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'Learners Today, Leaders Tomorrow'

Elmwood Infant School & Nursery

Prospectus

2017-2018

Lodge Road, Croydon, CR0 2PL

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Article 29: Education must develop every child's personality, talents and abilities to the full.

Article 17 Every child has the right to reliable information



Summer 2017

Dear Parent/Carer

The staff, children and governors would like to welcome you to our school.

At Elmwood Infant School and Nursery we are committed to a caring ethos in which the emphasis is on achievement for all. The UNICEF convention on the rights of the child underpins our values and ethos and we have high expectations of learning and behaviour, seeking to do all that we can to ensure that the whole school community succeeds.

We believe that parental involvement and support is vital if children are to reach their full potential and look forward to working in close partnership with you.

Our school provides a happy, secure and stimulating environment. With encouragement and support from you and us, your child will, we are sure, have the confidence to meet each new challenge and become leaders of the future.

Yours sincerely,

Zoe D Harris
Headteacher

Our Aims



At Elmwood Infant School and Nursery, we aim:

- * To motivate and inspire children to 'be the best that they can be' through a broad, balanced and enriching curriculum
- * To do our best to enable children to become literate, numerate and competent with computing to at least age expectations
- * Never to put a ceiling upon what we expect children to achieve – everyone can be excellent at something
- * To encourage children to take responsibility for themselves and to be self-disciplined, self-confident and to think of others
- * To support children in acquiring knowledge and skills relevant to life in a fast changing world
- * To develop a positive partnership between all staff, parents/carers, governors and members of the community – we are all working together to benefit our children
- * To provide a safe, secure, healthy and stimulating environment in which all children have a sense of social well-being, can succeed and be respected for who they are

Our Motto

'Learners Today, Leaders Tomorrow'

Our school community decided that this was a motto that best reflected our values and vision for the pupils of Elmwood Infant School and Nursery.



Our Long Term Aims

Sep 2015 - Aug 2018



- ✓ Much of the teaching over time to be outstanding and never less than consistently good.
- ✓ To improve standards in Writing across the school so that they are in line with Reading and Maths, particularly at the higher levels.
- ✓ All pupils, regardless of their starting point, to make sustained progress, leading to outstanding achievement by the end of KS1.
- ✓ Improved outcomes for children in the Early Years, including the establishment of a highly stimulating outdoor learning environment.
- ✓ To aim for 'outstanding' Personal Development, Behaviour and Welfare across the school and in doing so, to have become a Level 2 Rights Respecting School.
- ✓ Develop leadership across the school so that every leader and governor has a deep and accurate understanding of the schools effectiveness informed by the views of pupils, parents and staff.
- ✓ Maintenance and further development of a broad range of (successful) strategies for engaging with parents and providing guidance about how to support their child to improve.
- ✓ The new National Curriculum is firmly embedded; Elmwood's curriculum has been updated to ensure it is broad, balanced and inspires pupils to learn.
- ✓ To use Computing innovatively as a tool for teaching and learning.



Equalities Commitment

At Elmwood Infant School and Nursery we are committed to equality of opportunity and celebrate the diversity of our school community. We aim to promote a positive learning environment in which each person is valued and respected for their ethnic and linguistic background, gender, faith, class, ability, sexuality and age.

We do recognise that we have to be vigilant in countering un-fair practices and we oppose all forms of harassment, discrimination, prejudice and bullying.

All learners are of equal value.

We see all learners and potential learners, and their parents and carers, as of equal value:

- *Whether or not they are disabled;*
- *Whatever their ethnicity, culture, national origin or national status;*
- *Whatever their gender or gender identity;*
- *Whatever their religious or non-religious affiliation or faith background;*
- *Whatever their sexual identity.*

We recognise and respect difference.

Treating people equally does not necessarily mean treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face in relation to:

- *Disability, so that reasonable adjustments are made;*
- *Ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised;*
- *Gender, so that the different needs and experiences of girls and boys, and women and men, are recognised;*
- *Religion, belief or faith background;*
- *Sexual identity.*

We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.



Organisation



Elmwood is a four-form entry Infant school with two nursery classes for children from 3 to 7 years. We are a community school maintained by the London Borough of Croydon.

Each class is taught by its own class teacher and there is a teaching assistant or early years educator working in every class to aid teaching and learning. We also employ bilingual staff to support children in their first language and additional support assistants specifically for children

with identified special educational needs. All children are in mixed ability classes but within each class children will be taught in a variety of groupings.

Times of the School Day:

Classroom doors open from 8.50am and registration takes place promptly at 9am. The school day finishes at 3.10pm. There is one morning break (15 minutes) for all children in Y1 and Y2 and lunch time lasts for an hour although this is staggered to ensure all children have an enjoyable lunchtime experience.

Punctuality and Attendance:

Punctuality and regular attendance are very important and research has shown that there is a strong correlation between good attendance and high achievement. Please ensure that children attend school regularly and arrive at school on time. The classroom doors open at 8.50am and close promptly at 9am, along with the gates to the playground. Children should always be collected promptly from their classroom at 3.10pm.

Assembly:

We have a daily assembly that includes time for collective worship, personal reflection or prayer. Parents have the right to withdraw their child(ren) from assembly – you may find it helpful to discuss this aspect of the school day with the Headteacher before making up your mind.

Lunchtime:

This is for an hour and the time will vary depending on the year group your child is in. The cost of a school meal is free for all children in Reception and Years 1 and 2.

As an alternative to school dinners, you may decide to send your child(ren) to school with a packed lunch. If you choose this option, please ensure all lunch boxes are clearly labelled with your child(ren's) name.

Free School Meal Eligibility:

Whilst all children in Reception, Year 1 and Year 2 are entitled to a free school meal, some children are eligible for additional funding which generates important income for the school, aimed at reducing barriers to learning. To find out whether your child is eligible for this funding, please speak to the school office.

School milk, water and fruit:

Milk is available free for all children under the age of five. We also encourage children to bring water to drink during the school day and fruit is supplied free for a snack during the morning break. Please do not fill drink or water bottles with juice.

Breakfast Club:

Our breakfast club is managed and run by Elmwood Infant School as part of our wider services to the community. It provides a welcoming, safe, secure environment for pupils before the beginning of the school day. The breakfast club operates under the same set of policies and procedures as the school; copies of which are available upon request or can be found on our school website.

Breakfast club is open to Elmwood Infant School pupils (Reception, year 1 and year 2) and to siblings who attend Elmwood Junior School (subject to the attendance of the Infant pupil) from 8:00am to 8:50am. The cost per session is £4.

After School Club:

We hope to have established an after school club from September 2017. Watch out for more information about this exciting development. The cost per session will be between £7 and £9.

Governors

Our Governing Board aim to ensure that Elmwood Infant School and Nursery provides the very best it can for your child. The board consists of a team of twelve people; parents, Local Authority representatives, co-opted representatives and staff. They meet regularly to plan for the future of the school and are there to support and advise parents too.

Our Chair of Governors is **SHERIFA TURAWA** and she can be contacted via the school office. More details about our Governing Board can be found on our website.

Other Governors are:

Pauline Thomson – co-opted
Stephanie Williams – co-opted
Annette Williams - co-opted
Wayne Saul – co-opted
Muhammad Ali (Vice Chair) - parent
Sherifa Turawa - parent

Victoria Maltby– parent
Zoe Harris - Headteacher
Nick Burrows – co-opted
Dun Kuti – co-opted
Esther Payne – staff



Holiday Dates

AUTUMN TERM	
School Opens	06/09/2017
School Closes for half-term	20/10/2017
School Opens	31/10/2017
School Closes for end of term	20/12/2017
INSET days	Monday 4 th September 2017 Tuesday 5 th September 2017 Monday 30 th October 2017
SPRING TERM	
School Opens	03/01/2018
School Closes for half-term	09/02/2018
School Opens	19/02/2018
School Closes for end of term	29/03/2018
SUMMER TERM	



School Opens	16/04/2018
School Closes for half-term	25/05/2018
School Opens	05/06/2018
School Closes for end of term	20/07/2018
Bank holiday	Monday 7 th May 2018
INSET day	Monday 4 th June 2018
	Monday 23 rd July 2018

Please do not plan your holidays during term time. Children should attend school for the maximum number of days possible, since long or regular absences have a detrimental effect on learning and achievement.



Entry Arrangements for Reception Children – September 2017

- Wednesday 6th – Tuesday 12th September - home visits or a school based 1:1 meeting between staff, parents and the child.
- Wednesday 13th - Friday 15th September - children attend for the morning session or afternoon session; this will be confirmed in the information pack you will receive at the Open Evening in June.
- Monday 18th and Tuesday 19th September - children attend for their morning or afternoon session and lunchtime.
- Wednesday 20th September - children will attend full time unless this arrangement is inappropriate for your child and, if this is the case, we may ask you to keep a part-time arrangement for longer.

Entry Arrangements for Nursery Children – September 2017

- Wednesday 6th September - registration day for all children.

- Thursday 7th and Friday 8th September - children attend for a short session (1 ¼ hours) either in the morning or the afternoon.
- Monday 11th September - children attend their full session unless this arrangement is inappropriate for your child. If this is the case, we will discuss with you a more suitable transition plan.



School Uniform List

Boys:

- White or blue school shirt (**or white or light blue polo shirt**).
- Grey trousers or shorts.
- School tie (optional to wear with shirt).
- Navy blue school jumper (**or school sweat shirt**).
- Grey socks.



Girls:

- White blouse (open-neck or shirt type) (**or white or light blue polo shirt**).
- School tie (optional to wear with shirt).
- Navy blue jumper or cardigan (**or school sweat shirt**).
- Navy blue skirt or tunic.
- Grey or navy blue school-type trousers.
- Navy and white striped or checked dress (summer).
- White socks or navy blue tights.

All children:

- Sensible shoes (black or dark blue).
- Sensible school type coat (preferably navy blue).

PE kit (unisex)

- Navy blue shorts and yellow or navy blue T shirt for both boys and girls.
- Plimsolls for indoor PE (elastic fronted ones are helpful for infants).
- Trainers for outdoor games.

Labelling:

Please ensure that each item of clothing is clearly labelled – it is very difficult to identify the owner of unlabelled sweat-shirts when, apart from the size, they all look the same! Please note that the school is NOT responsible for lost clothing.

Jewellery:

Wearing jewellery to school is not allowed – it sometimes gets lost or broken and can be dangerous. Exceptionally, if your child has pierced ears, then s/he may wear small studs.

Uniform supplier:

Our school uniform supplier is Hewitts of Church Street in Croydon. They also have a website where parents and carers can order uniform online for collection or delivery. Please visit:

www.hewittsofcroydon.com

However, apart from the school sweat shirts, most items can be bought from any high street shop.

School water bottles (£1.50), P.E bags (£2.00) and book bags (£3.50) are available from the school office.

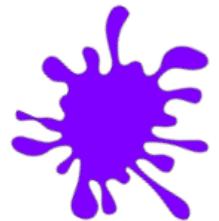
Partnership with Parents/Carers and the Community

Parents/Carers are valued members of our school. We positively welcome parents/carers into school, believing strongly that, in order to achieve the best for our children, we must work together in partnership. There are regular, formal meetings for parents/carers to discuss their children's progress and we are always willing to meet informally if you have questions or concerns. There are also opportunities for adults to help in school and many become closely involved and are able to make a regular commitment. Any help you feel able to offer or expertise you are able to share would be very gratefully received.

If you would like to help in school, you will be asked to complete a police check form which is available from the school office. A variety of workshops are also offered each year depending on the needs identified by parents.

We aim to promote the school positively within **The Community** as we believe this helps to raise children's self-esteem and helps them to develop a positive image of themselves, their friends and their families. Some of the ways in which we do this are by:

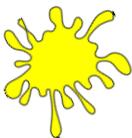
- inviting people into school to talk to children;
- taking children on local outing;
- having family assemblies;
- learning about various religions and cultural traditions;
- ensuring that our displays reflect the rich and varied community in which we live.



The following documents are available from the school:

- All statutory instruments and circulars sent to the school by the DfE about the curriculum, the foundation stage curriculum and the national curriculum.
- Published OFSTED reports on the school.
- Our policies and schemes of work.

Please ask at the office if you would like a copy of any of these documents. Do not hesitate to discuss any questions you may have with the Headteacher or your child's class teacher.



Road Safety

With over 400 children attending Elmwood Infant School and a further 480 attending the juniors, you can imagine how busy it gets at the start and end of the day. Lodge Road gets incredibly congested and at these times and we kindly request that you park safely and with consideration for our neighbours.

Across the next year we are hoping to achieve SILVER accreditation for our work on our School Travel Plan and encourage you to walk to school as often as possible. Scooter and cycle pods are available in the playground so that children can scoot or cycle to school and leave them safely in the playground until the end of the day. Please make sure that scooters and bikes are secured to the pods with a padlock.

Please follow our Road Safety guidance below to help keep everyone safe:



- Parking outside the school gates (on the zig zags) makes it **very** dangerous for everyone.
- Mounting the kerb is also incredibly dangerous and puts pedestrians at risk, especially young children.
- Please avoid parking across the driveways of our neighbours.
- Parking opposite the school next to the central island makes it very difficult for vehicles to get past. It stops parents and children crossing safely as it blocks the dropped kerb.
- Never pull up in traffic/outside the gates and let your child jump out of the car whilst you are still at the wheel. This is against the law and puts your child at risk of being run over.
- Be mindful of pedestrians as you open car doors.
- To avoid collision, please dismount from bicycles before entering the school premises and ask children to get off their scooters at the school entrance.
- Inconsiderate parking prevents the emergency services from getting past.
- Parking across the entrance to the school car-park prevents access for staff and emergency services.
- We'd rather you be a few minutes late at the start or end of the day than park dangerously.

We work hard as a community to ensure everyone feels safe at this school and appreciate your support in achieving this



Teaching and Learning

All children learn best when -

- ✓ They are well motivated and interested in their work and learning and when they are positively supported, valued and encouraged. Getting things wrong is O.K – their ideas and views are respected.
- ✓ They apply literacy, numeracy and ICT skills across the curriculum to contextualise learning and enrich experiences.
- ✓ They know what is expected of them – when learning objectives are shared and success criteria made explicit.
- ✓ They are expected to do their best and improve on past achievements. High standards of work and behaviour are expected and they are given feedback on how they are doing.
- ✓ The work is matched to their abilities, challenges are planned and they are effectively organised for learning.
- ✓ They have opportunities to use their learning skills to make choices, decisions and take some responsibility for their work and learning. They are encouraged to ask questions, think things through, solve problems and follow their own line of enquiry.
- ✓ Classrooms and resources are organised so that children can be independent. The learning environment is rich and stimulating and displays are of a high quality demonstrating how teachers value children's work whatever their prior attainment.
- ✓ The curriculum is culturally enriched – children can identify with texts, resources, events they are taught about.
- ✓ Parents/carers are working in partnership with the school to support children's learning.
- ✓ They are given opportunities to evaluate and return to their work – to refine or extend it.

Super Skills

Our Super Skills are ten learning behaviours which help to enable children to succeed in their learning, school life and future. The Super Skills are an integral part of our approach to teaching and learning and are referred to regularly throughout the school day. The ten skills are:

Perseverance

Independent

Inquisitive

Creative

Communication

Collaboration

Confident

Reflective

Organised

Adventurous



Rights Respecting School

Elmwood Infant School and Nursery aims to be a place where every aspect of a child is focused on and developed, including the area of well-being. As part of our school's aims to promote a happy and successful school, we are working towards recognition as a **Level 2 Rights Respecting School**. This is an award which is given to schools on behalf of UNICEF.

A UNICEF Rights Respecting School is a community where children's rights are learned, taught, practiced, respected, protected and promoted. Children's rights are at the heart of our curriculum as we want children to be the best they can be (Article 29 – Education must develop every child's personality, talents and abilities to the full). The 'Rights Respecting School' award (RRSA) help our pupils to grow into confident, caring and responsible young citizens both in school and within the wider community. By learning about their rights, our pupils, your children, also learn about the importance of respecting the rights of others i.e. their responsibilities.



Promoting British Values

The DfE have recently reinforced the need *“to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.”*

As a school we serve a very diverse community, with over 95% of children from an ethnic group other than White British. We are incredibly proud of the diversity of our school and the richness that this brings. We are committed to ensuring that our community works collaboratively and have lots of strategies in place to support this approach:

- Specialist EAL teachers and bi-lingual support staff, who can often support children in their home language and liaise with parents who may not speak English themselves
- Learning mentors support black children who may be underachieving or at risk of underachieving in the classroom
- Workshops for parents to help improve understanding of how to support their children's learning and to use their many strengths and talents to support the school. For example in the “Story Sack” workshops parents have designed and produced some very valuable resources that support the literacy, maths and RE curriculum
- A welcoming environment to parents with coffee mornings, displays celebrating our families links around the world and the different languages they speak, a stay and play group, regular opportunities to speak to teachers and senior leaders in the school
- A well-resourced culturally diverse curriculum that includes many opportunities to promote positive images of the families within our school's community



The Curriculum and Organisation of Learning

Classes are arranged according to age and are of mixed ability. Within classes, children sometimes work individually, sometimes with a partner, sometimes in a mixed ability group and at other times they are grouped according to their prior attainment. Teachers deliver whole class lessons as well as supporting smaller groups and/or individuals, as appropriate.

The Early Years/Foundation Stage Curriculum

Children in 'The Early Years/Foundation Stage' (our nursery and reception classes) work towards the Early Learning Goals, whilst the rest of the school work from the programmes of study in the National Curriculum. Teachers plan a broad, balanced and stimulating curriculum for the children in their care. The Governing Board receives regular feedback on curricular issues, including achievement, from the Headteacher, subject leaders and the governor's curriculum sub-committee.



We intend that the curriculum offered to our four and five year olds should be both challenging but appropriate to meet their developmental needs and abilities. Many learning skills are developed through structured play activities and may involve exploration with the senses, the fostering of imagination and communication skills and will be rooted in first hand experiences. We recognise that parents are their children's first and most important teachers and much important learning takes place as parents and children share every day activities together. Whilst the early years/foundation stage curriculum is not ordered into subjects it is clustered into areas of learning – personal, social and emotional development (PSED), physical development, communication and language, literacy (reading and writing), mathematics, understanding of the world, expressive arts and design.

In Key Stage 1 the curriculum is organised into subjects that must be taught, although our staff try to make links between subjects in order that children make connections in their learning.

English

Through a consistent and carefully planned approach to English, we aim to ensure that all children at our school:

- read fluently and accurately with understanding and feeling;
- develop a legible style of handwriting and good standards of spelling, punctuation and grammar;
- communicate clearly and confidently in speech and writing in ways appropriate for a variety of occasions and purposes;
- listen attentively and with understanding;
- learn how to acquire information from various sources, including ICT, and use research skills to enhance learning;
- develop pride in all aspects of their language work and present well their finished pieces of work.

From Y1 to the end of Y2 we follow the national curriculum programmes of study for English and we also have a daily literacy lesson. To develop **speaking and listening** skills children are encouraged to participate in discussion, to work collaboratively, to respond to adults and peers appropriately and to undertake a variety of roles in drama, imaginative play and assemblies.

Reading has a very high priority at our school. We use a holistic approach reading which includes daily guided reading and phonics, word recognition and comprehension strategies and is enriched by good quality literature that children are encouraged to select, read and enjoy from the earliest stages. Children are encouraged to regularly take books home to read with an adult and we use a reading contact book to promote a dialogue between home and school.

Children in the foundation stage, Y1 and Y2 are taught **phonics** every day. This is sometimes in class groups but is more often in small groups organised by the 'phonic phase' the children are working in.

Children **write** for a wide variety of purposes and for different audiences both in their English lessons and when working in other areas of the curriculum. We have high expectations about the content of children's work and about their spelling, punctuation and grammar which are taught and developed in the context of written tasks.



Mathematics

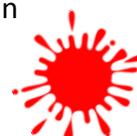
Mathematics at Elmwood Infants' is based on the National curriculum programmes of study for maths. Teachers plan their lessons from the objectives within the different strands of mathematics – Number, Measurement, Geometry and Statistics. Each class in KS1 has a daily mathematics lesson appropriate to the age and prior attainment of the children in class.

We place strong emphasis on mental mathematics and children are encouraged to develop a wide range of strategies to solve problems and to answer questions. We also ask them to share their ideas and explain the strategies they have used. We expect children to fully participate in maths lessons. We aim to enthuse them through an interactive, problem solving, approach making links with other areas of the curriculum and with real life situations.

We are very well resourced for participative mathematic lessons and we aim to develop children into confident mathematicians who have an appreciation and fascination for mathematics. We want children to know that mathematics develops flexibility of the mind and provides a systematic way of working through problems.

Science

Scientific explorations at Elmwood will involve children investigating living things, materials and physical processes. We aim to encourage children to acquire scientific skills and understanding by providing a range of relevant but practical first-hand experiences. We hope to develop enquiring minds and children who are willing and confident to tackle problems and challenges. We encourage children to observe carefully what happens and we encourage them to find answers to real questions. Children will be given opportunities to communicate their findings in various ways and to find links to help them to interpret their evidence.



Computing (ICT)

This area of the curriculum is concerned with handling information by electronic means and has a critical role in supporting learning at all levels and across a broad range of activities. It enables children to work both independently and with others, developing skills necessary for life in the 21st century.

At Elmwood Infants' children use laptops or notebooks in the classrooms to develop their computing skills and to support learning in other areas of the curriculum. All classrooms have at least three networked desktop computers with access to the internet. All classes have access to interactive whiteboard technology.

Design Technology (DT)

Design and technology helps prepare our children to participate in our rapidly changing world. This subject helps children to become independent, creative problem solvers as they look for needs, wants and opportunities to create their designs. Through evaluating 'what went well' and 'what they could do to improve', we hope children will become discriminating innovators.

Physical Education (PE)

Physical education is an essential part of our school curriculum and our children's education. Team work, sporting attitudes and personal excellence are all encouraged through our PE curriculum which encompasses dance, games and gymnastic activities. We have weekly sporting enrichment activities and an after school football club. The DfE has provided schools with a Sports Grant for the past few years and at Elmwood this funding is used to provide additional sports and PE opportunities for children across the school.

Geography

Children in Key Stage 1 are encouraged to develop an awareness of their local surroundings and community. For example, they discuss the local environment, local services and the work people do. They also begin to consider places beyond their locality and to find simple comparisons.

Geographical skills – using pictures, diagrams and maps – are developed, as is the use of geographical language.

History

Through history we aim to help our children gain an understanding of the achievements of past generations so that they will begin to understand how change takes place and what effect this has on people's lives. Wherever possible, we try to give our children first-hand experiences and to provide opportunities for them to use evidence, artefacts and documents. These help them make connections and to find the answers to key questions. Much of our work in history is supported by visits to places of historical interest or by visitors and theatre groups with expertise to share.

Art and Design

Art and design offer a distinctive way of learning where seeing, feeling, thinking and making are combined in a powerful form of visual and tactile communication. We attempt to create an ethos in which our children believe in their talents and feel proud of their art and design work.

Children at Elmwood Infants' have the opportunity to work both individually and collaboratively using a variety of materials and mediums. They are encouraged to be creative and imaginative and to take risks with their work. To help children develop their own creativity, we teach knowledge, understanding and respect for the achievements of a range of artists, craftspeople and designers from a variety of cultures both past and present.





Music

At Elmwood Infants' music is important! From the reception class, children are taught about different aspects of music and develop their musical skills. Our Y2 school choir rehearses every week and we have music sessions for children in the reception classes and Y1. We sometimes have visits from musicians and dancers who provide a range of musical experiences such as djembe drumming or Bollywood dancing.



During the year there are four school concerts. The nursery children perform a Christmas concert; there is another Christmas concert in which all the reception children are invited to participate; Y1 children participate in a spring production and our summer production involves children from Y2 and the choir. All concerts are extremely well attended and popular.

Religious Education

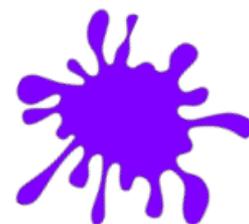
Religious education is related to human experiences and helps children explore a range of religious beliefs and practices. Through RE teaching we want children to develop positive attitudes and values such as a respect for the beliefs of others, positive self-esteem and an appreciation of the natural world. At Elmwood infants', our RE teaching reflects the main Christian traditions whilst taking into account the teaching and practices of other principal world religions.

Parents have the right to ask that their child(ren) be excused wholly or partly from RE lessons and from collective worship. Please discuss any difficulties with the Headteacher before making a decision about withdrawing your child.

Personal, Social and Health Education

Provision for PSHE is made through other subjects and through a weekly 'circle time' session. We also have a democratically elected school council to represent their own and other children's views on school issues. Our PSHE programme underpins the ethos of the school and aims to help our young people to develop the self-confidence and self-esteem necessary to:

- stay as healthy as possible;
- keep themselves and others safe;
- have worthwhile and fulfilling relationships;
- respect the differences between people;
- develop independence and responsibility;
- play an active role as members of a democratic society;
- make the most of their own and others' abilities.



We do not have discrete lessons for sex and relationship education (SRE). We seek to create an environment where children feel able to ask questions naturally which we will aim to answer truthfully to a level appropriate to their age and understanding. We aim to ensure that we complement family teaching where it exists and lay foundations for healthy understanding about relationships. As with all other school policies, our policy and scheme of work for PSHE and SRE is available for all parents to see.

Extra-curricular activities

What is available varies depending on the interests and expertise of staff. During the past year we have had:

- football clubs
- choir
- maths club
- recorder club
- street dance
- gymnastics
- friendship club
- dodgeball
- multi skills
- ballet
- story telling
- British Sign Language



We are committed to planning educational visits and activities to enrich the curriculum and enable children to experience first-hand the curriculum we are trying to make real for them in the classroom. We are also committed to keeping the cost of these as low as possible.

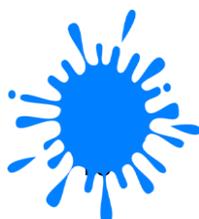
Homework

Homework can make an important contribution to children's progress but it is optional – if it is not done it is not the end of the world! At Elmwood, homework consists of different learning activities which support the work children are doing in class.

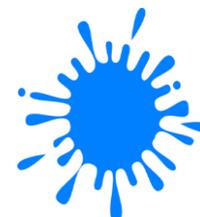
- * It will be set regularly so that everyone - teachers, children parents and carers - know what to expect each week.
- * Children will be most successful when they and their parents/carers are very clear about what they need to do and understand and support the homework programme.
- * Children will receive feedback on their work which will include remarks or stamps to acknowledge it has been looked at.
- * Time spent on homework will vary and need not be done formally or without help.
- * Homework need not, and should not, get in the way of other activities which children may do after school.

Please refer to our Home Learning Policy (available on our website) for more information.

In addition to the above, we will keep you informed through a curriculum newsletter which we will send home each half term. This will include information about our plans for children's learning for the half term and the English and maths targets that the children in the different year groups will be working on.



Behaviour



As a Right Respecting School, we believe that teaching children about their rights will promote positive behaviours and develop successful, responsible citizens for the future.

At Elmwood Infant School, we believe good behaviour is based on mutual respect. This starts from the moment the child enters school in the way that adults interact with the children, children interact with adults and the way children interact with each other. Through our behaviour policy we aim to promote a positive learning environment in which each person is valued and respected for their cultural and linguistic backgrounds, gender, faith, class, ability, sexuality and age. Our policy is available to download from our website.

Home/School Agreement

To support us in achieving a school of well-behaved children focused on teaching and learning please read our home school agreement and, when signed, return it to school.

School Policy Statement on Bullying

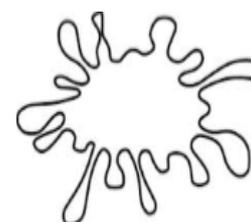
At Elmwood, a rights respecting ethos is embedded throughout our school. The children are taught about the values, attitudes and skills which foster mutual respect and caring towards others, creating an effective and caring school.

We are committed to providing a caring, friendly and safe environment for all of our pupils and staff so they can learn and thrive happily together. Bullying is unacceptable behaviour and can take a number of forms - Emotional, Physical, Verbal, Racist and Cyber.

Elmwood strives to create a safe environment where children can learn and play, can talk about their worries and feel confident that an adult will listen and offer help. We recognise our duty of care and responsibility to safeguard our children from harm and free from the effects of bullying.

We are a TELLING school. This means that anyone who knows that bullying is happening is expected to tell the staff. When bullying has been reported, we will always investigate and respond to alleged incidents. The school will ensure the safety of the child being bullied and improve behaviour from children involved in the bullying.

Inclusion



At Elmwood Infants', we have a commitment to:

- setting suitable learning challenges for all children;
- responding to pupils' diverse language and learning need;
- developing a strong school ethos for mutual respect for everyone in our school community
- doing all we can to overcome potential barriers to learning and assessment for individuals and groups of children.

We aim to achieve this by using all the information available to us to identify children, or groups of children, who are risk of underachieving and putting in place strategies to enable them to make progress and improve their prior achievements.

Special Educational Needs (SEN)

For some of our children, learning at school can be harder for other children of a similar age. They may have difficulties which are:-

- specifically related to areas of language or mathematics;
- more general, covering some or all aspects of school work;
- connected with sight, hearing or speech;
- emotional or behavioural;
- of a physical nature.



Our belief at Elmwood Infants' is that children with special educational needs have the same right as others to a good education with full access to the national curriculum. We believe in everyone working together in the best interests of the child. We try to address the needs of the child in a variety of appropriate ways according to the severity of the difficulty and the resources available.

For many children, their needs will be met within the classroom setting and they may have an SEN Support Plan to support their learning and /or development. At this stage the class teacher or teaching assistant will probably provide any extra help that may be necessary. In some cases, children with learning difficulties of a specific or general nature may require further support from our specialist members of staff for children with SEN. This will be provided in a small group situation in or out of the classroom after discussion with parents/carers.

We encourage parental involvement as children benefit from a strong home/school link. We always consult with parents/carers and keep them informed of progress or difficulties. In some circumstances it may be necessary to consult with outside agencies for advice, e.g. Educational Psychologist, Speech and Language Therapy, but always with prior parental permission. For a few children, an Education, Health and Care Plan may need to be drawn up. We encourage parents/carers to keep the school informed of any changes or concerns they may have.

Our Inclusion Manager - Special Educational Needs Co-ordinator (SENCo) - is the Assistant Headteacher, Ms. Walsh although other key members of staff will be working to ensure successful inclusion and access strategies for children having difficulty with either Maths or English. If you have any concerns about special educational needs, Ms Walsh will be very happy to discuss them with you.

More able children

We endeavour to motivate all our children to excel at something. This may be intellectually, but it may also be spiritually, emotionally, socially or physically. We recognise that praise and appreciation of each child's strengths can enable a child to feel valued as an individual and therefore able to build on success. Our aim at Elmwood Infants' is to make appropriate provision for our higher attaining children who show exceptional ability or outstanding potential. The school's role is to identify and develop special talents and high attainment through a planned programme of recognition and support.

Ethnic Minority Achievement.

Whatever their starting point we aim to ensure that all children fulfil their potential as learners. To do this we take every opportunity to celebrate the diversity of our schools community so that all children and their families feel valued and respected and have a sense of belonging to the school. We set suitable learning challenges and employ a range of teaching strategies that respond to children's diverse learning and language needs. We plan and deliver a culturally inclusive curriculum that reflects the experiences and interests of children from different cultural groups and create good conditions for learning through the culture and ethos of the school. We also strive to develop a strong partnership with parents.

In addition, the Inclusion Manager will work with staff to identify children from ethnic minorities who are at risk of underachieving (and children with English as an additional language) and work with class teachers to monitor the progress of targeted groups. The EMA team, which include a teacher, a bilingual nursery nurse and a number of bilingual teaching assistants, will also plan programmes of intervention with mainstream teachers for targeted groups and provide English language and curriculum support in mainstream classrooms.

Medicines in School

This school is welcoming and supportive of children with medical conditions. It provides children with medical conditions with the same opportunities and access to activities (both school based and out-of-school) as other children.

Although there is no legal duty which requires school staff to administer medication staff may administer medication to children provided that the parent/carer has completed an Administration of Medication Form in line with our Medical Needs Policy. Details about allergies must be shared with the school before admission so that we can make sure the needs of your child are attended to.

Sometimes children become unwell in school and, if necessary, the parents/carers are contacted and asked to collect the sick child. Trained first-aiders will deal with minor injuries (usually sustained at playtimes!) In the case of anything serious, parents are always contacted and we may recommend that medical advice is sought.

Safeguarding

Our school believes that safeguarding and promoting the welfare of children is everyone's responsibility. Every member of staff who comes into contact with children and their families has a role to play in safeguarding children. In order to fulfil this responsibility, every member of staff is instructed to take a "Child Centered" approach, considering at all times what is in the **best interests of the child**.

Our school will ensure that all children are safeguarded by actively encouraging members of staff to work together proactively with children and families who may need help, and for this to happen as soon as possible so that children are protected from any further emotional and physical harm.

Aims

To ensure our school safeguards and promotes the welfare of all children, we are committed to achieving the following aims:

1. To provide all staff with the necessary professional development opportunities to enable them to identify children who may benefit from early help, to work with children and their families to bring about positive change, and how to take appropriate action to safeguard children when necessary;
2. To ensure all our policies, procedures and practices are designed with regard to this Early Help and Child Protection Policy, ensuring compliance and consistency across the school environment;
3. To seek opportunities to work together with those voluntary and statutory services who share our commitment to providing early help for children and families;
4. To ensure that all children are made aware of the risks they may face both inside and outside of school, and what they can do to keep themselves and others safe.
5. To provide parent/carers with access to information that helps them be aware of the risks their children may face both inside and outside of school, and what they can do to help them keep their children safe.

For more information please refer to our full policy which can be found on our website.

Charging Policy

We believe that every child has a right to take part in all activities taking place during the school day. From time to time outings and activities are organised, as part of the curriculum that incur extra costs for the school. In order not to make these curriculum enrichment activities a burden on any family we are committed to keeping the cost as low as possible. However, parents/carers are usually asked to make a voluntary contribution to help off-set these costs. The continuation of these outings and activities depends on a sufficient number of families making voluntary contributions.

Some of our extra-curricular activities for example, football coaching, are chargeable. The school gives its facilities freely to this activity and does not make a profit from the cost of these lessons.

Further information about our Charging Policy can be found on our website.



Complaints Policy

It is in everyone's interest to ensure that concerns and complaints are resolved at the earliest possible stage. Elmwood Infant School and Nursery aims, wherever possible, to resolve issues informally and without the need to invoke formal procedures.

We will ensure that:

- Complaints are dealt with impartially and in a non-adversarial way;
- A full and fair investigation takes place, by an independent person where necessary;
- The investigation addresses all the points at issue and provides an effective response and appropriate redress, where necessary;
- Confidentiality is respected;
- Any identified actions, following the outcome of an investigation, are completed and the school reflects on its practice in order to avoid future complaints of a similar nature.

For further details about our Complaints procedure, please visit our website where you will be able to download our policy.

