘Cool Milk’ scheme to children under 5. If you would like your child to have milk once they are 5, you will need to register directly with Cool Milk, details of which we have in the Office.



Children are allowed a named water bottle in school, which we encourage to be filled with water, which can be refilled as necessary.

### **School Uniform**

There is a required school uniform at Knights Templar Community Church School that consists of:

- Grey/black trousers, shorts, skirt
- Pinafore or blue summer dress – Summer (optional)
- Light blue or white polo shirt
- Blue school sweatshirt or cardigan
- Sensible shoes, preferable brown or black or closed toe sandals
- Blue book bag

For PE:

- Blue shorts
- House coloured t-shirts
- Black daps
- Swimming trunks / costume



Our Logo'd School uniform supplier is Price and Buckland. All items can be delivered free to school during term time or paid to a home address.

Other school uniform items can be bought through other high street or online providers to provide value for money.

For health and safety reasons, children are not permitted to wear jewellery. For children with pierced ears, only studs may be worn. Please ensure that all clothing is clearly named so that we can return clothes that are found and also to help the children when they are changing. Also, especially when your child is young, velcro or elastic on shoes is much easier for them rather than laces. We also ask that every child has a waterproof coat every day of the year so that they are properly dressed for outside play.

### Health in School

At the start of your child's schooling and at the start of each new academic year, we will ask you to inform us of any medical condition, which may restrict your child's ability to take part in certain school activities (e.g. epilepsy, diabetes, heart problems, asthma, allergies).

### Medicines

If a child has medication prescribed by the doctor which has to be taken during school hours, please notify the office staff. Parents may be asked to visit to administer the medication themselves or alternatively, parents are requested to fill out a form giving full details. The school will not give medicine without this completed form and agreement from the Head/Deputy that the school staff can administer the medication. This includes ointments and headache drugs. Children must not bring medicines for self-administration at any time. If your child has been prescribed an inhaler, we ask that we have a spare in school so that we are confident that it can always be found in an emergency. Call in if you have any queries on this.

Unfortunately, like all schools, we occasionally discover head lice amongst the children. If head lice are discovered on your child's hair or on someone in their class, you will be informed and asked to check the hair of the whole family.

### **Dental, sight and hearing tests**

School dental, sight and hearing tests are conducted at different stages of your child's school career. Any parent who is worried about a physical condition in their child should contact their own GP who may then refer you back to the School Medical Service.

### **Illness during school time**

Any child who is taken ill during the day, or who suffers a minor accident, will be cared for by our qualified first aiders. Parents will be contacted immediately if we feel the child should be sent home or requires further treatment. In an extreme situation, your child will be taken to the hospital if immediate attention is required. We will contact you and arrange to meet you at the hospital.

Our policy is to inform parents of any bump to the head as this can cause difficulties later on in the day. Your child will also be given a 'bump' sticker as a reminder and a letter home. You will also receive a WEDUC message.

It is essential that you keep the school informed of your current address and telephone number. Please also supply a daytime number if you are working, a mobile number or a contact number of someone who can care for your child in your absence.

### **Attendance**



A child with poor school attendance misses key learning and makes less progress over the year. The absences also impact on their friendships and confidence. We are required by law to monitor and report on the level of school attendance. When a child's attendance goes below 90%, we will ask parents/carers to come in so that we can together improve the situation. Obviously, if a child is absent due to illness, then it is unavoidable and it is for the child's benefit to be at home.

The Headteacher cannot grant authorised absence for holidays except in the most exceptional circumstances. If you do need to take term time leave, the form is available on our website or can be collected from the school office.

If your child needs a medical appointment which cannot be booked out of school time, please give the details to the office. If your child is away from school for any reason, it is important that you either telephone the school office by 9.30 am and leave a voicemail or send a WEDUC absent message. If we do not hear from you, we will send a WEDUC message asking for a reason for absence. If we do not get a response, we will begin ringing through the contacts we have on the

system for your child. If we still cannot establish that your child is safe, we may do a home visit or alert the police. If we do not know the reason for an absence, it will be recorded as unauthorised.

## Homework

We believe that regular homework can make an important contribution to children's progress at school. It supports the work they do in class, reinforces skills and understanding, and it promotes partnership between parents and the school.

- \* Homework will be set on a regular basis throughout the school, with teachers outlining the pattern of work at the beginning of each school year, either by letter, or in the class meeting.
- \* Children will have more than one evening to complete tasks so that homework does not interfere with after-school activities (sports, music, clubs, etc.).
- \* The homework routines may be relaxed during busy times at school when extra demands are made on pupils – for example, during the performances of school plays or at the time of school trips.
- \* In Key Stage 1 and 2, homework will consist of activities arising from English, Maths or the term's theme. It may be simple games, learning spellings or number facts. Parents will be encouraged to join in with the activities to support their children.
- \* Children will also be given spellings to practise related to their ability groups. Parents should encourage the children to write these words at the same time as saying the letters out loud.
- \* All children will be expected to read at home every day from a library book or a 'take-home' book. Younger children should read with an adult, perhaps in a 'paired reading' situation. Fluent readers should be encouraged to talk about the books they are reading and to express likes and dislikes.
- \* It would be appreciated if parents could find a quiet place for children to work, and help to establish a routine for completing homework, away from all distractions.
- \* Feedback on completed homework will be given promptly, in the form of whole class discussion, individual comments, etc.



## Swimming in school



Children start swimming in the Reception classes and swim for one half of each term over the year. For swimming, children are expected to have their own swimming bag, trunks or swimming costumes, goggles and towel. If your child has long hair, please also provide hairbands so that it can be tied back. We ask for a contribution of £10 for each term (£30 for the year). This is to be paid on WEDUC.

### **Extra-Curricular Activities**

#### **Dragons' Den**

Contact Number: 01984 604 191

Our Dragons' Den is a much-loved and enjoyed part of Knights Templar open to all children from the school. In the morning, there is a breakfast session with children given a breakfast and a chance to relax and start the day ready to learn.

After school, there is a range of activities from cooking, gardening, crafts, as well as the opportunity to play outside, enjoy the many toys and games and relax in a comfy environment.

During the Summer holidays, children can come for a half day or full day. A special programme is designed for each week in which there will be outdoor visits, swimming, games, etc.

For any of these activities, parents can choose which days they would like their child to attend. All we ask is that parents book places beforehand on the WEDUC app.

Current prices are:

<b>Breakfast</b>	<b>Price</b>
7.45am – 8.45am	£3.60
Drop in from 8.30am	£1.20
 <b>After School Club</b>	
3.30pm – 4.30pm	£3.60
 <b>Holiday Full Day (only in Summer Holidays)</b>	
8.00am – 5.00pm	£31.20
 <b>Holiday Half Day</b>	
5 hours	£18.00

A wide range of activities is also offered as extra school clubs during the school year.

*Piano, Violin, Flute and Guitar Specialist music teachers deliver Piano, Violin and Guitar lessons on a Monday during school time to years 1-4 at a cost. Please see the office if you are interested in signing your child up.*

*Residential visits Each year, the Year 4 children are given the opportunity to go on a residential trip. The children enjoy a wide range of fun and challenging activities which develop their confidence and friendships. We have visited Great Wood, Pinkery, Kilve, Bristol and PGL Torquay in recent years.*



### **School Charging Policy**

*All education during school hours is free. Except for swimming, we do not charge for any activity undertaken as part of the National Curriculum. However, we do charge for optional extras.*

*Optional extras are activities provided outside of school time that are not:*

- part of the national curriculum*
- board and lodging for a pupil on a residential visit*
- extended day services offered to pupils (for example Parrot Club or after school clubs).*

*The Governors have agreed that parents should be asked to make voluntary contributions for swimming, trips and out-of-school activities. The Governors wish to emphasise however that no child will be excluded from an activity in school time if his or her parents/carers fail to contribute to the cost of that activity. For some more costly trips such as residential, families can spread the cost by paying in instalments.*

*Unfortunately, if large numbers of parents fail to contribute then the viability of an activity will be jeopardised. Any family in receipt of Income Support/Universal Credit is entitled to apply for financial assistance towards out-of-school activities. Details of such help can be obtained in complete confidence from the Head teacher.*

### **Concerns or complaints**

*We would ask you to come into school whenever you have a concern regarding your child so that we can discuss the matter and hopefully resolve it at an early stage. In the first instance, you may want to talk over a concern with the class teacher. The Headteacher is also keen to know if you have any worries and is happy to talk in person or over the phone if that is easier.*

*If you have a formal complaint to make, it should normally be made to the Headteacher. However, if the complaint cannot be resolved with the Headteacher, the parent should submit his/her complaint in writing to the Clerk of the Governors, Karen Wright. The Clerk will acknowledge receipt of the complaint and inform the Governing body. If the Governing Body*

cannot resolve the matter, then the complaint is referred in writing to the Secretary of State who will address the issue as appropriate.

### *Privacy Notice – Data Protection*

We collect information from you and may receive information about you and your child from your previous school/nursery and the Learning Records Service. We hold this personal data and use it to:

- Support the teaching and learning;
- Monitor and report on your child's progress;
- Provide appropriate pastoral care, and
- Assess how well the school/nursery is doing.

This information includes contact details, national curriculum assessment results, attendance information and personal characteristics such as your ethnic group, any special educational needs and relevant medical information. It is stored only for the duration of the time that your child is with us and is then passed onto the next school. We take data privacy and security seriously.

### *And finally...*

In this prospectus, we have tried to cover most of the information that you may need when your child is joining our school. Do feel free to call in or telephone if you have any queries. We look forward to you joining our school community.

### *Contact details*



Knights Templar Community Church School,  
Liddymore Road, Watchet, TA23 OEX

Telephone: 01984 634385

E-mail: [office@ktcc.uk](mailto:office@ktcc.uk)

Website: [www.knightstemplarfirst.co.uk](http://www.knightstemplarfirst.co.uk)

Knights Templar Community Church School Terms and Holidays  
2025/2026 Academic Year



September 2025						October 2025						November 2025										
M		1	8	15	22	29	Mo			6	13	20	27	M			3	10	17	24		
Tu		2	9	16	23	30	Tu			7	14	21	28	Tu			4	11	18	25		
W		3	10	17	24		We			1	8	15	22	29	W			5	12	19	26	
Th		4	11	18	25		Th			2	9	16	23	30	Th			6	13	20	27	
F		5	12	19	26		Fr			3	10	17	24	31	Fr			7	14	21	28	
Sa		6	13	20	27		Sa			4	11	18	25		Sa			1	8	15	22	29
Su		7	14	21	28		Su			5	12	19	26		Su			2	9	16	23	30
December 2025						January 2026						February 2026										
M		1	8	15	22	29	M			5	12	19	26	M			2	9	16	23		
Tu		2	9	16	23	30	Tu			6	13	20	27	Tu			3	10	17	24		
W		3	10	17	24	31	W			7	14	21	28	W			4	11	18	25		
Th		4	11	18	25		Th			1	8	15	22	29	Th			5	12	19	26	
F		5	12	19	26		F			2	9	16	23	30	F			6	13	20	27	
Sa		6	13	20	27		Sa			3	10	17	24	31	Sa			7	14	21	28	
Su		7	14	21	28		Su			4	11	18	25		Su			1	8	15	22	
March 2026						April 2026						May 2026										
M		2	9	16	23	30	M			6	13	20	27	M			4	11	18	25		
Tu		3	10	17	24	31	Tu			7	14	21	28	Tu			5	12	19	26		
W		4	11	18	25		W			1	8	15	22	29	W			6	13	20	27	
Th		5	12	19	26		Th			2	9	16	23	30	Th			7	14	21	28	
F		6	13	20	27		F			3	10	17	24		F			1	8	15	22	29
Sa		7	14	21	28		Sa			4	11	18	25		Sa			2	9	16	23	30
Su	1	8	15	22	29		Su			5	12	19	26		Su			3	10	17	24	31
June 2026						July 2026						August 2026										
M		1	8	15	22	29	M			6	13	20	27	M			3	10	17	24	31	
Tu		2	9	16	23	30	Tu			7	14	21	28	Tu			4	11	18	25		
W		3	10	17	24		W			1	8	15	22	29	W			5	12	19	26	
Th		4	11	18	25		Th			2	9	16	23	30	Th			6	13	20	27	
F		5	12	19	26		F			3	10	17	24	31	F			7	14	21	28	
Sa		6	13	20	27		Sa			4	11	18	25		Sa	1	8	15	22	29		
Su		7	14	21	28		Su			5	12	19	26		Su	2	9	16	23	30		

**Key:**

<span style="background-color: #00b050; color: white; padding: 2px;"> </span>	School Holiday
<span style="background-color: #ff8c00; color: white; padding: 2px;"> </span>	Bank Holiday
<span style="background-color: #ffffff; border: 1px solid black; padding: 2px;"> </span>	Term Time
<span style="background-color: #ffff00; color: black; padding: 2px;"> </span>	Inset Days

**Term dates summary:**

Term 1: 02 September – 24 October 2025 (39 days)
Term 2: 03 November – 19 December 2025 (35 days)
Term 3: 05 January – 13 February 2026 (30 days)
Term 4: 23 February – 02 April 2026 (29 days)
Term 5: 20 April – 22 May 2026 (24 days)
Term 6: 01 June – 22 July 2026 (38 days)
<b>TOTAL = 195</b>

**Bank and public holidays 2025/26**

Christmas Day	25 December 2025	Easter Monday	06 April 2026
Boxing Day	26 December 2025	May Day Bank Holiday	04 May 2026
New Year's Day	01 January 2026	Spring Bank Holiday	25 May 2026
Good Friday	03 April 2026	Summer Bank Holiday	31 August 2026

Academy, Free Schools, Foundation & Voluntary Aided schools can set their own term dates and may differ from ours. Please check with the individual schools for their term dates.

