

# Aims of the Meeting:

- Vision of BCPS
- Staff introductions
- Attendance information
- Behaviour expectations
- Timetable
- Curriculum information
- Trips and experiences
- Helping at home
- Uniform
- House keeping





**#ItStartsWithYou!**

# Senior Leadership Team (SLT)



Miss Walker  
Headteacher



Mrs Mukiza  
Deputy Head



Mrs. Male  
SENDCO



Mrs. Holden  
SENDCO

# 3LD



**Mrs Goodwin**  
Cover Supervisor



**Mrs Jepson**  
Cover Supervisor



**Mrs Dhillon**  
Class Teacher



**Miss McManus**  
Year 3 Support Staff



**Miss Bennett**  
Year 3 Support Staff



**Mrs Williamson**  
Year 3 Support Staff



**Mrs Clarke**  
Year 3 Support Staff



# 3TM



**Mrs Goodwin**  
Cover Supervisor



**Miss Moore**

Class Teacher



**Mrs Jepson**  
Cover Supervisor



**Miss McManus**  
Year 3 Support Staff



**Miss Bennett**  
Year 3 Support Staff



**Mrs Williamson**  
Year 3 Support Staff



**Mrs Clarke**  
Year 3 Support Staff

# 4SC



**Mrs Goodwin**  
Cover Supervisor



**Mrs Chapman**  
Class Teacher



**Mrs Jepson**  
Cover Supervisor



**Mrs Newton**  
Year 4 Support Staff



**Miss Hewerdine**  
Year 4 Support Staff



**Miss Rowley**  
Year 4 Support Staff



**Mrs Oboyle**  
Year 4 Support Staff

# 4SB



**Mrs Goodwin**  
Cover Supervisor



**Mrs Jepson**  
Cover Supervisor



**Miss Burgess**  
Class Teacher



**Mrs Newton**  
Year 4 Support Staff



**Miss Hewerdine**  
Year 4 Support Staff



**Miss Rowley**  
Year 4 Support Staff



**Mrs Oboyle**  
Year 4 Support Staff





**Braunstone Community  
Primary School**

*Be the best version of you!*

## Our Safeguarding Team

**Speak to one of our safeguarding team if you're concerned about a child**

**Braunstone Community  
Primary School:**  
**0116 285 8130**



**Mrs Mukiza**

Deputy Headteacher  
Designated Safeguarding Lead  
DSL for Prevent  
Brook Traffic Light Trained

**Children's Assessment Support &  
Prevention Service:**  
**0116 454 1004**



**Miss Walker**  
Headteacher

Deputy DSL for Online  
Safety  
Brook Traffic Light Trained



**Mrs Male**  
SENDCO

Deputy DSL for Mental  
Health & Wellbeing



**Mrs Holden**  
SENDCO

Deputy DSL for LAC/PLAC



**Mrs Marks**  
Family Support Worker

Deputy DSL for Harmful  
Sexual Behaviours  
Brook Traffic Light Trained



**Mrs Westwater**  
Attendance Officer  
Deputy DSL for Attendance



**Miss Downward**  
Inclusion Champion  
Deputy DSL  
Brook Traffic Light Trained



**Mrs Snow**  
Behaviour Mentor  
Deputy DSL



# Behaviour Support Team

Miss Downward  
Inclusion Champion



Mrs. Snow  
Behaviour Mentor



# More support....



Mrs. Westwater  
Admissions Officer



Jen Marks  
Family Support Worker



Mrs. Cox  
ELSA



Mrs. Newton  
ELSA



Mrs. Mackness  
ELSA

# Communication and Lunches



Most communication comes through from the Arbor App or Email.

Please make sure you download it.

If you need help, ask the office.

You can update your own details on the app.



School lunches must be ordered through SchoolGrid.

You can order them daily, weekly, monthly or even termly!

They must be ordered by 8.45am.

If your child is absent, you must cancel their lunch, or you will be charged.



All schools work with Leicestershire Police.

If there has been an incident at home and police are called, whether children are at home or not, BCPS is informed.

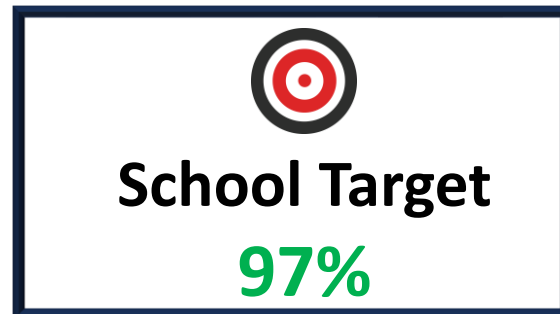
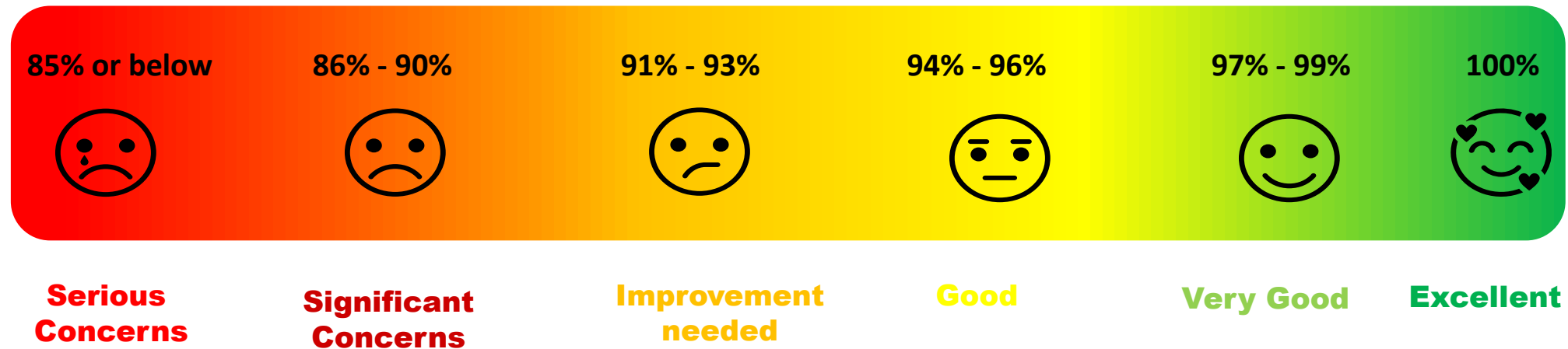
This is to support families when times are hard.



# Your child will **miss out** if they are not here!

If your child's attendance falls below 90%, they are identified as persistently absent.

90% in a test is an amazing score; 90% school attendance means the child has missed far too much learning!



# The 4 R's



**R**espect



**R**esilience



**R**eady to learn



**R**esponsibility



# Year 3 and 4

**Platinum**

**Green**

**One Verbal Warning**

**Yellow**

**Red**

# Red Slips

We do everything we possibly can to avoid issuing red slips.

However, there may be times when they are issued to children if they display negative behaviours that are not inline with our vision or school rules (4 Rules).



# Red Slips

Red slips are issued to children if they display negative behaviours, such as:

Refusal to follow instructions

- These are monitored by teachers, behaviour support team and SLT
- Can't keep getting lots of red slips and think that it's ok
- Meetings will happen for children getting red slips with different colleagues depending on the number of red slips.



## Meeting – 3 red slips

- Pupil
- Parents/carers
- Class teacher
- Behaviour Support Team

## Meeting – 6 red slips

- Pupil
- Parents/carers
- Class teacher
- Phase leader
- Behaviour Support Team

# Meeting - 9 red slips

- Pupil
- Parents/carers
- Class teacher
- Phase leader
- Behaviour support team
- SLT – Miss Walker, Mrs Mukiza, Mrs Male or Mrs Holden

# Serious Incidents

- This is now the same for serious incidents
- Meetings for 3,6,9

# Playtime and Lunchtime



Red Card



- 5 minutes time out
- Child's name recorded
- Class teacher and behaviour support team made aware



# Rewards

G. O. L. D. E. N T. I. M. E - the class work together to earn the 10 letters of golden time for a 30-minute, structured reward session each week. If all golden time letters are not earned, then the reward is not given.

Class Dojo - individual reward points which are calculated each term and prizes are given

Platinum certificates - issued daily for children who demonstrate excellence of the school values or rules

Star of the Week - weekly assemblies where a child is issued with a certificate in the presence of their parents and carers when they have demonstrated excellence within the school values or rules.

Stickers - general reward stickers or special SLT stickers for demonstrating the values.

Verbal praise - thumbs up, well done's



We do not accept bullying at BCPS!

Several

Times

On

Purpose

1

Start

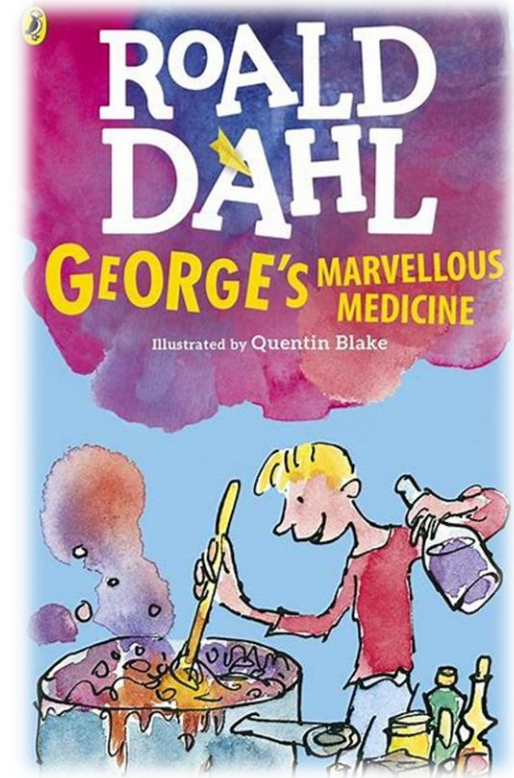
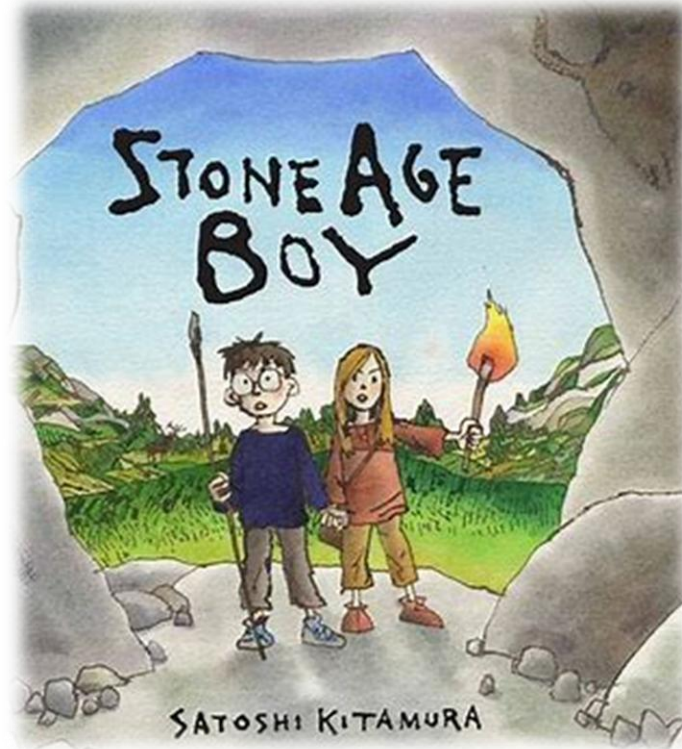
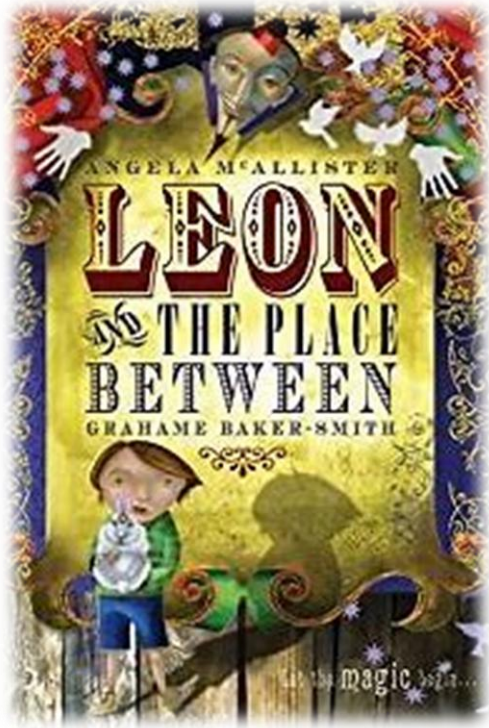
Telling

Other

People

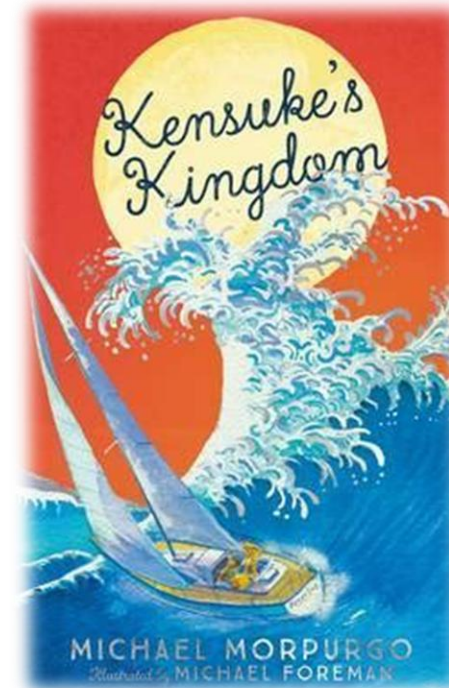
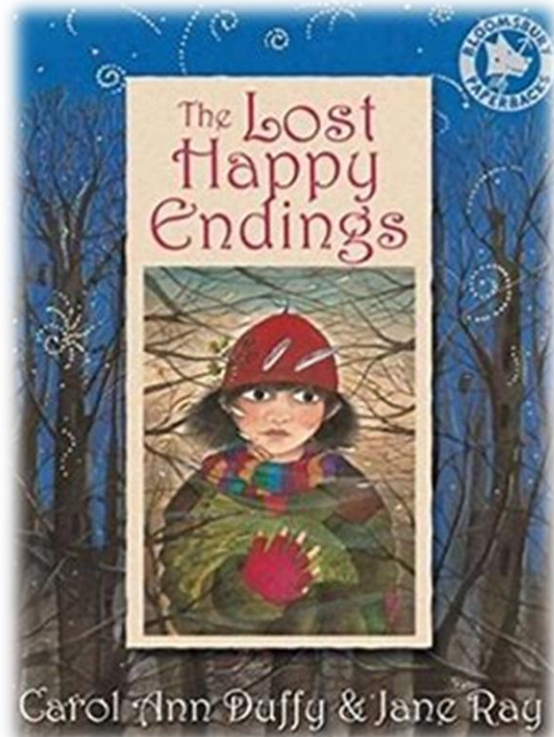
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# Year 3 Texts to Inspire Writing for Autumn





# Year 4 Texts to Inspire Writing for Autumn





# Year 4 MTC

Schools must administer the multiplication tables check within the  
2-week period from  
Monday 1<sup>st</sup> June 2026.

Last academic year, our average score was 24.8!  
We have to beat it!

25 questions, 6 seconds per question!

# Examples of Year 3 Writing

## Y3 Charlotte

5/6. the writing inconsistently moves between singular and plural

2. apostrophe of contraction missing

3. form and engage the reader

### Introduction

Lets go on a magical adventure with the Anacondas! Amazing, Strong, Large and colourful Anacondas live in the damp and soggy rainforest (Amazon), which is at the North of South America. Did you know, the green Anacondas are the largest type of Anacondas? Other Anacondas are yellow and other extreme colours.

3. use of 'did you know' questions appropriate to the form and engage the reader

2. commas in lists and between clauses clarify the meaning

3/4. subheadings clearly organise the information text and the paragraphs are organised around themes

### Delicious

The deathdefying anaconda, who sufficates its mouthwatering prey, kills its prey at night! Quickly the Anaconda, with teeth as sharp as a knife, swallows its favourite prey in one go.

3/4. use of adjectives not always match non-fiction tone: death-defying, mouthwatering

3/4. over-use of the noun 'prey'

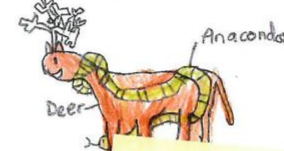
### Ready, Steady... Hunt!

Down in the jungle, at the darkest of night, The anaconda splashes through the river. This is because they are nocturnal. First they desperately find their tempting prey. Next it wraps around their prey and sufficates it. After a while, it feasts!

4. fronted adverbials followed by commas (although prepositions not well-chosen)

3. adverbs (first, next) & prepositions (after) express sequence

3. use of appropriate technical vocabulary: nocturnal, prey, sufficates



### Full up

Did you know, when an anaconda eats a massive meal (maybe even bigger than its body) it doesn't need to eat ~~at all~~ <sup>anything</sup> for months ahead!?

3. conjunction 'when' expresses sequence

5. aside using parenthesis

Once they have finished a meal of pigs, deer, birds, capybaras, crocodiles and many other delicious meats, it's tummy is all swollen up! Anacondas babies, which name safe neonates, can already hunt from birth.

3. conjunction 'once' expresses sequence

3. use of present perfect tense 'have finished'

# Examples of Year 3 Writing

## Y3 Savannah

3. conjunction expresses time

As the sun went down the tomb robber approached. With his darkest black cloak

3/4. fronted adverbial expresses cause

3/4. short sentence creates drama

he could not be seen in the dead of night. His eyes were in that evil look.

4. adjectival phrase expands the noun phrase

3. fronted adverb creates cohesion

The tomb robber was on the loose. He crept to my pyramid door the door was

3. conjunction to express cause

locked. Luckily he had a skeleton key that can unlock anything. It unlocked my

door. Because the corey door was so small, the tomb robber had to call

1. capital letter not used for proper noun

to the cleopatra tomb. But why was the corey door small? thought the tomb

robber. But the tomb robber didn't care about that he was to busy looking

for the cleopatra jewellry, money and gold.

3/4. Adverb links paragraphs

Finally the tomb robber found the cleopatra tomb the door wasn't locked the

4. Repetitive use of noun 'tomb robber'

time. The tomb rushed in. He couldn't believe his eyes the tomb robbers eyes shone

4. appropriate adventure story vocabulary

in delight. Every thing was gold. There was diamonds, money, gold and even

4. appropriate adventure story vocabulary

status. The tomb robber got his bag and filled it up with all the

loot he could carry.

3/4. Conjunctions sequence the action

After the tomb robber filled up his bag the guard's came.

3/4. weak verb choices do not help to develop action: came, went, got

When the tomb robber heard the guard he went in the coffin

to hid. The guard came they opened the door but there was

nothing to be seen so they came out of the tomb. little did

they notice they dropped a rope that made it easier for

the tomb robber to get out. The tomb robber got out of

his hiding place and saw the rope. He noticed there was a

hole in the roof and tried to throw the rope onto the

top of the pyramid. The rope was too small so the tomb

robber used the door and noticed all the keys were gone!

3/4. The writing has lost the perspective of the first person narrator

3/4. Unnecessary apostrophe

Was he trapped forever? No one knows.

4. Ending, including a question, leaves the reader in suspense



# Examples of Year 4 Writing

## Y4 Ewen

4. fronted adverbial followed by comma

One day, there was a little lad on the seaside who loved to enjoy examining beach (and sea) life. At that time, he was looking at a blue hermit crab, so as he was about to leave, he saw another creature, an original crab. Therefore he bent down to take a close look. Unnoticed, the origin of a wave came in!

4. unnecessary fronted adverbial with wrong level of formality

4. incorrect verb form

It was violent, it drew him in! Fortunately, he was lucky enough to get pushed back on shore. That day, he found an ancient camera! In the camera was some pictures and film. Apparently, there were blonfish hot air balloons, turtle city, alien and starfish islands!

4. adverbs create cohesion within the paragraph

1. -incorrect plural suffix

Also undersea creatures having a meeting on courts. The boy was astonished. But that wasn't it...

4. incorrect verb form

5. ellipsis creates suspense

There ~~was~~ a robotic fish! The curious boy found another piece for the contraption, fish! He took it to the lifeguard and she (the lifeguard) said, "Who cares? I'm a lifeguard." For the had ran to the photo shop for them to give info. He sat on the beach for an hour or so, and got it back.

5. comma clarifies meaning

4. direct speech correctly punctuated

4. prepositional phrase signals time

4. fronted adverbial with wrong level of formality

So because everyone else took a picture, he did. Therefore, the camera's journey started again.

So it came to another nice girl.



# Examples of Year 4 Writing

## Y4 Lotty

4. fronted adverbials lack commas

4. noun phrases add detail to the setting effectively set the mood

2. missing apostrophe singular possession

5. ellipsis adds tension

4. punctuation within dialogue inconsistent

Long ago in a dark forest there was a house surrounded by a calm flowing lake alongside a falling waterfall. It was not as tall as people would have expected although it was calm and quiet. If you looked at it it would look back you with warmth and love. It was surrounded by long fingered trees. Beneath the windows flowers stood up in the most interesting way. You would be silly to think that a house like that would be haunted. Beneath the dreamy wooden roof stood a girl draped in her blue shimmering cloak. This girl's parents had died long before she turned seven so she had forgotten her name. She called herself little Blue Riding Hood. Most people called her Blue. Blue was as kind as a fairy.

4. the noun to which the pronouns refer is ambiguous: the house or the waterfall?

5. comments engage the reader

4. fronted adverbials detail the setting

4. past perfect tense indicate distant past

Blue took notice of a small brown nut although she thought it was a nut. The nut came closer...and closer when it got to her she noticed that it was a baby bear. Its small ears were so small that you wouldn't believe it. "Well hello you little cutie what are you doing here?" Blue exclaimed. "I lost my way" The baby bear said. "Can you help me find my mummy?" "Of course I can" Blue replied. "What does she look like?" She added. "She looks like me but a bit bigger." Baby bear quickly said. "Come on then what are we waiting for let's go." Said Blue. "OK replied baby

3. subordinating conjunction to organise time

2. missing apostrophe for contraction

# Curriculum Information - Year 3

<b>Science</b>	Rocks Light Animals including Humans Forces and Magnets Plants
<b>History</b>	Stone Age to Iron Age Ancient Greece
<b>Geography</b>	Volcanoes and Earthquakes The Island of Crete
<b>Computing and E-Safety</b>	Computing Systems and Networks Creating Media Programming Data and information Systems Creating Media
<b>Art and Design</b>	Creating with Metal Implied Texture (fossils) Hot and Cold textures
<b>Design and Technology</b>	Pneumatic Toys Eating Seasonally Cushions
<b>Music</b>	Djembe Drumming
<b>R.E.</b>	What makes us human? Where do our morals come from? Is scripture central to religion? What happens if we do wrong? Why is water symbolic? Why is fire used ceremonially?
<b>PSHE</b>	Families and friendships. Belonging to a Community. Physical health and mental wellbeing

# Curriculum Information - Year 4

<b>Science</b>	States of matter Living things and their habitat Electricity Animals including Humans Sound
<b>History</b>	The Mayan Civilisation Roman Britain
<b>Geography</b>	The Water Cycle The Journey of a River
<b>Computing and E-Safety</b>	Computing Systems and Networks Creating Media Programming Data and information systems
<b>Art and Design</b>	In my element Roman Britain World of Water
<b>Design and Technology</b>	Adapting a recipe Fastenings Pavilions
<b>Music</b>	Djembe Drumming
<b>R.E.</b>	Are all religions equal? What makes some texts sacred? Just how important are our beliefs? Who was Jesus really? Why is the Bible the best-selling book of all time? Does the language of scripture matter?
<b>PSHE</b>	Families and friendships. Belonging to a Community. Physical health and mental wellbeing

# Timetable - Year 3

Monday	Tuesday	Wednesday	Thursday	Friday
<b>Whole School Assembly</b> 09.00 – 09.30	<b>Reading</b> 09.00 – 09.30	<b>Reading</b> 09.00 – 09.30	<b>Reading</b> 09.00 – 09.30	<b>English</b> 09.00 – 10.00
<b>Lyfta</b> 09.30 – 09.50	<b>English</b> 09.30 – 10.30	<b>English</b> 09.30 – 10.30	<b>Times Tables</b> 9.30 – 9.55	
<b>Reading</b> 09.50 – 10.10	<b>Times Tables</b> 10.30 – 10.55	<b>Singing Assembly</b> 10.30 – 10.50	<b>Computing</b> 9.55 – 10.55	<b>PE</b> 10.00 – 10.55
<b>English</b> 10.10 – 10.50				
<b>Break Time</b> 10.55 – 11.10	<b>Break Time</b> 10.55 – 11.10	<b>Break Time</b> 10.55 – 11.10	<b>Break Time</b> 10.55 – 11.10	<b>Break Time</b> 10.55 – 11.10
<b>Maths</b> 11.10 – 12.00	<b>Maths</b> 11.10 – 12.00	<b>Maths</b> 11.10 – 12.00	<b>Maths</b> 11.10 – 12.00	<b>Maths</b> 11.10 – 12.00
<b>Spelling</b> 12.00 – 12.20	<b>Arithmetic</b> 12.00 – 12.20	<b>Spelling</b> 12.00 – 12.20	<b>Arithmetic</b> 12.00 – 12.20	<b>Spelling</b> 12.00 – 12.20
<b>Lunch Time</b> 12.20 – 13.10	<b>Lunch Time</b> 12.20 – 13.10	<b>Lunch Time</b> 12.20 – 13.10	<b>Lunch Time</b> 12.20 – 13.10	<b>Lunch Time</b> 12.20 – 13.10
<b>Speed Reading</b> 13.10 – 13.20	<b>Speed Reading</b> 13.10 – 13.20	<b>PE</b> 13.10. – 14.05	<b>Spelling</b> 13.10 – 13.30	<b>RE</b> 13.10 – 14.00
<b>Art</b> 13.20 – 14.15	<b>Science</b> 13.20 – 14.20		<b>English</b> 13.30 – 14.30	<b>Golden Time</b> 14.00 – 14.30
<b>PSHE</b> 14.15 – 15.00	<b>Spanish</b> 14.20 – 15.00	<b>History</b> 14.05- 15.05	<b>Reading</b> 14.30 – 15.00	<b>Celebration Assembly</b> 14.30 – 15.00
<b>Story Time</b> 15:00 – 15:15	<b>Story Time</b> 15:00 – 15:15	<b>Story Time</b> 15:05– 15:15	<b>Story Time</b> 15:00 – 15:15	<b>Story Time</b> 15:00 – 15:15



# Timetable - Year 4

Monday	Tuesday	Wednesday	Thursday	Friday
<b>Whole School Assembly</b> 09.00 – 09.30	<b>Reading</b> 09.00 – 09.30	<b>Reading</b> 09.00 – 09.30	<b>PE</b> 09.00 – 10.00	<b>Times Tables</b> 9.00 – 9.25
<b>Lyfta</b> 09.30 – 09.50	<b>English</b> 09.30 – 10.30	<b>English</b> 09.30 – 10.30		<b>Reading</b> 09.25 – 09.55
<b>Reading</b> 09.50 – 10.10	<b>Times Tables</b> 10.30 – 10.55	<b>Singing Assembly</b> 10.30 – 10.50	<b>Reading (AR/Speed read)</b> 10.00 – 10.30	<b>Maths</b> 09.55 – 10.45
<b>English</b> 10.10 – 10.50			<b>Spanish</b> 10.30 – 10.55	<b>Spelling</b> 10.45-10.55
<b>Break Time</b> 10.55 – 11.10	<b>Break Time</b> 10.55 – 11.10	<b>Break Time</b> 10.55 – 11.10	<b>Break Time</b> 10.55 – 11.10	<b>Break Time</b> 10.55 – 11.10
<b>Maths</b> 11.10 – 12.00	<b>Maths</b> 11.10 – 12.00	<b>Maths</b> 11.10 – 12.00	<b>Maths</b> 11.10 – 12.00	<b>English</b> 11.10 – 12.20
<b>Times Tables</b> 12.00 – 12.20	<b>Spelling</b> 12:00 – 12:20	<b>Spelling</b> 12.00 – 12.20	<b>Handwriting</b> 12.00 – 12.20	
<b>Lunch Time</b> 12.20 – 13.10	<b>Lunch Time</b> 12.20 – 13.10	<b>Lunch Time</b> 12.20 – 13.10	<b>Lunch Time</b> 12.20 – 13.10	<b>Lunch Time</b> 12.20 – 13.10
<b>History</b> 1.10 – 14.00	<b>Drumming</b> 13:10 - 14:05	<b>Science</b> 1.10 – 2.10	<b>English</b> 13:10- 14:10	<b>Handwriting</b> 13.10-13.30
				<b>PSHE</b> 13.30 – 14.00
<b>PE</b> 14.00 – 15.00	<b>Art</b> 14:05 – 15:00	<b>Computing</b> 2.10 – 3.00	<b>RE</b> 14.10 - 15.00	<b>Golden time</b> 14.00 – 14.30
				<b>Celebration Assembly</b> 14.30 – 15.00
<b>Story Time</b> 15:00 – 15:15	<b>Story Time</b> 15:00 – 15:15	<b>Story Time</b> 15:00 – 15:15	<b>Story Time</b> 15:00 – 15:15	<b>Story Time</b> 15:00 – 15:15



# Trips and Experiences

## Year 3:

Creswell Crags  
Lapworth Museum  
Greek experience Day  
Gurdwara  
Author visits

## Year 4:

Bosworth Battlefield- Roman Day  
Think Tank museum  
Synagogue  
Severn Trent Water  
Swimming  
Author Visits



# Helping at Home



**CENTURY**  
INTELLIGENT LEARNING™

Year 3 and 4

- Daily reading and questioning about the book - 3 pages per day = 1,095 per year!
- Times table rockstars
- Century
- Examples of writing - <https://www.literacywagoll.com/>
- Homework - hand out/due date will be set by your child's class teacher

# Homework

Handed out on **Friday**

Returned on **Wednesday**

If children do not bring their homework in, they will have an opportunity on Thursday in school.

If it's still not completed, children may have to complete their homework during their break/lunch or Golden Time.

1. Reading comprehension - this will be linked to the whole class reading book.
2. Spellings.
3. Basic maths skills.

**Year 3  
Homework**

Homework is due back on: **Wednesday 11<sup>th</sup> September 2024**

Name: \_\_\_\_\_

In "Kensuke's Kingdom" by Michael Morpurgo, young Michael is swept overboard during a family sailing trip and finds himself stranded on a remote island in the Pacific. He soon discovers he is not alone—an elderly Japanese man named Kensuke has been living there in isolation since World War II. At first, Kensuke is wary of Michael, but as they spend time together, they form a deep bond. Kensuke teaches Michael survival skills and shares his poignant life story. Despite their friendship, Kensuke is determined to stay on the island, tied to the past and his lost family. As Michael wrestles with the hope of rescue and his growing connection to Kensuke, he faces difficult decisions about loyalty, friendship, and the meaning of home.

**Answer these questions:**

- What events lead Michael to be stranded on the island?  
\_\_\_\_\_
- How does Michael's relationship with Kensuke evolve throughout the story?  
\_\_\_\_\_
- What are some of the survival skills that Kensuke teaches Michael?  
\_\_\_\_\_
- Why does Kensuke choose to stay on the island despite opportunities to leave?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- How does the island setting influence the themes of isolation and friendship?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Year 3  
Homework**

Homework is due back on: **Wednesday 11<sup>th</sup> September 2024**

Here are this week's spellings to learn:

delicious				
various				
ambitious				
nutritious				
anxious				
infectious				
cautious				
fictitious				
prosperous				
dangerous				

**Complete these questions:**

- $7 \times 5 = \underline{\quad}$
- $3 \times 5 = \underline{\quad}$
- $9 \times 5 = \underline{\quad}$
- $2 \times 5 = \underline{\quad}$
- $5 \times 5 = \underline{\quad}$
- $8 \times 5 = \underline{\quad}$
- $1 \times 5 = \underline{\quad}$
- $10 \times 5 = \underline{\quad}$
- $4 \times 5 = \underline{\quad}$

**Complete these questions:**

If you have 5 packs of stickers and each pack has 5 stickers, how many stickers do you have in total?  
\_\_\_\_\_

Sally has 3 boxes of crayons, and each box contains 5 crayons. How many crayons does Sally have altogether?  
\_\_\_\_\_

There are 7 groups of 5 chairs in a classroom. How many chairs are there in total?  
\_\_\_\_\_

A toy car costs 5 dollars. If you want to buy 4 toy cars, how much money will you need?

# Let's have a look at the learning platforms.....

[Pupil Zone – Braunstone Primary](#)



**CENTURY**  
INTELLIGENT LEARNING™



Accelerated Reader



# Uniform – <https://www.brandmonkey.co.uk/school-uniforms/braunston-community-primary-school/>



BRAUNSTONE COMMUNITY PRIMARY SCHOOL, SCHOOLS

BRAUNSTONE COMMUNITY WINDBREAKER JACKET



BRAUNSTONE COMMUNITY PRIMARY SCHOOL, SCHOOLS

BRAUNSTONE COMMUNITY GYM BAG



BRAUNSTONE COMMUNITY PRIMARY SCHOOL, SCHOOLS

BRAUNSTONE COMMUNITY T-SHIRT



BRAUNSTONE COMMUNITY PRIMARY SCHOOL, SCHOOLS

BRAUNSTONE COMMUNITY FLEECE LINED JACKET  
£13.91



BRAUNSTONE COMMUNITY PRIMARY SCHOOL, SCHOOLS

BRAUNSTONE COMMUNITY FLEECE  
£11.00



BRAUNSTONE COMMUNITY PRIMARY SCHOOL, SCHOOLS

BRAUNSTONE COMMUNITY PE SHORTS  
£3.20

Where possible, children should be in school uniform.

Logoed merchandise is available from the above link.

Children are permitted to wear non-branded:

- Navy jumpers or cardigans
- White polo shirts
- Grey skirt or trousers
- Black shoes or trainers (without logos)
- One pair of stud earrings – need to be taken out for PE,

# House Keeping Reminders

- Ensure all clothing items are named
- Children are in school on time - doors open at 8.43am
- Children are collected on time - 3.15pm
- Ensure contact details are up to date with the office - most information comes via email
- Trips are paid for on time
- You must cancel your child's lunch if they are ill as you will be charged for it
- School lunches are paid, where possible, in advance
- Children arrive in PE kits on the specified day
- Absences must be reported as soon as possible to the office or the app
- Twitter - @braunstone\_cps



#ItStartsWithYou!

THANK  
YOU!

Without your support, our children and community  
would not be as amazing as we are!

