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'Learners Today, Leaders Tomorrow'

Elmwood Infant School & Nursery

Welcome Pack

2022-2023

Lodge Road, Croydon, CR0 2PL

Tel: 020 8689 7681

Email: office@elmwood-inf.croydon.sch.uk

Website: www.elmwood-inf.croydon.sch.uk

Twitter: @ElmwoodInfants

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



Autumn 2021

Dear Parents/Carers,

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

For another year and due to the limitations that the Covid-19 pandemic has placed on us, we have had to adapt our arrangements for welcoming children and families into our school. We have tried to include opportunities for you to get to know our school virtually so that you and your child will feel as confident as possible when it comes to starting school in September. We hope you find the programme of events helpful and that the website provides you with useful information to support your child's transition into Nursery or Reception.

At Elmwood, we are very proud of the fact that we are a Rights Respecting School; this means that we place children's rights at the heart of everything we do. Our school provides a happy, secure and stimulating environment and we are confident that your child will thrive in our setting.

We hope that the school timetable and routines will have returned to normal from September, but it is worth mentioning that some of the changes we have had to implement during the pandemic may still be in place. These have included staggered start and finish times, for example. The information in the Welcome Pack describes our usual routines, which we hope to have resumed by the time your child starts school.

Please do not hesitate to contact us if you have any queries. You can do this by calling us on 0208 689 7681 or emailing us at: office@elmwood-inf.croydon.sch.uk

We look forward to working in partnership with you.

Yours sincerely,

Wayne Cooper
Head Teacher

Our Aims



At Elmwood Infant School & Nursery we:

Encourage children to be the best that they can be

Link the UNICEF rights of the child to everything we do

Motivate and inspire children to achieve through a rich and varied curriculum

Welcome and celebrate diversity

Offer a safe, healthy and inclusive environment

Optimise partnerships with parents and the community

Develop independent learners, enabling them to flourish in the future.

Our Motto

'Learners Today, Leaders Tomorrow'



Our Long Term Aims

On-going Priorities – *Key Action points from Ofsted report 2018*

- ✓ All pupils, particularly the most able in mathematics, are moved on to more challenging work quickly, so that they reach their full potential.

- ✓ Pupils' writing in all subjects is as good as it is in English, applying the skills they have learned across the curriculum

- ✓ Children in the early years have more opportunities to read, write, count and problem solve, particularly in the outdoor learning environment.

- ✓ Continue to improve outcomes for disadvantaged pupils so that their attainment and progress are in line with their peers nationally.

Our Staff



We have a highly experienced, stable and dedicated team of staff at Elmwood Infant School, providing care and consistency for our families and local community. Some of our staff have been here for many years, whilst others have joined us from other settings, or are new to their roles, providing a balance of experience and skills. Photographs of all of the staff and their roles/responsibilities can be found in the school entrance and on our website. However, some of the names that you might find useful to know straight away are listed below:

Leadership Team		Office and Admin Team	
Mr Wayne Cooper	Head Teacher	Mrs Sujata Bakravia	School Business Manager
Miss Esther Payne	Deputy Head, DSL.	Mrs Uzma Tahir	Office Administrator
		Mrs Natasha Thompson	Office Administrator
Miss Helen Walsh	Assistant Head, DSL	Mrs Jennie Gilbertson	Office Administrator
Miss Chloe Thomas	Year 1 Leader	Mr Ian Barnett	Site Manager
Miss Aisha Samuels	Early Years Leader	Mrs Bridget Murphy	Year 2 Leader
Inclusion Team		Breakfast/After School Team	
Mrs Tracey Iceton	Learning Mentor	Mrs Tracey Iceton	Breakfast and After School Club Leaders
Mrs Natasha Thompson	Attendance Officer	Ms Sandra Carrington	
DSL = Designated Safeguarding Leader			



Organisation

Elmwood Infant School is a community school for children aged three to seven. We are a four-form entry school, which means that each year group has 120 children, split into four classes. We also have a 52-place nursery, offering morning or afternoon sessions.

Each class has a teacher who works closely with an allocated teaching assistant to deliver the best possible learning experiences for our pupils. We also employ bilingual staff to support children in their first language and additional support assistants specifically for children with a special educational need or a disability. Our team of pastoral staff provide additional support for targeted children, delivering programmes aimed at enhancing the mental health and wellbeing of young people. Some class teachers work in partnership with another teacher, as a job share. This means that your child may have two class teachers across the week.

Times of the School Day:

Classroom doors open from 8.50am with registration taking place at 9am. The school day finishes at 3.10pm. There is a morning break (15 minutes) for all children in Y2. Children in the Early Years and Year 1 do not have a set break time because they have such a lot of outdoor learning throughout the day. Lunchtime lasts for an hour, although this is staggered to ensure all children have an enjoyable lunchtime experience.

Lunchtimes:

Reception	11.30am – 12.30pm
Year 1	12.15pm – 1.15pm
Year 2	12.30pm – 1.30pm

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 to school with a packed lunch. If you choose this option, please ensure all lunch boxes are clearly labelled with your child's name. Packed lunches must also be healthy and adhere to the guidance in our Food Policy (available on our website). Please ensure treats such as chocolate, sweets and biscuits and are kept for home and not placed in lunch boxes.

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. You may have heard this funding referred to as 'Pupil Premium Funding'. To find out whether your child is eligible for this funding, please speak to the school office.

Punctuality and Attendance:

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. Requests for leave during term time is very rarely authorised.

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 – but you may find it helpful to discuss this aspect of the school day with the Headteacher before making up your mind.

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 have filtered water dispensers available around the school for your child to access. A free fruit snack is supplied during the morning break. Please do not fill water bottles with juice.

Breakfast Club and After School Club:

Our Breakfast and After School Clubs are led and managed by the school, as part of our wider services to the community. They provide a welcoming, safe, secure, environment for pupils before the beginning and at the end of the school day. The clubs operate under the same set of

policies and procedures as the school: copies of which are available upon request. Booking information and our terms and conditions can be found on the website.

Breakfast Club is open from 7.45am to 8:45am to Elmwood Infant School pupils (Reception, Year 1 and Year 2) and to siblings who attend Elmwood Junior School. The cost per session is £5.

After School Club is available from the end of the day until 6pm and is open to Elmwood Infant School pupils (Reception, Year 1 and Year 2) and to siblings who attend Elmwood Junior School. The cost per session is £11, increasing if places are booked after 9am on the day of attendance.

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 Governors are:

Claire Hughes – co-opted

Wayne Cooper- Headteacher

Esther Payne – staff

Vacancy – co-opted

Mahwish Habib – parent

Vacancy - parent



Holiday Dates

AUTUMN TERM	
School Opens	05/09/2022
School Closes for half-term	21/10/2022
School Opens	2/11/2022
School Closes for end of term	16/12/2022
INSET days	Thursday 2 nd September 2022 Friday 3 rd September 2022 Monday 1 st November 2022
SPRING TERM	
School Opens	03/01/2023
School Closes for half-term	10/02/2023
School Opens	21/02/2023
School Closes for end of term	31/03/2023
INSET days	20/02/2023
Bank Holidays	Friday 7 th April 2023 Monday 10 th April 2023
SUMMER TERM	
School Opens	17/04/2023
School Closes for half-term	26/05/2023



School Opens	06/06/2023
School Closes for end of term	21/07/2023
Bank Holiday	Monday 1 st May 2023 Friday 29 th May 2023
INSET Day	Monday 5 th June 2023

Please do not plan your holidays during term time.

Entry Arrangements for Reception Children – September 2022

- Monday 6th – Friday 10th September - school based 1:1 meeting between staff, parent/s and the child.
- Monday 13th – Tuesday 21st September - children attend for two full days during this period.
- Wednesday 22nd September – from this date onwards, children will attend full time.

Occasionally, due to a special educational need or other exceptional circumstance, a child may not be ready for full time education. In these cases, a child might continue on a part – time basis for longer.

Entry Arrangements for Nursery Children – September 2022

- Monday 5th – Wednesday 7th September - school based registration meeting between staff, parent/s and the child.
- Friday 9th – Wednesday 14th September - children attend for two sessions across this time, staying for all or part of the session (sessions are mornings or afternoons and have been allocated to your child already).
- From Thursday 15th, children will attend Nursery every day for either the morning or afternoon session.

Occasionally, due to a special educational need or other exceptional circumstance, a child may not be ready to stay for a full session. In these cases, a child might continue on a part – time basis for longer.



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 sweatshirt**).
- 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 sweatshirt**).
- Navy blue skirt or tunic.
- Grey or navy blue school-type trousers.
- Blue and white striped or checked dress (summer).
- White, navy, grey or black socks/tights.
- Religious garments such as hijabs should be plain **navy blue**, white, grey or black in colour.

All children:

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

PE kit:

- Navy blue shorts or jogging bottoms and yellow or navy blue T-shirt for both boys and girls.
- Plimsolls for indoor PE (elastic fronted ones are helpful for infant children).
- 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 sweatshirts 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 sweatshirts, most items can be bought from any high street shop.

School water bottles (£1.50), P.E bags (£2.50) 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 community and we welcome you 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 child'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. If you would like to help in school, you will need to complete a Disclosure and Barring Form in line with our safeguarding procedures.

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

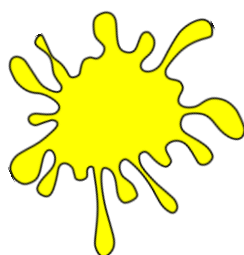
- inviting people into school to talk to children;
- taking children on local outings;
- having family assemblies;
- learning about various religions and cultural traditions;
- ensuring that our displays reflect the rich and varied community in which we live.



The following documents are available from the school/our website:

- All statutory documents including the Sports Premium Report and Pupil Premium Strategy.
- 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 becomes incredibly congested at these times and we kindly request that you park safely and with consideration for our neighbours.

We have the *GOLD* Transport for London Award for road safety 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 zigzags) 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 hurt.
- 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 would 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

Rights Respecting School

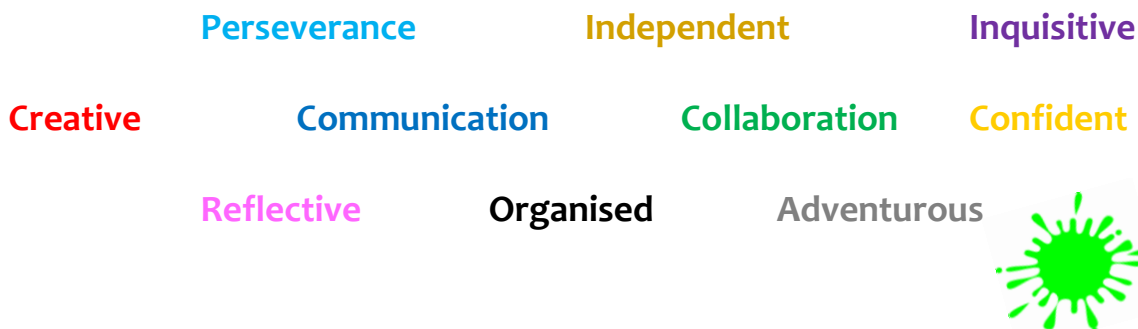
We are a UNICEF Rights Respecting School and achieved our second GOLD award in the spring of this year. A UNICEF Rights Respecting School is a community where children's rights are learned, taught, practiced, respected, protected and promoted. Children's rights are at the heart of our

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.



Super Skills

Our Super Skills are ten learning behaviours that help 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:



Promoting British Values

The DfE emphasizes a 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 many strategies in place to support this approach:

- Specialist EAL teachers and bilingual support staff, who can often support children in their home language and liaise with parents who may not speak English themselves
- Learning mentors support 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.
- 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

Our School Curriculum



At Elmwood Infant School and Nursery, our intention is to deliver a rich, relevant and varied curriculum that allows children to develop their skills, interests and abilities and to achieve, be proud and succeed together.

Rights, respect and responsibility are the underpinning structures to all the teaching and learning at Elmwood Infant School. We aim to provide children with the opportunities to develop their full potential - academically, emotionally and socially.

Children's rights are at the heart of our curriculum and we strive to ensure all children are given opportunities, which enable them to be the best that they can be. Our curriculum includes culturally diverse themes and resources that reflect our school community, and the world.

EYFS

When the children first come to Elmwood, we build on the skills that their parents have already taught them. We follow the Early Years Foundation Stage Curriculum. It aims to build upon the wide range of experiences children have had before they come to school, to develop social skills, speaking and listening skills and to develop and maintain enthusiasm for learning and finding out that young children have.

We believe that all children are entitled to the best possible start in their school life, both intellectually, emotionally, spiritually and morally in order to enable them to develop their full potential. As practitioners, we recognise that all children are unique and special.

We believe it is our duty to develop a joy of learning within our pupils, enabling them to feel motivated and excited. We ensure that we plan for high quality learning through play-based, first hand experiences. We strive to provide opportunities for every child to develop their communication, independence and confidence. We provide a safe, secure and caring environment where children feel happy and know that they are valued by the practitioners working with them.

We encourage children to learn through play with others and so develop vital social and communication skills. We aim to help children have a love of books and the confidence to write. We develop their early numeracy skills and encourage them to have a fascination in the world around them. Our children physically active throughout the day and enjoy a range of creative activities based on child, as well as adult initiated ideas.

At Elmwood we believe that learning outside is just as important as indoor learning. We plan for outside learning opportunities, which enable children to experience activities on a larger scale. We ensure that they are different from indoor learning by planning 'real' outside experiences, such as through our mud kitchen and building zone.

Our Foundation Stage Curriculum is based on six areas of learning:

- Literacy and Communication;
- Numeracy;
- Personal and social development;

- Creative development;
- Physical development;
- Knowledge and understanding of the world.

Key Stage 1

At Elmwood Year 1 and 2 class teachers plan their lessons in accordance with the National Curriculum. The National Curriculum is divided into core and foundation subjects. The core subjects are Literacy, Numeracy, Science, Computing and Religious Education.

Literacy

Our aim is to provide an English Curriculum that fosters children's love of reading, writing and discussion. Our intention is to provide an exciting, relevant, culturally diverse and inclusive English Curriculum that develops a strong learning foundation for all children to acquire the knowledge and skills to read, write and speak with **confidence**, fluency and understanding.

We strive to provide opportunities for all our children to develop as **independent** learners, self-evaluate and make connections. We promote and develop literacy skills and vocabulary through all the other areas of the curriculum. We encourage our children to be the best that they can be in order to have a love of literacy

Literacy consists of

- Speaking and Listening
- Reading (word reading and comprehension)
- Writing, Grammar, Punctuation, Spelling and Handwriting,

By the end of Key Stage 1 our aims are:

- ✓ To nurture good speaking and listening skills
- ✓ To produce fluent readers who read for enjoyment and information
- ✓ To develop enthusiastic, independent writers who write legibly and with accuracy.

Phonics

Across the school, children have a daily phonics lesson.

We value phonics, as it is an essential tool to the reading and writing process, just as our lungs are necessary for us to breath. It contributes to lifelong skills, which inspire our children to have a passion for reading and writing. Therefore, we are dedicated to enabling our pupils to be equipped with the skills of decoding, segmenting and blending so that they become confident, fluent readings and writers who can spell with increasing accuracy. In order for this to happen, we teach phonics from Nursery to Year 2, with the highest expectation that their phonic knowledge and understanding will progress and exceed the age related exceptions

Mathematics

At Elmwood Infant School, we aim to develop the children's enjoyment and curiosity in maths. Children are provided with challenges to develop their understanding of the maths that has been taught and all pupils are encouraged to move on to more advanced material, when needed.

A typical Maths lesson will provide the opportunity for all children, regardless of their ability, to work through fluency, reasoning and problem solving activities.

Our approach to the teaching of mathematics develops children's ability to work both **independently** and **collaboratively** as part of a team. Children are encouraged to share their ideas and explain the strategies they have used in their learning.

The use of practical apparatus such as Numicon, to develop mathematical understanding, is at the heart of our mathematical teaching. Children are encouraged to develop a wide range of strategies to solve problems and to answer questions.

Science

At Elmwood, we aim to teach Science in a practical and stimulating way that encourages children's natural curiosity and fascination with the world around them. We create moments of 'awe and wonder' through the many first hand opportunities, which inspire all our children to be **inquisitive**, **reflective** and **confident** young scientists. As a rights respecting school, we also encourage children to link their learning in Science to their rights, for example making links between their science learning and the rights to healthy food, clean water and a safe environment.

Computing (ICT)

Through our computing curriculum at Elmwood, we aim to provide our children with the life skills that will enable them to embrace and utilise new technology in a socially responsible and safe way. They will develop their understanding of themselves as individuals within their community but also as members of a wider global community and as responsible digital citizens.

We will enable them to find, explore, analyse, exchange and present information. We also focus on developing the skills necessary for children to be able to use information in a discriminating and effective way, using their knowledge of their rights to ensure that children stay safe online. Technology is used to support learning across the entire curriculum and ensure that our curriculum is accessible to every child. Using our Super Skills, children will **collaborate** on projects and develop the **confidence** to work **independently** when using a variety of ICT Equipment

R.E.

At Elmwood, we believe the content of Religious Education should mirror the diverse community of our school. We encourage children to reflect on and compare their own religious beliefs, values and traditions with those of others. We want all children to develop a rigorous understanding of different world faiths to enable them to not only become respecting and open-minded individuals but also to help develop their own sense of identity and belonging through self-awareness and reflection.

Our Religious Education curriculum is closely linked to the Rights-Respecting approach we have adopted as a school and links to year group topics wherever possible. RE is taught as part of the curriculum as required by law. The content of lessons is planned in accordance with the Croydon Agreed Syllabus for RE.

The Foundation Subjects are:

P.E.

At Elmwood Infant School, we aim to develop a child's knowledge, skill and understanding so that they can perform with increasing competence and confidence in a range of physical activities, these activities include dance, athletics, gymnastics and games. A varied curriculum is in place to support this and we make links with other areas of the curriculum such as science, PSHE, music and numeracy.

As a rights respecting school, we also encourage children to recognise their right to the best possible health, which includes education on health and well-being so that children can stay healthy.

Physical Education promotes an understanding of their bodies in action and along with this; we encourage children to think about the super skills that they will need to apply during PE lessons, such as communication, confidence, collaboration, independence, organisation and perseverance.

History and Geography

Through the History curriculum, we strive to inspire a curiosity within our children. We aim to develop an understanding of British history and that of the wider world. We want children to be inspired to learn about how the past has shaped the world today.

The children are provided with opportunities to examine, interpret and evaluate a variety of sources in order to develop their understanding about the past. We investigate how and why the world has changed as well as what we can learn from the past to make the future a better place. Visitors and school visits are used within the History curriculum to develop a deeper understanding of the periods studied, and to inspire the children so that they have a lifelong love of History.

Our school ethos and environment celebrates and reflects the diversity of the families at our school and the links they have around the world. This is also reflected through our Geography curriculum where we aim to instil in children a curiosity and fascination about the world and its people.

Our Geography curriculum develops children's **inquisitive** nature and empowers them to become **independent** learners. As a rights respecting school, we link the children's right to environmental issues at a local and global level and we use Geography to explore the rights of children in other countries including their basic rights such as food, water and hygiene.

D.T

The DT curriculum at Elmwood encourages children to become **independent, creative**, problem solvers and thinkers. Children are provided with opportunities to use creative thinking and design within a defined purpose and real-life outcome.

Through a variety of creative and practical activities, children are taught the knowledge, understanding and skills needed to engage in the process of designing and making. Where relevant, skills and knowledge learnt in other subjects are applied to design technology lessons, for example measuring (length and weight) and properties of materials. As part of the design process children are given time to **reflect** on projects made, identify strengths and how elements could be change to improve designs.

Art

Through our art curriculum, we celebrate the diversity of the families at our school and use art from around the world as a starting point for many of our topics. We ensure that the curriculum is accessible for all and that in line with our teaching about children's rights, it develops every child's talents and abilities to the full.

Children are provided with a range of experiences, which allow them to experiment with the use

of colour, texture, pattern and form in their work. Using a range of materials and processes children create their own pieces of art both from imagination and in the style of another artist.

In Art, children are expected to be **reflective** and evaluate their work thinking about how they can make changes and keep improving. They are encouraged to organise their resources to complete their activity and be **creative** and **adventurous** in the ways they present their work.



We provide a music curriculum that reflects our diverse community. Every child has the opportunity to sing, play instruments and compose their own music, which supports their **creative** development. Children listen to a range of music and are taught to appreciate and talk about what they have heard. Often, children listen to music from the countries that they have links to.

Performance is at the heart of our practice and children will have many opportunities to perform in front of audiences, developing the super skill of **confidence**. As a rights respecting school, we nurture children's talents and abilities, encouraging them to be the best that they can be, not just in music, but all areas of the curriculum.

As music is a communal activity, there are many opportunities for children to make music in small and large groups. Children in Reception and Nursey perform a nativity play and children in Years 1 and 2 perform a range of songs to parents and members of the community. We hold a weekly singing assembly for Key Stage One children where children perform a range of songs that reflect the schools diverse make up. Through songs and music, children learn about music and musicians, from their own and other countries.

There are extra-curricular clubs for our budding musicians; Year 2 children can join the choir and are given the opportunity to perform to the parents on a termly basis. Year 2 children can also play the recorder, learning more in-depth skills such as reading music and performing in an ensemble.

PSHE

PSHE education is a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives – now and in the future. At Elmwood Infant School, it is our intent that all children will be 'lifelong learners' with the confidence and ability to develop their skills and understanding when having new experiences, meeting new challenges and finding themselves in unfamiliar situations. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning.

Throughout lessons, children are encouraged to think about which of the super skills they might be using in order to be the best they can be, such as **collaboration**, **communication** and being **reflective**. We offer a nurturing learning environment in which each child is encouraged to develop their full potential and where their achievements and successes are celebrated and rewarded. As a school, we believe that children are all individuals and therefore, we aim to encourage mutual respect, responsibility and foster self-esteem in a happy and caring atmosphere. Elmwood Infant School is a rights respecting school and we give children the opportunities to learn about their rights and responsibilities. Children are encouraged to use their knowledge about rights during PSHE lesson discussions and within the wider curriculum.

Using the Jigsaw programme, children acquire knowledge, understanding and the skills they need to manage their lives now and in their futures. It develops the qualities and attributes children need to thrive as individuals, family members and members of society and the global community.

At Key Stage 1 Sex Education is not taught, but Relationships Education is. We aim to develop an understanding of relationships in the context of a broad and balanced curriculum that is part of the wider framework of Personal, Social and Health Education (PSHE) and Citizenship. Please refer to our Relationships Policy for further guidance.

Relationships Education should enhance learning through:

- Attitudes and values
- Personal and social skills
- Knowledge and understanding

Home Learning

Homework is anything children do outside the normal school day that contributes to their learning; it is not limited to the homework sent home by the school. It encompasses a whole variety of activities instigated by the teachers and parents to support children in their learning. Parents can take an active part in enriching their child's learning at home through discussions and conversation, playing board games, visits out, reading together, writing shopping lists, cards and letters – the list is endless!

The aims of sending homework home are:

- ✓ To enable children to make maximum progress in their academic and social development
- ✓ To help children become independent learners
- ✓ To promote the partnership between home and school to provide help, support and encouragement for children
- ✓ To consolidate and reinforce the learning done in school, and to allow children to practise skills taught in lessons
- ✓ To help children develop good work habits for the future

While homework is important, it should not prevent children from taking part in after-school clubs and weekend activities.

Extra-curricular activities

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

- football club
- choir
- maths club
- recorder club
- street dance
- friendship club
- cookery club
- gardening club
- art club
- library club



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.

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.

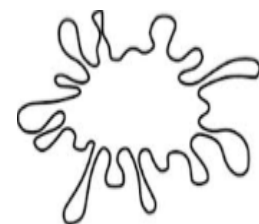
School Policy Statement on Bullying

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 and have achieved a Gold Award from the Anti-Bullying Alliance for our work in this area. 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



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 and Disability (SEND)

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 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 is the Assistant Headteacher, Miss Walsh, although other key members of staff will be working to ensure successful inclusion and access strategies for children having difficulty in any area. If you have any concerns about special educational needs, Miss 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 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 school's 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.

Medical Conditions and Medicine 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 that requires school staff to administer medication, staff may administer medication to children if 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 their child. Trained first-aiders will deal with minor injuries and in the case of anything serious, parents are always contacted and we may recommend that medical advice be sought.

Safeguarding

Our school believes that safeguarding and promoting the welfare of children is everyone's responsibility. In order to fulfil this responsibility, every member of staff is trained 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.

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

- 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;
- To ensure all our policies, procedures and practices are designed with regard to our Safeguarding and Child Protection Policy, ensuring compliance and consistency across the school environment;
- To seek opportunities to work together with those voluntary and statutory services who share our commitment to providing early help for children and families;
- 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.

- 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 offset 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.



General Data Protection and Privacy

Elmwood Infant School and Nursery is required to keep and process certain information about its staff members and pupils in accordance with its legal obligations under the General Data Protection Regulation (GDPR). The school may, from time to time, be required to share personal information about its staff or pupils with other organisations, mainly the LA, Department for Education, other schools and educational bodies, children's services and other third parties, such as payroll providers or cashless till services.

For more information about our GDPP Policy, please refer to our website where you will find the full policy and privacy notices.