



Winterbourne
Nursery and Infant School



Winterbourne Road, Thornton Heath, Surrey, CR7 7QT Tel: 020 8689 7684

WINTERBOURNE NURSERY AND INFANT SCHOOL

Dear Parents and Carers,

On behalf of all the children staff and governors I would like to welcome you to Winterbourne Nursery & Infant School.

This prospectus gives you information about our school, its buildings, curriculum, people and procedures.

We want you and your child to be happy here and look forward to working in partnership with you



If you need any assistance in translating this prospectus, please contact the school office and we will try to assist.

Winterbourne Nursery & Infant School is situated in Thornton Heath, Croydon. Our school is expected to accommodate 536 children aged between three and seven years of age.

The School community represents a variety of different nationalities, cultures and interests and provides a rewarding blend of understanding and tolerance, which recognises the similarities between people as well as their differences.

Our vision for Winterbourne Nursery & Infant School is to provide a warm, caring and stimulating infant environment, which encourages, values and celebrates diversity and individual excellence.

We aim to make a difference to every child, regardless of any barriers to learning they may face. We want to instil a life-long love of learning in every member of the school community. We wish to equip all pupils with the skills necessary to become interesting, well-rounded individuals, who in turn will make a difference to others in their lives.

Parental involvement, in supporting their child's access to the curriculum is essential and encouraged. Educational visits into the local and wider community further contribute towards the provision of a broad and balanced curriculum for all our pupils.

It is our aim to establish, seek and maintain links with everyone who contributes to our pupil's educational achievement and welfare. This includes, parents, governors, professional colleagues, specialist advisory staff and members of the community.

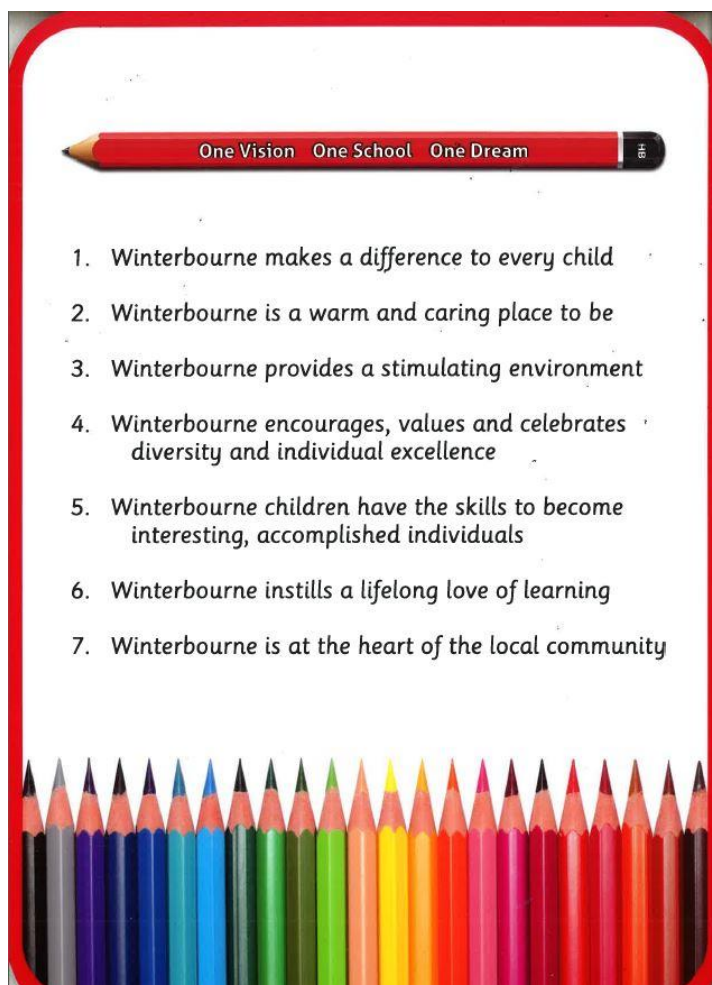
SCHOOL AIMS

At Winterbourne Nursery and Infant School, we believe that our children, parents, governors, teachers, staff and visitors are all active learners.

Winterbourne Nursery and Infant School is a warm, caring and positive place where you will always feel welcome. It is a place in which you will have a voice, be listened to and be able to contribute to the high level of provision that already exists. The staff are committed to creating a warm, caring atmosphere and are skilled at helping and supporting others. We have expectations of the staff, children and visitors and by working as a group we will be able to provide a centre that will serve the interests and needs of the rich and diverse community that already exists.

We are proud of our community and the opportunities that are presented to us by you the user and will capitalise on this in many different ways. Please feel free to visit us at any time we have an open door policy and look forward to meeting you all in the near future.

The strengths of our school's learning community are its diversity of racial and cultural heritages, differing levels of physical, sensory, intellectual and emotional development and the many faiths and beliefs represented.



We will:

- Give all learners an enjoyment of learning and pride in success that will help to establish high achievements and maintain positive attitudes for life.
- Raise standards to ensure that all pupils achieve to the best of their ability in their learning and development.
- Develop a community where all can participate fully and equally regardless of disability, gender or race and where equality is woven into the culture of the school through its procedures, policies and practices.
- Foster responsible behaviour and attitudes through encouragement and example.
- Use the rich resources of our diverse community especially with regard to cultural and racial heritage to enhance the broad and balanced curriculum in line with Government policy.
- Develop a positive and professional relationship between parents, governors, other professionals and staff so that we are all well informed, supportive partners in our children's learning.
- Work to develop links with the local and wider community.
- Work to ensure continuity in children's learning between and across year groups and ensure that every child reaches their full potential.
- Give children as many of the necessary experiences as possible that will help them become well-adjusted fulfilled adults.

THE CHILDREN'S CENTRE

The Children's Centre, which is attached to the school, provides a range of support and services for families ranging from Stay and Play sessions for parents and children 0–5 years, adult learning courses, links with Health Services and Job Centre Plus. The Children's Centre is open for most of the year and there is a summer programme running through the summer holiday period. Details are available at the Children's Centre. You are very welcome to come and visit the Children's Centre, staff will be happy to show you around and tell you more about the services on offer.

OUR BUILDINGS

Winterbourne Nursery and Infant School is one of the largest of its type in the country. We share a site with a Junior Boys' Academy and Junior Girls' School. Our nursery classes are situated in a separate building. Two Reception classes are outside the main building and two are inside. Year 1 classes are situated in the main building and Year 2 classes occupy the ground floor of the Jenden building. The Junior Boys' Academy is on the first floor of the Jenden building. We have two halls, one is in the main school building and the other is in the Jenden building, the Jenden Hall.

The school is organised into year groups who meet together for collective worship, playtimes and lunchtimes, and in these ways we aim to develop a 'small school' atmosphere. There are occasions when we do have whole school celebrations.

Part of the playground is sectioned off for the reception classes' 'outdoor classroom' which is part of the Foundation Stage requirements.

There are another two schools on the site each with a separate Head Teacher. These are Winterbourne Junior Girls' School and Winterbourne Junior Boys' Academy

GENERAL INFORMATION

Winterbourne Nursery & Infant School is a community school maintained by the London Borough of Croydon

The **Acting Headteacher** is Mrs M Berkeley-Agyepong

The **Deputy Headteacher** is Mrs Wigzell-Jones

You can write to us at: Winterbourne Nursery and Infant School
Winterbourne Road
Thornton Heath
Surrey CR7 7QT

The school telephone number is 020 8689 7684

The school fax number is 020 8684 4052

The school e-mail address is office@winterbourne-inf.croydon.sch.uk

The school website address is www.winterbournenurseryandinfants.co.uk

We are one of three schools on the Winterbourne site. Each school is separate.

The two junior schools' telephone numbers are: -

Junior Girls 020 8684 3532

Junior Boys' Academy 020 8689 7685

Children's Centre 020 8689 0978

The **Director for Education and Learning** is:

Mr D Butler
Department for Children, Young People and Learners
Bernard Weatherill House
Croydon CR0 1EA
Telephone No: 020 8726 6000

The **Chair of the School Governing Body** is:

Mrs P Salami
C/o Winterbourne Nursery and Infant School
Winterbourne Road
Thornton Heath Surrey CR7 7QT

THE GOVERNING BODY

Mrs P Salami	CHAIR
Mr G Cluer	VICE CHAIR
Mr M Swadling	VICE CHAIR
Mrs M Berkeley-Agyepong	ACTING HEADTEACHER
Mr K Fraser	CO-OPTED
Mr D Ogg	ASSOCIATE
Ms S Ekta	L.A.
Mr E Peprah	PARENT
Mr J Syed	PARENT

SCHOOL PROCEDURES

ADMISSIONS

If your child is four between 1st September 2018 and 31st August 2019 then he or she will be admitted to the nursery during the Autumn term 2018.

If your child is five between 1st September 2018 and 31st August 2019 he or she will be admitted to the reception classes of the school during the Autumn term 2018.

We admit children in small groups on a part-time basis at first. This makes the children's introduction special and gives more time to help them to settle into new school routines.

ADMISSIONS POLICY

Parents/carers considering a place at the school for their child need to contact the council and complete an admission form. This should be carried out between September and December when parents/carers can make an appointment with the Headteacher to view the school. All admissions to Reception classes are coordinated by the officers of the authority at Bernard Weatherill House.

The admissions criteria for Croydon Community Schools are that first preference applications are considered first under the following criteria headings.

- Looked After Children – first priority
- Siblings – second priority
- Medical – third priority
- Geography – fourth priority

Further details of this process can be obtained from the Admission Section at Bernard Weatherill House or the school office.

Parents/carers who move into the area and wish to have their child considered for a place at the school should visit the school and complete a transfer form.

REGISTRATION

When your child starts school, you will be asked to show your child's birth certificate to the office staff who will take a copy. All children will be registered under the name given on their birth certificate. Should parents/carers change the name of their children, legal documentation and the consent of all persons with parental responsibility must be produced before any changes will be made.

NUMBERS AND ORGANISATION

We have places for 104 three year olds in our nursery and 390 children in the main school between the ages of 4 and 7. There are two morning nursery classes, with an Enhanced Learning Provision (ELP) and two afternoon nursery classes with an Enhanced Learning Provision (ELP). There are 13 classes in the main school, divided into 3 groups, 4 classes in Yr R, Yr 1 and 5 classes in Yr 2. The class names

for Reception are big cats, the class names for Year 1 are mini beasts and the class names for Year 2 are cities. The year groups are called Reception, Year 1 and Year 2. Year groups are organised according to age. Each class has no more than 30 children of mixed ability.

Each nursery class has an Early Years Educator or Teaching Assistant working alongside the class Teacher. The ELP also has a learning Support Assistant and Early Years Educator working with the children. A bilingual Early Years Educator works with all nursery children and throughout the school.

Reception classes each have a full time Classroom Assistant or Early Years Educator. Full time Bilingual Assistants are timetabled to work with all reception classes. Year 1 and Year 2 classes have Classroom Assistants working with the children to support numeracy and literacy lessons. The Inclusion Manager and Inclusion Team support groups of children throughout the school.

TIMES AND ATTENDANCE – (Refer to Attendance Policy)

Nursery school begins at 8.45am – 11.45 – morning sessions
 12.30pm – 3.30pm – afternoon sessions

Infant school begins at 8.50am and finishes at 3.25pm.

The school doors open early at 8.50am to enable parents to take their child to class and settle them in before registration at 9.00am. If you arrive before 8.50am then parents/carers need to wait with their child in the main playground until the doors open at 8.50am. The children are met in the playground by members of staff.

Please note the junior schools have earlier starting times as junior aged pupils are required to work longer hours. All three schools finish at 3.25pm.

The dinner break is as follows:

Reception	from 11.45am until 12.45pm.
Year 1	from 12.00pm until 1.00pm.
Year 2	from 12.00pm until 1.00pm.

If you take your child home for dinner s/he will need to be collected from the office at the time indicated above and returned to the office 5 minutes before the start of afternoon school. Supervision is provided for those children who stay in school for dinner. All children who stay during the lunch hour must have booked a school dinner or brought a packed lunch.

School ends for the day at 3.25pm for years R, 1 and 2. School ends at 3.30pm for nursery children. Please be prompt in collecting your child.

We cannot accept responsibility for your child after school finishes. If an emergency occurs and you are going to be late, please telephone and let us know what we should do. If you wish to send someone else to collect your child, please inform the school office.

LATENESS

Nursery children should arrive by 8.45am. If they arrive after this time they need to be brought to the school office where their absence will be recorded and a member of the office staff will take them to their nursery class. Children in main school should arrive at 8.50am. Registers are taken promptly at 9.00am and there is no direct access to classes after 9.00am as the doors are all locked on key codes. If you arrive after 9.00am you must accompany your child to the office to be registered and booked in for dinner. Your child will then have to wait until a member of the office staff can take him or her to class which can mean an even later arrival and may prove unsettling for your child. Please do not drop off your child at the school gates as doors are locked and your child may not find their way in. It is your responsibility to ensure your child arrives safely in school. We keep a Late Register of children who arrive late in the morning or are not collected on time. We have a duty to contact the School's Family Liaison and Attendance Consultant (FLAC) whenever there is a pattern of lateness or absenteeism. All late marks and absences are recorded on your child's annual written report. If a child arrives for school after registration, more than five times in a six week period, the parent/guardian will receive a penalty fine. If your child is late you will be asked the reason why as the reason must be recorded.

ABSENCE

You should let us know the reason for any absence either by letter or telephone. Details of attendance are very strictly kept and must be reported to the Local Authority who publish annual tables. Each school has a set attendance target and our school's is 96%. If we do not know why a child is not in school, it will appear as an unauthorised absence. Again, several of these could result in a visit from the School's Family Liaison and Attendance Consultant, or could result in a fine/prosecution.

MORNING PROCEDURE

All parents must wait with their child. Staff will appear in the playground five minutes before the start of the school day. Under no circumstances is a child to be left alone.

SECURITY

All of our external doors have been fitted with a fob security system to stop intruders. Our playground gates are locked at 9.00am and unlocked at 3.20pm. Access to the playground is for staff only. All staff have instructions to challenge any visitor on the site as all visitors must report to the office to be registered and given a badge. I do hope you will not be offended if challenged on site but we are always concerned for the safety of our children. Parents must leave the school site if asked to do so.

ILLNESS/EMERGENCIES

Please do not send children to school if they are unwell, particularly if they have had a temperature or sickness within the last 24 hours. If you are in any doubt of their fitness please keep them at home to minimise the risk of infection to others. We cannot provide a person to look after sick children and they cannot stay indoors at

playtime or lunchtimes or miss a P.E. lesson. You will be given a form to fill in telling us where we can contact you if your child is taken ill or if an emergency occurs. It is important that this contact sheet is kept up to date and you keep us informed of any changes of address, telephone numbers or contacts.

MEDICINE

Class teachers do not administer medicines, so please do not send your child with any medicines. If a child is on a course of prescribed medication you must see the trained First Aider at the Office. Forms must be completed at Reception. There are guidelines on the storing and administration of medicine which is strictly adhered to. No child is allowed to keep medicines on their person, including inhalers. This is to ensure that no child accidentally takes another's medicine.

TAKING YOUR CHILD OUT OF SCHOOL

It is a legal requirement that your child attends school regularly. Should you need to take your child out of school for any reason you need to talk to the Headteacher Deputy Headteacher or Assistant Headteachers. If you need to take your child out of school for a medical reason, then you need to inform the office and show your child's appointment card to the school office and or Headteacher/Deputy Headteacher or Assistant Headteachers.

Your child will be collected from the class and brought to you. Parents/carers should report a child's return to office staff so that s/he can be signed in.

MID MORNING DRINKS

Water is available during mid morning break and served at lunchtime. You can order milk from a company called 'Cool Milk for Schools' and this is delivered to school. Details of this service can be collected from the office. We have several drinking fountains in school and children are always allowed to drink water whenever they wish. They may bring bottled water (plastic bottles only) into school.

FRUIT SCHEME

The school is part of the National Fruit Scheme and a piece of fruit is available for each child every day. It is important that parents notify the school if their child has any allergies to fruit.

MIDDAY MEAL TIME

There are three choices, school dinner, packed lunch or home dinners. Our menu is halal. Menus are given out before each term and displayed daily at the entrance to the main building and the Jenden building and your child needs to know which choice of meal they want red, blue or green each day. It is important that you inform the school of any allergies or meat your child is not allowed to eat.

Mrs S Connelly deals with school dinners and any queries should be addressed to her. She will contact you if she has any queries.

If you send in a packed lunch please do not include any sweets, crisps, nuts or chocolate as these are not allowed. Yoghurts are allowed but only those that can be eaten with a spoon. All children have water with their meal at lunch time so a drink is unnecessary. If a drink is sent in, it will be returned.

CAR PARKING

Please note that the school car park is not a public car park and therefore unavailable for parents/carers to park their cars. Together with the Junior Schools, there are nearly 1300 pupils on site whose starting and leaving times are almost the same.

Please do NOT double park to drop off your child. This causes serious congestion in the road which is extremely dangerous.

Please do NOT block the school carpark gates at any time as access is required at all times.

We urge all parents to walk to school whenever possible as traffic congestion outside our school at these times is phenomenal. Traffic is surveyed by close circuit television cameras. Traffic wardens regularly patrol the area at these times and we are very concerned for the safety of our pupils and the behaviour of drivers at the beginning and end of the day.

WORKING TOGETHER

The home/school partnership is very important to us and we feel teachers and parents/carers must work together. The many ways we work together are through the following:

PARENT/CARER CONSULTATIONS

Our Parent/Carer Consultation Evenings are held during the autumn and spring term. On these occasions parents/carers are able to look at their child's work and are given the results of any school assessments, tests and SEND stages. The Class Teacher will update parents/carers on their child's progress and consultations last for 10 minutes. A written report for every pupil is sent home at the end of the school year in July.

BEHAVIOUR

Our children behave well. This good behaviour is reinforced by praise and by positive feedback. A system of sanctions is put in place if a child persistently behaves badly. In such cases we contact parents/carers so that you are involved as soon as concerns surface and can work with us to effect a change. We have school rules to help our children behave well. These were devised by the whole school community and are kept deliberately simple for the children's benefit.

SCHOOL EVENTS

During the course of the year we also hold other events such as pupils' performances, curriculum evenings, parent workshops and special assemblies and sports days. In the second part of the summer term we hold new parent/carers evenings for nursery and reception parents. Parents/carers are invited to these meetings to find out about the curriculum their child will be studying during the following year. They also have the opportunity to meet their child's new class teacher and hear about classroom routines and organisation.

NEWSLETTERS AND PARENTS/CARERS INFORMATION BOARDS

Details of all the above events get sent home in weekly, year group newsletters. It is important that you read these with your child and take note of all the events that are happening at school. We always try to give early notice and copies of the newsletter are placed in our three outside notice boards. There is one outside the front entrance to the right, one at the back entrance to the main building and the other outside the Jenden building. If you do not receive a copy please ask at the office for one.

TALKING TO TEACHERS

If there is something that is worrying you or is a concern, your first contact is always your child's class teacher. There are also senior members of staff with whom you may speak. These are:

Mrs M. Berkeley-Ageypong
Mrs P. Wigzell-Jones

Acting Headteacher
Deputy Headteacher

It is always best to talk to teachers at the end of the day when they have more time. Should you wish to see the Headteacher it may be necessary to make an appointment.

COMPLAINTS PROCEDURE

If you have any concerns about the teaching your child is receiving, the content of the curriculum or any other matters please come to school and see us. The first person to talk to is always the class teacher who may direct you to the Inclusion Manager, Assistant Headteachers, Deputy Headteacher or Headteacher.

HOMEWORK

Pupils of school age have some homework. Homework involves each child reading, sharing or listening to a book they have chosen for 20 minutes each evening.

Children take home a book each day which is at their correct reading level and parents/carers are asked to listen to their reading and make comment in the Home School Reading Record Book. In Years 1 and 2 the children may bring words home to learn to spell. Your role as parents and carers is to work with your child and take an active part in helping with his/her achievements.

Each half term a curriculum sheet is sent home with every child. This informs parents/carers of the areas of the curriculum their child will be studying for the half term. Parents/carers may then like to go to the local library and borrow books to support their child in these areas of study and a 'help box' on the curriculum sheets gives further suggestions for parents/carers.

We expect homework to be enjoyed by the children so that they get better with practice and are motivated to follow up their other school studies.

A home/school agreement is given to all parents/carers when their child starts school which we expect all parents/carers to sign and adhere to.

Following these requests will also help us both to work well together.

1. Dogs are not allowed in the school grounds for health and safety reasons.
2. The use of mobile phones in the school building is not allowed.
3. Do not send your child with jewellery, other than studs in pierced ears.

4. Toys should not be brought to school.
5. Food, other than that provided in a packed lunch, should not be brought to school.
6. Fizzy drinks or drinks in glass bottles are not allowed.
7. Money should not be brought to school unless it is to pay for a special trip or for a fund raising event.
8. Smoking or consumption of alcohol is not allowed in the school building, school grounds or at the gate.
9. Children may go into the main playground on arrival and should come into school only when the doors open at 850am. It is not sensible to wait or play in the car park and children are not allowed to play football in the school grounds.
10. Cars should never be brought into the school grounds.
11. Cars should not wait on the yellow lines or zig zag lines outside the school.
12. Children should not ride their bicycles, roller skates/blades, scooters or skateboards in the school grounds.

PETITIONS

Petitions are not allowed on the school grounds without the consent of the Headteacher. Should you wish to circulate a petition on school grounds, permission must be sought from the Headteacher.

GOVERNORS

Governors are volunteers and are appointed to represent all the various groups who have an interest in the school's success – parents, staff, the wider local community and the local authority (Croydon Council). They do not manage the school but work with the Headteacher and staff and set the school's strategic direction with the aim of ensuring that all children in the school receive the best possible education we can provide.

REPORTS REQUESTED FOR COURTS

The school will always abide by Court Orders and the legal status affecting parental responsibility. Parents/carers must respect the fact that the school remains impartial in any dispute amongst parents/carers over the residence and custody of their children and in these situations the school will not be involved or used to facilitate contact rights.

The school will not provide a written report to a parent or their solicitor in contemplation of legal proceedings other than the annual written report that is sent home in July. However, should a court request a special written report then the school will provide this within 14 days of receipt of the Court Order.

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

All teachers plan learning activities for their classes based on the needs of the children. This means that children are working at different levels within their classrooms to make sure that they are making as much progress as they can. The progress children make is monitored regularly and if a teacher is concerned about a child's progress their learning needs are highlighted to the Inclusion team.

Through the work of the intervention groups, the school meets children's learning needs by providing small withdrawal group support. Class teachers discuss this support with parents at Parent Consultation meetings. This support is reviewed every half term.

If a child's progress continues to cause concern, the school liaises with relevant outside agencies, initially the school's assigned educational psychologist, to provide appropriate support.

Our policy for Special Educational Needs and Disabilities is based on the Code of Practice and our Inclusion Manager liaises with the Inclusion Governor. The policy can be viewed on our website.

CHILD PROTECTION/SAFEGUARDING

This school forms part of the Croydon Child Protection Team. We work closely with all the agencies involved in child protection. We must report any instances of concern about the welfare of children in the school.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

This is about being independent, playing and learning well with each other and becoming good citizens. Children learn the basic roles and skills for keeping themselves healthy and safe and for behaving well. Teachers use 'circle time' when pupils sit in a circle and talk about their own and other people's feelings to become aware of the views, needs and rights of other children and older people.

You can help your child get off to the right start by ensuring they begin school able to:

- dress and undress him/herself and tie shoelaces
- use the toilet properly, flush it after use and wash hands
- use a knife and fork
- use a handkerchief efficiently
- tidy away toys and be prepared to share and to take turns
- know they are responsible for their actions.

EQUAL OPPORTUNITIES

We teach our curriculum so that children have equal opportunities to develop the skills and attitudes needed in later life. We set out to make sure that we counter racism so that members of the school feel equally valued, needed and important. We acknowledge and respect the culture, religion, language and customs of different groups. We provide additional help to more and less able children, gifted and talented children, children with disabilities and children who have English as an additional language.

THE SCHOOL CURRICULUM

Here is more information about the subjects we teach.

Our teaching is based on the Early Years Foundation Stage for children aged 3 – 5 and on the National Curriculum for children aged 5 – 7 (Key Stage 1). These ensure a broad and balanced education for all children wherever they go to school. Teachers throughout the country work to the same syllabus and report to parents in similar ways.

The **Early Years Curriculum** is the Foundation Stage.

There are seven broad areas:

Communication and Language

Literacy

Mathematics

Personal, Social and Emotional Development

Understanding the World

Expressive Arts and Design

Physical Development

Children begin work on the Early Years Foundation Stage in the nursery and continue during their Reception year.

The **Key Stage One Curriculum** is the National Curriculum

There are two **core** subjects in the National Curriculum:

1. Mathematics
2. English

and eight **foundation** subjects:

1. History
2. Geography
3. Science
4. Music
5. Art
6. Physical Education (P.E)
7. Design Technology (D.T.)
8. Computing/ICT

In addition, all children study Religious Education.

Every day children in Year 1 and Year 2 have a Maths and English lesson lasting from 45 minutes – 60 minutes.

PHONICS STATEMENT

Pupils take the phonics screening check at the end of Year 1 (typically aged 6) and those who do not meet the standard take the check again at the end of Year 2 (typically aged 7).

SATs

Your child's teacher is responsible for judging the standards your child is working at in English, maths and science, by the end of key stage 1 (Year 2). To help inform those judgements, pupils sit national curriculum tests in English and maths, commonly called SATs. They may also sit an optional test in English grammar, punctuation and spelling.

The tests are a tool for teachers to help them measure your child's performance and identify their needs as they move into key stage 2. They also allow teachers to see how your child is performing against national expected standards.

The tests can be taken any time during May and they are not strictly timed. Pupils may not even know they are taking them as many teachers will incorporate them into everyday classroom activities.

Teachers will use the results from these tests, along with the work your child has done throughout the year, to help them reach their own judgements about how your child is progressing at the end of key stage 1.

ASSESSMENT

During the Foundation Stage, the children are continually observed and assessed. Targets are set for them and revised as they are achieved.

We complete a Foundation Stage Profile on Reception children at the end of the academic year and this is reported to parents. It is expected that pupils will have achieved the 'Early Learning Goals' in each of the seven areas of the Foundation Stage by the end of the Reception year.

Children are then assessed in the core subjects of the National Curriculum over the two years of Key Stage 1. This continuous assessment builds up a picture of a child's development and helps teachers to plan work for individuals taking account of their past achievement. Teacher Assessments for the end of Key Stage 1 are completed by the end of June. All the results are sent to parents in July with the child's Record of Achievement. The Teacher Assessment Levels given in Year 2 are the last stage in this process of assessment before children move into the Junior schools.

ENGLISH

We use the term 'English' to describe work on grammar, speaking and listening, reading, writing, spelling and handwriting for Key Stage 1. Much of this work is completed in the daily literacy lesson and supported in other subjects throughout the day.

We use writing in different curriculum areas to teach different things. For example; we write imaginatively when creating a story, or for sharing an idea or an experience. We write precisely in mathematics, science and technology for recording a process. We write to share the beauty of words or to express thoughts and feelings in poetry. We write to retell an experience, or for day to day use as in the writing of an invitation, a list or a 'thank you' letter. All are different but all are writing.

The ability to spell correctly is a tool by which children develop confidence and competence as writers. We teach children to spell by building on and encouraging their own independent efforts, by teaching established word patterns and by offering them a range of strategies to improve their accuracy and independence.

Reading is taught through the building up of sounds into words (phonics) and developing a sight vocabulary of words. We make sure children see print around the school, read together from big books, in small groups and individually. We play games to help the learning of core of words and practice building sentences in print to match what we want to say.

In the summer term Year 1 children sit the national phonics testing and Year 2 children sit Year 2 SATs

HANDWRITING

Handwriting is taught the same way throughout the school, from Nursery to Year 2 using the "Penpals" cursive script. Initially children are taught to print letters, in much the same way as writing looks in books. They are then taught the exit strokes, which they will later use to join their letters with, producing a neat cursive script. When learning to write two things are essential; firstly, the way a child holds a pencil is very important, they should be encouraged to develop a comfortable tripod grip, secondly, it is very important that they form their letters correctly starting and finishing each letter in the correct place.

a b c d e f
g h i j k l
m n o p q
r s t u v w
x y z

The arrows show where letters begin. Please help your child to write in this way. It is important that children learn the lower case letter forms at this stage. The only capital letters they need to write correctly are those of their first name and surname.

MATHEMATICS

Mathematics is yet another way of communicating ideas. Much mathematical teaching in the early years is covered by offering children structured practical experience both individually and in groups, and by asking them to use mathematical language about their thinking. They are encouraged to experiment and to draw

conclusions. It is vital that all children understand basic concepts thoroughly before being asked to translate them into formal number. Because of this you will see charts, displays, graphs and drawings long before you see sums as methods of recording.

The following areas of mathematics are defined in the Numeracy Strategy and are covered in the daily numeracy lesson. The school has adopted a mastery approach to mathematics.

- Numbers and the number system
- Calculations
- Solving problems
- Measure, shape and space
- Handling data

Using and applying mathematics is integrated throughout.

SCIENCE

The science programmes which children are taught cover headings such as: life processes and living things, materials and their properties and physical processes.

The emphasis of our science planning is to give every child the opportunity to develop the skills to use the scientific equipment appropriate to a task, to solve problems, to evaluate and assess findings and to communicate these in different ways. The accumulation of knowledge is important, but the acquisition of basic skills, the enjoyment and the readiness to undertake independent investigations and to gain understanding through experience are equally important.

DESIGN TECHNOLOGY

Design technology involves:

- Preparing a design.
- Making an object.
- Evaluating the finished article.

In Design Technology, the children observe and explore their surroundings in order to suggest practical changes within it. By asking questions about their environment, children are able to express their ideas and explain their work.

By talking, using drawings, pictures and models, children are able to make designs and give reasons for their choices. To make up these designs the children select the right materials and tools for the job they want to do. They then discuss their completed work with others and decide how successful they have been and suggest any improvements.

COMPUTING/ICT

Computing/ICT is concerned with storing, processing and presenting information by electronic means. Children use ICT in all subjects. Every classroom has at least one computer, access to a class set of laptops and the whole site is internet linked. We have a large dedicated computer suite, comprising of thirty computers and an interactive whiteboard. Interactive whiteboards have been installed in all classrooms. We also have a number of programmable toys and children learn about other technology used in everyday life. We aim to expand our current use of ICT by introducing iPads into every day learning. There are currently 60 notebooks available for pupils to use.

RELIGIOUS EDUCATION/COLLECTIVE WORSHIP

All children must learn about religious education according to the Croydon Agreed Syllabus. This is based mainly on the Christian faith, whilst taking account of the teaching and practices of other principal religions represented in Great Britain. Parents/carers do have the right to withdraw their child from lessons or collective worship on religious grounds. If you are in any doubt, please come in and see the Headteacher who will discuss the matter in greater detail.

ART AND DESIGN EDUCATION

At Key Stage 1, this covers drawing, painting, printing and modeling. It involves observing, investigating and making in two or three dimensions. The children study the work of artists, potters, sculptures and architects. They visit places of interest and art galleries/museums as well as collecting objects and materials to give themselves ideas.

MUSIC EDUCATION

Children are taught to understand and enjoy music by performing, composing, listening and making judgments. Their work covers knowledge of musical elements like pitch and tempo. Music from different times and cultures is played, as well as work by famous composers and performers. All classes have timetabled singing assemblies and use a range of musical instruments. Nursery children have a weekly singing session in their classroom.

PHYSICAL EDUCATION

In the Foundation Stage children make use of the outdoor environment and have allocated hall times when they can use the climbing apparatus or take part in dance or drama situations. Children follow the National Curriculum in P.E. at Key Stage 1. They have three lessons each week, for dance, gymnastics and games. Dance and gymnastics are held indoors while games are held in the playground unless the weather is poor. During outside lessons children wear school uniform and plimsolls. They wear their P.E. kit inside. The school aims to provide experiences that both teach and reinforce physical skills and which give the children an awareness of the importance of exercise as part of good health.

HISTORY

Pupils learn about people's lives and lifestyles. They find out about significant men, women, children and events from the recent and more distant past including those from both Britain and the wider world. They learn how the past is different from the present.

GEOGRAPHY

Pupils investigate a variety of people, places and environments in the United Kingdom and abroad, and start to make links between different places in the world. They find out how people affect the environment and how they are affected.

SEX AND RELATIONSHIPS EDUCATION

For infant children (5 – 7 years) sex and relationships education is kept very simple. For example, they learn about their family, and that humans and animals have babies. The policy is available to parents/carers. Parents/carers have the right to withdraw their child from sex education but not areas that are taught under the National Curriculum.

VISITS

As part of our curriculum studies, the children go to visit places relevant to their topic. These visits are very important and link children's learning to the 'real world'. The children preview the visit in their work at school and are involved with follow up work after the visit. Although some visits are in the local area we book coaches rather than take public transport in order to ensure the children's safety. We only use coaches that have seat belts fitted. In order for these visits to take place we do rely on parent/carer helpers. Your class teacher may make a request for this. If you are helping with a school trip you will be issued with a set of guidelines by the class teacher. Please read these carefully before you set off on the visit with the children, as we are governed by strict health and safety regulations.

CHARGING POLICY

It is the policy of the Governing body to ask parents/carers for voluntary contributions to help cover the cost of outings or for occasional theatre visits. Visits are usually connected with half term topics and without financial support could not take place. If you have any concerns, please see the Headteacher.

VOLUNTEERS

We welcome and encourage volunteers to bring their expertise to our school. Application forms are available on the school website.

SCHOOL UNIFORM

Boys

Grey trousers
White school regulation polo shirt
Red school regulation sweatshirt
Grey socks
Black school shoes - Velcro fasteners, if possible

Girls

WINTER - Grey pinafore dress/skirt, or trousers
White school regulation polo shirt
Red school regulation sweatshirt or
Red school regulation cardigan
White socks or grey tights
Black school shoes – Velcro fasteners, if possible

SUMMER - Red and white checked dress may be worn
Red school regulation sweatshirt or
Red school regulation cardigan
Black school shoes – no sandals

ALL CLOTHES MUST BE CLEARLY MARKED WITH THE CHILD'S NAME

Please note, jogging bottoms, jeans, leggings or casual/combat style trousers are not part of our school uniform.

Children need

- A P.E. bag (available from the office).
- A school book bag (available from the office).
- A pair of plimsolls for P.E. - those with gusset sides are best.
- A red T shirt and black shorts (available from the office).

The school provides enough overalls to allow small groups of children to participate in art and water activities. The children know they must wear an apron for these activities and take responsibility for this. However, sometimes children can get paint their clothes. We recommend that on these occasions parents/carers follow the instructions given by the paint manufacturers which are detailed below.

Parents/carers may wish to provide overalls for their children or send in an old shirt for them to wear.

SCHOOL TERM DATES

September 2018 – July 2019

AUTUMN TERM 2018

Monday 3rd & Tuesday 4th September INSET DAYS – school closed to children

Wednesday 5th September Children back to school

MID TERM

22nd October – 26th October

Monday 29th October Children back to school

Friday 21st December Last day of term – school closes at 2pm

CHRISTMAS HOLIDAY

SPRING TERM 2019

Monday 7th January INSET DAY – school closed to children

Tuesday 8th January Children back to school

MID TERM

18th – 22nd February

Monday 25th February Children back to school

Friday 5th April Last day of term – school closes at 2pm

EASTER HOLIDAY

SUMMER TERM 2019

Tuesday 23rd April Children back to school

Monday 6th May MAY BANK HOLIDAY – SCHOOL CLOSED

MID TERM

27th May – 31st May

Monday 3rd June Children back to school

Friday 19th July Last day of term – school closes at 2pm

Monday 22nd & Tuesday 23rd July INSET DAYS

Please remember that all holidays should be taken during the school holiday and not during term time.

Thank you for your continued support

Attendance – our target for 2018/19 is...

96%

Finally.....

Thank you for taking the time to read our school brochure. I hope you have found the information useful. Please contact the school office if there is any additional information you would like to know.