

Court Fields School



Year 7

Learning Handbook

Autumn Term 2024



Achieve · Belong · Participate



Welcome to Court Fields School

Dear Parent/Carer,

I am delighted that your child is joining us at Court Fields School in September 2024. We are very proud of our school and our students. We are excited to see your child become part of our community and be able to demonstrate our motto of Achieve, Belong, Participate.

Our aim is for every child to achieve, belong and participate and this is at the heart of everything we do at Court Fields. We believe in the absolute moral responsibility we have for equipping students with the best possible exam results. We know that this opens doors for students and prepares them with a broad range of knowledge, outstanding attitudes and a strong moral foundation. We are ambitious for our students and our school.

You will want to know that your child is safe, happy, valued and given the best opportunities to succeed in whatever their future holds. We are committed to ensuring that this happens, by equipping your child with the knowledge, skills and characteristics of successful, happy learners.

We will ensure that they have access to a high quality curriculum, carefully sequenced to support progressive development of knowledge. They will receive high quality teaching and support, from staff committed to going the extra mile to help them on their learning journey. Pastorally they will have excellent care, support and guidance, provided by a highly skilled team of Heads of Year, Tutors and support staff, led by our Pastoral and Safeguarding Lead, Mrs Westwood.

By ensuring the right balance between highly effective curriculum, personal development and pastoral aspects, we will ensure that your child is able to meet our high expectations of progress, behaviour, attendance and those personal qualities that are embodied by our Court Fields Experience. This will run through all aspects of your child's life at school: in lessons, in student leadership opportunities, in the house system, in our routines and in the wider curriculum.

This guide will enable you to find out more about the learning that your child will experience in Year 7, starting with the Autumn Term. It shows you the intent of our curriculum, in short the what and why of each subject. You will see how the curriculum is implemented in each subject and how it progresses, building secure foundations to ensure fluency in learning. It shares with you what we want our students to know and remember over the course of this term, so that you can help support their learning at home. This link between school and home, especially around learning, will be vital in your child's success.

There are also a range of resources, information and links to help you and your child understand and make the best of the many opportunities available to you, so that your child has the best chances to achieve, belong and participate.

Thank you for placing your trust in us. We look forward to working with you and your family as part of our community at Court Fields School.

With my very best wishes,

Mrs Polly Matthews

Headteacher



Need to contact us?

The easiest and quickest way to contact us is via email. Please see the Communications section on the back page.



Curriculum Intent

Every child at Court Fields School will be supported to achieve their full potential, enjoy a strong sense of belonging and to participate fully in the life of the school and their community.

Learning does not happen unless students feel safe and secure, have positive, trusting relationships with adults around them and perceive these adults as being fair.

Ensuring students have emotional security to learn effectively will always come first in our school.

Our principles are that challenge is at the heart of every lesson for every student.

All lessons are characterised by high quality explanation and modelling, students are supported to practise until they become independent, and feedback and questioning are used strategically so that our students get the best learning experience in every lesson.

Every child has an equal right to a challenging and enlightening curriculum. By teaching our curriculum well, and developing effective learning behaviours, we bring out the best in everyone.

The curriculum at Court Fields School is aimed to provide a personalised experience, designed to meet the needs of all children.

Court Fields Ethos & Values

Every Child Achieves. Every Child Belongs. Every Child Participates.

Our aims are simple. We want every child at Court Fields School to achieve their potential, participate in the school and the wider community, and enjoy a strong sense of belonging.

Our foundations for this are high quality teaching and learning, a broad and balanced curriculum, and a safe environment. We support all of our students to be ambitious, and have a positive attitude towards every aspect of their school life. We are proud of our students.

Our values demonstrate a commitment to developing them as individuals, leaders of others, team players and advocates for those who need support. Our school ethos is one of hard work and empathy, embodied by our values of:

- Integrity
- Respect
- Kindness
- Resilience
- Responsibility



Our Court Fields Experience

All our students will experience a wide variety of enriching activities, character education and personal development over their 5 years at Court Fields. From September 2022 we will be referring to our personal development as The Court Fields Experience. It is vital we prepare our students to be active learners and confident to face the wider world during their lives.

As part of our Court Fields Experience all students will learn across the following aspects of their personal development during their 5 years with us.

- Careers Advice & Guidance
- PSHCE
- Character Education
- Characteristics Development
- Equality, Diversity, and Inclusion
- Extra Curricular and Wider Opportunities
- British Values
- Citizenship
- Social, Moral, Spiritual and Cultural Education

Characteristics of Court Fields Students

The characteristics that we develop in our students, so that they leave us equipped for success in their future, are supported by our Court Fields Experience.

They enable our students to Achieve, Belong and Participate.



I achieve because I am:

- ☒ **Ambitious** ☒ **Inquisitive** ☒ **Reflective** ☒ **Resilient**



I belong because I have:

- ☒ **Courage** ☒ **Empathy** ☒ **Integrity** ☒ **Listening Skills**



I participate because I demonstrate:

- ☒ **Initiative** ☒ **Leadership** ☒ **Motivation** ☒ **Teamwork**

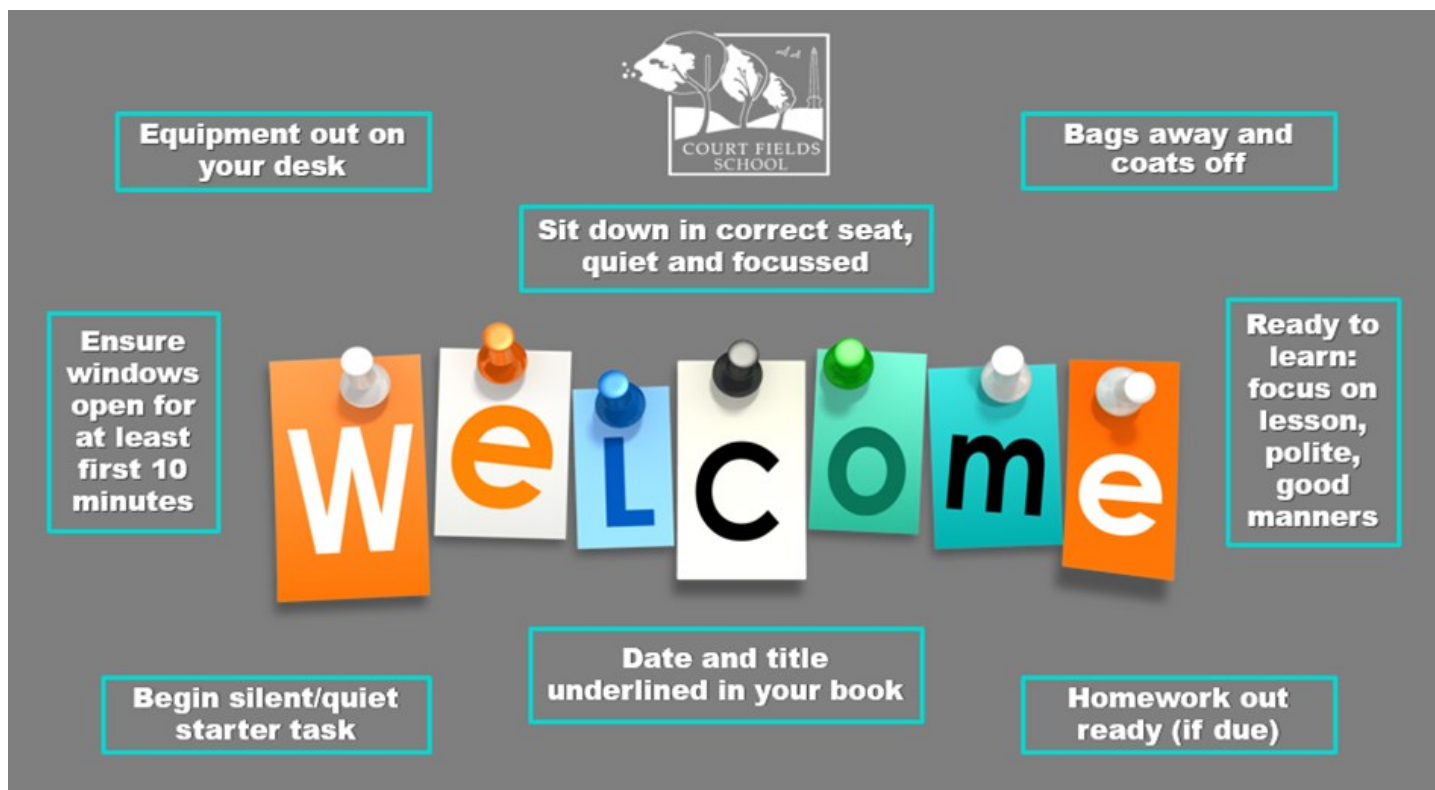
THE COURT FIELDS EXPERIENCE

Developing our Court Fields students for their successful futures



Our Court Fields Routines

The school day begins with our routines, from experience we know students need routine and these simple steps ensure all our students are ready and prepared for the day's learning. All classrooms follow the same welcome routines to ensure a prompt start to each lesson.



We use the following guiding principles in Tutor Time and lessons to ensure that our students know, learn and remember more.

- Relationships, routines and habits for positive learning
- Literacy development, using questioning and discussion, to support oracy, reading and vocabulary
- Using modelling, guided and independent practice
- Safeguarding
- Ensuring that what we do is underpinned by a wide range research and based on solid evidence
- Using high quality adaptive teaching, alongside planning for students' individual needs and ongoing assessment of what students know. This means that we support students' SEND needs effectively in the classroom
- Supporting all our students, and particularly those who are disadvantaged, to learn the essential knowledge that will equip them for their future.

Year 7 Pastoral Team

Head of Year

Mr R Seaton rseaton@courtfields.bep.ac

Tutors

Mrs D Brown	dbrown@courtfields.bep.ac
Mr T Hold	thold@courtfields.bep.ac
Mrs A Mossman	amossman@courtfields.bep.ac
Mr C Whiteoak	cwhiteoak@courtfields.bep.ac
Mrs C Ayshford-Smy	csmy@courtfields.bep.ac
Miss H Derbyshire	hderbyshire@courtfields.bep.ac
Mrs J Andrews	jandrews@courtfields.bep.ac
Mr L Wones	lwones@courtfields.bep.ac
Miss A Rendell	arendell@courtfields.bep.ac

Timings of the School Day

Key Points

- The taught school week is 25 hours.
- The whole school week is 35 hours and 45 minutes.
- In addition to the taught week, there will be 30 minutes tutor/assembly time each day.
- The taught week will consist of 25 one hour lessons based on a one week timetable.

The School session times for each day are:

Time	Session
8:35am	Warning Bell
8:40am - 9:10am	Registration / Assembly / Tutorial
9:10am - 10:10am	Period 1
10:10am - 11:10am	Period 2
11:10am - 11:30am	Break
11:30am - 12:30pm	Period 3
12:30pm - 13:30pm	Period 4
13:30pm - 14:05pm	Lunch
14:10pm - 15:15pm	Period 5
15:15pm	End of School

Additionally the LRC is open from 8am daily, with Homework Club from 3:15-5pm (Mon-Thurs)

Home Learning

How Home Learning Supports Progress

Home learning is a valuable habit for all students. Research suggests that efficient home learning can lead to an additional 5 months' progress in each subject across an academic year

Home learning in Year 7 is about forming positive habits. These include:

- Reviewing and revisiting learning from lessons
- Revising previously learned content
- Practicing application of new and prior knowledge
- Becoming independent
- Solving problems

However, we are also aware that time-consuming and resource-heavy home learning tasks can put a strain on students, and also on parents and other family members. We aim to ensure that revision is easy to access, does not require excessive resources and can be completed in a reasonable amount of time.

Homework in Year 7 will focus on ensuring students review and revise content from their lessons and build good revision habits to support future learning. At least once per fortnight, students will be asked to spend time at home revising the content they have learned in lessons, using knowledge organisers and online resources.

In addition, we request that all students read for 20—30 minutes, at least 3 times per week. Students will be supported to use the library during their English lessons to pick texts they find engaging and which are suitable for their reading level. We would encourage students to continue reading to or with parents wherever possible. Studies show that students who continue to read regularly throughout secondary school are likely to achieve substantially higher grades at GCSE.

Knowledge Organisers

Knowledge organisers are single page A4 sheets which lay out the essential knowledge for a unit of study. These may include the following:

- Facts which students need to learn
- Information about key processes and methods used in a subject area
- Diagrams and images to support learning
- Vocabulary needed for the subject area

Students will be given knowledge organisers in most subjects, along with a folder to organise these in and a link to an online version. We would suggest that students use one of the methods below to revise using their knowledge organiser:

- Look, cover, write, check. This is particularly useful for learning spelling, facts and data
- Create mind-maps using the knowledge organiser. This helps students to draw links between pieces of information
- Dual coding. Students copy out and annotate the information on their knowledge organiser with images. This aids memory and retention.
- Make your own—students can create their own knowledge organisers from memory. This helps to embed learning
- Quizzing. Once students have spent time learning the information on the knowledge organiser, it is helpful if parents / siblings can quiz them to see what they do and do not remember. This helps students to focus only on what they still need to learn

We will be sharing more information on using knowledge organisers through our information videos on our website over the coming months.

Please find below the link to the knowledge organisers which can be found on our website.

Courtfields.net - Home - Curriculum Content

<https://www.courtfields.net/curriculum-content.htm>

Curriculum Overview - Autumn Term

Art	Know about: Shading, tonal value, shape and line Mark making and form Altering scale and developing from mistakes Matching drawing techniques to task and project	Know how to: Draw Compose Blend Tone Mark make
Computing	Know about: Software Microsoft Office Files and Folders Internet Safety	Know how to: Use school networks Use Microsoft Office Programs Embed Images Embed Video
Drama	Know about: Create characters Improvisation Devising Vocal and physical techniques Theatrical roles Scripted performance	Know how to: Use texts Apply physical and vocal techniques Create performance Perform Reflect and evaluate performance
English	Know about: Aristotle Rhetoric Pathos/Logos/Ethos Persuasive Techniques	Know how to: Use devices to persuade Use conjunctions for cohesiveness Use standard English and register for authority Speak with confidence and for effect
French	Know about: Geography of where French is spoken Pronunciation Phonic rules Using dictionaries Vocabulary for greeting and farewell Gender, Verbs and conjugation	Know how to: Introduce yourself Pronounce vocabulary Describe your personality Discuss age and birthdays Give basic opinions Talk about pets

Curriculum Overview - Autumn Term

History	Know about: AD and BC Timelines and Chronology Tollund Man—source investigations Romans-Anglo-Saxons and Vikings 1066 the Battle of Hastings and Norman England Medieval Britain	Know how to: Historians select evidence Historians identify connections Historians make comparisons Historians use evidence
Maths	Know about: Order of operations (BoDMAS) Review of place value Different metric units Review of factors, multiples and primes	Know how to: Long multiplication and short division Order decimals Round numbers to powers of ten Round numbers to decimal places Convert between fractions, decimals and percentage
Music	Know about: Elements of Music Notation Graphic Scores Timbre	Know how to: Compose Appraise Perform Analyse
Science	Know about: Organisms Animal Cells Cytoplasm Plant Cells Specialised Cells	Know how: Robert Hooke first used a microscope To use a microscope To calculate the magnification of cells To draw and label a plant cell To draw and label an animal cell
Spanish	Know about: Geography of where Spanish is spoken Pronunciation Phonic rules Using dictionaries Vocabulary for classrooms Vocabulary for greeting and farewell Gender, Verbs and conjugation	Know how to: Introduce yourself Pronounce vocabulary Describe yourself Discuss age and birthdays Talk about brothers and sisters Talk about pets

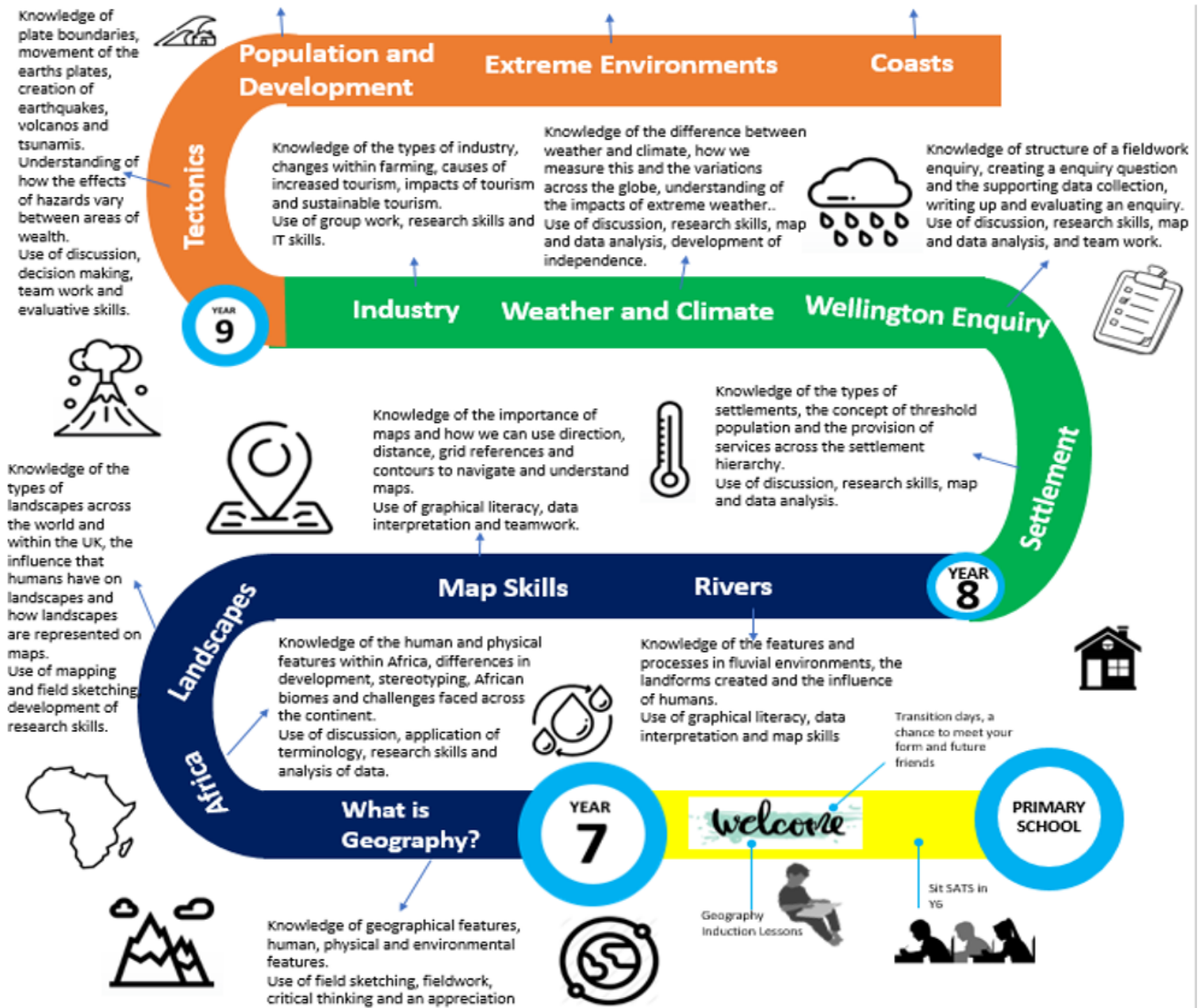
Curriculum Overview - Autumn Term

World Views	Know about: Explore your personal identity Understand the identity of our local community Explore the identity of Christians, Jehovah Witness, GRT and Humanists Investigate the identity of Muslims Consider what makes humans happy Understand the Buddhist road to happiness	Know how to: Reflect Express opinion Understand different perspectives Debate Challenge Evaluate
Food Technology	Know about: Cooking skills and food science Nutrition and health Food safety Food provenance and food choice	Know how to: Weigh, prepare and cook food Understand macro and micro nutrients, eat well guide Cook and store food safely Recognise seasonal foods and understand special dietary requirements
Geography	Know about: Human , Physical and Environmental Geography Human and physical contrasts in different regions of the world including Africa Differing landscapes and the impact humans have on the environment	Know how to: Carry out fieldwork Apply subject terminology Evaluate information Use maps and data as evidence and to give reason
Technology	Know about: Materials Properties Natural wood Manufactured wood	Know how to: Identify differences in materials Use equipment safely Explain properties of materials

Curriculum Subjects - Geography

Autumn Term Overview — Example

Geography Progression Map



Disciplinary Vocabulary for Geography

Human Feature
Field-Sketch
Continent

Physical Feature
Scale
Country

Environmental Geography
Fieldwork
Place

Knowledge Organiser - Geography



Year 7 Africa



Common Misconceptions about Africa

- * Africa is a country
- * African's speak African
- * Lack of technology
- * All African countries are poor
- * Africa is a desert



Africa is a continent not a country

Africa's Physical Features

Mt Kilimanjaro

- Located in Tanzania
- Highest point is 19,341 ft
- It takes 7-10 days to climb.

Sahara Desert

- Covers 30% of Africa
- Crosses 10 countries.
- Has the River Nile flowing through it.



Human Development Index (HDI)	0.579 (147 th)
Gross National Income (GNI) per capita \$	\$1,620 (143 rd)
Life Expectancy	63.3yrs (165 th)
Infant Mortality (per 1000 people)	37.1
Literacy Rate	78%



Human Development Index (HDI)	0.463 (173 rd)
Gross National Income (GNI) per capita \$	\$790 (164 th)
Life Expectancy	66.2yrs (147 th)
Under 5 mortality per 1000	49.6
Literacy Rate	49.1%

Key Words:	Meaning:
Continent	One of the world's seven large landmasses. Africa is one of them – others include Europe and South America
Country	An area of land that has its own government. The continent of Africa contains 54 countries
Stereotype	A set idea that people have about what someone or something is like, especially an idea that is <u>wrong</u> .
Biome	A large area of land which has the same plants, animals, soil and climate e.g., rainforest
Hot Desert	A hot and dry area that received less than 250mm of rainfall per year. E.g., The Sahara
Development	How the wealth and quality of life for people differs from place to place.
Literacy rate	The percentage of people that can read and write.
Infant mortality rate	The number of children, under 5 years old, that die.
Life Expectancy	How many years on average a person in a place is <u>expected</u> to live to.

Africa Enrichment:

Follow me to further reading!



Development in Africa:

Development is all about how wealth and the quality of life of people living on our planet varies from place to place.

What problems does Africa still face?

Drought- a period of below-average rainfall in a region, resulting in shortages in its water supply, whether atmospheric, surface water or ground water. A drought can last for months or years.

Famine - a widespread scarcity of food caused by several factors including war, inflation, crop failure, population imbalance, or government policies.

Effects of drought – crops and cattle dying, introducing hosepipe bans and use of non-essential water, people leaving their homes in search of better locations, increase in infant mortality, reduced life expectancy, people having to skip meals, rivers and lakes dry up.

Africa's Human Features

Pyramids of Giza

- Located in Giza, Egypt.
- Over 4500 years old.
- Tombs to the great Pharaohs.

Marrakesh

- Located in Morocco.
- Found at the base of the Atlas Mountains.
- Known as the 'red city' due to the red brick buildings.



Hot Desert

- Hot in the day (up to 50°C) but very cold at night.
- Hot deserts receive less than 250mm of rainfall per year.
- Spiny shrubs with long roots and thick stems to store water and protect themselves.
- Camels – adapted to survive long periods without water

Can you describe the location of the hot desert and tropical rainforest biomes?
What challenges and opportunities do you think people living in Africa face?
How might life in Kenya and Ethiopia be different from one another?

Deliberate Practice in Maths

Our approach to home learning in maths differs slightly to other subjects.

Research has shown that the best way to learn and retain mathematical knowledge is through observing a process, having it explained to you, and then deliberately practicing the process yourself. For this reason, the maths faculty use an online platform called Sparx Maths for all home learning. Please see the information below about Sparx Maths.

Sparx Maths can be accessed via the school website here: <https://www.courtfields.net//sparx-maths.htm>

- ◆ Sparx Maths has been evaluated and validated by the University of Cambridge.
 - ◆ Pupils are set 1 hour of challenging but achievable maths homework work per week, which focuses on what they are
 - ◆ learning in lessons and retrieves prior knowledge so it transfers into your child's long term working memory.
 - ◆ This doesn't have to be done in 1 sitting, it can be broken down into more manageable chunks.
 - ◆ Your child's teacher will talk them through how to log onto Sparx Maths.
 - ◆ Part of the homework will involve times tables practise, to support basic numeracy.
- Sparx uses algorithms to create homework bespoke to your child, at the right level of challenge for them.
- ◆ Sparx Maths contains over 43,000 questions used to set the right level to challenge pupils without questions being too hard, and your child is given instant feedback on how they have done in each question.
 - ◆ There are over 10,000 support videos to support children if they are stuck.
 - ◆ Pupils are rewarded with XP for their efforts on homework, no matter what level they are working at.
 - ◆ Sparx provides carefully scaffolded pathways through topics, based on 10 years of research, to support learning at a pace unique to each individual.
 - ◆ Children's confidence and resilience will grow once they realise they can answer *all* of the questions they are given *correctly*
 - ◆ As well as compulsory work, children can do further independent questions to extend their knowledge. This is known as XP boost homework.
 - ◆ There is also an 'independent learning' section where pupils can practise questions on any topic they choose and attempt questions at any level, whenever they want.
 - ◆ Parents are sent weekly email outlining whether their child's current homework has been done or not, to encourage children to complete their homework in good time each week (so it is not left until the night before it is due!).
 - ◆ Parents can also see how their child is progressing with their work on Sparx.
 - ◆ So Sparx can get an accurate picture of your child's understanding, they should always initially attempt questions without any parental support.
 - ◆ The Maths Department offer a Sparx Maths support clinic on Wednesday after school (3:15 – 4:00) to support any children struggling with their homework or for those looking for a quiet place to study. This is an open invitation and all children are welcome to attend

sparx

Maths. Reimagined.

www.sparx.co.uk

Assessment

Formative Assessment

Formative assessment is an ongoing process which happens each lesson in each subject. Through formative assessment, teachers are able to ascertain whether a student has grasped the essential knowledge and concepts needed to move on, and can adapt their planning as a result.

Formative assessment may take many forms, and students will probably be unaware that their teacher is assessing their learning. Common formative assessment may include:

- Asking questions
- Quizzes
- Plickers (an online quizzing tool)
- Marking written work
- Check ins during independent tasks
- Discussion

Summative Assessment

Summative assessments are more traditional, written and graded assessments. These are used to assess whether a student is reaching the expected standard for that part of the year. These may take the form of:

- End of unit tests
- End of term tests
- Extended written responses

Summative assessments usually test knowledge from a specific topic as well as retention of previous topics.

Reporting in Year 7

We will report your child's attainment and progress to you twice per year. This is to ensure that students have sufficient time to embed essential knowledge and revise what they need to know. Teachers will base the grades given on class work, homework, formative and summative assessments and contribution to discussion. Your child will be awarded one of three grades:

Expert Knowledge: *Your child consistently demonstrates understanding significantly above what we would expect from a Year 7 and has mastered the knowledge taught in Year 7.*

Greater Depth Knowledge: *Your child is consistently working above where we expect them to be and has a secure understanding of the knowledge taught in Year 7.*

Age—Related Knowledge: *Your child is consistently working at the level we would expect and has a good understanding of the knowledge taught in Year 7.*

Foundation Knowledge: *Your child consistently demonstrates basic knowledge and has not secured the knowledge taught in Year 7.*

Progress, Homework and Attitude to Learning

Alongside attainment, we will also report on your child's progress, homework and attitude to learning. We will only report on progress in the second report. This is because it is possible for a student to remain at the same attainment level, but be making exceptional, good or insufficient progress within that grade. For instance, a child may be working at Greater Depth, but be making exceptional progress within that and we believe it is important to recognise this.

These grades are displayed as the following text:

- Exceptional
- Good
- Not good enough

Safeguarding



Mrs Westwood
Lead Designated
Safeguarding
Officer

Mr Canham



Mrs McCarthy

Mr Whelan



Deputy Designated
Safeguarding Officers

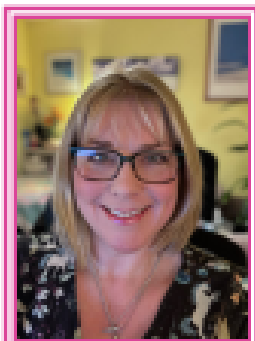
Safeguarding Team



Mrs Hartnell
Safeguarding
Officer



Safeguarding Officers



Mrs K Little
Safeguarding
Governor

Mrs Matthews
SLT Designated
Safeguarding Officer



Safeguarding

Court Fields School is committed to safeguarding and promoting the welfare of children and young people.

We ensure that consistent and effective safeguarding procedures are in place to support children, families and staff at school. All concerns are passed through the members of staff who are trained as Designated Safeguarding Officers who make up the Safeguarding Team in school. This team is led by Mrs Westwood, as our Designated Safeguarding Lead.

As a wider school team we understand our obligation that Safeguarding is everyone's responsibility, not just the members of the Safeguarding team. This is a clear expectation, which is upheld by all members of our school staff.

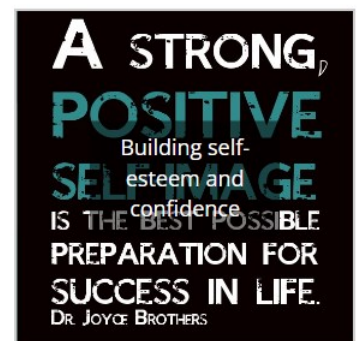
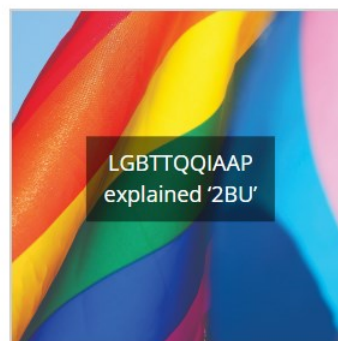
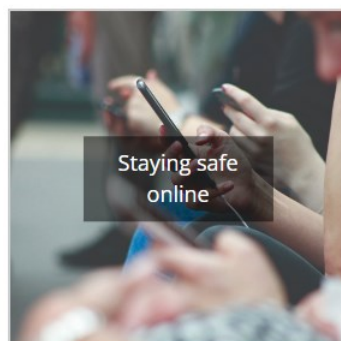
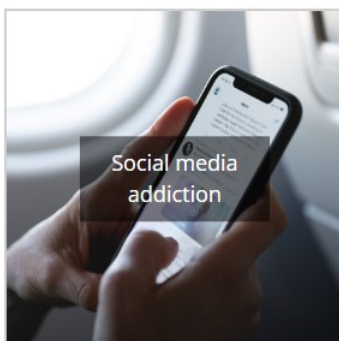
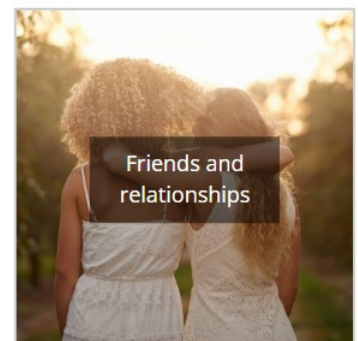
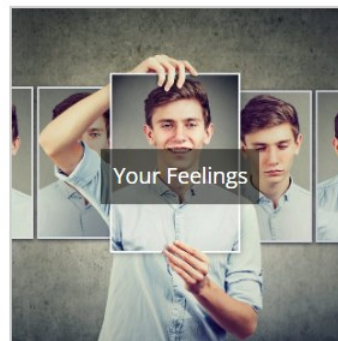
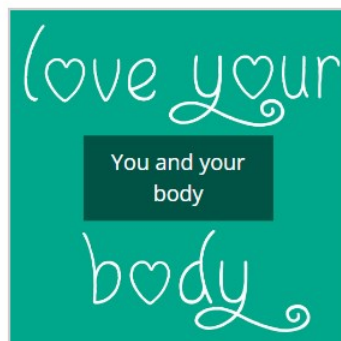
We also know how important it is for our students to safeguard each other, and we ensure that they have the opportunity to tell us if they're worried about something. That could be about themselves or someone else. They could speak to their Tutor, or one of our Safeguarding Team, to the Pastoral Staff in the Hub, to another trusted adult, or by sending an email to safeguarding@courtfields.bep.ac

SAFE: Help & Support

Students are also supported by our 'SAFE' online resource

SAFE is there to help students whether they have a problem or maybe are worried about one of their friends, and also to support parents and families to report safeguarding issues to us and find useful information on a wide range of issues.

The online platform is available on our website – there is a tab you can click on at the bottom of our home page, we also have SAFE tabs in the search sections on the web page.



Key Contacts

We are a very approachable school, and we want to answer any questions or queries that you may have. Please do contact the school office with general enquiries, see below:

Phone: 01823 664201
E-mail: schooloffice@courtfields.bep.ac
Website: www.courtfields.net

Please contact the finance office with anything to do with money, trips and lunches

finance@courtfields.bep.ac

Please contact your child's tutor with day to day issues

Staff emails are initialsurname@courtfields.bep.ac, please check Classcharts for initial /surname

Please contact your child's subject tutor with questions relating to individual subjects.

Please contact the safeguarding team with any concerns

safeguarding@courtfields.bep.ac

Attendance queries please see below

attendance@courtfields.bep.ac

Notifying the school of medical & other appointments and any term time leave requests please use the links on the school website which can be found under useful information

<https://www.courtfields.net/useful-information-links.htm#>



Key Dates

Autumn Term

2nd September
3rd September
4th September
5th September
28th October—1st November
4th November
23rd December—6th January

Inset Day
Inset Day
Year 7 start school
Years 8-11 return to school
Half Term
Students return to school
Christmas holidays

Spring Term

1st January
6th January
17th—21st February
24th February
18th April
21st April
7th April—21st April

Bank Holiday
Students return to school
Half Term
Students return to school
Good Friday
Easter Monday
Easter holidays

Summer Term

22nd April
5th May
26th May
26th May-30th May
2nd June
30th June — 04th July
1st July
2nd July
2nd July
4th July
21st July
22nd July
18th July

Students return to school
Bank Holiday
Bank Holiday
Half Term
Students return to school
Year 10 Work Experience Week
Year 6 Transition Day 1
Year 6 Transition Day 2
Year 6 Parents' Meeting 6:00-8:00pm
Inset Day
Inset Day
Inset Day
Last day of term – early finish at 12:45pm

Useful Information & Contacts

If you have any questions or would like more information about any aspect of school, please follow the contacts process below. The school operates a 48 hour response system to ensure that you receive a response in a timely manner. We encourage parents and staff to use email where possible as this is the quickest and easiest method of communication.

General/Pastoral Questions

Please contact your child's Tutor using the email contacts on page 6. Tutors can either answer your query, or direct it appropriately to someone in a position to respond.

Subject/Lesson Questions

If your query relates to a specific subject/lesson please contact that Faculty using the details on the Subject pages in this guide. All teachers email addresses are there first initial surname@courtfields.bep.ac (example, for Miss A Smith—asmith@courtfields.bep.ac)

For anything else, please contact the School Office at schooloffice@courtfields.bep.ac, or by phone on 01823 664201.

SEND Questions/Support

Please contact our SEND Team using the email address sen@courtfields.bep.ac.

Safeguarding Concerns

Please use our email safeguarding@courtfields.bep.ac If you believe a child is at immediate risk of harm, you should contact the Police or Somerset Children's Social Care on 0300 123 2224.

Achieve. Belong. Participate.

To keep up to date with all school matters, please visit our new website regularly at www.courtfields.net. In particular please see the 'For Parents' and the 'Safeguarding' tabs. On our website you will find a wide range of useful information, including information on our ClassCharts online system for behaviour, attendance and homework, our uniform guidance and much more.

We also have a Parent Bulletin which is uploaded to our website and emailed to parents at the end of each week, also Facebook, Instagram and twitter keep parents informed and up to date with what is happening in school, key messages and celebrations of success. Please do check this regularly, as it contains key information as well as good news. Biannually, we publish on our website a Magazine for parents, students, staff and our wider community. Again, this provides vital information, but also gives greater opportunities for celebrating our successes.

We also run our Court Fields Community Group (formerly the Friends of Court Fields). We would encourage prospective parents/carers to join this group, so please do get in touch using the email schooloffice@courtfields.bep, or by phone on 01823 664201 to express your interest.

www.courtfields.net
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