Codicote Church of England Primary School
'Everyone shall know success'

About our School

On behalf of the Children, Staff, Governors and Parents, welcome to Codicote School. We believe that our school is a happy place, where children feel motivated and enthusiastic about learning. Our motto is: 'Everyone shall know success' and this is promoted through opportunities both within, and outside the school curriculum.

We work hard to provide all children with a broad and balanced, high quality education so that they can achieve their potential in every aspect of school life. The support of parents and carers and our relationship with them is much valued and we embrace any help offered in school, either on a regular or occasional basis.

Our school is situated in the centre of the community. There are four playgrounds, a large field and other play facilities and equipment. There is a pond and environmental area as well as a woodland garden and a quiet garden. The Foundation Stage have a designated play area. Facilities within the building include a Hall for P.E., drama and assemblies, a Dining Room and a Library.

Aims

- To offer our children the best possible education within the context of a caring, Christian community.
- To provide a happy school environment where everyone feels secure and valued.
- To work in partnership with parents in the education of their children and encourage their involvement and support.
- To teach the skills of seeking knowledge independently and to nurture a love of learning.
- To enable high standards to be achieved across the curriculum through the acquisition of knowledge, skills and understanding.
- To foster the development of high self esteem, through positive action and statement.
- To expect high standards of behaviour, with respect and consideration shown by everyone, both within the school community and outside in the wider world.
- To develop a concern for the environment and an understanding of the world in which we live.
- To develop an understanding of the Christian Faith and to foster spiritual growth.
- To prepare children for the next stage of their education and for adult life.

Ethos

Our school is a happy, vibrant, harmonious community, where a dynamic curriculum, inspirational teaching and a nurturing ethos develop learners for life. Achievements and efforts are shared, rewarded and celebrated, and result in an inclusive school culture, where learning and life are enriched with diverse opportunities, enabling everyone to shine.

Safeguarding Statement

Keeping our children safe is everyone's responsibility. We are proactive in safeguarding our children and staff. All the adults that work with our children have undergone a variety of checks to ensure that it is appropriate for them to work within our school. We have policies in place for safeguarding and promoting the welfare of children which includes a child protection policy. All our procedures follow the guidance from the Hertfordshire Safeguarding Children's Board.

Child Protection

It is our duty to monitor and observe all children for signs of abuse and we take this responsibility very seriously. Where there are concerns, Children's Services are contacted for advice and support. Mrs Pollard, Headteacher, is the Designated Senior Person (DSP) for the school, and Mr Browne is the Deputy DSP.

The Governing Body

September 2025

Mrs Debbie Williamson – Chair	LEA Governor
Mr Nick Black	Co-opted Community Governor
Mrs Sue Harry	Co-opted Governor
Mrs Su Murley - Vice Chair	Co-opted Governor
Rev Christie Gillfeather	Ex Officio Governor
Mrs Debra Brewer	Foundation Governor
Mrs Caroline Maddocks	Foundation Governor
Mrs Liz Pollard	Headteacher
Mrs Leanne Dyson	Parent Governor
Mrs Kate Woodhead	Parent Governor
Mrs Melissa Jackson	Parent Governor
Mr Richard Morton	Parent Governor
Mr Kevin Browne	Staff Governor
Miss Kate Grainger	Staff Governor

Mrs Sue Day is Clerk. Governors may be contacted via the school office

The Staff Team

September 2025

Year group	Teachers	Teaching Assistants	
Nursery	Mrs Foster	Mrs Paige	
Reception	Mrs Ogle	Mrs Reboul, Miss Pond, Mrs Smith & Mrs Paige	
Year 1	Miss Churchill & Miss Grainger	Mrs Williams	
Year 2	Mrs Pyle	Mrs Eaton, Mrs Tillson, Ms Smith, Mrs Black & Mrs Bick	
Year 3 W	Mrs Wood	Mrs Henderson	
Year 3C	Miss Clark	Mrs White & Miss McKenzie	
Year 4 M	Mr Massey	Mrs Tillson and Mrs Bick	
Year 4 D	Miss Doran	Mrs Brett-Lavelle	
Year 5	Mrs Gloyn & Mrs Mason	Mrs Crunden	
Year 6B	Mr Browne & Mrs Mason	Mrs Brown	
Lunchtime Staff:	Mrs Gull, Mrs Paige, Mrs Brett-Lavelle, Mrs Reboul, Mrs Tillson, Mrs Christie, Mrs Oxley, Ms Pond, Miss McKenzie, Ms Ridpath & Ms Van der Welle.	**PPA Teachers**	Mrs Broad, Mrs Mason, Mrs Eaton, and Mrs Pollard
		Admin & Premises Staff	Mrs Martin, Mrs Bundy, Mrs Day and Mr Martin
Kitchen Team	Mrs Martin – Cook Mrs McKenzie	**SENCO**	Mrs Gloyn

School Organisation

Codicote Primary School is currently expanding to two forms of entry. Currently, we have one class per year group, apart from in Years 3 and 4 where there are two.

St Giles Church

The school enjoys strong links with St Giles Church. The children take part in services there at Harvest, Christmas and Easter. At times, they are invited to participate in other services. Christie, our vicar, comes into school regularly, and leads some of our assemblies.

School Day

Times of Sessions

	Morning Session	Morning Break	Afternoon Session	Afternoon Break
Nursery*	9.00 – 12.00		12-3.20*	
Reception & KS 1	8.50 – 12.00	10.40 – 10.55	1.00 – 3.20	2.00 – 2.15
KS 2	8.50 – 12.15	10.40 – 10.55	1.15 – 3.20	None

*an afternoon session is available for Nursery children in partnership with Codicote Pre-School.

We expect children to be punctual. However, parents are advised not to send children to school too early, as no responsibility can be taken for children before 8.45am.

Parents are always welcome to see their child's teacher or work, after school, preferably by prior appointment. Before school, teachers are preparing for the day, and are usually only available in case of emergency. Mrs Pollard is always happy to meet with parents at a mutually convenient time.

Playtimes

Children play outside during playtimes and lunchtimes, so need to bring appropriate clothing i.e. coats, gloves, hat and scarf in winter, hat in summer. They have a range of activities and resources available, appropriate to their age, and climbing frames on each playground.

Collective Worship

The arrangements are as follows:

Monday	Whole school assembly with Mrs Pollard
Tuesday	Whole school assembly with Mrs Pollard
Wednesday	Separate lower and upper school assemblies led by teachers.
Thursday	Whole school assembly taken by a class
Friday	Hymn practice led by Mrs Pollard, or assembly led by Christie, our vicar.

Parents have a legal right to withdraw their children from collective worship or R.E. Please consult Mrs Pollard if considering this.

School Meals

Children may bring a packed lunch, or have a school dinner, either every day, or on pre-booked days. The school operates a 'Pupil Choice' system, whereby children are able to choose their lunch in advance on-line. The cost of this is £3.20 per day for Years 3, 4, 5 and 6. The meals are provided free for Reception, Year 1 and Year 2.

Snack

In Foundation Stage and Key Stage 1 classes, the children are provided with a fruit snack, as part of the government initiative to provide fruit for children. At Key Stage 2, children may bring in a snack of fruit, vegetables or breadsticks for morning breaktime.

Water

Children have access to water throughout the school day, and are encouraged to have regular drinks. From Reception upwards, children usually bring a water bottle into school. In Foundation Stage and Key Stage 1 classes, it is possible to order milk for morning breaktimes. Forms are available from the school office.

Uniform

All children wear the school uniform which is as follows:-

- Navy blue skirt, pinafore dress, culottes, navy trousers or grey trousers/shorts.
- Pale blue/navy polo shirt*
- Navy blue jumper/sweatshirt/cardigan/school fleece*
- White, grey or navy socks/tights
- Sensible black flat shoes
- Blue/white check dresses or playsuits (summer)

Hair should be kept clean and tidy and should not be brightly coloured or worn in any extreme style. No patterns or tramlines should be shaved into the hair or eyebrows. Hair should not be shaved below a grade 2.

P.E. Clothing

All Children require plimsolls or trainers for outdoor games. P.E. uniform is as follows:

- Navy Round-necked T Shirt with school logo*
- Navy Shorts
- Navy Sweatshirt/Navy track suits bottoms for cold weather

All P.E. lessons in the Hall are done in bare feet.

* School Sweatshirts, Cardigans, Polo Shirts and PE T Shirt with the School logo printed on are available online from our uniform supplier – Uniform Monkeys: https://theuniformmonkeys.co.uk/

Jewellery
We disapprove of children bringing jewellery to school. However, if children have had their ears pierced they may wear studs. Before P.E. lessons, these must be removed. If not, children will not be allowed to take part in the lesson. No other piercings are allowed.

School Visits

Many visits are arranged during the school year. Year 5 go to an activity centre for a residential visit and Year 6 have the opportunity to go on a residential school journey to the Isle of Wight.

Day visits are frequently arranged to places relevant to the work in class at the time. We rely on parents' voluntary contributions towards the cost in order for them to take place, including swimming lessons.

The Governors' charging policy is on the school website, with paper copies available on request from the School Office.

Emergency Procedures

Occasionally it is necessary to contact parents during the school day because their child is unwell or has been hurt in the playground. We keep a file in the office containing details of where a child's parents can be contacted during the day should the need arise. Therefore, it is very important that information is kept up to date. When any changes occur in details of home address, telephone number, place of work or family doctor, please inform us without delay. Emergencies rarely arise but when they do occur it is essential that we are able to contact you without delay.

If a child has an accident at school which requires hospital attention, every effort will be made to contact a parent so that he/she can accompany the child to the casualty department of Lister Hospital, either by private car or ambulance. If a parent could not be contacted, or if the emergency demanded particular haste, the child would be accompanied by a member of staff; in this instance, an ambulance would be called.

Health and Safety

Staff and children follow school policy and are made aware of potential hazards such as slippery floors and trip hazard.
During the year, a number of initiatives regarding safety take place, for example: road safety talks, British Transport Police talks, Railway safety. Bikeability courses take place on the school grounds and on public roads in Meadow Way and Hill Road during Year 6. Certificates are awarded to those who complete the courses successfully.

Travelling to school

Where possible, families are encouraged to use sustainable forms of travel. We have plenty of storage for bikes and scooters on site. Families travelling by car may wish to park and stride. Families may use the school car park to drop and collect children who attend Breakfast and/or 326 After School Club.

Admissions

Admissions to Nursery

There is one intake into Nursery in September, which is managed by the school. Children join the year in which they turn four. The school offers 15 hours per week. Children are expected to attend every day.

Admissions to Reception

There is one intake into Reception, in September, which is facilitated by Herts County Council.

Admission rules

The admission rules which need to be applied if there are more pupils than places available are:

1. Children who must go to the school because they have a statement of special educational needs under the 1996 Education Act which names that school.
2. Children who can prove that they have a particular medical or social reason why they must go to the school, and those who are in public care.
3. Children who have a brother or sister on the roll of the school.
4. Children for whom the school is their nearest community or voluntary controlled school.
5. Children who live nearest to the school.

Secondary Transfer

At the end of Year 6 all children transfer to Secondary School. In 2025 children will be attending the following schools:

Hitchin Boys	Hitchin Girls	Monks Walk	Richard Hale	The Priory School	Bishops Hatfield Girls School	Independent Schools

Teaching and Learning at Codicote

Children spend most of their day with their class teacher, in the classroom. For some areas of the curriculum they may be taught by a different teacher e.g. French. Each child's needs are met through a broad and balanced curriculum. Teachers ensure that work is carefully matched to the age and ability of the children, so that children achieve the highest standard of which they are capable. Support is provided for children who need extra help with their learning, and opportunities are provided for children who achieve at a particularly high level in different areas of the curriculum. Teachers plan and assess carefully to ensure that children are challenged, motivated and supported in every aspect of the curriculum.

Throughout the week, children have the opportunity to work in different groupings – as a whole class, in groups, pairs or on their own. Sometimes they work with different age children for particular projects. We aim to promote lifelong learning habits.

Special Educational Needs

Children with Special Educational Needs work within their normal classroom, supported to access the curriculum. Needs are identified by the Special Educational Needs Coordinator – Mrs Gloyn, in consultation with teachers and the child's parents. Plans are drawn up to address the needs of the child and shared with parents and guardians.

Occasionally, in order to gain further understanding of an individual child's needs, the school may contact additional services, such as advisory teachers, Speech and Language Therapists and the Educational Psychologist. Parents are always informed where this is the case.

All SEND policies and documents are available on the school website and as paper copies from the School Office.

Accessibility

All areas of the school are accessible. The school has an equal opportunities policy; this is monitored by the headteacher. All children have equal access to the curriculum and modifications are made, where appropriate and necessary, to ensure this.

Early Years Foundation Stage

The Nursery and Reception Staff work closely together to ensure a smooth transition into full time schooling. We plan the curriculum carefully, referring to the Government guidelines for the Early Years Foundation Stage.

The following areas of development for each child are included:

- Communication and Language
- Physical Development
- Personal, Social, and Emotional Development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

We believe that the environment for young children's learning is of great importance and we aim to create a stimulating room where children can actively learn and play together. Although the staff set the themes and topics we always encourage and support children in pursuing their own areas of interest.

Children are encouraged to make choices and to work independently. The rooms are arranged to facilitate this, with equipment stored near to work areas. Children are taught to organise themselves and to work tidily. The Nursery class is part of the whole school and at the end of three terms children are secure and confident. They make the transition to the Reception class enthusiastically.

The National Curriculum

The National Curriculum includes the following subjects, as well as Religious Education:

Core Subjects	• English • Mathematics	• Science
Foundation Subjects	• History • Geography • Music • Art	• Physical Education • Design Technology • Computing • Modern Foreign Language (KS2)

Our curriculum is broad and balanced, tailored to match the needs and interests of the children. Where appropriate, themed projects are taught, which link many areas of the curriculum. Through it, we:

- Promote the spiritual, moral, cultural, social, mental and physical development of pupils at the school and of society; and
- Prepare pupils for the opportunities, responsibilities and experience of adult life.

English

Speaking and Listening

A tremendous amount of learning goes on through children's talk. Children are encouraged to talk as part of a group and on occasions, to their class and the whole school. They have

opportunities to express their views in discussion. They are taught the skills of good listening in particular situations – stories, poems, as individuals, in groups, conveying messages through the school.

Reading

The ultimate aim is that children should be readers for life. The early stages of learning to read are crucially important, for learning to read, and developing a love of books. Supporting their learning at home has a really positive impact. Your child will bring books home and we hope you will find a few minutes to hear them read, read to them, discuss their book and talk to them about what they are reading. The school teaches phonics with reference to the Twinkl scheme.

Writing

Children are taught the skills of writing from a very early age here. It is a crucial area of their communication skills. Children are taught to write for many purposes and in almost all areas of the curriculum. They learn to write expressively in the form of stories and poetry.

Mathematics

The school uses material from a number of schemes. The school has a programme of work that takes the child through the school and prepares them well for the rigours of work at secondary school. Children are taught the four rules of number and calculations. Tables are taught and practised. They learn to draw graphs and to classify and record information both in exercise books and in other ways. They learn about 2D and 3D shapes, movement of shapes and angles. Most importantly, children also learn how to use the skills they have learnt in different situations. Calculators and computers are used when appropriate.

Science

Children are taught to think scientifically, developing such skills as:

- Planning and predicting
- Designing and carrying out investigations
- Interpreting results and findings
- Drawing inferences
- Communicating tasks and findings

Children are taught about living things, materials and physical processes

Geography

In this subject, children have their geographical knowledge developed in:

- Geographical skills e.g. use of compass, map making, use of maps and atlases, plans and scales,
- Places
- Thematic Studies: Rivers, Weather, Settlement & Environmental change

Much of the work is approached as a topic and the work is completed in the form of topic books, displays, drama etc.

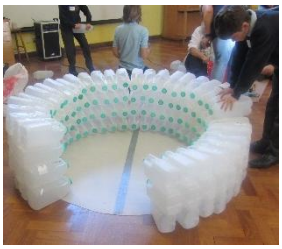
History

In this subject the aim is to help children to know about historical aspects of our local and national heritage.
During their time here, children will learn about:

- An aspect of local history
- Invaders and Settlers
- Ancient Civilisation
- British History

Again, much of the work is approached as a topic and the work is completed in the form of topic books, displays, drama etc.

Design and Technology



In this area of the curriculum, children's skills in designing, making and evaluating are developed through a range of practical challenges and opportunities, using different materials.
The children acquire and apply knowledge and understanding of:

- materials and components;
- mechanisms and control systems;
- structures;
- existing products;
- quality;
- health and safety.

Art

The children are taught the skills needed to use a variety of media. They learn to look at the work of famous artists and to use the techniques in their own work. They use different media to create 2D and 3D work. They are encouraged to evaluate the work of others and their own.

Physical Education (P.E)

Children follow a varied programme of PE activities. These include opportunities to develop skills in: Games, Gymnastics and Dance.

Years 2 and 3 learn to swim or improve their swimming skills at Stevenage Pool once per week for one term per year. Parents are asked for a donation towards the cost of this to cover, entry to the pool, the hiring of an additional teacher at the poolside and the coach fare. The aim is that all children leaving Codicote School should be able to swim 25 metres.

Religious Education (R.E)
Through Religious Education, pupils develop their knowledge of the world faiths, and their understanding and awareness of the beliefs, values and traditions of other individuals, societies, communities and cultures. We follow the Herts Agreed Syllabus.

Assessment
Children's learning and personal, social and emotional development are assessed and tracked throughout their time at school. Statutory assessments take place in line with government policy. Currently this includes: Reception baseline, Phonics check in Year 1, Year 2 statutory assessments, Year 4 times table check and Year 6 statutory assessments.

Extra Curricular Activities

In addition to the opportunities provided within the curriculum, children also participate in a range of extra curricular sporting activities. They include: dance festivals, cross-country running, football, netball, rugby, cricket, rounders, lacrosse, athletics and speedstacking, local events where the children represent the school, include district sports, cross country running meets, local football, netball and rugby tournaments and leagues.

Clubs & Music Lessons

There are a number of extra curricular activities which take place throughout the school year. These include: Art Club, Cookery, Drama, Choir, Country Dancing, Maypole Dancing and Morris Dancing, Football, Netball, Athletics, Rounders, Cross Country Running, Mini Movie Makers, Nature Ninjas, Chess, Ukulele and Mindfulness. Clubs are led by staff who volunteer their time, so are free to children.

Music lessons are available for a range of instruments via the Hertfordshire Music Service. Piano and Guitar lessons currently take place in school via this service. There is a small charge for these, paid to the music service.

Health and Sex Education

This work begins in the Nursery and broadens in content as the children work their way through the school. The Governors' policy on sex education is available on the school website and as a paper copy from the school office. The policy aims to give children an understanding of their developing bodies, the changes which occur at puberty, the importance of cleanliness, knowledge of human reproduction and the value of caring relationships in the context of family life. This policy is reviewed regularly.

Homework

Younger children take reading books home, have words to learn and occasionally have a small writing task to do at home. This develops as children move through the school into different types of homework. These may include finishing assignments begun in class, learning tables, learning spellings, additional practice in Maths. From Year 3 onwards

there is a more formal approach to homework with a set amount each week, which is expected to be produced on time. This is good preparation for work at secondary school.

Behaviour

We expect good behaviour at all times, both inside and outside the school and in the village environment. We believe in managing behaviour through adopting a positive approach. We show consistency in dealing with behaviour, and in applying the school rules and code of conduct. Our emphasis is on recognising and celebrating good behaviour, and we do not tolerate poor behaviour. There are a number of behaviour management systems in place throughout the school, alongside the praise given as part of the normal classroom ethos. These include:

The House system
All children from Year R to Year 6 are in one of 4 houses. Each house has two captains, and a vice captain. Points may be awarded for good work, attitude or behaviour. The house with the most points winning at the end of the year.

Class systems
Each class has a reward system. These include: stickers, badges, free choice time, stars and certificates.

Praise
In order to encourage effort and reward behaviour, children are praised:

- verbally
- in writing
- in front of the class/school
- by the rest of the class
- by another member of staff/class
- by the Headteacher.

Good behaviour is also shared with parents.

We do not accept poor behaviour, and deal with it through a consistent approach, on an individual basis. Sanctions appropriate to the misdemeanour are used, to try to put things right. When poor behaviour persists, the issues are discussed with the SENCO and/or Mrs Pollard, so that an appropriate programme can be drawn up and implemented. Parents involvement is sought, to enable us to work together to meet the child's behaviour needs.

We do not tolerate any bullying and urge any parent to contact us straightaway should they have any concerns. A copy of the school behaviour policy is available for parents should they wish to have a copy.

School Documents

A number of school documents are available on our website. All policies are available to parents on request, from the School Office. Documents that refer to the work of the School are available to parents.

Parents

Partnership with Parents

We work in partnership with parents. Visits from parents are most welcome. Parents are kept informed about their child's progress on a regular basis at the consultation meetings between parent and class teacher which are arranged twice a year – during October and February, and through the end of year written report.

In addition to these regular contacts individual parents are contacted if we feel that there is a cause for concern or a praiseworthy reason for doing so. Similarly, if parents have a particular query about any issue affecting their child, then please contact us straightaway so that we can work with you to address it.

Administering Medication

If it is essential for prescribed medicine to be administered during the school day, it is usually possible for this to be arranged. A form for this purpose is available from the office.

Classroom Helpers

We welcome parents, carers and grandparents who would like to help in school. Volunteers may be asked to hear readers or supervise a small group of children or sort out and tidy equipment, work with a cookery group or to help with any other activities. Please contact teachers if you think you could help in any way.

Letters home

Newsletters are sent out each fortnight, on a Friday, to inform parents and carers about the life and work of the school, and forthcoming events.
Class letters are sent home by each teacher at the start of the school year, to inform parents about arrangements specific to the class.

Curriculum information

Curriculum evenings to inform parents about specific aspect of the curriculum are held regularly. A Booklet entitled: 'Helping your child at home' available at the school office provides information about our approaches toward reading, spelling, writing and maths, and includes advice on helping to support your child's learning at home.

Parents, Teachers and Friends Association

For many years Codicote PTFA has raised thousands of pounds towards extra facilities for the school. Some of the money has been spent on large outdoor climbing frames, construction equipment, picnic benches, lots of sports and play equipment, science days and historical events (when outside groups come in to help enrich the curriculum).

But all this is not possible without the help of the PTFA members, the school staff and the parents of the children who over the years have supported the various discos, line dances, shopping evenings, fashion shows, children's discos, quiz nights, plant and clothes sales, spring fairs, sponsored events and lots more.

The AGM is held in September and everyone is welcome to join the committee as either a member or a helper. With everyone's support we can continue to raise thousands of pounds for the school.

PTA Committee

Complaints Procedure

The school has a very positive outlook towards developing further the partnership between teachers and parents. We hope that difficulties can be resolved quickly before they become problems. All problems can be dealt with through good contacts with the school.

However, there are formal procedures in place which parents can utilise should they be dissatisfied with the outcome of any problem. There is a document in school, which describes how a complaint can be dealt with. This document is available for inspection at any time. It is also available from the public library.

Attendance

A high level of attendance makes a significant difference to a child's learning and social skills, and is expected from all children. Where a medical condition could impact on this, we work with families to help. Punctuality is also expected. School starts on time and we expect children to be in school ready to learn. If a child has been to the doctors, for example, they report to the School Office, so that they are marked onto the registers.

Absences

Notification must be provided for all absences from school. Absences which may be authorised include:

- Sickness
- Medical/dental appointments
- Approved educational sporting activity
- Religious observance
- Family bereavement
- Participation in an approved public performance
- Interview at another educational establishment e.g. Secondary School.

Term Time Holidays
Parents have a legal duty to ensure that their children attend school on a regular basis. Absence for time out of school for any reason other than illness, will only be authorised in wholly exceptional or compassionate circumstances. Requests should be made to the Headteacher, using a form available from the School Office or via the website, explaining why the individual circumstances meet these criteria. Should requests be made which do not fulfil these criteria, any resulting absences will be unauthorised and appear as such on the pupil's record. A Fixed Term Penalty notice may be issued. Parents have no entitlement to take their child out of school for a holiday in term time.

Attendance Improvement Officer
The Attendance Improvement Officer deals with all manner of issues related to children, e.g. attendance, free school meals. The AIO can visit homes if there are long periods of unexplained absence from school.

Term Dates

2025- 2026	2026- 2027
AUTUMN TERM 2025 Wednesday 3rd September, 2025 – Friday 19th December 2025 (Half term – Monday 27th October – Friday 31st October) **Inset Days: Wednesday 3rd September** **Friday 24th October** **Occasional Day:** **Friday 28th November**	**AUTUMN TERM 2026** Tuesday 1st September, 2026 – Friday 18th December 2026 (Half term – Monday 26th October – Friday 30th October) **Inset Days: Tuesday 1st September** **Friday 23rd October** **Occasional Day:** **Friday 27th November**
SPRING TERM 2026 Monday 5th January 2026 – Friday 27th March 2026 (Half term Monday 16th February – Friday 20th February) **Inset Days: Monday 5th January**	**SPRING TERM 2027** Monday 4th January 2027 – Thursday 25th March 2027 (Half term Monday 15th February – Friday 19th February) **Inset Days: Monday 4th January**
SUMMER TERM 2026 Monday 13th April – Thursday 23rd July 2026 (Half term Monday 25th May – Friday 29th May) May Bank Holiday 4th May **Inset Days: Friday 5th June** **Thursday 23rd July** The above dates equate to 190 school days	**SUMMER TERM 2027** Monday 12th April – Thursday 22nd July 2027 (Half term Monday 31st May – Friday 4th June) May Bank Holiday 3rd May **Inset Days: Friday 11th June** **Thursday 22nd July** The above dates equate to 190 school days

Codicote Code of Conduct

Drawn up by the School Council

- Care for everything, and everyone
- Play fairly with each other
- Share things
- Be nice to everyone, and show them respect
- Try to be cheerful
- Always try your best

The School Code of Conduct is displayed around the school.