

BELIEVE, ACHIEVE, ASPIRE



Truro and Penwith
Academy Trust



ST BURYAN ACADEMY NEWSLETTER

Friday 13th February 2026

www.stburianacademy.com

secretary@stburianacademy.org

Tel: 01736 810480

 **STAY UP-TO-DATE WITH SCHOOL NEWSLETTERS, MENUS AND DATES**

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TURN ON NOTIFICATIONS AND RECEIVE NOTICE WHEN WE UPLOAD OUR NEWSLETTERS, MENUS AND UPDATE OUR DIARY!

Key Dates

Please check the key dates below for upcoming events. New dates may be added across the term so please check our lines of communication when notified.

[In this edition...](#)

Welcome and Notices

World Book Day

Book in a Jar

Reading Activities

Supporting Reading at Home

20 is Plenty

Our Curriculum

Music Lessons

Attendance

Volunteers

Wake Up Wednesday:

Supporting Mental Health

Contact Information

[INSET DAYS 25/26](#)

Monday 1st September 2025

Monday 20th October

Tuesday 21st October

Wednesday 22nd October

Thursday 23rd October

Friday 24th October 2025

Monday 26th January 2026

Friday 24th July 2026

Welcome to our latest newsletter.

It has been a little while since our previous edition and I would like to apologise for the gap.

The past term has been extremely busy, with a wide range of events taking place alongside our transition to joining Truro and Penwith Academy Trust (TPAT). While much of this work has taken place behind the scenes, it marks an exciting step forward for St Buryan Academy and will bring increased collaboration, expertise and opportunity for our pupils, while maintaining the strong identity and values of our school.

We are delighted that our current attendance stands at 96.4%, which is well above the national average. Thank you for continuing to prioritise attendance — being in school every day truly makes a significant difference to children's progress, wellbeing and confidence.

A key focus in this edition is reading.

You will find information about our upcoming World Book Day celebrations, including the Book in a Jar competition, alongside guidance on supporting reading at home and our work on developing reading fluency. Our "20 is Plenty" message reinforces the importance of children reading for at least 20 minutes each day, as regular reading greatly improves vocabulary, imagination, academic achievement and overall success across the curriculum.

We are also celebrating many successes from the Spring term and sharing updates about our curriculum, music lessons, volunteering opportunities and important dates for the months ahead.

Thank you, as always, for your continued support — it makes a real difference.

With best wishes,
Mr McDonald

WORLD BOOK DAY



at

St Buryan Academy

Thursday 5th March 2026

Bedtime stories

Come dressed in your pyjamas and bring your favourite bedtime story to share. Staff will share stories with children throughout the day in our library, where children will be given a cookie!

Plus...

Book character trail around the school

Book character riddles

Share a story sessions

Book in a jar competition



World Book Day – 5th March



Dear Parents,

I am excited to share with you an engaging competition we are organising for World Book Day, where our children will have the opportunity to showcase their creativity. The theme of the competition is “Story in a Jar.” We are asking each child will create a jar that represents a story of their choice, and on World Book Day, everyone will have the chance to guess the stories behind each jar.

To participate, we encourage each child to decorate a jar and fill it with items that reflect the essence of their chosen story. This could include small objects, illustrations, or even written clues. On World Book Day, the jars will be displayed, and children will guess which story belongs to each jar. We will award prizes for the most creative jars in each class, making it a fun and memorable experience for all.

This competition not only promotes creativity but also encourages teamwork and critical thinking as the children work together to guess the stories. We believe it will be a wonderful way to celebrate reading and storytelling. Please support your child in this activity and help them gather materials for their jar. We are looking forward to seeing the imaginative creations that emerge!

Thank you for your continued support. If you have any questions or need further information, please do not hesitate to contact me. We can't wait to celebrate World Book Day with all of you!

More details about World Book Day will follow soon but please note that due to it falling on a swimming day – we will not be asking children to dress up in costumes.

Thank you for your continued support and have fun creating your jars!

Mrs Rendle





6-Week Fluency Homework Grid

Dear Parent or Carer,

This fluency homework grid has been designed to support all of our key stage 2 children with reading fluently. 'Reading fluency' means being able to read words accurately, at a good pace, and with expression. Fluent readers are better able to understand what they read; they grow in confidence too.

Each week, we ask that your child will complete a short reading task at home. The tasks focus on recognising words, reading with expression, and building confidence. We've included some helpful prompts so you can support your child with their reading each day. You don't need any special resources—just a quiet space, some encouragement, and a little time together.

We aren't asking for you to submit this, unless you would like to share anything. These strategies will help your children achieve even more! They are designed to be short and snappy, so not to take up a lot of your time.

Thank you for supporting your child's reading journey! Remember that you can always repeat tasks throughout the week or go back to them – reinforcement is a big part of learning.

Half termly fluency Homework Grid

Week	Focus Area	Homework Task	Parent Prompt
Week 1	Word Recognition & High Frequency Words	Highlight high-frequency words in a short passage of a book from home or school and read them aloud at least 3 times.	Can your child recognise and read the high-frequency words without sounding out? You can find some high-frequency words here: https://acrobat.adobe.com/id/urn:aaid:sc:EU:7201a9b3-8316-4db7-8877-a2101ea6c949
Week 2	Phrasing and Expression	Read a short paragraph aloud with a family member. Focus on pausing at commas and full stops. If they master this, see if they can add extra expression – especially for speech!	Encourage pausing for punctuation and using different tones for questions or excitement. You might want to demonstrate what it should sound like. Have fun with character's voices!
Week 3	Repeated Reading	Re-read a short story or familiar passage three times across the week. Try to read more smoothly each time.	Did your child sound more fluent with each reading?
Week 4	Sight Word Fluency	Play a matching game with sight words (print or write cards). Read them aloud quickly and clearly.	Write 10 words twice on post-its (20 post-it notes) – you can use the words from Week 1. Play a game where your child has to find the matching word – much like the memory games where you match pairs of pictures! Time how quickly your child can read all the sight words—can they beat their score by Friday?
Week 5	Prosody and Punctuation	Choose a short poem or a short dialogue from a book: Mark up the punctuation (e.g. underline full stops, circle question marks, highlight commas). 1) Rehearse reading the text aloud three times, adding expression and pausing at punctuation. 2) Perform it to a family member.	Talk about how punctuation helps us read with feeling. Ask your child to 'act out' a line. Struggling to find a poem? Use AI to find a poem appropriate for your child's age that contains speech, various punctuation and expression.



		<p><u>Example Text:</u> "What are you doing?" asked the cat. "I'm reading a book," said the rat. "Is it funny?" asked the cat. "Yes! It made me laugh just like that!"</p> <p><u>How to Support:</u> Read it once together first to model the expression and pauses. Encourage them to change their voice for the questions. Let them rehearse, then "perform" it with expression.</p> <p><u>Parent Prompt:</u> "Let's try that again—can you make your voice sound more curious for the question?" "Did you pause where the full stop is? Let's read it with more feeling this time!"</p> <p><u>Extension (Optional):</u> Ask your child to write their own 4-line poem or short dialogue with punctuation. Read it aloud together and add expression!</p>	
Week 6	Consolidation & Confidence	Choose a favourite text. Read it aloud with fluency and confidence. Record or perform it for someone at home.	Celebrate progress! Ask your child how they feel about their reading today compared to Week 1.



So many books



so little time

THE POWER OF WORDS

CHILD A READS...

-10 MINUTES EACH DAY

-1,800 MINUTES PER SCHOOL YEAR 

-900,000 WORDS PER YEAR 

- INCREASED CHANCE OF READING FOR PLEASURE
- INCREASED CHANCE OF ACHIEVING THE TOP TEN 10% OF TESTS
- INCREASED IMAGINATION AND CREATIVITY
- INCREASED VOCABULARY
- INCREASED LIKELIHOOD IN ACHIEVING WELL ACROSS THE CURRICULUM

NOT INCLUDING ALL OF THE 'EXTRA' READING THEY DO SUBCONSCIOUSLY

CHILD B READS...

-5 MINUTES EACH DAY

-900 MINUTES PER SCHOOL YEAR 

-450,000 WORDS PER YEAR 

- MORE CHANCE OF READING FOR PLEASURE
- MORE CHANCE OF ACHIEVING THE TOP TEN 10% OF TESTS
- MORE IMAGINATION AND CREATIVITY
- MORE VOCABULARY
- MORE LIKELIHOOD IN ACHIEVING WELL ACROSS THE CURRICULUM

NOT INCLUDING ALL OF THE 'EXTRA' READING THEY DO SUBCONSCIOUSLY

CHILD C READS...

-1 MINUTE EACH DAY

-180 MINUTES PER SCHOOL YEAR 

-LESS ACCESS TO WORDS AND THEIR 

MEANING

- LESS CHANCE OF READING FOR PLEASURE
- LESS CHANCE OF THINKING INDEPENDENTLY
- LESS IMAGINATION AND CREATIVITY
- LESS VOCABULARY

NOT INCLUDING ALL OF THE 'EXTRA' READING THEY DO SUBCONSCIOUSLY



At St Buryan Academy we believe that every child is a reader and has the potential to be a book enthusiast; if they aren't then it's because they haven't heard the right story or read the right book yet. They may find pleasure in stories or prefer to read non-fiction, factual books.

Reading a lot doesn't always mean we are great readers or find it easy; likewise, reading a little doesn't mean someone struggles with reading.

It is our ambition to help our children develop a love for reading and give them access to a wide range of texts to develop this. Evidence suggests that reading improves well-being, understanding of the world, general knowledge, imagination and creativity and much, much more.



How to support

your child with reading QUESTIONS TO ASK YOUR

CHILD WHEN LISTENING TO THEM READ



Before they start a new book...

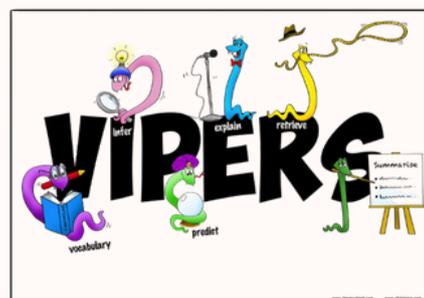
- Why have you chosen this book to read?
- What does the front cover tell you?
- What do you think might happen in this book?
- Do you think you have read any books similar to this one before?

Whilst your child is reading the book...

- Can you tell me what has happened in the book so far?
- What do you think will happen next?
- Who is your favourite and least favourite character and why?
- Have you learnt any new words or do you want to find out the meaning of any?
- Would you have done anything differently than the main character has?
- What do you think might happen next and why?
- So far, what has been your favourite bit and why?
- Can you describe the setting for me?

After your child has reading the book...

- What was your favourite part of the book and why?
- Who was your favourite character and why?
- Did you learn anything from this book? This could be a fact or a morale.
- Did the book end how you thought it would?
- Would you change the ending in any way?
- Was there a problem in the book? Was it resolved?
- Would you recommend this book to a friend?



Vocabulary:

- What does this word mean?
- Which word tells you that...?
- Which word choice could you improve?

Explain:

- Why do you think the character's mood changes?
- Why do you think the text is laid out like this (good for poems or non-fiction)?
- How does the author engage the reader?

Infer:

- What do you think the character was thinking when this happened?
- How do these words make the reader feel?
- What might these characters sound like and why?

Retrieve:

- What can you learn from this section?
- Give an example of...?
- Any question which is directly about the text.

Predict:

- From what you have read so far, what do you think will happen next?
- Looking at the picture, what do you think will happen?
- Do you think the setting impacts the story?

Summarise:

- What happened after (something else that happened in the book)?
- In a sentence, can you summarise the opening/middle/end of the book?
- What was the first main event of the story?

TIPS FOR LISTENING TO YOUR CHILD READ

Be patient! Sometimes we are too quick to jump in and read a word for a child. They may be decoding it in their head before they say it out loud.

Promote a love for reading – make it fun and a family activity. Maybe the whole family could read for 10 minutes at the same time. It doesn't always have to be a book. Comics or magazines involve reading too, so do instructions or recipes.

Remember, children love listening to adults read too. So share stories with them, do silly voices and enjoy that time together. If there's no time, audiobooks are great to listen to as well!

A child is never too old to listen to stories!

20 is plenty!

Children who read for **20 minutes** a day will...

Improve
focus and
concentration

Have a world of
imagination and
creativity
opened to them

Have
stronger
writing skills

Improve and
strengthen
memory

Be exposed to
**1.8 million
words a year**

Have a
broad
vocabulary

Have better
general
knowledge

Improve
test results

Improve
communication
skills

Encourage
a love for
learning

Learn how to
develop
empathy

Improve
critical
thinking skills

Have
reduced
stress levels



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ST BURYAN PRIMARY SCHOOL 2025/26 CURRICULUM OVERVIEW

Shaping Bright Futures: An Overview of Our Innovative Curriculum

Merry Maidens

Autumn Term

Under the Sea:

Join us as we dive into our learning, finding out about what lives in the deep blue which surrounds us and how they survive!

Spring Term

The Great Fire of London:

We learn about how the Great Fire of London started and how it was stopped. We learn about the impact it had on London and England through the diary of Samuel Pepys.



Summer term

Famous Figures:

We learn about inspirational people, their achievements and what impact they have had on the world.



HOLISTIC DEVELOPMENT

We integrate academic excellence with social, emotional, and physical well-being, ensuring students grow as well-rounded individuals



INNOVATIVE LEARNING APPROACHES

We embrace a blend of traditional and modern teaching methods, from hands-on projects and inquiry-based learning to digital literacy and interactive technologies



PERSONALIZED EDUCATION

Through tailored instruction, adapted support, and flexible groupings, we meet students where they are, helping them reach their full potential



GLOBAL AWARENESS

Our curriculum includes multicultural studies, foreign languages, and topical learning, encouraging global citizenship and cultural empathy



STEM AND CREATIVITY

We include STEM education alongside arts and humanities, promoting critical thinking, creativity, and innovation. Our students are not just learners but creators and problem-solvers



COMMUNITY AND SERVICE

Learning extends beyond the classroom through trips, community service projects and partnerships. These experiences teach our students about empathy and responsibility



ENVIRONMENTAL STEWARDSHIP

Our curriculum incorporates environmental education, teaching students about sustainability, conservation, and the importance of caring for our planet



CONTINUOUS ASSESSMENT AND GROWTH

Progress is monitored through a combination of formative and summative assessments, portfolios, and reflections, allowing for continuous feedback and growth

Boscawen - Un and Tregeseal

Autumn Term

Frozen Kingdom:

We learn about Shackleton's Arctic expedition, how it was ground-breaking and the sacrifices made. We will study the similarities and differences between various Polar Regions whilst carrying out map studies.



Spring Term

Stone Age to Iron Age:

We learn about the people who came before us, their settlements and lives - as well as the impact that they had on our lives today. We look at these ancient civilizations as historians and geographers - we will even visit some settlements that are amongst us!



Summer term

Romans:

We look at the significant impact the Romans had on how we live our lives today in an historical study.



At St Buryan Academy, our Year 3/4 and Year 5/6 classes often combine their learning in the afternoons.

This means that both groups follow the same overall topics, but at a level that's right for their age. By doing this, we make sure that all children get the chance to cover the full curriculum in a way that is engaging and age-appropriate, while also making the most of opportunities to learn together.

It allows teachers to plan rich, creative lessons that build on children's skills year by year, ensuring no learning is missed and that every child continues to be challenged and supported.



2025/26 INSETS:

- Monday 1st September 2025
- Monday 20th October, Tuesday 21st October, Wednesday 22nd October, Thursday 23rd October, Friday 24th October 2025
- Monday 26th January 2026
- Friday 24th July 2026

September 2025						
Mon		1	8	15	22	29
Tue		2	9	16	23	30
Wed		3	10	17	24	
Thurs		4	11	18	25	
Fri		5	12	19	26	
Sat		6	13	20	27	
Sun		7	14	21	28	

October 2025						
Mon		6	13	20	27	
Tue		7	14	21	28	
Wed	1	8	15	22	29	
Thurs	2	9	16	23	30	
Fri	3	10	17	24	31	
Sat	4	11	18	25		
Sun	5	12	19	26		

November 2025						
Mon		3	10	17	24	
Tue		4	11	18	25	
Wed		5	12	19	26	
Thurs		6	13	20	27	
Fri		7	14	21	28	
Sat	1	8	15	22	29	
Sun	2	9	16	23	30	

December 2025						
Mon		1	8	15	22	29
Tue		2	9	16	23	30
Wed		3	10	17	24	31
Thurs		4	11	18	25	
Fri		5	12	19	26	
Sat		6	13	20	27	
Sun		7	14	21	28	

January 2026						
Mon		5	12	19	26	
Tue		6	13	20	27	
Wed		7	14	21	28	
Thurs	1	8	15	22	29	
Fri	2	9	16	23	30	
Sat	3	10	17	24	31	
Sun	4	11	18	25		

February 2026						
Mon		2	9	16	23	
Tue		3	10	17	24	
Wed		4	11	18	25	
Thurs		5	12	19	26	
Fri		6	13	20	27	
Sat		7	14	21	28	
Sun	1	8	15	22		

March 2026						
Mon		2	9	16	23	30
Tue		3	10	17	24	31
Wed		4	11	18	25	
Thurs		5	12	19	26	
Fri		6	13	20	27	
Sat		7	14	21	28	
Sun	1	8	15	22	29	

April 2026						
Mon		6	13	20	27	
Tue		7	14	21	28	
Wed	1	8	15	22	29	
Thurs	2	9	16	23	30	
Fri	3	10	17	24		
Sat	4	11	18	25		
Sun	5	12	19	26		

May 2026						
Mon		4	11	18	25	
Tue		5	12	19	26	
Wed		6	13	20	27	
Thurs		7	14	21	28	
Fri	1	8	15	22	29	
Sat	2	9	16	23	30	
Sun	3	10	17	24	31	

June 2026						
Mon		1	8	15	22	29
Tue		2	9	16	23	30
Wed		3	10	17	24	
Thurs		4	11	18	25	
Fri		5	12	19	26	
Sat		6	13	20	27	
Sun		7	14	21	28	

July 2026						
Mon		6	13	20	27	
Tue		7	14	21	28	
Wed	1	8	15	22	29	
Thurs	2	9	16	23	30	
Fri	3	10	17	24	31	
Sat	4	11	18	25		
Sun	5	12	19	26		

August 2026						
Mon		3	10	17	24	31
Tue		4	11	18	25	
Wed		5	12	19	26	
Thurs		6	13	20	27	
Fri		7	14	21	28	
Sat	1	8	15	22	29	
Sun	2	9	16	23	30	

- 2025/26 INSET DAYS
- FIRST DAY OF 2025/26 SCHOOL YEAR

Music Lessons



Music lessons are now available at school for Woodwind instruments provided by CMST.

Flute Clarinet Saxophone
Recorder Fife

In order to get your child's musical journey underway please sign up on our website below or contact us on office@cmst.co.uk



Hear Music.
Learn Music.
Play Music.

For more information head to:
[CMST.co.uk/learnmore](https://www.cmst.co.uk/learnmore)

Sign Up At:
[CMST.co.uk/signup](https://www.cmst.co.uk/signup)



Why attendance matters

At St Buryan Academy we take attendance seriously. Good punctuality and high attendance helps promote a child's success and happiness in and out of school.

High attendance fosters:

Positive attitudes towards learning

Higher chances of achieving (or surpassing) academic development

The best chances to develop and foster friendships and social skills

Did you know that?

School is open for children for 195 days - meaning they already get 170 days off each year!

90% attendance is still 4 weeks off school each year!

80% attendance = 1 day a week off over 5 years = 1 full year of school missed!

Over a year, 10 minutes late each day is 6 full days of school

Thank you for supporting us with our push on raising our attendance figures

**CURRENT
ATTENDANCE:
96.1%**





Volunteers NEEDED

SUPPORT YOUR LOCAL SCHOOL

We need help with:

- Volunteer readers
- Forest School
- Tots and Tiddlers
- School clean
- After School Clubs

You can support your local school and children of the community by volunteering at St Buryan Primary School. We are looking for volunteers that would like to support children's reading and help with our forest school sessions. If you may be interested, then get in touch for more information!

Look out for an upcoming forms or contact Mr McDonald on head@stbryanacademy.org for more information

What Parents & Educators Need to Know about MENTAL HEALTH MISINFORMATION ONLINE

WHAT ARE THE RISKS?

A research study by Ofcom revealed that children aged 9-15 increasingly use online platforms like TikTok for mental health advice, with 50% relying on social media for information. Unverified medical content online is concerning, with the potential to cause confusion, anxiety, or incorrect self-diagnoses. This guide provides expert strategies to help parents and educators tackle misinformation effectively and ensure safer digital experiences for young people.

POPULAR ONLINE SOURCES

Platforms like TikTok and Instagram are two of the main sources of young people's mental health content. Videos and posts frequently feature unqualified influencers, contributing to misinformation, myths, and oversimplifications. While appealing to young audiences, this unverified content can distort perceptions, and create unrealistic expectations and misunderstandings about mental health conditions.

RISK OF SELF-DIAGNOSIS

Social media's misleading content encourages young people to self-diagnose complex mental health conditions inaccurately. Misdiagnosis can exacerbate anxiety, cause unnecessary worry, or delay essential professional intervention. This has the potential to escalate manageable conditions into more significant mental health issues requiring comprehensive clinical support.

LACK OF FILTERS

Social media platforms struggle to filter misinformation effectively, allowing false content to spread widely and quickly. Without proper guidance, young viewers may not discern fact from fiction, potentially internalising inaccurate beliefs about mental health. This can negatively influence their decisions about seeking professional help or managing mental wellbeing.

IMPACTFUL PAST TRENDS

Historically, online mental health misinformation has led to harmful trends, including inappropriate coping strategies or sensationalised symptoms. For example, past TikTok trends on self-harm or anxiety 'hacks' have spread damaging advice, underscoring the risk when misinformation is not promptly addressed or corrected by knowledgeable adults.

MISLEADING CLINICAL TERMS

Online trends often include the misuse of clinical terms, such as 'trauma' or 'OCD', making serious conditions seem trivial or inaccurately understood. Such misinformation can diminish empathy, and lead young people to misunderstand mental health complexities, potentially preventing them from identifying real mental health issues in themselves or others.

REPLACING PROFESSIONAL HELP

Frequent reliance on digital content can deter young people from seeking professional mental health care, substituting expert support with unverified online advice. This substitution can prolong issues, complicate recovery, and reduce the effectiveness of future professional interventions, ultimately impacting overall mental health and wellbeing negatively.

Advice for Parents & Educators

MONITOR ONLINE ENGAGEMENT

Regularly review and discuss a young person's online activity, providing appropriate guidance on discerning accurate content. Tools such as parental controls or co-viewing content can help mediate exposure to harmful misinformation, facilitating safer digital habits and informed critical thinking about mental health.

IDENTIFY RELIABLE SOURCES

Teach young people to critically evaluate mental health content by checking credentials, source authenticity, and evidence-based information. Encourage them to refer to trusted medical or educational platforms and to consult healthcare professionals for clarification. This reduces young people's reliance on potentially harmful or misleading online sources.

SCHOOL-HOME COLLABORATION

Strengthen collaboration with educators to integrate digital literacy into the school curriculum, emphasising misinformation awareness. Jointly delivered education sessions on identifying and responding to misinformation can significantly improve pupils' ability to critically assess mental health content, supporting their mental wellbeing effectively both online and offline.

ENCOURAGE OPEN DIALOGUE

Foster a non-judgemental environment where young people feel comfortable discussing online content. Regularly talking about their online experiences and perceived mental health concerns helps clarify misunderstandings, mitigates misinformation, and builds trust, thereby enhancing their resilience and digital literacy. Model situations where you have sought advice from accurate sources and not solely relied on social media for health advice.

Meet Our Expert

Anna Bateman is Director of Halcyon Education Ltd, Director for Wellbeing and Family Services at Leigh Trust, and lead expert for mental health at The National College. Anna specialises in strategic mental health solutions for schools, supporting educators and families to improve resilience, emotional literacy, and overall wellbeing for children across the UK.



The National College®

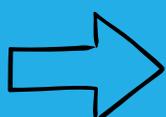


Contact Information



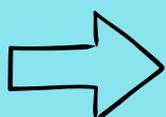
General Enquiries

Mr McDonald - head@stburyanacademy.org
Mrs Care - secretary@stburyanacademy.org



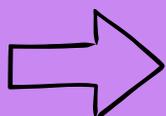
Pre-planned absence

Mr McDonald - head@stburyanacademy.org and fill in a Leave of Absence form available on our website



Unplanned absence and illness

Please phone by 9.00am on the morning of the absence
If no answer, please email head@stburyanacademy.org



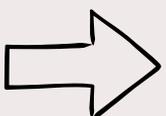
Safeguarding

Mr McDonald (Designated Safeguarding Lead) - head@stburyanacademy.org
Mrs Helen Ayotte (Deputy DSL) - hayotte@stburyanacademy.org
safeguarding@stburyanacademy.org



Special Educational Needs

Mrs Ayotte (SENCo) - hayotte@stburyanacademy.org



Teacher Meetings

Please see 'Meet our Staff' page under 'Our School' on our website



Office Hours

Please note that our Reception hours are 8.30am-1.30pm Monday to Thursday term time only. Phone lines are still accessible but please aim to use one of the above contacts in the first instance outside of these hours - thank you.

In the event of needing to contact the school out of these hours, please use the relevant above contact and phone in emergency only.

IF YOU ARE GOING TO BE LATE FOR PICK-UP, STAFF WILL SUPERVISE YOUR CHILD UNTIL 3.30PM - AFTER THIS TIME THEY WILL BE SENT TO AFTER-SCHOOL CLUB, WHICH MAY INCUR A CHARGE IN LINE WITH OUR WRAP-AROUND CARE FEES.