

# Ardleigh Green Infant School Brochure

2019 - 2020



**“Working together, learning together,  
growing together”**

“At Ardleigh Green Infant School we value every individual and the contribution they have to make. Children and adults are encouraged to learn and develop all their abilities within a caring and happy environment.”





**Ardleigh Green Infant School**  
**Ardleigh Green Road**  
**Hornchurch**  
**RM11 2SP**  
**01708 449362**  
[www.agi.havering.sch.uk](http://www.agi.havering.sch.uk)

Dear Parents

Welcome to Ardleigh Green Infant School. This brochure is intended to give you some background information about our school. If there is anything else you would like to know then please do not hesitate to contact us. I would encourage you to access our school website where most of our information is held.

Every child joining our school is valued and their individual needs and interests are respected. Our aim is to provide each child with a stimulating and enjoyable school experience. We have found that children succeed best in a secure and happy environment; therefore we take time to get to know each child so that we can help him or her to settle into school life. As the children become more comfortable and confident their independent skills are encouraged. We also consider it is important that every child learns to be caring, tolerant and respectful within our school community. Children are growing up in a widely diverse world and we want them to value and enjoy that diversity.

We believe in establishing a strong home/school partnership. We welcome opportunities for regular contact and discussion with parents and carers. Confidence in school comes from knowing and understanding what is happening through good lines of communication. We hope you will extend your knowledge through regular contact and discussion with all staff and attending consultations and meetings which are planned throughout the year. It is important that mutual understanding, respect and trust should be the basis of our shared responsibility.

Our vision and aims are based on the core values of excellence, enjoyment, respect and equality. These permeate the life of our school, empowering lifelong learning. We believe that our school will continue to be a happy and effective learning environment for all when we work together.

Yours sincerely

J M Morris OBE  
Head Teacher





## **Our School Aims**

At Ardleigh Green Infant School we value every individual and the contribution they have to make. Children and adults are encouraged to learn and to develop their abilities within a caring and happy environment. These aims are the key to everything that takes place within our school and directly influence all decisions made.

### **Our aim is:**

- to maintain a secure and caring environment where everyone's contribution is valued
- to create a stimulating and challenging atmosphere where children and adults can learn and develop to achieve their full potential
- to encourage independence and self sufficiency in order that each individual may gain confidence in his/her own abilities and pleasure from his/her achievements
- to develop each child's ability to express him/herself through spoken and written language, to become confident as a reader and so gain pleasure from the written word in its many forms
- to develop the concepts necessary to make calculations, carry out investigations and solve problems through first-hand experiences, using a wide variety of mathematical and scientific equipment
- to provide children with the opportunity to express their feelings creatively through Art, Music, Dance and Drama
- to improve and develop the physical skills of each child as he or she learns about the body and how it works
- to help children to acquire respect for themselves and others and to understand the importance of moral values such as sincerity, honesty, loyalty, etc
- to encourage a sense of responsibility and regard for the needs and feelings of others including those of different cultures and beliefs
- to maintain and strengthen links with parents, governors, and the wider community including pre-schools and other schools



## The Staff of the School - September 2019

### Teaching Staff:

**Full Time:**

Mr John Morris OBE	Head Teacher	}
<b>Mrs Verity Hoffman</b>	Deputy Head Teacher/	} Designated
	SENCO	} Safeguarding Team
Miss Linda Jones		}
Miss Lucy Boardman		
Miss Emma Charles		
Mr Brent Cunningham		
Miss Melissa Hitchcock		
Mrs Suzanne Lewis		
Mrs Emma Silk (Maternity Leave)		
Miss Samantha Wiley		
Mrs Stacy Bastian		

**Part Time:**

Mrs Heather Blunt
Mrs Gemma Foulser
Mrs Jessica Christiansen

### Support Staff:

**Office/Finance Manager:** Mrs Paula Broadmore

**Administration Officer:** Mrs Charlotte Millar

**Teaching Assistants:**

Miss Imogen Ansell	Mrs Sarah Bennett
Miss Chelsey Street	Mrs Nikki Gibbons
Mrs Sue Golden	Mrs Zoe Long
Mrs Jill Martin	Mrs Tricia Matthews
Mrs Stephanie Orr	Mrs Lian Peermamode
Mrs Kerry Tatum	Mrs Jane Wallen
Mrs Debbie Whybrow	Miss Imogen Ansell
Mrs Susan Williams	Mrs Carol Tucker
Mrs Troy Hussey	

**School Keeper:** Mr Lee Prause

**Mid-day Assistants:**

Mrs Christine Clark	Miss Cindy Higgins
Mrs Elaine Simpson	Miss Amy Bee
Mrs Lisa Smith	Mrs Tracey Bell



## **Governing Body**

**Chair:** Mr William Jennings

**Vice Chair:** Mrs Nicola Banyard

**Parent Governors:** Vacant

**Staff Governor:** Miss S Wiley

**Co-opted Governors:** Mrs S Consterdine Mrs C Drew

**Head Teacher Governor:** Mr J Morris

## **Parents Association**

The school is fortunate in having a very supportive, hard working and successful Parents' Association. The Parents' Association organises social and fund-raising events throughout the year. All parents at the school are automatically members of the Association. Please contact the Chair via the School for further details.

## **Our School**

We are a Local Authority Community Infant School of approximately 270 children in 9 classes, organised in three year groups. Up to 90 children join us each school year. Children joining us in the Early Years Foundation Stage are welcomed into the school through a carefully planned induction programme beginning with part-time attendance. Within a few weeks all children are full time and we believe that with a strong home school partnership your children are given the best start as lifelong learners.



## Preparing for School

We suggest that parents can help their children prepare for school by encouraging them to:

- Put on their own coat
- Attempt buttons and zips independently
- Dress themselves
- Be independent when using the toilet; understanding about personal hygiene i.e. using toilet paper, flushing/checking the pan
- Wash hands when necessary
- Be aware of others
- Make their needs known
- Know how to use cutlery; knife, fork, spoon

Taking responsibility for themselves is an important part of every child's development, which we strongly encourage. Once in school children are expected to take an active part in keeping their classroom tidy.

Other ways to prepare your child for school might include:

- counting items - shopping, steps and stairs, table settings, objects in the house and garden
- encouraging conversation, taking turns to speak and listen
- reciting and singing rhymes and jingles together and on their own
- understanding what is acceptable behaviour and what is not acceptable
- reading stories and poems to them

## The Early Years Foundation Stage (EYFS)

We offer a broad and balanced curriculum, which meets the varying needs of our young children. This curriculum follows the national framework, which is organised into seven areas of learning. Children work towards the Early Learning Goals, which set out what most children are expected to achieve by the end of the Foundation Stage.

At Ardleigh Green Infant School we consider it essential that we provide the best possible beginning to school life for the young children in our care. We are laying the foundation and providing the first building blocks for their future learning.

Each child will come into school with different experiences and the starting point is with the child at his or her level of development.

In planning and providing for the Foundation Stage we take note of the characteristics of young children and acknowledge that this stage is of particular significance in the acquisition and development of the skills and capabilities necessary to prepare children for Key Stage 1.

## Learning through Play

At Ardleigh Green we believe that young children learn most effectively through first hand, practical experiences and for this reason the children are given many opportunities to engage in play. Every day children will engage in a variety of child initiated and teacher directed activities. These will include:



- Role play
- Sand play
- Constructive play
- Creative play
- Outside equipment including bikes and scooters

All of these activities are carefully planned to extend the children's experiences and enhance their learning. They develop the children's imagination, social skills, manipulative skills and concentration.

## **Our School's Curriculum**

Our School follows the new National Curriculum, which consists of English, Mathematics, Science, Art & Design, Geography, History, Information & Communication Technology (computing), Music, Physical Education (PE) and Design Technology. In addition the school follows the Havering Agreed Syllabus for Religious Education (RE).

In line with the National Curriculum the children are taught a broad and balanced curriculum. Subjects such as History, Geography and Design Technology are taught through half termly topics that look at cross curricular themes rather than specific subjects. Art and Music allow the children to develop their creative abilities through a wide range of activities and experiences. All children have access to ICT, which is used to support all aspects of the curriculum.

## **Personal, Social and Health Education and Citizenship**

We believe that it is important to nurture all aspects of a child's development. Through our Personal, Social and Health programme children are encouraged to look after and take responsibility for themselves and for those around them. As part of developing the children's understanding of citizenship we have a well established School Parliament. The Parliament has two representatives from each class who meet regularly with appointed staff to discuss matters that have been raised within their own classrooms and initiate new projects. Matters are then reported back to class and discussed further. Through the Parliament children have the opportunity to comment on and influence things happening in school.

Through Personal, Social and Health Education including Citizenship we help children to acquire the knowledge, skills and understanding they need to lead confident, healthy and independent lives.

We provide sex education and drug education appropriate to the age and development of the children.

Our curriculum includes cultural education; the children learn about the rich and diverse world we live in. They learn to understand, respect and value different cultures and beliefs.



## **Spiritual, Moral, Social and Cultural Development**

SMSC in lessons is seen in teaching that encourages participation, creativity, reflection and independence; assessment and feedback that values pupils' work and effort; and activities that develop teamwork, leadership skills and self-reliance.

We teach the children to talk openly about differences and similarities within our community. SMSC is sensitively promoted throughout the school.

### **Spiritual**

Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.

### **Moral**

Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.

### **Social**

Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the [British values](#) of democracy, the rule of law, liberty, respect and tolerance.

### **Cultural**

Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.

## **British Values**

At Ardleigh Green Infant School we aim for our children to become valuable and fully rounded members of society who treat each other with respect and tolerance, regardless of background. We promise the basic British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs (as set out by the Government in 2011 prevent strategy, see parent leaflet for more information).

All Y1 and Y2 children take part in a daily hour of literacy during which time they engage in focused reading and writing activities. They also take part in a daily Maths lesson, which includes mental/oral work as well as directed group activities.

YR children are introduced to all aspects of literacy and numeracy throughout the year. During the summer term they will have experience of the full literacy hour and daily Maths lesson.

Children are taught in mixed-ability classes and within these classes they will experience individual, small group and whole class teaching. There is a consistent approach to planning ensuring that children in the same year group are taught the same topics and subjects.



## Religious Education and Collective Worship

Religious Education is taught in the school in accordance with the agreed syllabus adopted by the London Borough of Havering. The content of the syllabus reflects the fact that the religious traditions in this country are in the main Christian. Account is taken however, of the teaching and practices of other religions including Jewish and Islamic faiths. The content is not based on the teaching of any particular Christian denomination. A copy of the agreed syllabus is available for inspection.

In accordance with the 1988 Education Act all children participate in a daily act of Collective Worship. The content of the majority of these acts of worship reflects the broad traditions of Christian belief.

Parents have the opportunity to attend class assemblies and celebrations throughout the year.

As parents you have the right to withdraw your child from Religious Education or Collective Worship. This should be done in writing and addressed to the Head Teacher. If you have any concerns about Religious Education or Collective Worship you are asked to talk to the Head Teacher.

## Introduction to Reading

Reading should be an enjoyable experience. Children are encouraged and given time to look at a variety of fiction and non-fiction books from their class book trolleys and from the school library. Books are for sharing and the children are encouraged at all times to bring books home to share with you. YR children select books from class based book trolleys daily.

Pre-reading activities include lots of matching games to encourage children to notice differences etc. and sound games where they need to listen carefully. The children learn jingles, poems and rhymes to make them more aware of words.

Initially children will bring home early reading books without words. Each book will have a photocopied extended story to develop the children's vocabulary and interest. As children become familiar with the main characters and the key vocabulary the books will begin to incorporate simple text. Our core reading scheme is the "Oxford Reading Tree" and this is supplemented with many other books.

Regular opportunities for reading are essential. Children are expected to read with their parents and family on a daily basis. In school, the children in YR will read once a week with an adult. Once children move into Y1 and Y2 much of their focused reading will be during the Literacy time; individual reading will also take place once a week as a minimum. A daily session of independent silent reading takes place to practice skills in all year groups. The children are taught phonics through a carefully structured programme, using Best Practise Phonics; this begins in YR and progresses through to Y2. Children are required to sit the Phonic Test at the end of year 1. This pass/fail result is reported to parents at the end of the year.

## Writing

Throughout their time in school the children are encouraged to use writing in its many different forms, e.g. stories, letters, poems, factual accounts etc. The children are encouraged to develop



their own ideas and imagination. They are taught a range of strategies for spelling but they are also encouraged to attempt to spell words independently.

Grammar is taught throughout the school. Using the correct grammar and expecting your child to be grammatically correct is a good foundation for all children.

As soon as the children start in YR they are taught to form their letters with the exit stroke (small flick). This formation helps them to develop a flowing style that is more easily “joined up” as they move through the school. Our handwriting style looks like this:

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

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

Children should be encouraged to use lower case letters when writing and avoid capital letters except at the beginning of names.

In Year 2 children will be taught joined handwriting.

## Mathematics

At Ardleigh Green we aim to make Mathematics an exciting subject that the children will grow to enjoy and want to explore because it has such an important role in our lives. The children have access to a broad Maths curriculum that includes:

- investigative work
- numeracy - addition, subtraction, multiplication, division, place value
- shape and space - 2D shape, 3D shape, symmetry, area
- measurement - length, weight, capacity, time, money
- data handling - graphs, simple statistics

This work is developed through our termly topics and through our Maths scheme. The children are given opportunities to work independently and in groups with all work being planned appropriate to their needs.

They are encouraged to use computers to reinforce and extend their learning. In addition we have a wide range of practical equipment available to the children to support their learning.

Numbers should be written like this:

1 2 3 4 5 6 7 8 9 10



## Science

Science is taught to the children by providing experiences that relate to their everyday lives. They are encouraged to:

- take part in problem-solving activities
- discuss their observations and findings
- investigate
- measure
- question

The national curriculum is supplemented with old school curriculum to enhance their learning. Through a topic based approach, the children find out about themselves, other living things, everyday materials and their environment. They also learn about other aspects such as electricity, magnetism, forces, light and sound. Through their science activities, children acquire knowledge and develop skills to help them understand the world in which they live.

## Computing and the Internet

Children are given the opportunity to become familiar with a range of information and communication technologies including iPads, programmable equipment and computers. Through ICT children are taught the skills necessary to use this technology and then to apply their skills in all areas of the curriculum, maths, science and design & technology. The core of computing is computer science in which pupils are taught the principals of information and computation, how digital systems work and how to put this knowledge to use through programming. We want our children equipped to use IT to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate - able to use and express themselves and develop their ideas through ICT - at a level suitable for the future workplace and as active participants in a digital world.

As children develop their skills they will be given the opportunity, under close supervision, to access the Internet. There are annual meetings for parents about online safety. All staff, pupils and Governors have regular online safety training (see parent leaflet).

Parents and children will be asked to sign a consent form before any child has access to the Internet.

## Physical Education

Children's physical development is an essential part of their education. All children take part in a variety of physical activities including games, gymnastics and dance. In YR the children have the additional opportunity to develop their physical skills through the carefully structured use of bicycles and scooters.

As with all areas of the curriculum, PE is planned to take account of the needs of all children and children with special educational needs will be given access appropriate to their abilities.

PE is a specialised area and as such the children are expected to wear appropriate clothing.

We are fortunate to have a swimming pool and swimming begins in the summer term. The school asks for parental contributions for swimming.



**School policy states that for safety reasons jewellery must not be worn for swimming or any other PE lesson. Earrings must be removed at home before coming to school.**

## **Working at Home – Homework**

“Homework” is an important aspect of school life because it shows the children that home and school are working together. For young children homework should be an opportunity to spend quality time with their parents, it should be fun and it should never last too long. For some children 5 or 10 minutes every day is enough. There will be times when your child seems disinterested and tired. On these days give them a short break before encouraging

The main “homework” activity within our school is reading. Each child has a home/school reading record and parents are asked to sign this book when they have heard their child read and to comment about how well their child has read. Rewards and stickers are given throughout the school to encourage the children to read regularly. Children are also given opportunities to choose books from our well-stocked library.

Other homework activities are related to work in the classroom and will include spellings, Maths activities, finishing off work, finding things out, looking for topic related objects etc.

## **Links between Home and School**

Education is about partnership – home and school working together for the benefit of the children. As a school we have developed a number of ways to support and strengthen these important links, including our Home/School Agreement. During the year there are two parents’ evenings. In the autumn and spring terms parents are invited in to discuss their child’s progress through a timed interview. In the summer term we hold an Open School where parents can look at the work of the whole school. In addition to this, meetings relating to reading, maths, transition, end of Y2 assessments and any other new initiative are organised to keep parents up to date. Throughout the year parents are invited into their child’s class to experience first-hand how, and what they are learning.

Each term we provide a summary of work to be covered by each year group and at the end of the year parents receive a detailed written report about their child. Parents are also encouraged to discuss, at any time, any concerns they may have about their child’s progress. Similarly teachers will invite parents into school if they have concerns about an individual child.

Some parents volunteer to help in school, working under the direction of the teacher. The children benefit greatly from parent help with cookery, art and craft activities, changing for swimming, playing group games etc. All volunteers in school, including those parents who help with swimming, are required to have enhanced DBS (previously CRB) clearance.

Our school website ([www.agi.havering.sch.uk](http://www.agi.havering.sch.uk)) is updated daily with current information and the calendar.



## Special Educational Needs

At Ardleigh Green we have a commitment to meeting the needs of all individuals. We value each child for their own individual merits and our aim is to support and help each child to achieve their full potential. The partnership between home and school is a vital part of all children's education and this is particularly important in the case of children with special educational needs.

On entry, parents meet with teachers to discuss their child and to provide us with valuable information about their child, this then forms part of a personal profile that builds as the child progresses through the school. Through careful assessment and planning teachers make provision for all children within their class. All children, regardless of race, gender or ability have an entitlement to the whole curriculum and through careful monitoring we work to ensure that all children benefit from this opportunity. Where a child does not progress at the expected rate the teacher will discuss with parents strategies to support the child. Support will be given in school through small group and individual work where resources allow. If necessary outside agencies including Health, Educational Psychology Service, Behaviour Support Service, and the Learning Support Service will be contacted for additional advice.

If you have any complaint about the special educational provision we make for your child please speak to the Head Teacher or a designated member of the Leadership Team. The Head Teacher will investigate and will contact you within five school days. Please refer to the Ardleigh Green Infant complaints policy.

The Governor responsible for Special Educational Needs is Mrs S Consterdine.

## Access for the disabled

We are committed to creating a welcoming environment that meets the needs of all the children within it; this includes physical as well as learning needs. The school is built on one level and all entrances are suitable for wheelchair access. The school also has toilet facilities suitable for a child with disabilities. We work closely with the LA support services to ensure that we can meet the needs of every child transferring who might have a specific physical need. The school's Accessibility plan can be viewed on our website.

## Behaviour and Discipline

We insist on high standards of behaviour in our school. Our behaviour policy is based on mutual respect. Children are taught to consider the needs and feelings of those around them and to act accordingly. Through a positive approach built on praise and reward the children learn to make choices. Where choices are appropriate the children know that they will be rewarded and where they are not they will face consequences.

At the start of the autumn term each class works with the teacher to agree a Classroom Behaviour Plan. These plans identify the rules, rewards and consequences for each class. These are then displayed in the classroom as a reminder to everyone. For some children

### Classroom Behaviour Plan

#### **Rules – we must remember to:**

- Listen and follow directions
- Keep hands, feet and objects to ourselves
- Show kindness and consideration to others
- Walk when we are in school
- Use quiet voices in school

#### **If we keep the rules we will:**

- Get praise
- Get a sticker
- Show good work to Mrs Morris
- Our teacher will tell our parents

#### **If we don't manage to keep the rules we will:**

- 1<sup>st</sup> time - get a warning
- 2<sup>nd</sup> time - work away from group
- 3<sup>rd</sup> time - stay behind for 2 minutes at playtime
- 4<sup>th</sup> time - see Mrs Morris
- 5<sup>th</sup> time - our teacher will speak to our parents



following the classroom rules is more difficult than others. In such cases the teacher will work closely with the parents to help the individual to improve his or her behaviour.

As a school we do not tolerate bullying or racism of any description. Bullying is the persistent wilful conscious desire to hurt, threaten or frighten someone else. Any reports of bullying or racism are always taken seriously and investigated thoroughly. Action is taken appropriate to the outcome of the investigation. Parents of children involved in such cases will always be kept informed. In line with Local Authority requirements all racist incidents are recorded and reported.

Parents will receive a copy of the school's policy and their child's classroom discipline plan. By signing the home/school agreement parents are agreeing to our Behaviour policy.

The following lines summarise the purpose behind our behaviour policy:

### **Learning for Life**

If a child lives with criticism he learns to condemn.  
If a child lives with hostility he learns to fight.  
If a child lives with ridicule he learns to be shy.  
If a child lives with shame he learns to feel guilty.

If a child lives with tolerance he learns to be patient.  
If a child lives with encouragement he learns confidence.  
If a child lives with praise he learns to appreciate.  
If a child lives with fairness he learns justice.  
If a child lives with approval he learns to like himself.  
If a child lives with acceptance and friendship he learns to find love in the world.

*Dorothy Law Nolte*

## **Safeguarding and Child Protection**

All staff at the school take responsibility for promoting the welfare of the children in our care. The Local Authority also requires that staff safeguard the welfare of the children by referring any concerns that they might have about any child to the Head teacher who is the Designated Safeguarding Lead of the team which consists of the Deputy Head Teacher and EYFS Leader. All staff and Governors receive annual safeguarding training.

To help the staff to monitor the welfare of each child it is important that parents keep the school informed of any unusual or serious injuries that their child has suffered and of any changes that have occurred in the home circumstances which might cause a child's behaviour to change.

Staff may, on occasion, wish to speak to a parent to clarify a particular injury or to explain a change in a child's behaviour. In those rare cases where staff have serious concerns about the welfare of a child, then the school has a duty to make a referral to children's services. If ever this happens, please remember that it is because the school has a responsibility to promote and safeguard the welfare of every child in our care.



The ethos of the school is that control of children should be based on good personal and professional relationships between staff and children. However, circumstances may arise in which staff have to use reasonable force to control or restrain pupils. Members of staff will only use reasonable force to control or restrain pupils when all other alternatives have been or cannot be tried. All staff are trained in 'positive handling'.

## Equal Opportunities

The Race Relations Act 2000 places a duty on all schools to:

- Promote racial equality
- Promote good race relations between people from different racial groups
- Eliminate unlawful racial discrimination

At Ardleigh Green we fully support these statements. We value all individuals and the contribution they have to make. All individuals are entitled to respect and equality of opportunity regardless of race, culture, gender, religious beliefs, age, ability or appearance.

We have prepared and maintain a written diversity policy; a copy of this can be viewed at the school office.

Within our school community we all have a responsibility to provide a climate of equality and respect for all. Discrimination on the basis of race, gender, culture, religious beliefs, age, ability, or appearance is not acceptable in our school. Discrimination affects everyone.

All children, staff and governors will contribute towards a happy and caring environment by showing respect for and appreciation of each other as individuals. This is also an expectation of all parents and visitors to the school.

Through various aspects of the curriculum the children learn about different faiths and cultures. We encourage the children to talk openly about the similarities and differences they see within our community, helping them to understand what makes each and everyone of us special.

The Public Sector Equality Duty of 2010 requires all public bodies to consider all individuals when carrying out their day to day work and to eliminate discrimination, advance equality of opportunity and foster good relationships between different people when carrying out their activities. At Ardleigh Green we aim to ensure that there is equality of opportunity for everyone in our school community and that nobody is discriminated against. Our key objectives are to:

- Provide equality and excellence for all children and adults in order to reach their full potential.
- To take positive action to make reasonable adjustments to redress inequality faced by some pupils and to promote positive attitudes towards disabilities.
- To keep equality and diversity matters at the heart of our school.
- To offer a broad, balanced curriculum applicable to individual needs.



## Pastoral Care

At school we are concerned with the development of the whole child, not just his or her academic achievement. Children need to feel happy and secure to achieve their best. If they are unhappy or worried about something at home or at school they will be unable to concentrate and do their best. If, at any time you are aware that your child is unhappy or worried about anything please share your concerns with his or her teacher. Likewise if we have any worries we will contact you to discuss them.

## Medical Matters

When children join the school it is important that parents inform us of ALL medical conditions. **Prescribed medication** (antibiotics) can be administered in school by staff if the prescribed and labelled packaging/bottle is provided. You will need to complete the necessary forms giving details of dosage etc to be signed by the parent and the Head Teacher. Prescribed medication is administered at 11:50am. For all other medication you are welcome to come into school with the medicine - someone from the office will collect your child for you to administer the medicine. In cases such as Asthma and Diabetes arrangements can be made for treatment to be given to sufferers. For children with Asthma parents will be asked to complete an Asthma School Card. For children with Diabetes, Anaphylaxis or other life threatening conditions a Health Care Plan will need to be drawn up with the school nurse.

**Medicines, cough sweets and lip salves must not be brought into school by children.**

Any concerns about health, medicines, etc. will need to be discussed with the head teacher.

## Accidents and Emergencies

If a child is taken ill or has an accident at school, we will need to contact parents urgently. On admission to school a form must be completed which gives us information for contacting parents. We must always be advised of any changes to this information e.g. new telephone number. Emergency contact numbers must include friends or relatives that are **LOCAL** to the school and can be reached at any time. If we are unable to contact parents we will endeavour to arrange conventional medical treatment for your child.

All accidents are recorded in school and parents will be advised immediately by telephone of any bump to the head. All parents of children in Reception are required to sign an accident report before the child leaves at the end of the school day. Younger children have bumps and bruises regularly whether at home or in school so parents should not be alarmed when asked to sign the accident slip.

## Personal Accident Insurance - School Pupils

Parents should be aware that the Local Authority does not provide personal accident insurance for school pupils. It is possible for parents to obtain such insurance as an extension to normal household insurance.



## School Meals and Milk

Mid-day meals are prepared on the site. All children will be able to have a hot meal, if it is ordered, free of charge. Children will be issued with 3 named tickets – red, blue and green. Please use the menu to decide the colour option each day and send in the appropriate ticket in the plastic wallet provided. Children must make the colour choice before coming to school to ensure that the correct number of meals are ordered.

**Do not send a drink in if your child is having a Universal Free School Meal – water is provided.**

Alternatively children may bring a packed lunch. Packed lunches may contain a chocolate biscuit type snack, but should **NOT** contain sweets. Please write your child's name on their lunch box. If the content of the lunch box is not a balanced healthy option or contains sweets or chocolates you will receive a notification slip.

**For the safety of all our children packed lunches must not contain any nut related items including peanut butter sandwiches. Fizzy drinks and cans must not be brought to school.**

Each child will be given a water bottle (kindly funded by the Parents' Association), which can be brought into school each day filled with fresh, plain water. The children then have access to this water throughout the day. Water is also available for all children at lunchtimes and during playtimes.

Milk is available daily and parents can order milk online from [www.coolmilk.com](http://www.coolmilk.com). Details are available from the school office. Please do not send an order into school. This is free for children up until the age of 5. Coolmilk is fully compliant with current GDPR regulations.

We are part of the national fruit scheme; fruit is provided daily for every child.

## School Routine

When families first join Ardleigh Green Infant School they will receive information about school routines, policies etc. Thereafter information is provided through monthly newsletters sent via 'Parentmail.' This enables parents to receive all information by email. Parents register on entry to school. In addition we hold various meetings to provide parents with specific information with regard to reading, maths, assessment etc. Staff will always be pleased to clarify and explain arrangements if asked. An information pack is provided at the beginning of each school year giving details of timetables and curriculum etc.

## Our School Day

**Doors open ten minutes before the bell.**

	<b>Y1 &amp; Y2</b>	<b>YR</b>
Morning Session:	8.55 - 12.00	9.00 – 12.00*
Afternoon Session:	1.20 - 3.20	1.20 – 3.15*

\*These times vary during our induction programme for Reception. The children in Reception will initially have a staggered entry and will line up with parents in the playground.



## **Punctuality is very important**

Lateness causes distress for the children and disturbs the class. Punctuality is monitored and where children are persistently late or have a pattern of lateness we will write and advise parents.

In the morning each class enters from the playground from 8:45 (8:50 for YR). For health and safety reasons each year group has its own designated entrance. Only children in Y2 should enter via the top entrance. **All children entering via the school reception area will be signed in the late book.**

At 12.00 children going home for lunch are collected and signed out from the office and should return and be signed back in at 1.20pm.

At 3.20 (3:15 for YR) parents should collect their children from the appropriate playground.

Playtime:                    a.m.    10.30 - 10.45

Children in YR will only be released to named adults. Names will be recorded at the start of the year, unless the office receives a phone call or a letter stating otherwise. The safety of all the children is paramount and therefore our attention to detail is always a priority.

During the school day children can only be released from the premises if collected by a parent or other authorised adult whose details have been given in writing or by phone at the office.

Children leaving/returning from an appointment **must** be signed in/out at the office.

## **Children cannot be collected between 12.00 and 1.20pm.**

Parents are responsible for the safety and welfare of their children before and after the school day. Parent are expected to manage behaviour and ensure premises are treated with respect.

There is a scooter park available to leave scooters during the school day. **These are not to be ridden on school premises at any time to avoid accidents.**

## **Extended School**

A breakfast club (7.50 – 8.45) and after school club (3.20 – 6.00) is run for children in years 1 and 2 and years 3-6. The prices are available on request. All applications are made directly with the breakfast/after school club (07548 134 018). Places are booked via the school website. **This option is not available to children in Reception.**

## **Clubs**

Staff run various after school and before school clubs. Outside providers also come to school offering dance, football, tennis, multi-skills, athletics and gymnastics. These are offered to the children in year 1 and 2. Additional activities are offered throughout the year to enhance learning.



## Attendance

For children to gain the most out of school they need to attend regularly. In line with local authority policy we monitor each child's attendance very carefully. When a child's attendance falls below 95% we will write to parents to advise them of the low attendance and offer support to improve their child's attendance. The LA Attendance Officer monitors attendance very closely and issues fines where applicable.

If a child has a medical appointment please provide a paper copy for our records.

When a child is unable to attend school parents are asked to telephone on the first day of absence to let us know the reason. The office will automatically phone home if we do not receive details of an absence. Parents are required to send in a written explanation for any absence on the return to school. Parents are regularly updated by letter of absence and lateness. Attendance is celebrated in school in assembly with classes being rewarded with a trophy for best attendance and at the end of each term individuals are given prizes for 100% attendance.

**In the case of diarrhoea and sickness, your child should be free from any attack for 48 hours before returning to school.**

Children who do not have a valid reason for their absence from school will have the absence recorded as 'unauthorised'. A note of this will be made on the child's end of year report and communicated at parent interviews in the Autumn and Spring term. Totals of authorised and unauthorised absences for the school are published annually. Parents should not book their holidays during term time and any absence will be recorded as unauthorised absence.

## The School Term and Holidays for 2019-20

<b>Autumn</b>	5 <sup>th</sup> September – 19 <sup>th</sup> December 2019 (inclusive)
<b>Spring</b>	6 <sup>th</sup> January – 3 <sup>rd</sup> April 2020 (inclusive)
<b>Summer</b>	20 <sup>th</sup> April – 22 <sup>nd</sup> July 2020 (inclusive)

### Half term Holidays                      Inclusive dates

<b>Autumn Half Term</b>	21 <sup>st</sup> October – 25 <sup>th</sup> October 2019 (inclusive)
<b>Spring Half Term</b>	17 <sup>th</sup> February – 21 <sup>st</sup> February 2020 (inclusive)
<b>Summer Half Term</b>	25 <sup>th</sup> May – 29 <sup>th</sup> May 2020 (inclusive)

In addition there are certain days throughout the year that are designated for Staff Training; on these occasions staff are in school, but the children are not. The first of these days is **Wednesday 4<sup>th</sup> September 2019**.

Holiday dates for Havering can be found on our website. These do not show school closures for staff training which are as follows:

Wednesday 4 <sup>th</sup> September 2020	Friday 18 <sup>th</sup> October 2019
Friday 20 <sup>th</sup> December 2019	Friday 14 <sup>th</sup> February 2020
Monday 1 <sup>st</sup> June 2020	



## Clothes for School

Children need to wear practical clothing for school, which is:

- **clearly named – please check regularly**
- washable
- easy to move about in
- easy to remove and put on
- appropriate for the weather (especially warm clothes for the winter)

**Jewellery, other than stud earrings, should not be worn in school at any time; no bangles, bracelets or watches.**

**For those children who have pierced ears - only stud earrings are permitted and school policy is that these must be removed for all PE and physical activities.**

## **School Uniform - Clothing needs to be clearly labelled at all times**

- ❖ White shirt / polo shirt
- ❖ Green sweatshirt, cardigan, jumper (**no other colours please**)
- ❖ Green fleece – for outdoor use only (optional)
- ❖ Grey Skirt / Pinafore dress / trousers
- ❖ Shoes – black, flat and below the ankle. **No boots or trainers**
- ❖ Summer shoes / sandals - flat with some back support (not clogs, crocs, jellies, or flip flops)
- ❖ Grey or white socks (socks to be worn in summer with sandals)
- ❖ Tights - black, grey, green.
- ❖ Summer dresses - green check (can be worn with green cardigan, no other colour)

### **Clothes for games and gymnastics:**

- ❖ White T shirts and black shorts or black leotard
- ❖ Black plimsolls and socks are needed for outside work (Summer term only)  
When PE is taking place in the hall children will be expected to work in bare feet.

**Long hair should be tied back at all times to keep it tidy** - hair-bands and decorations need to be small and practical for all school activities including PE. Decorative sequined bands are not allowed.

**Please do not send in school bags and haversacks unless children attend a sports club. We do not have capability for storage.**

The following items are usually available in school. Please ask at the office.

P.E. Bags	£3.50
Book Bags	£4.50
Water bottles	£1.70
Dinner Ticket Wallet	£0.50
Swimming Hats	£1.50
Swimming Bags	£4.50



## Standard Assessment Tasks and Tests

Throughout their time in school children's progress will be assessed by the class teacher. This assessment is carried out in all areas of learning and allows the teacher to monitor progress, plan for the next stage and keep parents informed. In Y2 further assessments are carried out supported by standardised tests in English and Mathematics. The results of these teacher assessments are then reported to parents in the end of year report.

## EYFS

There are seven areas of learning and development that shape our programme of study which are equally important and interconnected. The prime areas are:

- communication & language
- physical development, and
- personal, social and emotional development

The specific areas are:

- literacy
- maths
- understanding the world, and
- expressive arts & design

Individual needs, interests and stage of development of each child are considered to inform the planning of a challenging and enjoyable experience for all areas of learning and development.

Formative assessment is an integral part of the learning and development process in EYFS. Staff observe and shape learning experiences reflecting these observations.

In the summer term staff complete the EYFS profile giving a well-rounded picture of child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for year 1. Each child's level of development is assessed against the early learning goals and will be reported to parents as meeting expected levels, exceeding levels or not yet reaching levels (emerging).

## Key Stage 1

The National Curriculum sets our expectations at the end of the key stage. On-going formative assessment and half termly summative assessments support teacher judgements. These judgements are formed against national and age related expectations for each year group. Parents will be informed at the end of the year if their child is working towards expectations, meeting expectations or exceeding expectations.



## **OFSTED**

In November 2010 Ardleigh Green Infant School was inspected by an independent inspector as part of the national programme of school inspection. The Office of Standards in Education, a department of central government, commissioned the inspection. Ofsted found that:

“This is an outstanding school where pupils make excellent progress in all aspects of their development... Pupils’ attainment is high and their achievement is excellent... They thoroughly enjoy their education and this is borne out by their above average attendance and high levels of participation in lessons... Teachers and assistants have an extensive knowledge of every pupil and act speedily if any fail to meet the minimum expectations during lessons. Pastoral care is outstanding... All adults provide excellent levels of care for the pupils in and out of lessons”

*(Ofsted Nov 2010)*

A copy of the full report is available online.

## **Charges for School Activities**

The Education Reform Act 1988 states that the education provided during school hours must be free of charge. However, in order that some activities can continue to take place we may invite parents to make a voluntary contribution towards aspects of school e.g. swimming, visits, theatre groups, workshops, cooking ingredients etc. This is a voluntary contribution and no child will be excluded from such activities should his or her parent choose not to contribute.

The Governing Body of our school has adopted Havering’s Policy for these charges.

If the school organises an outing for a particular class that takes place mainly during the school day, parents will be asked to make a contribution towards the cost of that outing. There is no compulsion to pay, but we may say that unless a substantial majority of parents do make a contribution then such an outing is unlikely to go ahead. Should a school trip be planned the school will only use coaches with seat belts in accordance with Governing Body policy.

## **Documents available for inspection**

Our school website details statutory policies and documents. There are a number of documents and policy statements available in school for your inspection. These include:

- Full Ofsted report of this school
- All policy statements and schemes of work used by staff in our school
- A copy of our complaints procedures



## **Privacy Notice & Data Protection – Updated to comply with GDPR regulations 2018**

### **Use of your child's personal data**

Under data protection law, individuals have a right to be informed about how the school uses any personal data that we hold about them. We comply with this right by providing 'privacy notices' (sometimes called 'fair processing notices') to individuals where we are processing their personal data.

This privacy notice explains how we collect, store and use personal data about **pupils**.

We, Ardleigh Green Infant School, Ardleigh Green Road, Hornchurch, Essex, RM11 2SP, are the 'data controller' for the purposes of data protection law. Our data protection officer is Mr John Morris (see 'Contact us' below).

### **The personal data we hold**

Personal data that we may collect, use, store and share (when appropriate) about pupils includes, but is not restricted to:

- Contact details, contact preferences, date of birth, identification documents
- Results of internal assessments and externally set tests
- Pupil and curricular records
- Characteristics, such as ethnic background, eligibility for free school meals, or special educational needs
- Exclusion information
- Details of any medical conditions, including physical and mental health
- Attendance information
- Safeguarding information
- Details of any support received, including care packages, plans and support providers
- Photographs

We may also hold data about pupils that we have received from other organisations, including other schools, local authorities and the Department for Education.

### **Why we use this data**

We use this data to:

- Support pupil learning
- Monitor and report on pupil progress
- Provide appropriate pastoral care
- Protect pupil welfare
- Assess the quality of our services
- Administer admissions waiting lists
- Carry out research



- Comply with the law regarding data sharing

## **Our legal basis for using this data**

We only collect and use pupils' personal data when the law allows us to. Most commonly, we process it where:

- We need to comply with a legal obligation
- We need it to perform an official task in the public interest

Less commonly, we may also process pupils' personal data in situations where:

- We have obtained consent to use it in a certain way
- We need to protect the individual's vital interests (or someone else's interests)

Where we have obtained consent to use pupils' personal data, this consent can be withdrawn at any time. We will make this clear when we ask for consent, and explain how consent can be withdrawn.

Some of the reasons listed above for collecting and using pupils' personal data overlap, and there may be several grounds which justify our use of this data.

## **Collecting this information**

While the majority of information we collect about pupils is mandatory, there is some information that can be provided voluntarily.

Whenever we seek to collect information from you or your child, we make it clear whether providing it is mandatory or optional. If it is mandatory, we will explain the possible consequences of not complying.

## **How we store this data**

We keep personal information about pupils while they are attending our school. We may also keep it beyond their attendance at our school if this is necessary in order to comply with our legal obligations. Our Records Management Policy sets out how long we keep information about pupils.

*If you would like to access the Records Management Policy this can be found on the school website.*

## **Data sharing**

We do not share information about pupils with any third party without consent unless the law and our policies allow us to do so.

Where it is legally required, or necessary (and it complies with data protection law) we may share personal information about pupils with:

- Our local authority – to meet our legal obligations to share certain information with it, such as safeguarding concerns and exclusions



- The Department for Education
- The pupil's family and representatives
- Educators and examining bodies
- Our regulator (Ofsted)
- Suppliers and service providers – to enable them to provide the service we have contracted them for
- Financial organisations
- Central and local government
- Our auditors
- Survey and research organisations
- Health authorities
- Security organisations
- Health and social welfare organisations
- Professional advisers and consultants
- Charities and voluntary organisations
- Police forces, courts, tribunals
- Professional bodies

## **National Pupil Database**

We are required to provide information about pupils to the Department for Education as part of statutory data collections such as the school census.

Some of this information is then stored in the National Pupil Database (NPD), which is owned and managed by the Department and provides evidence on school performance to inform research.

The database is held electronically so it can easily be turned into statistics. The information is securely collected from a range of sources including schools, local authorities and exam boards.

The Department for Education may share information from the NPD with other organisations which promote children's education or wellbeing in England. Such organisations must agree to strict terms and conditions about how they will use the data.

For more information, see the Department's webpage on how it collects and shares research data.

You can also contact the Department for Education with any further questions about the NPD.

## **Transferring data internationally**

Where we transfer personal data to a country or territory outside the European Economic Area, we will do so in accordance with data protection law.

## **Parents and pupils' rights regarding personal data**

Individuals have a right to make a '**subject access request**' to gain access to personal information that the school holds about them.



Parents/carers can make a request with respect to their child's data where the child is not considered mature enough to understand their rights over their own data (usually under the age of 12), or where the child has provided consent.

If you make a subject access request, and if we do hold information about you or your child, we will:

- Give you a description of it
- Tell you why we are holding and processing it, and how long we will keep it for
- Explain where we got it from, if not from you or your child
- Tell you who it has been, or will be, shared with
- Let you know whether any automated decision-making is being applied to the data, and any consequences of this
- Give you a copy of the information in an intelligible form

Individuals also have the right for their personal information to be transmitted electronically to another organisation in certain circumstances.

If you would like to make a request please contact our data protection officer.

Parents/carers also have a legal right to access to their child's **educational record**. To request access, please contact Mrs V Morris, Head Teacher.

## Other rights

Under data protection law, individuals have certain rights regarding how their personal data is used and kept safe, including the right to:

- Object to the use of personal data if it would cause, or is causing, damage or distress
- Prevent it being used to send direct marketing
- Object to decisions being taken by automated means (by a computer or machine, rather than by a person)
- In certain circumstances, have inaccurate personal data corrected, deleted or destroyed, or restrict processing
- Claim compensation for damages caused by a breach of the data protection regulations

To exercise any of these rights, please contact our data protection officer.

## Complaints

We take any complaints about our collection and use of personal information very seriously. If you think that our collection or use of personal information is unfair, misleading or inappropriate, or have any other concern about our data processing, please raise this with us in the first instance.

To make a complaint, please contact our data protection officer.

Alternatively, you can make a complaint to the Information Commissioner's Office:

- Report a concern online at <https://ico.org.uk/concerns/>
- Call 0303 123 1113



- Or write to: Information Commissioner's Office, Wycliffe House, Water Lane, Wilmslow, Cheshire, SK9 5AF

## Contact us

If you have any questions, concerns or would like more information about anything mentioned in this privacy notice, please contact our **data protection officer**:

- Mr J Morris, Head Teacher, Ardleigh Green Junior School 01708 443014.

*This notice is based on the Department for Education's model privacy notice for pupils, amended for parents and to reflect the way we use data in this school.*

## Pupil Premium

Part of the school's budget is allocated through the Pupil Premium. The Pupil Premium is allocated to raise the attainment of disadvantaged pupils and close the gap between them and their peers. Pupil Premium is available for each child registered as Free School Meals at any point in the last 6 years. The school is allocated £1,320 per child. This money enables us to continue with additional support groups for children who need extra help with basic skills, extra teaching staff and resources to narrow any gap. In some instances it can provide funding to assist with school trips and activities that enrich the school experience in both term time and holidays.

If you are in receipt of any the following you may be eligible for Pupil Premium:

### Income Support

Income – based Jobseekers' Allowance

Income – related employment and support allowance (ESA IR)

Support under part IV of the Immigration and Asylum Act 1999

Guaranteed element of State Pension Credit

Child Tax Credit (provided you are not entitled to Working Tax Credit and your annual income (as assessed by Revenue and Customs) does not exceed £16,190)

Havering Council has to check that you are in receipt of the qualifying benefits to claim the grant but will not know which benefit it is. To help the school receive additional funding you can register your eligibility by either: using the Council's website or contacting them directly on 01708 434343.

<http://www.havering.gov.uk/Pages/Services/Free-School-Meals.aspx>

Full details of the Pupil Premium Grant are available to view on the website.

## Additional Support

In all year groups there are support groups for Maths, English and Speech, language and social communication. Teaching Assistants follow programmes that have been developed by the teaching staff. Groups are no bigger than six per adult. Sessions take place in the morning and the afternoon and last for just ten minutes each time. Additional staff are used for reading and speech and



language support. Children's progress is reviewed regularly and groups are changed to take account of changing need. Staff have dedicated time to support children with specific needs.

There are small groups held at lunchtime to develop positive relationships and social awareness.

## **How to make a complaint**

As a requirement of the Education Reform Act, the Local Authority has developed formal procedures that specify how complaints about the curriculum and collective worship are to be handled. (These procedures are not concerned with complaints about the actions of individual members of staff, the head teacher or matters other than the curriculum and collective worship.)

When a complaint about such matters is made it should be dealt with, in the first instance, through informal discussion with the head teacher, as is the established practice in the school. In the rare instance when a matter cannot be resolved informally, the next stage is for it to be considered by the Governing Body as a formal complaint.

A copy of the complaints procedure is available on request.

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*September 2019 - All information correct at time of printing*