



Mayflower Primary School

Head Teacher: Mrs. E. Bartholomew

Mayflower Primary School
Main Road
Harwich
CO12 4AJ
Tel: 01255 502444

E-mail: admin@mayflowerprimary.com

Website: <https://www.mayflower-pri.essex.sch.uk/>

Introduction and Welcome

Mayflower Primary School is a medium sized primary school for children aged 4-11 years on the North Essex coast. We are a mere stone's-throw from the seafront, situated in attractive grounds with an enormous playing field, which includes a mud kitchen, large sandpit and 'trim-trail' for the children to play on and a large dedicated space for the children in the Reception classes to use. We also have a wildlife/woodland area for use in our outdoor learning and a special area for our Forest School sessions.

The school has 13 classes, two per year group, except Year Three. We have a large main hall with a stage, a separate dining hall, a purpose-built Early Years setting for Reception, a library bus, a Nurture (or wellness) room, activity areas and administrative offices. There is disabled access to the building, with a lift accessing the upper floors and disabled toilets.

At Mayflower we have high expectations and are developing a rich, broad and balanced curriculum. In addition to the acquisition of skills, knowledge and understanding, importance is placed on developing the child as an individual, capable of independent learning and self-discipline.

We pride ourselves on our positive, friendly atmosphere and caring attitude. The whole school works together, alongside our pastoral care team, to create a positive environment and a sense of community.



At Mayflower we strongly encourage parent partnerships and parental involvement; the involvement of our Family Liaison and Pastoral Care team aims to develop this further.



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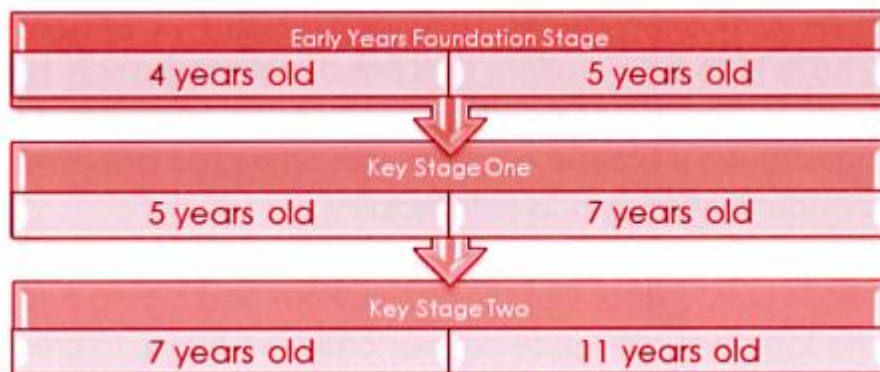
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Teaching staff, the Special Educational Needs Co-Ordinator and the Head teacher are always willing to discuss matters concerning individual children. Parents are welcomed into school for various assemblies, celebration afternoons and special events. Some parents also help in school on a voluntary basis, hearing readers or just lending a helping hand. We also regularly take part in fundraising events; regulars such as the MacMillan Coffee morning, Children In Need, Red Nose Day and Sport Relief are always well supported.

School Organisation

Mayflower Primary School admits children between 4 to 11 years old. Being a primary school there are three key stages that your child will progress through.



We have 14 class bases, all named to match their Year Group and the initials of the class teacher, for example 5TA would be 'Year five, Mrs. T. Allday'.

The Local Authority is responsible for admissions to the school, full details of which can be found in the L.A.'s admissions policy and procedures, on the Essex.gov.uk website. We also have an admissions policy to complement this, which can be viewed on our school website <https://www.mayflower-pri.essex.sch.uk/>

Parents and carers of children seeking to join the school during the school year, should in the first instance contact the Admissions Team of the County Council.



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Our school day is organised to benefit the pupils and their learning. School starts are slightly staggered; the timings are in the chart below. The Head Teacher and Deputy greet the children every day. Children are encouraged to make their own way into the classrooms as we encourage independence.



DROPPING OFF			
RED ENTRANCE DOOR		GREEN GATE	
EYFS	8.30am	YEARS 3 and 4	8.30am
YEARS 1 and 2	8.40am	YEARS 5 and 6	8.40am
COLLECTING			
EYFS	3pm	YEARS 3 and 4	3pm
YEARS 1 and 2	3.10pm	YEARS 5 and 6	3.10pm

The School Day

Gate opens	8:30/8:40am
Gate closes	8:50/9:00am
Session 1	9:00am
Morning break	10:30/10:45am
Session 2	10:45/11:00am
Lunch	11:45/12:00
Session 3	12:45/1:00pm
Session 4	2:00pm
School finishes	3:00/3:10pm



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The Curriculum

At Mayflower Primary school, we are committed to providing a curriculum that not only fosters academic excellence but also promotes the holistic development of our pupils. Through our curriculum, we aim to build essential skills, depth of knowledge, and virtues, ensuring our children flourish now and throughout their lives.

We employ a range of schemes and programmes to enhance our curriculum provision; however, these resources are tailored to meet the diverse needs of all our children. Our goal is to develop the individual talents of every pupil to their fullest potential.

An integral component of our curriculum is engendering a sense of personal worth and supporting the emotional and physical well-being of our pupils. We strive to cultivate self-confidence, self-reliance, self-discipline and responsibility within an environment that provides the necessary support, guidance, and counselling. Our teaching and learning processes are designed to be enjoyable, lively and creative, ensuring that engagement and motivation remain high.

We promote high standards of behaviour, fostering good personal relationships, and instilling respect for every individual, regardless of age, abilities, race, background, or creed. Our "No Outsiders" ethos encourages children to explore both their local and national heritage, embracing the multicultural landscape in which we live.

To this end, we ensure all children have access to high-quality teaching of the fundamental skills in reading, writing and mathematics. We adhere to the National Curriculum and the Early Years Foundation Stage Curriculum, utilising a plethora of strategies to ensure every child experiences success in their learning journey. Recognising that the National Curriculum may not suit all children, we thoughtfully adapt our approach to cater to individual needs, particularly focusing on enhancing self-regulation, communication and essential life skills.

In addition to our core curriculum, we believe in providing opportunities that extend beyond traditional boundaries, this enables our children to engage in meaningful experiences. Initiatives such as Forest School, Beach School, sporting representations and trips, alongside programmes like PLACES and SALSA, contribute significantly to the social, emotional and academic development of our pupils. These diverse activities help to foster our six virtues of Community, Honesty, Ambition, Independence, Respect and Resilience, forming the cultural bedrock of our school.

Reading holds a pivotal role within our educational framework, and we implement numerous strategies to enthuse children about this vital skill. Our Reading Karate scheme, reading library bus, mystery books and reading vending machine are designed to inspire a lifelong love for reading among our pupils. Through these combined efforts, we aim to nurture not only competent learners but also well-rounded individuals prepared for the future.



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English



We follow the National Curriculum in English whereby pupils develop skills in spoken language, reading and writing. This enables them to communicate with others effectively and express themselves creatively and imaginatively.

Reading

At Mayflower, we are committed to developing fluent, thoughtful readers who read widely and with enjoyment. We use a range of engaging and effective approaches to support children's reading development, beginning with the Read, Write Inc. programme for the early teaching of systematic, synthetic phonics. Throughout the school, pupils also participate in daily reading lessons called 'Comprehension Crushers'. This improves reading fluency and investigates vocabulary, as well as developing the skills of comprehension through talk, modelling and written responses. At Mayflower, we also promote reading for pleasure. We inspire children to become enthusiastic, confident readers through our daily class read, library bus and a wide range of reading activities that celebrate books throughout the year, such as World Book Day and National Poetry Day. Reading is also celebrated in assemblies and pupils are rewarded for their reading at home by having their names entered into a weekly reading raffle with the chance to win a book from our vending machine.

Writing

At Mayflower, children develop their early writing skills through an approach called 'Drawing Club'. This is a magical and creative approach that invites children to enter stories and adventures through drawing, play and imagination, allowing them to be creative as well as develop language and literacy skills.



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This leads onto 'Curious Quests', which is an immersive adventure into story, poetry and make-believe and gives children endless possibilities to invent, imagine and be creative in their writing.

In Key Stage 2, Mayflower use 'The Write Stuff' approach to inspire confident, creative and skilled young writers. The approach combines structured teaching of writing skills with rich vocabulary and imagination, helping children to understand the mechanics of writing. These engaging lessons utilise the concept of chunking to teach ideas along with grammar and punctuation in context. Children explore high-quality examples of texts, build powerful sentences and learn to write their own pieces with a clear purpose. Each lesson celebrates ideas, vocabulary and technical accuracy, giving every child the tools and the confidence to become an expressive, independent writer.

Mathematics

We follow the National Curriculum for maths. Mathematics is a critical life skill. Here at Mayflower, we strive to make maths relevant, exciting! Through teaching and learning in this area we aim to develop children's confidence and enthusiasm in using and applying mathematical skills and knowledge to the world around them. Mathematics is taught through a Mastery approach, which is underpinned by these 5 big ideas.

Coherence

Teaching is designed to enable a coherent learning progression through the curriculum, providing access for all pupils to develop a deep and connected understanding of mathematics that they can apply and communicate in a range of contexts.





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Representation and Structure

Teachers carefully select representations of mathematics to expose mathematical structure. The intention is to support pupils in 'seeing' the mathematics, rather than using the representation as a tool to 'do' the mathematics. These representations become mental images that students can use to think about and discuss mathematics, supporting them to achieve a deep understanding of mathematical structures and connections.

Mathematical Thinking

Mathematical Thinking is central to how pupils learn mathematics and includes looking for patterns and relationships, making connections, conjecturing, reasoning, and generalising. Pupils should actively engage in mathematical thinking in all lessons, discussing and communicating their ideas using precise mathematical language.

Fluency

Efficient, accurate recall of key number facts and procedures is essential for fluency, freeing pupils' minds to think deeply about concepts and problems, but fluency demands more than this. It requires pupils to have the flexibility to move between different contexts and representations of mathematics, to recognise relationships and make connections, to explain their ideas and to choose appropriate methods and strategies to solve problems.





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Variation

The purpose of variation is to draw closer attention to a key feature of a mathematical concept or structure through varying some elements while keeping others constant. Through variation the teacher focuses thinking and discussion on the key feature in question

Conceptual variation

Involves varying how a concept is represented to draw attention to critical features. Often more than one representation is required to look at the concept from different perspectives and gain comprehensive knowledge.

Procedural variation

Considers how the student will 'proceed' through a learning sequence. Purposeful changes are made in order that pupils' attention is drawn to key features of the mathematics, scaffolding students' thinking to enable them to reason logically and make connections.

Science

We follow the National Curriculum for science. Science stimulates and excites pupils' curiosity about events and things in the world around them. It also satisfies this curiosity with knowledge because science links direct practical experience with ideas, it can engage learners at many levels. Teaching and learning in science reflects our belief that children have a natural sense of awe and wonder in the world around them. We aim to provide the children with a science knowledge base, and encourage them to ask questions, make predictions and then to test these in order to discover more about the world around them. We hope also to foster responsible attitudes towards the environment and all living things. In science we cover such areas as working scientifically, plants, animals (including humans) and habitats, rocks, light, sound, forces, magnetism and electricity, evolution and inheritance, earth and space, which are all set out in the new National Curriculum.



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Computing



A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work and how to put this knowledge to use through programming.

Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate - able to use, and express themselves and develop their ideas through, information and communication technology- at a level suitable for the future workplace and as active participants in a digital world (National Curriculum 2014). We believe that all children should be given opportunities to engage in a broad ICT-rich curriculum that provides motivation, enthusiasm and enjoyment; develops lifelong skills and raises standards in learning and achievement. We are well equipped with ICT equipment including laptops, iPads and interactive whiteboards.



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Design and Technology

Design & Technology helps to prepare pupils to participate in tomorrow's rapidly changing technologies. Children are helped to develop the skills that enable them to plan, design, make and evaluate products and systems. Design & Technology also includes cooking and nutrition, where pupils are taught how to cook and apply the principles of nutrition and healthy eating.

Geography, History and Art

The teaching and learning of geography, history and art is through planned termly themes of Discover, Explore and Create which are incorporated into an overall curriculum framework. In geography pupils begin to develop knowledge about the world, the United Kingdom, and their locality. They are taught to understand basic subject-specific vocabulary relating to human and physical geography and begin use geographical skills including first-hand observation, to enhance their locational awareness.



This is further extended to developing their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This includes the location and characteristics of a range of the world's most significant human and physical features.



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In History, Key Stage 1 pupils are expected to develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, in Key Stage 2.



Specific time periods we have to include are:

- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- a local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- the achievements of the earliest civilization
- a non-European society that provides contrasts with British history

Art for most pupils is a natural form of self-expression and a source of great pleasure. We encourage children to develop their creative and imaginative talents by teaching skills and techniques using a variety of materials and tools. Pupils are taught to build their creative independence and are encouraged to experiment with colour, texture and techniques in their sketchbooks before creating a final product. Pupils have opportunities to work with professional artists and craftspeople. They are encouraged to evaluate their own work and learn to appreciate the work of others, using artistic language to describe paintings, sculptures and other artefacts. Praise is given to pupils for engaging in the creative process and, upon completion of a final piece, all children's work is celebrated and displayed.



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Modern Foreign Languages - French

Learning a language enriches the curriculum. It provides excitement, enjoyment and challenge for children and teachers, helping to create enthusiastic learners and to develop positive attitudes to language learning through life.

French is taught to all KS2 classes. The emphasis is on active learning to engage motivation and develop oracy (listening, speaking and spoken interaction) through the use of games, songs and activities.

Music



Music is essentially a practical subject. Children are encouraged to sing, compose and work creatively with sound. Through active listening, pupils' awareness, understanding and appreciation of a wide variety of music are developed. The school provides opportunities for children to take part in a wide range of musical activities and performances, such as concerts and small-scale assemblies and seasonal productions.

Physical Education (PE)

Physical Education is concerned with the promotion of positive attitudes towards physical activity and well-being. At Mayflower Primary School children are helped to acquire the skills needed to participate with confidence and enjoyment in a range of individual team activities at school and in the wider community, and to appreciate the place of regular exercise as a way of keeping fit. All children take part in a minimum of 2 hours of high-quality PE and sporting activities each week provided by class teachers and/or professional sports coach.



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A well-balanced programme of sporting activities is provided for the children that includes opportunities for expressive and creative movement through dance, as well as gymnastics, swimming, athletics and games.



Physical Education is enriched through a wide range of extra-curricular clubs and activities. Such opportunities enable pupils to develop personal and social skills as well as preparing them for leisure activities in adult life.

All pupils in Year 6 have the opportunity to take part in a residential visit at an activity centre where a range of outdoor and adventurous pursuits are offered. We value these opportunities for our pupils to participate in physically challenging activities, believing they can make an important contribution to children's personal and social development.

Religious Education (RE)

Using the Essex SACRE (Standing Advisory Council for Religious Education) resources, we have adopted and developed our own RE syllabus which we feel caters for the needs of our pupils and community. Through RE we aim to enable children to understand the nature of religion, its beliefs and practices.

A daily assembly is held together as a school (or as key stages). It is an important part of our school day. Representatives from our local churches lead some assemblies, along with other occasional guests from the community.



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Friday assemblies are special because we celebrate children's achievements both in and outside school. Parents are regularly invited to join us in special assemblies. We have close links with the local church and frequently visit for special times of the year.

Personal, social, health and economic Education (PSHE) & Citizenship

Although Personal, Social, Health and Economic Education and Citizenship is no longer a statutory part of the National Curriculum for Key Stages 1 and 2, we believe it is a vital area of the curriculum that helps children grow and develop as individuals and as members of families and communities. Through PSHE, pupils will have the knowledge, understanding, skills and attitudes they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens. This will be taught intrinsically throughout all other areas of the curriculum and through our My Happy Mind sessions.

Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. They learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

RSE (Relationships and Sex Education)

The statutory RSE (Relationships and Sex Education) curriculum teaches children about healthy, respectful relationships, family, friendships, and online safety. Key topics include understanding personal boundaries, identifying safe touch, the diversity of families, the basics of puberty and body changes, and how to seek help if they feel unsafe. Health education also covers good physical health and mental well-being, which are now compulsory in primary schools in England.



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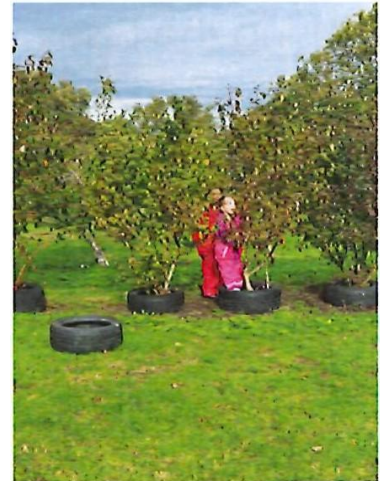
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Outdoor Learning

We support, nurture and inspire a love of learning through our outdoor learning provision. Outdoor learning helps pupils of all backgrounds and abilities to reflect and learn about themselves, each other and their environment.

This in turn impacts academic achievement, personal and social development, care for the environment, career and professional development, wellbeing and mental health.



Forest School



Forest School helps children to undertake practical physical activities which encourage them to be more active and help to develop gross and fine motor skills. They are starting to understand and appreciate the natural world and environmental issues. Children are also working together to complete challenges, take turns and problem-solve. Developing communication and learning new vocabulary alongside becoming resilient, independent, enquiring and creative learners. Children learn to assess risks and make informed decisions alongside developing imagination and

creativity. Forest School can appeal to children who are less engaged in the classroom and can improve behaviour, motivation, concentration and confidence and enjoying better levels of mental health and well-being.



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OPAL



OPAL is our 'Outdoor Play and Learning' initiative aimed at promoting creativity, problem-solving and exploration in an outdoor environment during lunchtimes. Through Opal, children develop their physical, cognitive and social skills while learning about the natural world around them.

We have a wide range of resources and areas for the children to use including a mud kitchen, reading hut, sand pit, re-purposed boats and much more which enables them to embark on imaginative adventures while encouraging their teamwork and communication skills.



Special Educational Needs and Disabilities (SEND)

At Mayflower we aim to support all children and their individual needs. SEND at Mayflower Primary School comes in a variety of different forms. Each pupil is unique and therefore needs to be reviewed as an individual, not a diagnosis or difficulty. As a school we ensure high quality teaching is at the heart of any classroom. We believe that every child has the ability to succeed and as teachers and support staff we are there to facilitate and provide the resources to enable this to happen.

We offer many different support strategies in school. Below are just a few of those that are on offer;

- Full Time Speech and Language Support Assistant (SALSA) who liaises with NHS SALT
- 2 full time Parent Liaison and Child Emotional Support Assistants (PLACES)
- Chunk, our school dog
- High quality teaching in the classroom
- A wealth of technology to support learning in the classrooms
- Forest school and outdoor learning



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In addition, we have been awarded Communication Hub status and will be working with Essex County Council SLCN to promote communication within the local area.

Our SENDCo, Miss Oddi, is a fully qualified teacher with a wealth of experience. She holds both the National SENDCo award and a Masters in SEND and Inclusion. Miss Oddi is on the gate at the start and end of school to answer quick questions but you can also make an appointment to speak to her.

Children with SEND may be identified through concerns raised by their class teacher or parental concerns. Once a concern has been raised, we will closely follow the 'assess, plan, do and review' process as stated by the SEND code of practice 2014

The Cove

As part of our provisions at Mayflower, we have developed 'The Cove', a space for those with complex needs that require specific, high level adult support throughout the day.

The Cove have a highly personalised curriculum that meets the needs of all the pupils who attend, by following a sensory based curriculum that is adapted to each pupil's skills, understanding and ability.

The experiences of The Cove differ for each pupil by being adaptive which may be used as a full-time classroom or a short-term placement.

The Cove uses a range of strategies such as alternative communication (Makaton, Core boards, pictures, concrete resources), sensory massage and regulation, outdoor exploration and real-life experiences throughout the week.

Another recent development has been the sensory room. Using expertise from the local authority to design and create a safe and appropriate space to help our children regulate. Resources include a large bubble tube, fiber optic lights, padded flooring, swing and a fidget board.



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Our Staff

Teaching Staff

Mrs. E. Bartholomew	Head Teacher
Ms. A. Larue	Deputy Head Teacher
Miss. L. Timms	Reception
Miss. H. Smith	Reception
Mrs. C. Black	The Cove
Miss. M. Garlick	Year 1
Miss. E. Stephens	Year 1
Mr. B. Childs	Year 2
Mrs. J. Wilkinson	Year 2
Mr. C. Curry	Year 3
Miss. S. Bowers	Year 4
Miss. K. Knight	Year 4
Mrs. T. Allday	Year 5
Mrs. A. Lloyd	Year 5
Mrs. R. Haveron / Mrs. K. Crawford	Year 6
Mr. S. Snelling	Year 6
Mrs. J. Simmonds	PPA Cover
Miss. D. Oddi	SENDCo



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Support Staff

(LPSA = Learning and Pastoral Support Assistant)

(HLTA = Higher Level Teaching Assistant)

(PLACES = Parent Liaison and Child Emotional Support)

(SALSA = Speech and Language Support Assistant)

Mrs. S. Tallowin	Welfare and Safeguarding Officer
Mrs. H. Garner	HLTA
Mrs. G. Powell	HLTA
Mrs. J. Tedder	HLTA
Miss. M. Chopping	HLTA
Mr. J. Whittingham	Sports Coach
Mrs. T. Bowers	Class LPSA
Mrs. K. Smith	Class LPSA
Mrs. L. Pearson	Class LPSA
Mrs. J. Evans	Class LPSA
Miss. J. Humphries	Class LPSA
Mrs. K. Hall	Class LPSA
Mrs. C. Gooding	Class LPSA
Miss. J. Calvert	Class LPSA
Mrs. Y. Bennell	Class LPSA
Mrs. H. Curry	Class LPSA
Ms. J. Alston	Targeted Pupil Support
Miss. S. Gow	Targeted Pupil Support
Mrs. K. James	Targeted Pupil Support
Mr. M. Deller	Targeted Pupil Support
Miss. P. Badham	Targeted Pupil Support
Mrs. S. Smith	PLACES / Forest School
Miss. Y. Parker	PLACES / Forest School
Mrs. N. Knight	SALSA - Speech & Language Support Assistant
Mrs. T. Cochrane	School Business Manager
Mrs. E. Griffith	PA to HT / Administrative Officer
Mrs. K. May-Erskine	Admissions / Attendance Officer
Mrs. F. Campbell	Administrative Officer
Miss. M. Firth-Bernard	GDPR Officer
Mr. J. Williams	Caretaker
Mr. M. Short	Caretaker
Mrs. J. Chopping	Catering Manager
Mrs. G. Newberry	Assistant Catering Manager
Miss. K. Furness	Catering Assistant
Ms. M. Scotney	Catering Assistant
Mrs. A. Ireland	Catering Assistant



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Uniform

We are firm believers in the saying '**dress smart, think smart**' and in that vein we pride ourselves on our school uniform and the way in which the pupils present themselves, both in terms of uniform and in their work. Our school uniform colour is a combination of red and grey/black. Most items can be bought from High Street shops or supermarkets, there is also a link on our website to a uniform shop and we also have a uniform swap shop in school which is open from 10:30 daily to help you find everything you need.

Grey or black skirt/pinafore dress/shorts/trousers (not jogging bottoms) or red and white checked dresses

White blouse/shirt or polo shirt

Red sweatshirt or cardigan, without a hood, either plain or with the Mayflower logo

Plain white, grey or black socks/ plain black, red or grey tights

Black sensible, low heeled school shoes (no canvas / trainers) (no canvas / trainers)

P.E kit

- black or red shorts
- white T-shirt* or polo shirt (different from their one worn as part of their daily uniform)
- a pair of plimsolls and trainers (for outdoor PE)
- jogging bottoms and sweatshirts or track jackets for outdoor lessons in cold weather

Outdoor Learning

In addition to the uniform list we also require parents to supply each child a **waterproof jacket, waterproof over-trousers and wellington boots**, from September 2020, for outdoor lessons and Forest School sessions.

These should remain in school at all times and will be stored by us.

School uniform and book bags that carry the school logo are available to buy from the school website.



Mayflower Primary School

Head Teacher: Mrs. E. Bartholomew

Mayflower Primary School
Main Road
Harwich
CO12 4AJ
Tel: 01255 502444

E-mail: admin@mayflowerprimary.com
Website: <https://www.mayflower-pri.essex.sch.uk/>

Lunch Times

Our school lunches which are catered for in-house using only locally sourced produce, provide healthy, nutritious hot lunches daily. All pupils in Early Years and Key Stage 1 are entitled to Universal Free School Meals and families from Y3 who are in receipt of benefits may also be able to claim for free school meals; the application form can be found on our website. Children usually eat in the dining hall and are encouraged to mix with other year groups and socialise in a polite and respectful way. When the weather permits, we allow pupils to eat their packet lunches in our picnic area in the school grounds.



Breakfast Club

We run a breakfast club every day of the week. This club ensures that the pupils get a healthy and fulfilling breakfast in a friendly caring atmosphere. There are activities for the children daily.

**MAYFLOWER PRIMARY SCHOOL
BREAKFAST CLUB**
7:30AM - 8:30AM
£5
BREAKFAST
Cereals, toast, fruit juice and a hot food option will
be available each day.



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After School Club



We have a variety of after-school clubs on offer at Mayflower, often with a waiting list! Your child can attend anything from art club, to film club to gymnastics! We offer several sports clubs, choir and even a cookery club! These clubs often change termly, so look out for details in newsletters and communications from the office.

Pastoral Care

Our Pastoral Care Team is the pride of Mayflower. We have a dedicated team who are able to support pupils who need that extra bit of help, whether it be with their mental health needs, their well-being or their family concerns, Mayflower is here to help.

Although we have endeavoured to put as much information in here as we can, there are obviously going to be questions you may need to ask! Please feel free to come into school, have a look around and meet some of our dedicated staff.

Also have a look at our website: <https://www.mayflower-pri.essex.sch.uk/>

Other Information

Attendance

We promote school attendance and have systems in place to support families who are finding difficulty in attending school.

Applying for a place

Please apply online at

<https://www.essex.gov.uk/apply-for-a-primary-school-place>