

# Our School Aims

At Deansbrook Infant School we aim to provide a happy, secure and challenging environment, where all children will develop confidence, self esteem, a desire for learning and will achieve their personal best.

By providing a stimulating, broad and balanced curriculum, through which children are actively learning and individuals are equally valued, we seek to develop positive attitudes towards learning, life and society.

We encourage children to have respect for themselves, each other and their environment and to work and play together in harmony.

## THE SCHOOL DAY

NURSERY	9.00am - 11.30am	morning session
	12.45pm - 3.15pm	afternoon session
RECEPTION	8.45am - 11.30am	1.00pm - 3.15pm
KEY STAGE 1	8.55am - 11.55am	1.25pm - 3.25pm

## ADMISSIONS

Children are admitted into the Nursery in the September following their 3<sup>rd</sup> birthday and into the Reception class in the September following their 4<sup>th</sup> birthday. Children born between May and September attend the Reception class part time for the first half term.

Applications for a Reception place must be made to the local authority, and a child's attendance at our Nursery does not guarantee a place in Reception. Admissions into Nursery and Reception are staggered to enable the children to settle in smoothly.

## TEACHING AND LEARNING

In our well resourced classrooms, children are encouraged to be independent learners. The children work as a whole class, in groups, in pairs or on their own depending on what is being taught.

Teachers plan together in year group teams following the Early Years Foundation Stage or National Curriculum and make the learning activities stimulating and enjoyable as well as achieving high standards.

## THE EARLY YEARS FOUNDATION STAGE

In the Nursery and Reception classes children are in the Early Years Foundation Stage (EYFS). The EYFS curriculum has 6 areas of learning:

- Personal Social and Emotional development
- Physical development
- Creative development
- Knowledge and Understanding of the World
- Communication Language and Literacy
- Mathematical development

In the EYFS the children are introduced to a wide range of activities and play situations, both inside and outside, that meet the individual needs of the child and develop their interest in a challenging and interactive approach to learning.

## **THE KEY STAGE 1 CURRICULUM**

### **Language and Literacy**

Children follow the areas of work set down in the National Literacy Framework, which covers reading, writing and speaking and listening. All these areas have a high profile in our classes and the children are encouraged to read and write in a variety of ways, for a range of purposes and to different audiences.

We want the children to develop a love of reading for pleasure as well as for information. Children get time each week to choose a book from the school library to take home.

The children speak a range of languages spoken at home, which are valued and encouraged to enable the children to feel relaxed and comfortable in the school environment.

### **Mathematics**

Children cover the areas of work set down in the National Numeracy Framework. Children are taught and encouraged to become numerate and confident in working out and talking through mathematical problems independently. Children are encouraged to apply their mathematical skills and understanding to problem solving in all areas of the curriculum.

### **Science**

In Science children are developing their knowledge and understanding of scientific ideas, processes and skills.

The children learn through practical, investigative activities and close observations, and are encouraged to ask and answer questions about why and how things happen, and to communicate their findings to others.

### **Information and Communication Technology (ICT)**

We aim to ensure that every child learns the skills and acquires the knowledge they need to become confident users of ICT.

In the Early Years Foundation Stage children learn about the everyday uses of technology and in their play they use computers, CD-ROMS and a variety of battery operated and remote controlled toys.

In Key Stage 1, children learn how to use word processors, handle data, use the internet, CD-ROMS, and control devices. They use ICT to support their learning in all areas of the curriculum and have regular access to laptops in their classrooms. Each classroom has an interactive Whiteboard and projector that supports and enhances teaching and learning in all subject areas.

## **Other Curriculum Areas covered in Key Stage 1:**

- Art
- Design and Technology
- Music
- Physical Education and Sport
- Humanities
- PHSE and Citizenship
- Religious Education

## **Personal Health and Social Education**

Our PHSE programme covers the topics of caring for each other, keeping healthy, keeping safe and personal relationships and feelings. This is done through the use of stories, discussions, drama and assemblies. All members of staff respond to children's questions about these topics as and when they arise in a sensitive manner and at an age appropriate level.

## **Assessment**

Children are continually assessed through observation, discussion and their written and practical work, and the use of the Foundation Stage Profile in Reception and national Key Stage 1 assessments in Year 2.

Parents receive written end of year reports on their child and throughout the year are invited to consultation evenings with the class teacher to discuss their child's progress and achievements.

## **INCLUSION**

We are an inclusive school and have a strong commitment to meeting the needs of all children. We aim to cater for children with special educational needs in the context of their classroom as far as possible, and children identified with special educational needs are set targets in their own Individual Education Plan, and our Inclusion leader works closely with class teachers to monitor their progress and offer an appropriate programme for each child. This may include support provided within school, or where necessary and with parental co-operation, further assessment, support and guidance from relevant outside agencies.

Provision is also made for more able and gifted and talented pupils, by extending the work they do in class, providing opportunities for them to take part in a club or special project or be part of a focus support group. Children who have English as an additional language are given extra support in class if needed to enable them to have full access to the curriculum. Staff attend relevant reviews to contribute to the care plans for children who are identified as 'looked after' by the local authority.

## **EDUCATIONAL VISITS AND CHARGING POLICY**

Throughout the year the children visit places of interest that enhance learning opportunities and link with the topics and themes being covered in the classroom. We also have visits from musicians, artists and theatre groups. Parents and carers are asked to make a voluntary contribution towards the funding of some of these activities.

To ensure the health and safety of everyone involved in visits outside school we follow a comprehensive Educational Visits policy.

## **COMPLAINTS POLICY**

We work hard to build good relationships with parents and carers and keep you informed about any issues relating to your child. If you do have a complaint, please talk it over with the class teacher first, as misunderstandings are usually very easily sorted out.

Should you need to talk it through further please come and see the Headteacher who will make time to see you as soon as possible. We find that most queries can be dealt with in this way, but if necessary the next step would be to write to the Chair of Governors.

## **THE GOVERNING BODY**

The Governing Body is made up of parents, staff, members of the local community and representatives of the local authority.

The whole Governing Body and the various sub-committees meet at least once a term, to discuss relevant issues and policies. The Governing Body works as a team to support the ethos and work of the school.

## **HEALTH & SAFETY & SECURITY**

The health and safety of the children is very important to us. We take all reasonable steps to ensure the safety of your children, and the Governors Premises and Security committee meets regularly to consider issues concerning safety and security. All staff are security aware.

**As parents and carers you can play your part by:**

- always making sure that you close and bolt the main school gates
- ensuring children are brought to school and collected by a named responsible adult
- making sure that we have all the necessary contact numbers to reach you if your child becomes ill during the school day, and that those numbers are kept up to date.

Medicines will not be given to children during the school day (this does not apply to asthma inhalers). As some children may have severe allergies to

nuts, the school is a **nut free zone**. Dogs should not be brought onto the school premises and the school buildings and grounds are **no smoking** areas.

### **Parking**

We have a School Travel Plan to bring together ideas for making travelling to school as safe as possible. We encourage you to walk to school if you can, but if you bring your child to school by car, please park with care and thought for others. **Never stop on the zig-zag lines outside the school entrances or anywhere that would put the safety of a child at risk.**

### **HOME SCHOOL LINKS**

We believe that children's learning and behaviour are at their best when there is a positive partnership between home and school.

We ask you to support your child as set out in our Home School agreement, and encourage and support your child to do their best. Parents and carers are invited to attend concerts, special assemblies, consultation evenings and curriculum events throughout the year and regular newsletters are sent home giving details of events and activities taking place in school. We also value the help and support you can give for fund-raising events that provide fun for children and adults and raise money to purchase additional things for the school.

#### **Helping your child at home**

Children will bring home books to read, words to learn and spell, literacy and maths games to play and investigations and projects to do with the family. Each term we send home a summary of what the children will be learning in each year group. Your support and encouragement in these activities is much appreciated.

### **BEHAVIOUR**

We expect and encourage children to show consideration and respect for themselves, each other, the adults in school and the school environment. We use positive reinforcement and praise whenever possible, and make the children aware that we have clear boundaries, rewards and sanctions. Part of our reward system involves giving stickers and certificates for good and improved work and behaviour, some of which are presented in our whole school weekly assembly.

If it is felt appropriate parents and carers will be asked to come in and discuss their child's behaviour with the class teacher or the Headteacher and maybe the Inclusion leader, so that home and school can work together in the best interests of the child.

In extreme cases the Headteacher has the right to exclude a child.

## **SCHOOL UNIFORM AND DRESS CODE**

In the Infant School we expect all children to wear the school uniform, which is smart and practical and helps to give the children a sense of being part of the school community.

For PE children should have the school PE kit, kept in school in a PE bag.

Most items of uniform are available to purchase from school.

Children should wear shoes and not trainers for school, and jewellery should not be worn with the exception of stud earrings and specifically religious items. Children with long hair should have it tied back.

## **FOOD, DRINK AND SCHOOL LUNCH ARRANGEMENTS**

Children may have a school lunch or bring a packed lunch, and may only change from one to the other every half term. Payment for school lunches must be sent in every Monday or first day of term in an envelope marked with the amount enclosed and the child's name and class, and the preferred payment is by cheque half-termly.

We work with our school lunch provider to devise menus that provide the children with a healthy, balanced and tasty meal.

If you send in a packed lunch we ask you to ensure it contains no sweets, chocolate, fizzy drinks, glass bottles or cans and no nut products.

To celebrate their birthday children may bring in small chocolate bars or soft sweets to share with their class, no hard sweets, lollipops or nut products for safety reasons.

Children have access to water from their own named drinking container throughout the day.

## **CLUBS AND EXTENDED SCHOOL ACTIVITIES**

We run a number of clubs at lunchtime and after school, mainly for the children in Key Stage 1. These include activities such as art, singing, ICT, dancing and football. Parents can also enrol their children on after school activities at local venues for a small cost through our links with the local School Sports Partnership.

We also hold a lot of information to signpost parents and carers to activities taking place in the local area.