



Newsletter

March 2024

Headteacher Messages

As we approach the Easter break, it has been a very busy term for our staff and pupils and we look forward to this chance to relax and reenergise!

Well done and thank you to all of the children and staff. We are so impressed and proud of the children, they have really demonstrated our school values in the work they have produced at school . Thank you to all of our parents and carers for supporting us this term .

London Colney is a wonderful school because the children make each other happy and because everyone gives their best every day. As we break up for the Easter break it is a time for us to reflect on the good times . Work continues however during the Easter break for Year 6 who will be focusing on revision for their SATS. They have been working very hard and we are very proud of them. I hope you enjoyed seeing the lovely work from all the children this term in the Academic Review Day.

We have vacancies for two Parent Governors. If you think you might be interested in this rewarding role please come and speak to us.

We look forward to a successful Summer Term

Best wishes
Sarah

Upcoming Events

| | |
|----------------------|------------|
| SATS Week | 13-17 May |
| PGL Residential Trip | 21-24 June |

Attendance Figures

Please can we remind you that school starts at 8.45am every day. Children should be here by 9.00am at the latest.

Registers close at 9.05am and if your child arrives after that time they will be marked as late – thank you

01.03.24 –28.03.24

| | |
|-----|-------|
| Y1 | 94.3 |
| Y2 | 87.1% |
| Y3 | 87.8% |
| Y4 | 94.3% |
| Y5 | 91.4% |
| Y6 | 91.4% |
| All | 90% |

Please see the wonderful report below that we received recently for our reading and phonics.

School Effectiveness Adviser Visit Report

| | | | | | |
|-----------------|---|---------------|------------|-------------|------------------|
| School | London Colney Primary and Nursery | Number | 452 | Date | 28.2.2024 |
| Present: | Sarah Joyce, Headteacher; Theresa Clements, Assistant Headteacher and Phonics leader; Eileen Akbolat, governor link for phonics; Linda Hardman, School Effectiveness Adviser. | | | | |

Length of Visit: Half a day visit in school plus preparation and report writing (Spring Visit 1)

Purpose of Visit: To learn about early reading and phonics provision.

This visit consisted of:

- A discussion with parents about phonics and early reading
- Learning walks to Year 1, Reception and Nursery
- A view of Year 1 reading groups in action
- A discussion with the Year 1 teacher to discuss the lesson and assessments
- A discussion with the subject leader about phonics and early reading
- Feedback to link governor and headteacher
- Prior to the visit, information shared by the school relating to phonics and early reading was explored, along with website representation and evaluation of externally published recent data relating to phonics and reading.

Main observations:

- Phonics is well represented on the school website. There is a clear explanation of phonics and its link to wider successful learning. Parents are well supported through links to videos relating to the school's selected systematic synthetic phonics programme (SSP), Little Wandle, and pronunciation guides as well as the tricky words encountered in each phonic phase. In addition there is guidance for parents relating to supporting their child with reading through the use of the book matched to the child's phonic phase and the sharing book which supports reading for pleasure.

School outcomes for 2023

Literacy

| Early Learning Goals | | School | National | Hertfordshire | Comment |
|----------------------|---------------|--------|----------|---------------|------------------------------------|
| E08 | Comprehension | 81.0% | 80.6% | 82.3% | Above national and local standards |
| E09 | Word reading | 81.0% | 76.2% | 77.1% | Above national and local standards |
| E10 | Writing | 71.4% | 71.1% | 71.9% | Above national standards |

| KS1 READING | School | National | Hertfordshire | Comment |
|-----------------|--------|----------|---------------|---------------------------------------|
| Age related + % | 67.9% | 68.3% | 69.5% | Close to national and local standards |
| High % | 21.4% | 18.8% | 23.4% | Above national standards |

| KS2 READING | School | National | Hertfordshire | Comment |
|-----------------|--------|----------|---------------|--------------------------|
| Age related + % | 73.9% | 72.6% | 75.6% | Above national standards |

- There is a clear and well-structured plan to implement, develop and embed the new phonics programme in order to improve quality first teaching to increase proportion of good or better teaching of phonics

and phonics for reading. This contains relevant, precise actions to secure implementation, success criteria, specific monitoring actions and evaluation of impact of planned actions. This will secure further improvement and strict fidelity to the phonics programme.

- The school shared proactive, supportive evidence of quality assurance activities. For example observations of pupil participation, feedback techniques and assessment for learning strategies. There is clear direction, tailored to each class teacher, relating how practice can be refined to ensure maximum impact on learning,
- The Little Wandle checklist for success is helpful and ensures the implementation is well paced in relation to leadership and management activities, engagement with continuing professional development and reading leader monitoring and coaching. This creates fidelity to the programme.
- A recent governor visit report (January 2024) was shared which demonstrates how well informed governors are about the work of the school in relation to phonics and early reading. This was very well planned and involved a “Come and Learn with me” session with a supporting presentation. Parental feedback showed that they were well informed and well placed to support their child in extending their phonic and reading skills at home. A priority for the school is to maximise the engagement of parents in the learning process and this was a well chosen and meaningful activity that has enabled this.

Discussion with parents

- Parents explained that they are well informed and have been upskilled in the school’s approach to teaching phonics. They understand how to support their children to apply phonic strategies at home and are doing so regularly. Teachers are very supportive and helpful and parents feel that they have the opportunity to provide feedback on their children’s phonic development at home. This can be done directly to the class teacher and through the individual reading records. Parents appreciate that staff are receptive to parent feedback. They also value the challenge that the teachers provide. One parent also expressed how well the teacher integrates advice from other professionals such as speech therapists into their teaching sequence to improve phonics and early reading acquisition.
- Parents recognise the importance of phonics and understand and support the school’s chosen approach. They say they are “shocked and amazed” at how confident the children are and the progress they have made in Year 1 has had a massive impact on their reading confidence and fluency.
- Parents are confident and able to act as role models as readers with their children. This has been enabled by the parent workshop which taught the parents the techniques to support phonic acquisition. Parents valued this opportunity highly. Children replicate the reading activities taught in school with their parents at home such as shared and paired reading activities. In this way they are modelling effective reading development activities to their parents. Pupils take home phonic texts appropriately matched to their phonic phase as well as free choice texts to encourage a love of reading.
- Parents feel that reading is made fun by the teachers. Provision is personalised to the needs of their children and they appreciate this and say this has made the difference to accelerating progress.

Observation of classroom practice

- High quality provision was observed across the school and the progression structure was clearly in evidence. These were the highlights observed:
 - The teaching sequence for successful phonics teaching was clearly in evidence - Review → teach → practice → apply
 - There was fidelity to the phonics scheme of choice-Little Wandle.
 - Reading, including the teaching of systematic, synthetic phonics, is taught from the beginning of Reception
 - In Nursery children were accessing phonics teaching and have plenty of opportunities for phonics play through using the sand to mark make and draw letter shapes and patterns. Children were being trained in listening skills and were recognising pitch, rhyme and repetition. Children were practising intonation. All activities were well modelled by skilled practitioners, enabling a high level of interaction and participation. The story telling area supported story scribing using high quality texts such as “Whatever next?” and “The tiger who came to tea.” This type of activities secures the effective foundation to successful reading and writing.
 - In Reception sounds were being revisited and targeted children were able to respond accurately. New sounds were introduced. Good progress was demonstrated for a child with SEND who was able to recognise letter sounds and was beginning tracing to support correct formation. Where appropriate grapheme mats were being used to support the learning.
 - Skilled teaching was observed in Year 1. This reiterated the feedback provided by the parents of the children. Modelling was highly effective. Subject knowledge is of a high standard and carefully imparted.

Children were encouraged to use their decoding skills effectively. Targetted children were provided with opportunities for further practice. Children were trained to identify tricky words and could do so successfully. New learning was incorporated into a modelled written sentence to embed the learning. There are currently three children in receipt of interventions. Screening has identified individual needs and the teacher plans multiple inputs in a day to reinforce and consolidate the learning. The “stuck station” in the classroom enables children to use the grapheme mats and develop their independent learning strategies. Alien words are introduced at an early stage to ensure children practice their decoding skills. Children in this class are making rapid progress in reading, due to the skilled planning and delivery by the class teacher, who knows each child’s needs precisely and plans accordingly.

- The school demonstrates determination that every pupil will learn to read and make good progress to meet or exceed age-related expectations.
- Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read.
- Children gain phonics knowledge and language comprehension necessary to read, and the skills to communicate.
- Teachers give pupils practice in reading and re-reading books that match the grapheme-phoneme correspondences they know
- Stories, poems, rhymes and non-fiction are chosen for reading to develop pupils’ vocabulary, language comprehension and love of reading.
- Pupils are familiar with, and enjoy listening to, a wide range of stories, poems, rhymes and non-fiction
- Pupils read widely and often, with fluency and comprehension appropriate to their age.

Observed reading activities

- Group reading activities included the development of key skills such as vocabulary, inference, prediction, explanations, retrieval and summarising, all of which enhance reading fluency. Book talk is well modelled by the teacher, and this then enables children to interrogate the text and read for meaning. Teaching Assistants are well supported to enable them to deliver group work effectively. Children read well for purpose and are encouraged to think deeper and reflect and develop analytical reading skills, which aid comprehension and inference.
- Reading behaviours of children reading to adults show that children are developing sequential phonic skills to secure the foundations for reading fluency. Children sound out and self-correct using their decoding skills. They are confident to tackle tricky or unfamiliar words. They demonstrate a good understanding of vocabulary from the sentence context. Books are well matched to their phonic phases. Children are developing their strategies as fluent and confident readers with good comprehension skills.

Discussion with the Phonics Leader

- Careful consideration and research went into the school’s choice of systematic synthetic phonics programme, Little Wandle. Read Write Inc (RWInc) had been used previously. This required groupwork and the assessment for learning strategies were not precise enough. Whole class teaching of phonics is proving to be more effective. There was a heavy reliance on adult expertise with RWInc. Staff turnover at the school meant that groupwork was not practical and affected consistency and delivery. Children benefit from solid high-quality teaching to develop their phonic and early reading skills. As the children progress into Year 2 the Big Cat scheme is used to support gaps in phonics and spelling.
- Staff training in phonics has been strategically planned to ensure that everyone is well training in planning and delivery of Little Wandle. Some of the training modules are specifically teacher focused so there have been additional twilight sessions to ensure tailored provision to individual needs. The training videos are supportive and enhance staff knowledge, understanding and implementation. This then ensures fidelity to the chosen phonics scheme.
- The tracking of each individual child’s early reading skills is forensic. Teachers continually discuss pupil progress with the phonics phases with the English leader and this then identifies any child who is at risk of falling behind. The team are clearly focused on the “keep up” element of Little Wandle. Formalised tracking takes place on a half termly basis and then interventions to address gaps in knowledge are specifically targeted. In reception children were carefully assessed and as a result of these evaluations it was necessary to back track in terms of securing phonic knowledge. Leaders and teaching staff know precisely where each child is on the phonics journey. This precision facilitates rapid progress.

Recommendations:

1. Keep the focus on coaching staff, new to the school, in best practice for teaching reading and phonics,

including enabling them to learn the school systems and processes for ensuring all children become skilled and highly proficient readers. This will then ensure that the school continues to sustain good progress and achievement in reading standards.

2. Maintain the strict and systematic focus on learners with gaps in their phonic understanding as this is the key to ensuring successful learning in the wider curriculum beyond reading. It also ensures that the quality and range of writing is of a consistently high standard because children model their writing based upon the craft of the authors they engage with. They engage with more complex authors as their reading skills become more proficient.
3. Book Talk and comprehension strategies would benefit from being modelled to parents and teaching assistants to further develop reading for pleasure and purpose

School Effectiveness Adviser: *Linda A Hardman*

Date: 28th February 2024

Year 3 had a fantastic day at Celtic Harmony. When we arrived, we travelled back in time to the stone age where we became the wild boar tribe. We learned how to make fire, build our own dens, hunt and trade goods. Even though it was extremely cold we had some amazing experiences and learned a lot about life nearly 10,000 years ago.



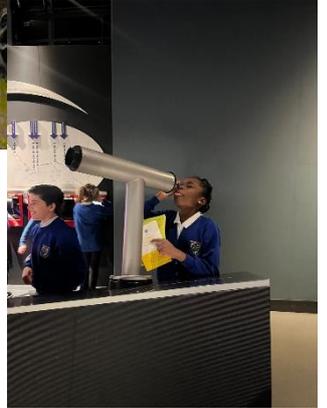


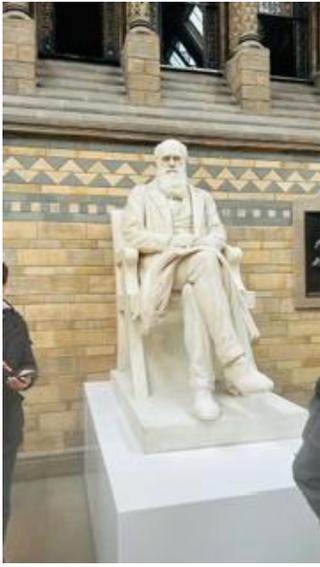
"Year 6 had a fantastic time at the RAF museum! We got to look at all different types of planes as well as learning the history behind them. The significance of the historical impact of that time period was made very clear by all the learning we got to do. We even got to do some flight simulations!"

The whole school has been very busy during 'Science Week'. Thank you to everyone who joined in with 'The Big Plastic Count', we will send our Tally Chart results off to be added to the rest of the schools in the UK. Classes have taken part in 2 science experiments, created science related posters and counted a lot of plastic!!









Year 5 had a brilliant day at the Natural History Museum this week, with a self-guided tour followed by a Volcanoes & Earthquakes Workshop.



WOW what an amazing night the Yr 4 children had at SAPSMA, performing songs on stage with other local schools. Thank you for coming along to support your children, we hope you enjoyed the show.
Well done to everyone who took part – you were amazing!



We recycled a big cardboard box and turned it into a super car!!

Yr 5 making the most of the indoor gym equipment.



Enjoying some quiet reading time.

FOLCS (Friends of London Colney School)

Friends of London Colney School are a small but dedicated group of relatives of pupils who organise events to fundraise for the school. If you are interested in joining in, in any way you can, please get in touch with us via the School Office.

Dates Calendar

15th - 26th April - Pennies in the playground - each class will have a collection pot in the class and then at the end of the two week the class that collects the most wins a doughnut. This will be counted outside after school.

26th April - cake and uniform sale outside after school

24th May - Crazy hair day - donation towards PTA

24th May - cake and uniform sale outside after school

14th June - King for a Day - BBQ and bounce after school which will coincide with the Kings birthday and Fathers Day. This will be held on the field. There will be a BBQ and bouncy castles.

28th June - non school uniform day - donation towards PTA

5th July - Magician - after school/evening

6th December - Panto

12th December - Breakfast with Santa

We have lots of events coming up, please keep a look out here in the Newsletter, on our Facebook page or contact us directly via, our Facebook page or email for more information:

[Friends of London Colney Primary School](https://www.facebook.com/friendsoflondoncolneypri)

folcs@londoncolney.herts.sch.uk.

Thank you, FOLCS

REMINDER – DO NOT PARK OR STOP IN FRONT OF THE SCHOOL ENTRANCE GATES.

It is dangerous, illegal and inconsiderate to our school community and puts our children in danger.

You may think it's ok to do it for a few minutes but it is not, thank you.

We'd like to thank you all for your continued daily support, please do come and speak to us about any issue, good or bad.

Our school website is: www.londoncolney.herts.sch.uk

Our school email is: admin@londoncolney.herts.sch.uk

Our school telephone no is: 01727 823283

We have a new menu, starting Monday 15th April 2024

Summer / Autumn 2024



| WEEK 1 | | | | |
|--|---|--|--|---|
| 15 th April 7 th May 3 rd June 24 th June 15 th July 2 nd Sept 23 rd Sept 14 th Oct | | | | |
| MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
| Pork Sausages with Gravy Mashed Potato or Potato Wedges | Herb Crusted Chicken with Spaghetti Marinara | Roast Beef & Gravy With Roast Potatos or Wholemeal Pasta | Creamy Chicken Pasta Bake | Battered Fish fillet With Oven Chips or Pasta |
| Cheesy & Tomato Quiche (V) | Mild Sweet Potato & Chickpea Curry with brown or white rice (V) | Vegetarian Mince Slice (V) | Quorn Hot Dog with Diced Potato (V) | Cheese & Tomato Pizza (V) |
| Jacket Potato with Beans | Jacket Potato with Beans | Jacket Potato with Cheese | Jacket Potato with Beans | |
| Tuna Baguette | Cheese Sandwich | Ham Sandwich | Cheese Spread Sandwich | |
| Halal Chicken Sausages | Halal Herb Crusted Chicken | Halal Roast Chicken | Halal Creamy Chicken Pasta Bake | All options are Halal |
| WEEK 2 | | | | |
| 22 nd April 13 th May 10 th June 1 st July 22 nd July 9 th Sept 30 th Sept 21 st Oct | | | | |
| MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
| Chicken Grill with Diced Potato & Garlic Bread | Chicken Pie with Mash Potato or Couscous | Roast Chicken with Sage & Onion Stuffing, Gravy & Roast Potato or Brown & White Rice | Beef Burger in a Bun with Potato Wedges or Herby Bread | Fish Fingers with Oven Chips or Pasta |
| Creamy Macaroni Cheese (V) | Moroccan Tagine (V) | Plant Balls with Gravy (VE) | Roasted Summer Veg Pasta (V) | Cheese & Tomato Pizza (V) |
| Jacket Potato with Cheese | Jacket Potato with Beans | Jacket Potato with Beans | Jacket Potato with Cheese | |
| Cheese Sandwich | Ham Sandwich | Tuna Baguette | Cheese Spread Sandwich | |
| Halal Chicken Grill | Halal Chicken Pie | Halal Roast Chicken | Halal Beef Burger | All options are Halal |
| WEEK 3 | | | | |
| 29 th April 20 th May 17 th June 8 th July 16 Sept 7 th Oct | | | | |
| MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
| Chicken Curry with Rice or Diced Potato | Tuna & Sweetcorn Pasta Bake | Roast Turkey with Sage & Onion Stuffing, Gravy & Roast Potato or Wholemeal Pasta | Beef Lasagne with Herby Bread or Diced Potato | Fish Fingers with Oven Chips or Pasta |
| Homemade Sausage Roll (V) | Quorn Burger in a Bun with Potato Wedges(V) | Roast Quorn with Sage & Onion Stuffing, Gravy (V) | Chipolata Sausages with Gravy (VE) | Cheese & Tomato Pizza (V) |
| Jacket Potato with Beans | Jacket Potato with Beans | Jacket Potato with Cheese | Jacket Potato with Beans | |
| Cheese Spread Sandwich | Cheese Sandwich | Tuna Baguette | Ham Sandwich | |
| Halal Chicken Curry | All options are Halal | Halal Roast Chicken | Halal Beef Lasagne | All options are Halal |

Gravy is always available & is in a separate jug.

Bread, Vegetables & Salad are available daily

Fresh Fruit & a choice of desserts are available daily.

Main Meal **Vegetarian Meal** **Jacket Potato** **Sandwich** **Halal**

Updated April 2024

London Colney Primary & Nursery School - Term Dates 2023/2024



| September 2023 | | | | | | | October 2023 | | | | | | | November 2023 | | | | | | | December 2023 | | | | | | |
|----------------|----|----|----|----|----|----|--------------|----|----|----|----|----|----|---------------|----|----|----|----|----|----|---------------|----|----|----|----|----|----|
| Mo | Tu | We | Th | Fr | Sa | Su | Mo | Tu | We | Th | Fr | Sa | Su | Mo | Tu | We | Th | Fr | Sa | Su | Mo | Tu | We | Th | Fr | Sa | Su |
| | | | | 1 | 2 | 3 | | | | | | | 1 | | | 1 | 2 | 3 | 4 | 5 | | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 27 | 28 | 29 | 30 | | | | 25 | 26 | 27 | 28 | 29 | 30 | 31 |
| | | | | | | | 30 | 31 | | | | | | | | | | | | | | | | | | | |

Autumn Term
21.12.23
finish 1.30pm

| January 2024 | | | | | | | February 2024 | | | | | | | March 2024 | | | | | | | April 2024 | | | | | | |
|--------------|----|----|----|----|----|----|---------------|----|----|----|----|----|----|------------|----|----|----|----|----|----|------------|----|----|----|----|----|----|
| Mo | Tu | We | Th | Fr | Sa | Su | Mo | Tu | We | Th | Fr | Sa | Su | Mo | Tu | We | Th | Fr | Sa | Su | Mo | Tu | We | Th | Fr | Sa | Su |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | | | | 1 | 2 | 3 | 4 | | | | | 1 | 2 | 3 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | | 26 | 27 | 28 | 29 | | | | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 29 | 30 | | | | | |

Spring Term
28.03.24
finish 1.30pm

| May 2024 | | | | | | | June 2024 | | | | | | | July 2024 | | | | | | | August 2024 | | | | | | |
|----------|----|----|----|----|----|----|-----------|----|----|----|----|----|----|-----------|----|----|----|----|----|----|-------------|----|----|----|----|----|----|
| Mo | Tu | We | Th | Fr | Sa | Su | Mo | Tu | We | Th | Fr | Sa | Su | Mo | Tu | We | Th | Fr | Sa | Su | Mo | Tu | We | Th | Fr | Sa | Su |
| | | 1 | 2 | 3 | 4 | 5 | | | | | 1 | 2 | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | | | | 1 | 2 | 3 | 4 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 27 | 28 | 29 | 30 | 31 | | | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 29 | 30 | 31 | | | | | 26 | 27 | 28 | 29 | 30 | 31 | |

Summer Term
17.07.24
finish 1.30pm

| Calendar Key | |
|---|--------------------------|
| | Term Time |
| | School Holidays |
| | Bank Holidays |
| | Inset Days |
| | Occasional Day |
| | Secondary Transition Day |
| | Swimming Year 4 |

| Notable Dates | |
|---------------|--------------------------------|
| 1 Sept 2023 | - Start of 2023/2024 Term |
| 11 July 2024 | - Secondary Transition Day |
| 23 July 2024 | - Last school day of 2023/2024 |

| | |
|---|-----------------|
| Autumn Term = 1 September - 20 October 2023 | 36 days |
| 30 October - 21 December 2023 | 38 days |
| Spring Term = 4 January - 16 February 2024 | 32 days |
| 26 February - 28 March 2024 | 24 days |
| Summer Term = 15 April - 24 May 2024 | 29 days |
| 3 June - 22 July 2024 | 37 days |
| Total | 196 days |

190 Pupil Days, 5 Inset/Teacher Training Days, 1 Occasional Day

London Colney Primary & Nursery School - Term Dates 2024/2025



| September 2024 | | | | | | | October 2024 | | | | | | | November 2024 | | | | | | | December 2024 | | | | | | |
|----------------|----|----|----|----|----|----|--------------|----|----|----|----|----|----|---------------|----|----|----|----|----|----|---------------|----|----|----|----|----|----|
| Mo | Tu | We | Th | Fr | Sa | Su | Mo | Tu | We | Th | Fr | Sa | Su | Mo | Tu | We | Th | Fr | Sa | Su | Mo | Tu | We | Th | Fr | Sa | Su |
| | | | | | | 1 | | 1 | 2 | 3 | 4 | 5 | 6 | | | | 1 | 2 | 3 | | | | | | | 1 | |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 | 28 | 29 | 30 | 31 | | | | 25 | 26 | 27 | 28 | 29 | 30 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | |
| 30 | | | | | | | | | | | | | | | | | | | | | 30 | 31 | | | | | |

Autumn Term
20.12.24
finish 1.30pm

| January 2025 | | | | | | | February 2025 | | | | | | | March 2025 | | | | | | | April 2025 | | | | | | | |
|--------------|----|----|----|----|----|----|---------------|----|----|----|----|----|----|------------|----|----|----|----|----|----|------------|----|----|----|----|----|----|--|
| Mo | Tu | We | Th | Fr | Sa | Su | Mo | Tu | We | Th | Fr | Sa | Su | Mo | Tu | We | Th | Fr | Sa | Su | Mo | Tu | We | Th | Fr | Sa | Su | |
| | | | 1 | 2 | 3 | 4 | 5 | | | | 1 | 2 | 1 | 2 | | | | | 1 | 2 | | 1 | 2 | 3 | 4 | 5 | 6 | |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | |
| 27 | 28 | 29 | 30 | 31 | | | 24 | 25 | 26 | 27 | 28 | | | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 28 | 29 | 30 | | | | | |

Spring Term
04.04.25
finish 1.30pm

| May 2025 | | | | | | | June 2025 | | | | | | | July 2025 | | | | | | | August 2025 | | | | | | | |
|----------|----|----|----|----|----|----|-----------|----|----|----|----|----|----|-----------|----|----|----|----|----|----|-------------|----|----|----|----|----|----|--|
| Mo | Tu | We | Th | Fr | Sa | Su | Mo | Tu | We | Th | Fr | Sa | Su | Mo | Tu | We | Th | Fr | Sa | Su | Mo | Tu | We | Th | Fr | Sa | Su | |
| | | | | 1 | 2 | 3 | 4 | | | | | | 1 | | 1 | 2 | 3 | 4 | 5 | 6 | | | | | 1 | 2 | 3 | |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | |
| 26 | 27 | 28 | 29 | 30 | 31 | | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 28 | 29 | 30 | 31 | | | | 25 | 26 | 27 | 28 | 29 | 30 | 31 | |

Summer Term
23.07.25
finish 1.30pm

| Calendar Key | |
|---|--------------------------|
| 190 | Term Time |
| | School Holidays |
| 5 | Bank Holidays |
| 5 | Inset Days |
| 1 | Occasional Day |
| 1 | Secondary Transition Day |
| 30 | Swimming Year 4 |

| Notable Dates | |
|---------------|--------------------------------|
| 4 Sept 2024 | - Start of 2024/2025 Term |
| 10 July 2024 | - Secondary Transition Day |
| 18 July 2024 | - Last school day of 2024/2025 |

| | |
|---|-----------------|
| Autumn Term = 4 September - 25 October 2024 | 38 days |
| 4 November - 20 December 2024 | 35 days |
| Spring Term = 7 January - 14 February 2025 | 29 days |
| 24 February - 4 April 2024 | 30 days |
| Summer Term = 22 April - 23 May 2025 | 23 days |
| 2 June - 18 July 2025 | 35 days |
| Total | 190 days |

190 Pupil Days, 5 Inset/Teacher Training Days, 1 Occasional Day

190 + 5 inset + 1 Occ = 196 days