

How is the school organised?

What is the Early Years Foundation Stage?

The Early Years Foundation Stage covers a child's education from birth until the end of the academic year in which a child has their fifth birthday. During this stage the children will be working towards the Early Learning Goals. These goals establish high expectations that most children should meet by the end of the foundation stage. The goals are organised into the following areas:

- ☺ **Communication and language** development involves giving children opportunities to speak and listen in a range of situations and to develop their confidence and skills in expressing themselves.
- ☺ **Physical development** involves providing opportunities for young children to be active and interactive, and to develop their coordination, control and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.
- ☺ **Personal, social and emotional development** involves helping children to develop a positive sense of themselves and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.
- ☺ **Literacy development** involves encouraging children to read and write, both through listening to others reading, and being encouraged to begin to read and write themselves. Children must be given access to a wider range of reading materials - books, poems and other written materials, to ignite their interest.
- ☺ **Mathematics** development involves providing children with opportunities to practise and improve their skills in counting numbers, calculating simple addition and subtraction problems, and to describe shapes, spaces and measures.
- ☺ **Understanding of the world** involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.
- ☺ **Expressive arts and design** involves supporting children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role play and design and technology.

Playing and exploring - engagement

- ☺ **Finding out and exploring** is concerned with the child's open-ended hands-on experiences which result from innate curiosity and provide raw sensory material from which the child builds concepts, tests ideas and finds out.
- ☺ **Using what they know in their play** describes how children use play to bring together their current understandings, combining, refining and exploring their ideas in imaginative ways. Representing experiences through imaginative play supports the development of narrative thought, the ability to see from other perspectives, and symbolic thinking.
- ☺ **Being willing to have a go** refers to the child finding an interest, initiating activities, seeking challenge, having a 'can do' orientation, being willing to take a risk in new experiences, and developing the view of failures as opportunities to learn.

Active Learning - motivation

- ☺ **Being involved and concentrating** describes the intensity of attention that arises from children concentrating on following a line of interest in their activities.
- ☺ **Keeping on trying** refers to the importance of persistence even in the face of challenge or difficulties an element of purposeful control which supports resilience.
- ☺ **Enjoying achieving what they set out to do** refers to the reward of meeting one's own goals, building on the intrinsic motivation which supports long-term success, rather than relying on the approval of others.

Creating and thinking critically - thinking

- ☺ **Having their own ideas** covers the critical area of creativity - generating new ideas and approaches in all areas of endeavour. Being inventive allows children to find new problems as they seek challenge, and to explore ways of solving these.
- ☺ **Using what they already know to learn new things** refers to the way in which children develop and link concepts, find meaning in sequence, cause and effect and in the intentions of others through both narrative and scientific modes of thought.
- ☺ **Choosing ways to do things and finding new ways** involves approaching goal-directed activity in organised ways making choices and decisions about how to approach tasks, planning and monitoring what to do and being able to change strategies.

What do Early Help Hub services do?

The Early Help Hub is a team of professionals who are part of Children's Services, Health and Education. They work in partnership to offer co-ordinated support and advice to families on attendance, children's social and emotional development, child welfare and child protection. They have access to a wide range of professionals who can support families in different ways.

What happens in Key Stage 1?

In Years 1 and 2 at school the children will continue to be offered first hand experiences whilst following Key Stage One Programmes of Study for all the National Curriculum subjects. Each day will include a literacy and mathematics session. Teachers plan together the work to be covered in their year group. Learning objectives are linked to activities and tasks. Children's individual needs and abilities are considered at all times and work is matched accordingly. Some children may need support in some areas of the curriculum whereas others may need their tasks extended.

Who are the governors and what do they do?

The governing body of our school is responsible for:

- Ensuring that pupils receive high quality education and that the conduct of the school reflects this aim
- Working with the headteacher to strategically plan and manage the school
- Considering and agreeing the aims and policies of the school
- Discussing and approving the targets for improvement
- Appointing the staff
- Setting and monitoring the budget
- Monitoring the performance of the school
- Reporting to the parents and community on how we have accomplished our tasks

Governing Body:

Parent Governors (elected by parents or appointed by the governing body):

Iain Chiverton Vacancy

Local Authority Governors (nominated by the County Councillor for the area):

Valerie Norman Dave Brookes

Community Governors (selected or nominated by other governors):

Michael Harper Paul Barber (Chair) Diana Patrick
Nicola Whitley

Staff Governors (elected by the staff):

Vacancy

When can I see the teachers?

If you have a quick question or comment you may speak to the class teacher before school, however, first thing in the morning a teacher must give all his/her attention to the class. If you would like a longer discussion you may arrange an appointment at a time to suit both you and the class teacher. The Headteacher may be available on a more casual basis or an appointment can be made.

Will my child go on school trips?

All year groups take part in a range of educational visits either as a year/class group on a coach or in smaller groups in our school minibus. You will be informed in advance of any trip and may be requested to make a contribution towards the cost. Occasionally the children are taken on walks around the local area in small groups. All visits or walks are extremely well planned and supervised.

About the school day

When is the school open?

The school day begins at 8.55 am with registration and ends at 3.05 pm with just over an hour for lunch from 11.55 am until 1.00 pm. The doors are open from 8.45 am each morning and closed at 8.55 am. If a child arrives after 8.55 am they are marked as 'late' in the register.

The main term dates are issued annually - there are five training days which are included in the terms for the year.

Can I get child care on the school site?

At Bidbury we endeavour to provide a 'wrap around' service for you and your child. There is a Breakfast Club held at Bidbury Junior School each morning from 7.40 am, the children are brought across by the adults in charge of the club at 8.45 am. There is also an after school club, Kidzone, held in Bidbury Infant School each evening until 6.00 pm. Details of both facilities can be obtained from the school office.

What clothes will my child need?

What uniform do I need to buy?

Our school colours are red and grey. We do sell sweatshirts, cardigans, PE t-shirts, book bags and PE bags in school with the school logo. However, you do not have to buy these, many shops sell red jumpers and cardigans and these are perfectly acceptable. Boys usually wear grey trousers and a white polo shirt and girls a grey pinafore, skirt or trousers. They should have a sensible pair of shoes that they can fasten themselves. In the summer boys may wear grey shorts and girls red gingham dresses or grey shorts. School uniform is not compulsory but most children do wear it. Please make sure that all items of clothing are clearly named.

Lunch and Snacks

What happens at lunch time?

Your child may either bring a packed lunch or have a school dinner.

A two course meal is available free of charge to all infant school children. There are two options each day one meat or fish based and the other vegetarian, the children choose what they would like each morning.

Packed lunches should be in a named lunchbox. While we do not have rules about what can be in a lunchbox we do try to encourage healthy eating. We do ask however that you do not send sweets, chocolate or fizzy drinks.

What drinks and snacks can my child have during the day?

Children are encouraged to drink plenty of water throughout the day. Each child will have a water bottle which will be filled each day. Bidbury Infant School is part of the national fruit and vegetable scheme, the children are offered an item of fruit or vegetable each day at break time.

Illness in school

What if my child needs medicine at school?

Children may need medicine in school if:

- ☺ they have a long term complaint such as asthma, diabetes or epilepsy
- ☺ they have a short term illness that requires a prescribed medicine such as antibiotics

In these circumstances parents will be required to fill out a form authorising staff to administer medicine or supervise children self-medicating, i.e. asthma inhalers, eczema cream etc. Children may not have any medicine in school that has not been prescribed other than paracetamol liquid.

What will happen if my child becomes ill at school?

If your child becomes ill during school time you will be contacted and asked to take him/her home. If a child has diarrhoea or sickness we ask that they are kept at home for at least 48 hours after the symptoms have stopped.

Travel to School

Is there anywhere to park a bike or scooter?

There is a bicycle rack and a scooter rack situated at the back of the school. Any bike/scooter parked there needs to be securely locked to the rack.

Where can I park my car?

Parents have use of the car park by the rugby club. For the safety of the children and to ease congestion vehicles are not allowed on site during the school day.

Please do not park along the access road to the school gate.

Holidays and absences

When are the holidays?

Academic Year 2020 - 2021

Autumn term begins Thursday 3rd September 2020

Autumn Half Term holiday from Mon 26 October to Fri 30 Oct 2020

Christmas holiday from Mon 21 December to Fri 1 January 2021

Spring term begins Monday 4th January 2021

Spring Half Term holiday from Mon 15 February to Fri 19 February 2021

Easter holiday from Fri 2 April to Fri 16 April 2021

Summer term begins Monday 19 April 2021

Summer Half Term holiday from Mon 31 May to Fri 4 June 2021

Summer holiday from Monday 26 July 2021

What do I do if my child is absent?

Please inform the school office in the morning by telephone of the reason why your child cannot attend school. We are required to register all absences which are recorded and reported annually to parents. An absence may be treated as authorised if a child is sick, has a medical appointment, if it is a day set apart for religious observance or if the Headteacher has granted leave for exceptional circumstances. If the school is not informed or because of a reason different to those above the absence is recorded as unauthorised. Repeated incidents of unauthorised absences are referred to the Early Help Hub or the Attendance Legal Team.

Parents' Holiday

The Governor's Absence Policy states that holiday requests will not be authorised unless there are strong exceptional circumstances. This reflects the national policy for absence outlined by the DfE. The reason for this is that the impact of taking holidays during term time on a child's education often leads to gaps in learning and slower progress.

PE

What are the rules for PE?

Each child should have a drawstring bag containing a pair of shorts and a t-shirt. Plimsolls are only needed during the summer term as indoor work is done in bare feet as recommended by Hampshire's PE advisors.

For safety reasons no jewellery of any kind may be worn during PE lessons, this is a Hampshire County Council Safety Regulation. Although we can insist that children remove their own earrings for PE we cannot put them back in, to avoid loss, it is better that they are not worn. The class teacher will let you know on which days the children have PE.

Religious Education and Collective Worship

Can I withdraw my child from RE and collective worship?

Religious Education is strictly non-denominational. Through stories, music, drama, art and reflective study children learn about Christianity, Islam and other religions. You have the right to withdraw your child from RE and collective worship. However, if you are thinking of doing so it may be helpful to discuss the matter with the Headteacher before making a final decision.

Where can I get support if I need it?

Home School Link Worker

Bidbury Infant School has a Home School Link Worker, Sarah Thumwood, who is based in school and is able to liaise between parents, school and outside agencies. Sarah monitors attendance and will offer support to you should your child's attendance fall below 95%.

What does the Educational Psychologist do?

The Educational Psychologist offers consultation, advice and training on how schools might help children to learn effectively. The school may ask the visiting Educational Psychologist for advice about your child. You will always be informed of any discussions that take place.

The Educational Psychologist will listen to the school's concerns about your child and details of what the school has already done to support your child.

The Educational Psychologist will work with the teachers to plan the best way to help your child progress.

Who is the Designated Safeguarding Lead and what is her job?

The Headteacher takes on the role of Designated Safeguarding Lead in the school. It is her duty to report any concerns that staff may have about a child possibly being abused either emotionally, physically, sexually or by neglect. Any such concerns are reported to the Children's Services Department who then investigate the circumstances.

What is the policy for Special Educational Needs?

The policy for children with Special Educational Needs is fully implemented in each year group. Children with Special Needs in Year R are identified, assessed and given appropriate support. Consistent Intervention Plans, Individual Behaviour Plans and Personal Support and Intervention Plans (PSI) are used to outline the support which will be given. These are implemented within the classroom setting.

At the end of Year R all children are screened using DEST (diagnostic activities which screen for dyslexia) and any children at risk will follow an Intervention Programme called SIDNEY (Screening in Dyslexia Notably Early Years). Each year group has three full time Learning Support Assistants who support children with special needs individually or in groups.

Children with special needs are fully integrated within the school. Parents are informed when a child is added to the SEN register and given a copy of their child's PSI which is discussed with them.

In addition outside agencies such as Speech & Language Therapy, Education Psychology Service and Primary Behaviour Support Service may be used.

Should your child need any of these services it will be fully explained to you.

For further information please refer to SEN information on the school website

What are the arrangements for disabled pupils?

Disability Discrimination Act 1995

The Governing Body, in accordance with Hampshire County Council's admissions policy and the policy statement for children with special educational needs for this school will:

- have regard to the Special Educational Needs and Disability Code of Practice: 0-25 years (2014)
- in consultation with the Local Authority admit and make provision for any pupil with a disability providing that the placement is appropriate to the child's age, ability, aptitude and special educational needs, whilst being compatible with the interests of other children already in the school
- ensure that all children attending the school are treated equally, regardless of any disability, as detailed in the SEN, Equal Opportunities, Behaviour and Inclusion policies. These are monitored and regularly reviewed by the Governing Body
- be advised by the LA any proposal for adaptations to the school to improve access as part of Hampshire County Council's objective to improve the range of provision in mainstream schools for children with disabilities

There is wheelchair access to Bidbury Infant School through every door and via a ramp to the hall doors. There is wheelchair access to all areas of the school. There is one toilet in school which has been completely fitted with facilities for adults and pupils with disabilities. The school has a disabled parking bay.

Achieve all you can

Believe in yourself

Care for each other

Respect

Achievement

Independence

Motivation

Interdependence

Creativity