



PARENT HANDBOOK

KS1 Air Team 2025-26





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Every effort has been made to make the content of this parent handbook correct and up to date at the time of going to press (September 2025), but please let us know if you find any errors or omissions.

A PDF of this handbook is also available on the school website.

We welcome your suggestions for improvement

Please contact us at admin@thameside.reading.sch.uk if you can think of anything that will make this handbook even more useful to parents of children coming to Thameside.



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Welcome to Thameside Primary School

We look forward to welcoming your child into our (KS1) Air Team. This is an important and exciting time in your child's life, and we are committed to providing them with the best possible education in a safe, happy and caring environment.

This Parent Handbook is designed to answer (almost) all questions you might have – before your child starts at Thameside Primary School and throughout their time here.

If you have questions that the Parent Handbook doesn't answer, please speak to your child's teacher in the first instance.

Ready...Preparing for Key Stage 1

We have a carefully planned transition programme that aims to help your child get to know their new class and their teachers prior to their first day in Air Team.

Children will transition to their new class for the last week and a half of school in preparation for September. If your child is starting mid-year, they will have chance to meet their teacher when you visit the school.

One-page profiles (OPP)

Please help your child to complete the one-page profile provided and return it to your child's teacher at the earliest opportunity. This will help their teacher to gain an understanding of their likes and dislikes and how best to help your child in the first few weeks of school.

Mrs Greenaway has also completed a one-page profile of herself (see next page).

How to help your child to be KS1 ready

You can help your child get ready for school by practising the following skills:

- Practise doing up shoelaces
- Doing up the zip on their coat
- Personal hygiene
- Independently going to the toilet
- Getting dressed on their own in the morning
- One-to-one reading
- Recognising and counting numbers 1-20
- Number and letter formation



My Name: Mrs Greenaway



What people like and admire about me...

- I'm hardworking
- I play hockey for Sonning Hockey Club
- I try my best
- I always try to help people
- I always try to find a solution
- I'm a working mum
- I am happy and creative

What's important to me...

- My family, especially my three sons.
- My job at Thameside Primary School.
- The children, families and staff that I am proud to work with.
- Playing hockey and my team.
- My friends and being around people who accept me the way I am.
- Chocolate, cake and coffee!
- Cornwall, where I am from.
- Being a trained SENDCO, inclusion is important to me and celebrating differences.
- Helping others to succeed.
- Trying to do everything to the best of my ability.
- Reading books.
- Being active and keeping fit and healthy.

How best to support me...

- Make me laugh if I'm having a bad day.
- Encouragement and kindness.
- Care about me, or seem to!
- Listen.
- Coffee and cake!
- A quick check in now and then.
- Tell me to delegate, when it's appropriate.
- Know that I cannot please everyone and I never mean to intentionally upset anyone with the decisions I have to make.



Steady... Starting at Thameside

School uniform

We are proud of our uniform and children should take pride in wearing it. Our school colour is maroon and is teamed with grey and white.

Uniform

- grey school trousers, tailored shorts or pinafore dress
- white polo shirt
- maroon sweatshirt or cardigan (with or without school logo)
- maroon school fleece
- summer dress – maroon or red check pattern

Footwear

Children should wear sturdy black shoes.

Black trainers (*without* logo, stripes or different coloured laces and soles) may be worn, but your child should have a change of shoes for PE.

PE kit

Inclusive Sportswear- children can choose what to wear that is suitable for the sport they are doing.

No crop tops or hot pants.

Jewellery

Jewellery must not be worn in school although small gold or silver studs are permitted. Children will be asked to remove earrings other than studs and must be able to do this themselves. Only one small stud per ear please.

Hair

Hairstyles should be appropriate for school. Shaved patterns are not permitted. Long hair must be tied up as a precaution against the spread of head lice and for PE.

Children not wearing the correct uniform will be reminded of our expectations, and we may also contact parents.

If there is any reason correct uniform cannot be worn then please contact the headteacher.



Where to buy school uniform

Some supermarkets and retailers stock maroon sweatshirts, jumpers, cardigans and maroon or red check dresses. Other items of school uniform – grey trousers and skirts, white shirts and polo shirts – are widely available.

All items of school uniform can also be bought through the links on this page: [Uniform - Thameside Primary School](#)

Plain school uniform items

- plain white short and long-sleeved shirts and polo shirts
- plain maroon sweatshirt or cardigan (optional iron on logos can be purchased from the school office for plain items)
- trousers, shorts, pinafores and summer dress
- black PE shorts and jogging bottoms

Iron on school badges can be bought from the school office

Named belongings

All clothes and other items that your child brings to school should be named, including:

- book bag
- PE kit: PE bag, shorts/tracksuit bottoms, T-shirt, shoes
- all items of school uniform
- coats, scarves, gloves etc.
- water bottles lunch boxes.

Lost property

Lost property is held in the lost & found box in the school entrance.



Go! The school day

What to bring to school

Please make sure that your child brings the following named items to school every day:

- book bag with reading book and reading record
- water bottle
- PE kit
- lunch box (if applicable)

Access to the school

School Street

Harley Road is a school street. A School Street is a road outside a school with a temporary restriction to most motorised traffic at school drop-off (8:30am – 9:15am) and pick-up (2:50pm-3:30pm) times, providing the opportunity for people to walk, scoot or cycle safely. Some vehicles accessing residential properties are still eligible to access Harley Road at all times of the day. The closure is at the end of Harley Road where it joins with Wolsey Road. You are still able to walk, cycle and scoot along Harley Road outside the school. Parents and carers are encouraged to walk or park further away and walk a short distance to drop off or collect children at/from school.

Parking

Parents are strongly encouraged to walk their children to school. To ensure the safety of children and adults arriving at or leaving school, **parking is not permitted on the zigzag and double yellow lines outside the main entrance** to the school.

At all times, when entering Elliotts Way at drop-off or collection time, **drive slowly and look out for children** and adults crossing the road.

You MUST turn off your engine when stationary.

Alternative parking:

Britannia Parking Group, Waitrose, 51 Church Street, Reading, RG4 8AY (Free parking for 1hr 30min)

ParkingEye Limited, Iceland, Church Street, Reading, RG4 8BA (Free parking for 3hrs)

Reading Borough Council, Thames Side Promenade, Reading, RG1 8BD (Free parking for 2hrs)

Drop-off and collection

Year 1 & Year 2 should be dropped off at the main gate on Harley Road by 8.45. The gates will open at 8.40am. All children must be in school for 8.45am so that they do not miss out on essential learning. Doors and gates are shut and/or locked at 8.50am.

At the end of the school day your child must be collected by an adult from the same gates (year 2) and the FS gate (year 1) at 3.15.

Before your child starts school, you will be asked who normally collects at the end of the day. If for any reason a different adult will be collecting your child, you must inform the school, either in person by talking to a Key Stage 1 staff member or school office staff, or by email or a phone call to the school office.



Late arrival

If the gates are shut on arrival, please take your child to the school office from where they can go through to their classroom, you must sign your child in.

Late collection

Any children who have not been collected by 3.25pm will be brought to the office where staff will contact their parents.

Dogs

No dogs (except guide dogs) are allowed on school grounds **at any time** past the main school gate.

Going to aftercare and after-school clubs

Key Stage 1 children attending aftercare or after-school clubs will be taken there by a member of staff. Once your child is in Year 2, they will be taken there initially but will be expected to go independently when appropriate.

Food and drink

School lunches

School lunches must be ordered online through [parentpay](#) by 9am on the day. It can also be ordered in advance.

Packed lunch

If you give your child a packed lunch, please ensure there is a healthy balance of foods – no sweets or fizzy drinks please. **NB** No nuts please, as we have children in school with severe nut allergies.



Reduce, reuse and recycle: Thameside Eco Council requests that reusable, washable pots are used where possible to reduce single-use plastics like crisp bags and yoghurt pots. Water is freely available in the hall.

Snacks

Every child in Key Stage 1 is offered a piece of fruit or vegetable daily.

Water bottle

Every child should have a named water bottle – containing only water – in school. Children have access to this throughout the school day. If you forget to bring a bottle for your child, you can buy one from the school office.

ParentPay

ParentPay (www.parentpay.com) is an online school payment system that allows you make secure credit and debit card payments for school uniform, lunches and activities such as school trips etc.

When your child starts at Thameside, you will receive a letter with a ParentPay activation code. Once you have activated your account, you can view and (if applicable) pay for meal choices online.

Birthdays

We always acknowledge children's birthdays and celebrate them at school: there is singing and a brief Q&A. If you would like to contribute to these celebrations, send in your child with their favourite book to share with the whole class at the end of the day. Alternatively visit our [Amazon](#)



[wish](#) list to buy books for the class. We do not allow sharing of sweets due to our Food Policy and severe food allergies present within the school.

Behaviour policy in Key Stage One

Thameside Primary School follows a ‘therapeutic thinking approach’ to behaviour which is endorsed by Brighter Futures for Children (responsible for delivering Children’s Social Care, Early Help and Education services across Reading).

Therapeutic thinking is an approach to behaviour that prioritises the prosocial experiences and feeling of everyone involved. Prosocial is behaviour which is positive and benefits other people or society. Unsocial behaviour is where there is a lack of effort to behave sociably in the company of others, but not to the detriment of others. Antisocial behaviour is that which causes harm or distress to an individual, a group, to the community or the environment. All children have the right to learn in a safe environment and antisocial behaviour infringes on these rights.

We believe that when a child demonstrates unacceptable behaviour, it is the behaviour which is unacceptable not the child. The school employs a number of consequences to enforce the school values and class charters and to help the children learn how their actions have affected others and what they should do in the future. This helps us to build a safe and positive learning environment. We employ each consequence appropriately and fairly to each individual situation.

It is at the discretion of the staff to discuss any such events with the parents at the end of the school day. We are an inclusive setting who knows that promoting equality of opportunity does not mean all children should be treated the same, i.e. we focus on what children **need** to succeed and not what they **want**. Therefore, we ask parents to understand that some children at our school require a **differentiated approach** with their behaviour.



Good behaviour is expected from all pupils at all times and will be acknowledged through, for example:

- Verbal personal and constructive recognition by adults and peers
- Informing parents/carers of their child’s achievements through a Values postcard or text message
- Class or key stage assemblies



Learning at school

Reading

At Thameside, reading is at the heart of the curriculum. We use the Read, Write Inc phonics scheme and have created our own target cards to inform parents of their child's next steps. For more information go to [curriculum>reading](#) and to [curriculum>reading>workshops for parents](#).



Reading books and reading record

Your child will bring home a phonics book, bookbag book and a **yellow** reading record, which should be kept in their book bag for protection.

Throughout Key Stage 1, we expect your child (independently or with an adult) to **read for a minimum of 10 minutes each day**. Please record the book title and a short comment in the yellow reading record.

Children will also receive a weekly phonics e-book and quiz, which is set through the Oxford Owl website. Your child will have their own log in and password. Please complete the quiz weekly to reinforce their phonics learning.

Parent helpers

We warmly welcome volunteers who would like to help with reading in school – see page 19.

Library books

Thameside is fortunate to have a dedicated school library. Children can choose a book from the school library once a week, and parents are encouraged to share the book with their child at home. You will be advised of your child's library day at the beginning of the school year or when your child joins.

Accelerated Reader

When your child completes the Read Write Inc reading scheme, an Accelerated Reader account will be created for them. A Star Reader test will be conducted to gauge which level of book your child should be reading.

For example, your child may begin reading a book with a level of '5.2'. On completion of that book, a quiz will be undertaken by your child. If your child receives 90%+ on their quiz, they will move up one level and choose a new book to reflect this. If your child receives 80% on their quiz, they remain on that level. If your child receives below 80% on their quiz, they move down one level.

Phonics

In KS1, phonics is taught in ability groups, in 45-minute sessions every day. Children's phonic knowledge is carefully assessed every half term and children are grouped accordingly. Please go to [curriculum > reading > phonics](#) to listen to the correct pronunciation of sounds taught at school. In the summer term of Year 1, all children will participate in the statutory phonics screening assessment. This entails reading 40 words (some are real and some are 'nonsense' words). They must use their phonetic knowledge to decode and blend the words. You will receive the phonics result in their annual report. Children who do not achieve the benchmark will re-sit the assessment again in Year 2.



Writing

At Thameside, we use the Literary Curriculum to support teaching and learning

The 'Writing Roots' encourage children to write with clear audience and purpose and the teach through a text pedagogy is the backbone of each teaching sequence. 'Spelling Seeds' provide a sequence for teaching spelling and vocabulary in context, through investigation and at the point of application. Spelling Seeds compliment the Writing Roots and use the same text to provide further short writing opportunities.

At Thameside, we:

- Have the belief that all pupils can achieve
- Keep the class working together so that all can access and master all aspects of writing
- Aim to use high quality texts to support learning
- Aim to develop **deep** understanding of purpose and audience
- Aim to develop both control and restraint both of word choices and structures
- Spend a longer time exploring different text types, providing time to go deeper and embed learning

Maths

At Thameside, we know that Mastery of Mathematics is:

- Achievable for all
- Deep and sustained learning
- The ability to build on something that has already been sufficiently mastered
- The ability to reason about a concept and make connections
- Conceptual and procedural fluency

At Thameside, we:

- Have the belief that all pupils can achieve
- Keep the class working together so that all can access and master mathematics
- Aim to develop deep mathematical understanding
- Aim to develop both factual/procedural and conceptual fluency
- Spend a longer time on key topics, providing time to go deeper and embed learning

Maths Fluency

Our aim is that all children leave Thameside as 'Fluency Masters', confident in their key number facts and times table knowledge. This will be achieved through lessons and completing number work booklets, times table booklets and Fast Fluency.

We also have a times table scheme to help children consolidate their knowledge and understanding of their times tables. Schools in our Mobius Maths Hub that have used this particular approach have seen a big increase in children's multiplication knowledge and confidence when using this teaching style in class. This has resulted in children entering UKS2 with a deeper, embedded understanding enabling them to access the curriculum more easily.

Children will be introduced to each times table in depth in a focused lesson, learning both the multiplication and division facts. Each day, they will focus on one times table fact as well as completing one test in their booklet. Children will spend roughly 3-4 weeks on each times table.



Learning and Development

Our Curriculum Topic Map makes links across these key themes:

YR	Y1	Y2	Y3	Y4	Y5	Y6
						
Stories	People	Change	Creativity	Settlements	Traffic	Conflict

‘Curriculum’ The curriculum is all the planned activities that we organise in order to promote learning and personal growth and development, including the knowledge and understanding to be gained at each stage. Our curriculum starts with the National Curriculum (which you can download below) and also includes the range of extracurricular activities that the school organises in order to enrich the experience of the children. It also includes the ‘hidden curriculum’, or what the children learn from the way they are treated and expected to behave.

‘Progress’ Children at Thameside make progress by:

Knowing more, remembering more, doing more, feeling more.

For more information about our curriculum, visit our [Curriculum](#) pages on the Thameside website.



Life at school

The school office

Mrs Evans and Miss Clark in the school office will be able to help with everyday issues and answer most of your questions. See them if you need to:

- buy water bottles
- deposit medication to be administered during the school day
- make lunch orders through Parent Pay
- make appointments to see staff or Mrs Greenaway.

When your child is ill

If your child is ill and cannot come to school, you must tell us as soon as possible on the day, either by telephone (0118 937 5551) or by email (admin@thameside.reading.sch.uk).

If your child has been **vomiting**, they cannot return to school for 48 hours after the last instance of vomiting; please phone the office if you are unsure about the recommended period to be kept away from school for other health related illnesses.

Attendance

Attendance is important because...

- poor attendance can seriously disrupt learning
- national studies show there is a strong link between good attendance and academic progress
- children can feel excluded from their group of friends when they return
- children may not understand some new work and may lose self-confidence.

Parents should...

- ensure their children are at school on time every day
- make routine medical, dental and optician appointments outside of school hours
- notify school of absence as early as possible on the first day (you may be asked to provide a medical note from your doctor for lengthy absences)
- not book holiday during term time.

Thameside will...

- track children's attendance
- recognise and reward good attendance with certificates and prizes
- report attendance and punctuality to parents
- investigate poor attendance and lateness
- involve the Educational Welfare Service if attendance fails to improve.

The Family Hub

Miss Roseaman is the Emotional, Behaviour, Well-being, Welfare Officer at Thameside and she also leads Thameside Primary School's Family Hub.

Miss Roseaman is the school's EWBW. The role of the EWBW is to support families and carers within the Thameside Community. Miss Roseaman has experience of working with families across all key stages as well as links with a range of external professionals and connections within the Caversham Community. For any enquiries about The Family Hub you can email Miss Roseaman at: familyhub@thameside.reading.sch.uk Alternatively, you can call and leave a message on the Family Hub mobile: **07904327322**





Wraparound care: Breakfast Club and Aftercare

Breakfast Club

This is available during term time, Monday to Friday, from 8am to 8.45am. Children are offered a selection of cereals, toast and fruit. Children are able to choose their own resources and activities.

Aftercare

This is available during term time, Monday to Friday, from 3.15 to 6pm, **except** on the last day of a full term. Children are able to choose their own resources and activities. They have access to both inside and outside all year round after school.

A light tea for Aftercare is provided by Caterlink's and includes food such as sandwiches, fruit, snacks and juice.

We offer a balanced and healthy range of foods and also provide for vegetarians and other dietary requirements.

Staff

Miss Roseaman is the Wraparound Manager. Aftercare is staffed by teaching assistants (TAs) and lunchtime staff from across the school.



Registering for Aftercare

For any queries regarding Aftercare, please see Miss Roseaman or contact the school office. Registration forms are available from the office.

One-off or ad hoc sessions

Breakfast Club or Aftercare sessions can be booked on a one-off or ad-hoc basis in advance or on the day, subject to availability.

Assemblies and performances

Children in Year 5 will take part in an Easter performance and children in Year 6 will take part in a performance at the end of the summer term. Parents and carers will be invited to watch.

There will also be at least one other class assembly during the school year. This assembly will take place at 2.45 on Friday afternoons and parents will be given plenty of advance notice to come and watch.

Talking partners

Children are paired with a regularly changing 'talking partner' who they sit with at their tables. This goes along with a no-hands-up policy.

When the teacher asks a question, children have discussion time with their talking partner to come up with a shared answer. The child who will be asked to respond to the question is picked by the teacher – this is known as 'cold calling'.

Working with a talking partner means that:

- some children feel more confident discussing and coming up with a shared answer
- over time, children begin to give more detailed answers
- children gradually develop higher-quality talk.

We also use Oracy strategies such as: nest talk, bounce, oracy onion, choral response. These all encourage whole class participation and ensure all voices are heard.



Own work

Each term, children will be given an 'Own Work' project. The aim of this is to develop the home-school partnership and give children opportunities to share their independent work with the class.

Own work develops independent thinking, creativity, language and communication skills. Parents can provide feedback on their children's work through a feedback form.



School library open after school

The library is also usually open to parents and children on **Fridays after school**, when children can borrow up to six books.

Visits and outings

Visits and outings are an important part of learning in Key Stage One, ranging from local mini-outings – for example to Caversham Library or Christchurch Meadows – to whole-day trips by coach to places of interest.

We usually need parental help for outings and welcome your support if you are available.

We always tell parents when we are taking children out of school grounds and if we are using public transport. For whole day trips we send individual letters; for mini-outings, we ask parents to sign an annual consent form (part of the green admissions form).

Enrichment activities

These include trips away – to museums and other places of interest, the theatre, or musical and sporting events – or in-school events and activities, such as visiting theatre groups or workshops run by external providers.

Enrichment activities are focused on particular topics and will only be undertaken if they support the curriculum.

Parents and carers may be invited to make a voluntary contribution, and the school and/or the Thameside School Association (TSA) may financially support these activities.

Voluntary contributions

In certain circumstances we invite parents and carers to make a **genuinely voluntary contribution** towards activities that are exempt from charging. Voluntary contributions can be made in instalments, by prior agreement with the headteacher.

Parents will be told the cost per child, and no contributing child will be required to subsidise the cost of non-paying children. No child will be excluded from an activity if their parents or carers do not contribute. Sometimes the school pays the additional costs of supporting curriculum or enrichment activities from school funds, grants (e.g. from organisations such as Berkshire Outdoor Education Trust), or from TSA funds. (Parents have a right to request information from the school about how enrichment activities are funded.)

If an activity cannot go ahead without sufficient voluntary contributions, the school will explain this at the time of requesting the contribution.

If an activity has to be cancelled due to insufficient funds, all monies will be returned to parents and carers.



Thameside School Association (TSA)

The Thameside School Association (TSA) raises funds for the school through running popular school community events such as the Summer and Christmas Fairs, the hugely successful biannual school discos, and social events such as the Treasure Hunt and the Quiz Night, as well as termly cake sales. An occasional newsletter keeps parents informed of forthcoming events and the ways in which money is spent.

As a parent of a Thameside child, you are automatically a member of the TSA and they would LOVE you to get involved – it's fun, skill-building and a great way to make friends and support the school as a whole. It is only with your help that the TSA can do its job of raising funds for things that are not covered by the school's budget.

Whatever your skills, interests or experience – YOU can contribute by getting involved at committee level or by volunteering to run stalls, bake cakes, collect raffle prizes etc.

In the past few years, money raised by the TSA has funded the school library, the stage lighting, the outdoor classroom, a Scrapstore Play Pod, an annual 'enrichment fund' for every class to help with the cost of trips, and more.



To find out more, talk to current TSA volunteers and join our [Facebook](#) group. We look forward to meeting you!

Photographs

Teaching staff sometimes take photos and occasionally video clips of children to record the ways in which they learn and experiences they have at school. This material may be used...

- for displays, to use in class or on the school website and social media
- to record special occasions (e.g. assemblies, special events and trips)
- for professional use (e.g., teacher training, parent assessment evenings, curriculum sharing evenings and parent-teacher meetings).

Occasionally local newspapers are invited to photograph e.g. school productions; these photos may appear on the school or local newspaper website.

To give us permission to take and use photos or video material of your child, please sign the relevant section of the green admissions form.



Parent Helpers

We warmly welcome parent helpers in Key Stage One and value the support they offer.

Parent helpers can provide support in the classroom in a variety of ways:

- one-to-one reading
- one-to-one interventions (e.g. to support children with counting to 10 or correctly forming letters etc.)

A DBS (disclosure and barring service) check, arranged through the school, is required for all regular parent volunteers.



Communication

Newsletters

Every week, parents receive the headteacher's newsletter with school news. A special team celebration newsletter goes out once a term.

Text messaging

Thameside uses the Teachers2Parents service to keep parents informed by text message. We contact you to:

- keep you informed about class and school activities and events
- send reminders (about items to bring to school, inset days, meeting dates, returning paperwork etc.)
- notify you of club cancellations or other changes to the school day
- inform you of lunch menu changes and lost property
- tell you about unexpected school closures (e.g. in the case of severe weather)

If you would like to be included in the free text messaging service, please indicate this by signing the appropriate section of the green admissions form.

Letters home

From time to time, you will receive letters home, for example about school trips, staff changes etc. Generally, letters are sent home via email to help the environment but they may be sent home in book bags on occasion.

Always check your child's book bag for letters home.

Parent-teacher meetings

Parent-teacher meetings take place in the autumn and spring term. In the summer term we offer optional drop-in sessions for you to discuss your child's end-of-year report.

The meetings are an opportunity to discuss your child's progress and any concerns that you may have. You will be given a discussion document that highlights your child's individual targets for the next term.

You can book a 10-minute appointment for parent-teacher meetings using the Teachers2Parents booking system, which will send you a text message and/or email with a clickable link to the available slots.

Up until the end of the booking period (i.e. the day of the first meeting) you can go into the system and change your booking to another available slot. Automatic reminders are sent out a week before the meeting and again one day before.

To ensure you can use the Teachers2Parents booking system, please provide your email address and sign the relevant section of the green admissions form.

If you do not wish to use this booking system or do not have access to the internet, you can book your appointment through the school office.



Facebook and Twitter

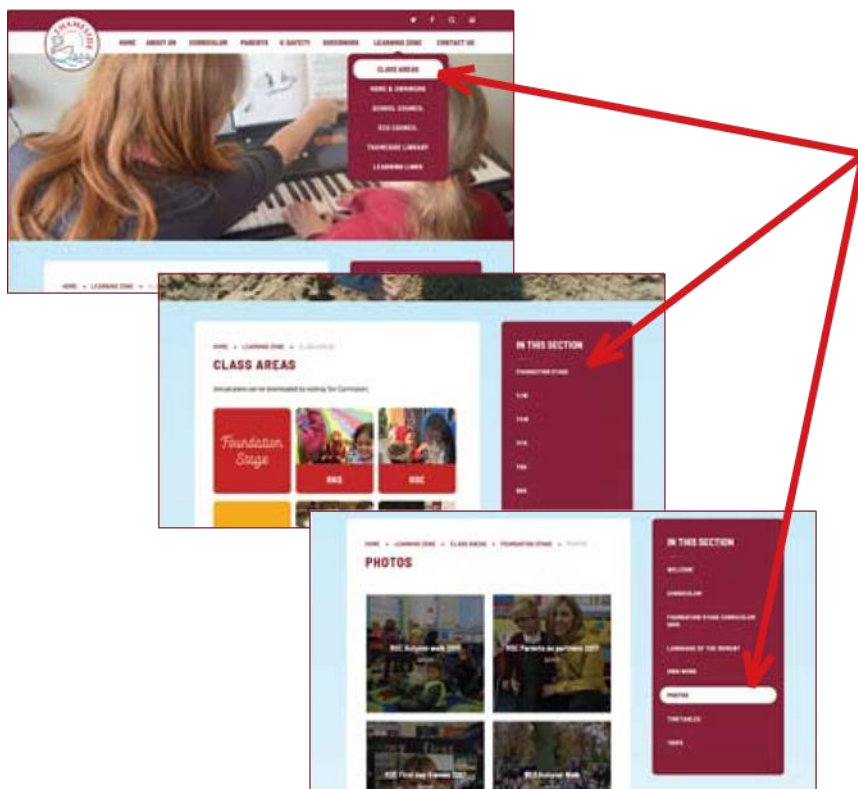
Thameside has a Facebook page and a Bluesky account. To subscribe to both to get daily updates and photographs of what happens in school, click on the Facebook or the Twitter icon on the school website (www.thameside.reading.sch.uk).

The Thameside School Association (TSA) also has a Facebook page to advertise useful information about forthcoming school fundraising events, among other things.

Website

For comprehensive information about all aspects of the school, from school policies and the curriculum to class areas, links to Accelerated Reader and much more, visit the school website at www.thameside.reading.sch.uk. Have a look around and familiarise yourself with its navigation.

Class areas can be accessed using the menu at the top ([learning zones>class areas](#)). Use the menu on the left of this page to find out general information about your child's class, the curriculum, the language of the moment, own work, trips etc.





About Thameside Primary School

School structure

Thameside currently has two-form entry, from Foundation Stage to Year 6. Year groups are organised in four element ‘teams’ comprised of one or two year groups each.

Year	Designation	Age group	Team	Class prefix
Reception	Foundation Stage/FS	Infants	Fire Team	R
Year 1	Key Stage 1/KS1		Air Team	Y
Year ½ mixed				
Year 2				
Year 3	Key Stage 2/KS2 (Lower Juniors)	Juniors	Earth Team	G
Year 4				
Year 5	Key Stage 2/KS2 (Upper Juniors)		Water Team	B
Year 6				

Staff

The Air Team leader is Miss Calvert, supported by a team of teachers and teaching assistants (TA) and special educational needs and disabilities (SEND) support assistants.

Photographs of all staff can be found in the entrance lobby of the school office and on the school website ([about us>meet our staff](#)).

Safeguarding

Thameside recognises its legal and ethical duty to promote the well-being of pupils at the school, protect them from harm and take appropriate action where we have concerns. All staff attend safeguarding training which is refreshed every three years.

The Designated Safeguarding Officer is Mrs Greenaway (headteacher). In her absence, matters of child protection will be dealt with by Mrs Burton (deputy headteacher), Miss Calvert (assistant headteacher), Mrs Harkins (SENCO) and Miss Roseaman (Family Hub lead).

Special educational needs and disabilities (SEND)

At Thameside, we view SEND as part of a continuum and work hard to find a balance between early identification and causing unnecessary concern.

Around 1 in 5 (20%) of children at Thameside need additional support in some form – some for the short term, others for their whole time at school.

Mrs Harkins, the assistant head of inclusion, and Mrs Thomas and Mrs Muldoon, the assistant SENDCos, at Thameside, are always happy to meet parents to discuss any concerns or needs. Please speak to your child’s class teacher or to the office to arrange a meeting. Thameside also has its own emotional literacy support assistant (ELSA), Miss Roseaman, who works with children across the school.



Following National Guidance, the school addresses four main areas of need:

- social, emotional and mental health difficulties (SEMHD)
- sensory and physical needs (SPN)
- cognition and learning (C&L)
- social interaction and communication (SICN) – this includes children with autism spectrum conditions (ASC).

We also use ‘waves’ of intervention:

- **Wave 1:** quality teaching in all classrooms, with lessons and resources adapted to suit different learners
- **Wave 2:** interventions delivered by class teachers or other members of staff (e.g. an emotional literacy support assistant (ELSA))
- **Wave 2+:** support for children with special educational needs or a disability who benefit from interventions at Wave 2
- **Wave 3:** support or advice for children with special educational needs or a disability from external professionals (e.g. speech and language therapist)
- **Wave 3+:** additional support sought through the local authority (Reading Borough Council) for children with special educational needs or a disability
- **EHCP** – support for children with special educational needs or a disability who have a legal document called an Education, Health and Care Plan (EHCP).

For more information see [Community>Inclusion](#).

Emotional Well-being, Behaviour and Welfare

Miss Roseaman is able to support with many issues within the home and school community and to build positive relationships between these two communities. Part of her role is also to monitor attendance and work with parents/carers to address and improve low attendance.

For more information see [home > community > family hub](#).

Please also see our Social Emotional Mental Health & Wellbeing Policy on the school website for further help and support with all mental health matters.

See: [Social Emotional Mental Health & Wellbeing Policy](#)

School vision, aims and values

The fundamental principle of our school is that every child is important, and we want them to be the best they can be – academically, socially and in all areas of school life.

Our school is completely inclusive and certainly diverse, with more than 35 languages spoken. We are proud of our reputation for the provision we make for hard-to-reach children.

We expect all our children to make progress in line with national standards and we will remove barriers to learning so that every pupil can achieve.



The school works in partnership with parents and the wider community; and we expect our pupils to contribute to the community through their exemplary behaviour, enterprise and charity work. All our staff have ample opportunities for continuing professional development. In return we expect them to support each other to become better teachers.

Thameside vision

Our vision is to work together to enable our pupils to become confident, resilient and independent young people who are fully prepared for the challenges ahead, both in education and in the community.

School aims

Thameside aims to...

- provide a well taught curriculum that meets the educational and pastoral needs of our pupils
- enable children to be independent learners and thinkers
- foster a sense of belonging to the community so that children can participate with integrity
- work in partnership with parents
- enable children to be the best they can be.

School values

Thameside's core values are...

- **belonging**
- **resilience**
- **assurance – confidence**
- **integrity and independence**
- **no limits – aspiration and ambition**

(or BRAIN, for short!)

Each of these values is associated with behaviours that we encourage our pupils to adopt in all areas of school life.



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Term	Start date	End date
1	Wednesday 3 September 2025 (INSET DAY) School returns: Thursday 4 September	School ends: Thursday 23 October 2025 Friday 24 October 2025 (INSET DAY)
2	Monday 3 November 2025	Friday 19 December 2025
3	Monday 5 January (INSET DAY) School returns: Tuesday 6 January 2026	Friday 13 February 2026
4	Monday 23 February 2026	Friday 27 March 2026
5	Monday 13 April 2026 Thursday 7 th May 2026 (INSET DAY)	Friday 22 May 2026
6	School returns: Monday 1 June 2026 Friday 10 July 2026 (INSET DAY)	Wednesday 22 July 2026