

Stalham Community Infant & Pre School
Brumstead Road
Stalham
Norfolk NR12 9DG



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Pre-School Tel: 01692 580311

Email: office@stalhaminfant.norfolk.sch.uk

Headteacher: Joan Edwards

'Reaching for Excellence'

Dear Parents/Carers

This has been an exciting and productive few years in the life of our school. The brochure you are about to read has been compiled very carefully to convey what we, as a school, can offer your child. I hope you enjoy reading it.

During the 11 years I have been Headteacher at the school, the governors and staff have worked hard to create an environment in which children can grow and flourish. We work very closely with the Pre-School who are based as part of our Early Years block. This ensures that the children get the best possible start in what is known as the Early Years Foundation Stage.

In Reception and Key Stage 1 (Years 1 to 2) we have a dedicated and enthusiastic staff of teachers and support teaching assistants. We work together to enable children to reach their full potential. As Headteacher I fully endorse the philosophy that 'happy children learn' and I hope as you read what we can offer your child, this will become apparent. We value greatly the contribution parents make to the life of our school.

The Children's Centre is situated in the school grounds and enables us to offer facilities to enhance and enrich the opportunities we give to children from birth to 7 years of age.

We believe we offer a rich and enhanced start to a child's education. As quoted by Ofsted 'The curriculum is lively and engaging and planned well to interest pupils' and 'Teachers plan very imaginative and lively lessons that encourage pupils active participation'. The curriculum is enhanced by learning outdoors in a forest environment and in our Outdoor Classroom. Learning outside has been proven to benefit children both physically and emotionally.

I hope that you too will find our school an exciting and stimulating environment in which your child can grow and develop in his/her formative years.

Yours sincerely
Joan Edwards
Headteacher

Welcome from the Chair of Governors

Dear Parents,

On behalf of the Board of Governors, may I extend a warm welcome to you and your child.

The Governing Body consists of people who have the best interests of your child at heart. They work closely with the head teacher and the rest of the staff to ensure that your child receives the best possible education.

We see the school as a community, with each person playing their part in providing effective learning experiences for every pupil, ensuring all pupils are able to reach their potential.

As a Governing Body, we recognise that a positive partnership with parents is essential if the needs of every child are to be met. We welcome comments and suggestions from parents and there are opportunities for parents to join the governing body.

If you have any questions or concerns, please do not hesitate to contact one of the Governors.

Chair of Governors

SCHOOL GOVERNORS on 1st September 2013

Type of Governor

Local Authority	Katharine Moore
Staff	Mrs J Edwards
Staff	Miss H Gould
Community	Becky Field
Parent	Wendy Stanger – Chair
Parent	James Leverage

All governors can be contacted through the school office. Your parent governors can often be found in the playground during the school run. Information about the Governing Body can be found on the 'Governors notice board' in the playground.

Stalham Community Infant & Pre School

Vision Statement

Our vision is to create an holistic approach to learning in order to provide a centre of outstanding provision within the community.

Our Aims

We help each child realise their potential by providing a safe, caring environment where learning is fun and individual achievements are celebrated.

Happy children learn

These are the qualities and skills we foster:

- Curiosity and wonder
- Enthusiasm and excitement for learning,
- Confidence to try and try again, without being afraid of failure
- A sense of the wider community and their contribution to it
- Social skills of friendship, fall outs and getting along
- Tolerance, respect and working together
- Their growing independence

A child's education starts at home

As parents and carers, you have the biggest influence on your child's success in their school life. Your interest, pride and delight in their school work will always make them eager to give their very best.

Curriculum Statement

Reaching for excellence; we instil a love of learning and foster children's curiosity and thirst of knowledge through the stimulating delivery of a broad, exciting and relevant curriculum

What do other people say about our School?

The weekly newsletter keeps parents well informed and helps keep them up to date with how they can support their children's learning at home.

The school teaches reading particularly well.

Parents are right to be enthusiastic in their praise of the quality of care and provision children receive in the Foundation Stage.

The curriculum is lively and engaging and planned to interest pupils. It promotes their personal qualities well, encouraging co-operation and team building.

Pupils show enthusiasm in lessons and are eager to take part.

The school is popular with parents and carers and outdoor education has been successful in inspiring pupils and contributing to their enjoyment of school.

This school is aspirational and expects children to meet or exceed national expectations.

Results have been above national averages since 2011.

Effective links with home and the pre-school help children settle quickly

What our children say:

'I like my teacher and my friends'

I love it here, I love it!
Maths Whizz is fantastic!

'I like writing on the white board'

'We've got loads of nice friends here'

'We learn lots of new things'

'We like the playground toys'

What our parents say:

'The school has always offered a safe and secure environment for the children.'

'I think the weekly newsletters work very well. '

'The teachers are happy to be approached at any time to discuss progress or any concerns.'

'I have seen my daughter grow academically and in confidence during her time at this school.'

'I wish I had teachers like this when I was at school.'

'Family Fridays is a fantastic idea.'

School Staff

<p>Mrs J Edwards Headteacher</p>		<p>Mrs A Dexter Senior Teacher</p>	
<p>Miss J Burrows Teacher</p>		<p>Mrs J Armstrong Teacher</p>	
<p>Mrs L Kimber Secretary</p>		<p>Mrs A Cole Secretarial Assistant</p>	
<p>Mrs T Tims Teacher's Assistant</p>		<p>Mrs S Parrett Teacher's Assistant</p>	
<p>Ms E Bailey Teacher's Assistant</p>		<p>Mrs V Nudd Teacher's Assistant</p>	
<p>Miss L Gunnell Teacher's Assistant & Midday Super- visor</p>		<p>Miss A Smith Teacher's Assistant</p>	
<p>Mrs C Read Dinners Server</p>	<p>Mr C Walker Caretaker</p>	<p>Mr G Marshall Midday Super- visor/ Cleaner</p>	<p>Mrs L Marshall Midday Supervisor</p>
			
		<p>Mrs J Cushion Road Crossing Patrol</p>	<p>Mrs J Mobbs Road Crossing Patrol</p>
			

Pre School Staff

Mrs R Gravener
Day Care Practice Manager



Mrs S Baker
Nursery Assistant



Mrs D Kyriakou
Nursery Assistant



Ms L Mason
Nursery Assistant



Miss C Leavold
Nursery Assistant



Stalham Community Infant & Pre School

Early Years Foundation Stage 'The Meadow'

Pre School
Ladybirds

Reception Class
Hedgehogs

Key Stage One 'The Woodland'

Year One Class
Squirrels

Year Two Class
Foxes



Ladybirds

Stalham Pre-school has undergone a lot of changes.

Ladybirds have now joined the Meadow (Early Years Block) with the Reception class Hedgehogs. Under a new manager, Rebecca Gravener who has previously worked within the Pre-school and Infant school, there have been many improvements. The indoor and outdoor areas have been redesigned with the children's learning and development at the centre of the changes. New equipment has also been purchased for both areas, which has proved extremely popular. We are very proud of the cloakroom and toilet areas which have also undergone major works.

With the Early Years Foundation Stage at the heart of what we do, young children learn through play. We have been lucky enough to add a Forest Schools programme alongside all the other fun, yet developmentally appropriate activities we offer.

The Pre-school has a dedicated, enthusiastic, caring team of highly qualified staff in children's care and early years education. Ladybird and Hedgehog classes work closely together so that familiarity with the Reception class team and the school environment facilitates an easy transition into school life for young children.

If your child is within 2 years and 3 months and school age, then please come along and see the improvements for yourself.

We are open Monday-Friday 8.45-2.45pm.

Please call 01692 580311 to arrange a visit. Funding available.



Did you know at Ladybirds we.....

- Learn our Jolly Phonics ready for reception class.
- Pride ourselves on our transition into reception class, with dedicated free flow and visit times between the two settings, and key person preparation time for each child transitioning.
- Enjoy show and tell, giving the children an opportunity to share their favorite things.
- Have a Forest Schools programme, which supports our ethos of outdoor learning.
- Enjoy circle time, where we share songs, rhymes and fun things.
- Wake and Shake, to get us ready for each session.
- Sign-a-long, giving us another way to communicate and to enhance our learning.
- Dedicated Key Person time.
- Visits from Ron & Jane (Little Fishes).
- Learn key phrases in other languages spoken within the setting, through song and rhyme to extend the children's awareness of others cultures and beliefs.

We also enjoy:

- Music and Movement
- Yoga
- Cooking
- Picnics
- Painting
- Song and Rhyme time
- The school library, hall, garden, trim trail, soft play area, field and playgrounds
- All our fun activities both indoor and out

The School Environment

The Victorian buildings are full of character and have been developed over the years to provide light and airy classrooms and a stimulating and well resourced environment for children. All of the windows have been replaced recently with anti-glare, double glazed, energy efficient windows. The hall has been redecorated and new blinds fitted throughout the whole school. The Reception class and the Pre-School are housed in their own dedicated Early Years block with their own fenced safe and covered play areas.



The school grounds are fully secure and the play areas are hidden from the road. There is a new outdoor classroom and shelter, vegetable plot, wildlife area and secure pond, grass playing field, games tables and new climbing equipment. Outdoor learning is enhanced by use of a 'secret garden'.

The hard surface area is marked with colourful multi-skills playground markings which are used for exciting games at play time and during lesson time. They help all children develop their thinking, communication, movement skills and fitness; building confidence and self esteem without the competitiveness of traditional sports games. The school field is used for informal break-time play and for various sports activities and the annual school sports day.



There is a wildlife-friendly area with secure fenced pond, wild flowers, insect areas, a willow tunnel and bird feeding station. There are many opportunities for children to undertake activities here such as gardening club, pond dipping and other quiet nature studies.

Among the indoor facilities there is a main hall, pottery room and a well resourced library. All classrooms are fully equipped, including: interactive white boards, laptops and PCs. In the hall there is a purpose built kitchen where the children work in small groups to prepare food and enjoy cookery club.

School Day

Classrooms are open at 8.40 am each morning. Children enter the classroom and can do a variety of morning activities such as reading, drawing or practising their writing. If your child comes to school on a bike it can be pushed through the playground and parked in the bike-shed. Please note that the school cannot accept responsibility for bikes left on school premises.

Mornings

The morning session begins at 8.40 am. For security reasons, the school gates are locked at 9am. If you are late, please gain entry via the door in the side garden.

The whole school begins the day with assembly.

Children have Literacy and Numeracy lessons each day. A typical morning might go as follows:

09.00 - 09.15 Assembly
09.15 – 09.30 Phonics
09.30 – 09.45 Daily Fitness
09.45 – 10.30 Numeracy
10.30 - 10.40 Fruit (provided by school) and Milk or Water
10.40 – 11.00 Playtime
11.00 - 12.00 Literacy

Lunchtime

12 noon – 1pm

School meals, currently £2.10 per day, are available for all children attending full time school. Both hot dinners and school packed lunches are available. A four weekly rotating menu is produced each term and will be detailed in the school newsletter in advance.

Dinner money should be given to the School Secretary in an envelope or named purse marked with the days your child requires a meal. Cheques are also acceptable – please make out to ***Stalham Infant School***.



If you think your child may be eligible for free meals, please call into the school office for an application form.

Children may bring a packed lunch from home. Please mark the container with your child's name. All drinks should be in a leak proof bottle. Glass bottles are unacceptable for safety reasons. Please leave your child's lunch in the rack in the foyer of the school hall. There are no facilities to keep your child's lunch chilled, so please provide ice packs as necessary.

Lunchtime is an hour long, giving the children plenty of time to eat and play, or take part in lunchtime activities.



Afternoons

Afternoon school begins at 1.00 pm.

In the afternoons children do Topic work. This means that children study History, Geography, Art, Design and Technology, Music, PE, RE and Science as part of a theme. Your child will need a PE kit 2 days a week. Each class has a notice board which details which days they do PE.

School finishes at 3.00 pm (Gates will open for parents to wait in the playground at 2.45 pm)

After-school clubs

After-school clubs on offer currently are 'Wonderful Wildlife Club and a Cookery Club.

When you arrive to collect your child from an after-school club, please enter the school by the door next to the school office, as the other gates will be locked.

The School Curriculum

We are very proud of our curriculum which was praised by Ofsted March 2013 '*Teachers plan very imaginative and lively lessons*'.

We recognise that children are individuals. Within a class setting, provision is made to help each child to reach their full potential. Each child is encouraged to feel a sense of achievement by the end of each teaching session.

To do this, lessons are planned taking into account individual differences by:

- Providing different levels of support from teachers and teaching assistants
- Setting different, challenging targets
- Using various teaching methods to suit different learning styles

Parental support is a vitally important part of a child's development.

The Foundation Stage

In Reception children learn a wide range of skills. Activities are planned in line with Early Learning Goals. There are seven main areas of learning:



- Learning through communication and language; speaking, listening and understanding.
- Learning through physical activities e.g. gymnastics, ball skills, balancing and using different tools with accuracy; knowing the importance of good health and hygiene.

- Learning about personal and social issues and managing feelings and behaviour and making relationships.
- Learning through literacy e.g. Letter recognition, reading and writing.
- Learning through mathematical experiences e.g. number, problem solving, counting, shape and pattern.
- Learning about the environment and the world in which they live e.g. living things including themselves, routines and using technology.
- Learning through creative activities e.g. music, dance, making and painting.



We plan our curriculum into themes throughout the year which integrate all areas of the Foundation Stage Curriculum. These themes come from the children's interests where possible. *We will keep you informed throughout the year regarding topics we are working on and ways in which you can help your child.*

When your child first starts school they will be encouraged to develop good pencil control and letter formation. If you teach your child to write their name at home, please only use a capital for the first letter, e.g. Emma not EMMA.

The National Curriculum

In Year 1 (Squirrels) and Year 2 (Foxes) we continue to provide a broad and balanced curriculum, including Religious Education, which meets the requirements set out at National Level. These 2 classes make up Key Stage 1 and are based in 'The Woodland'. We aim to teach by topic where possible to help children to see the relevance of the skills they learn in each subject and how what they are learning is related to the real world.



Curriculum Statement

Reaching for excellence; we instil a love of learning and foster children's curiosity and thirst of knowledge through the stimulating delivery of a broad, exciting and relevant curriculum

Literacy

Literacy includes phonics, speaking & listening, reading and writing. Children in Reception class are introduced to reading and writing using Letters and Sounds which is developed throughout the school. All children have something to say and their early attempts to write these ideas are valued.

We follow The National Literacy Strategy. Importance is given to all the skills above, giving children opportunities to access the curriculum in different ways via their Literacy skills.



Role play to explore characterisation.

Reading is the basis of all learning and one of the most important functions of an Infant School is to teach children this skill.

Reading skills are taught by:

- Individual reading – children can choose from a variety of reading scheme books
- Shared reading sessions – teachers guide the class through a shared big book
- Guided reading sessions – small similar ability groups reading the same book

Speaking and Listening plays an essential role in children's social and emotional well being and is used throughout the curriculum, for example, in discussions in Science, to assess performance in PE or to describe what they see in Art.



Children are given a wide range of opportunities to write for a variety of purposes during their time at the school, including reports of trips, imaginative diaries in History or labelling maps in Geography.

To help your child in Literacy you can: hear them read, talk to them about books, encourage them to ask questions and look for words in the world around them, show them writing you do e.g. shopping lists so that they know writing is used in everyday life.

Numeracy

Teaching is based on The Primary Strategy. In the early stages much of the work is practical and speaking and listening play a major role in developing and understanding mathematical language and skills.



In Years 1 and 2 practical work is still very important. Children are also encouraged to find ways of recording what they have done to work out a problem, and are taught the more formal ways of recording (+, -, ÷, ×, =).

There are many games at all levels to give children enjoyment in improving and practising their Maths skills.

It is important that children gain the skills that match the needs of the world around them. Much of maths work is connected with the real world and things found in your own home. Maths skills are also needed across the curriculum; to measure sizes in Design and Technology, to record results in Science or to follow recipes in Religious Education. The maths curriculum benefits from the inclusion of 'Maths Whizz' which is a programme designed to accelerate learning maths whilst being fun.



To help your child in Numeracy you can: help them with maths homework such as doubles and tables, encourage them to count things at home e.g. crayons or socks, help them to read numbers in the real world or show them as you pay for things and get change.

The National Curriculum Foundation Subjects

The other curriculum areas are taught via topic work, with Literacy and Numeracy included where possible. Different topics may focus more heavily on some subjects than others, so this is balanced across the year, ensuring that the children have a good grounding in all subjects by the end of Key Stage One.

An example "topic web" can be seen at the end of this section, illustrating how each subject is interwoven around the topic's focus. Working this way helps the children to see the relevance to their world of what we do in school. This helps children retain and use their new knowledge.

We will inform parents each half term of what the new topic will be, so that you can help your child find additional information, or talk with them about it at home.

Science

The children will develop scientific thinking and language through handling materials and carrying out experiments in a variety of structured situations to build concepts, skills and an understanding of scientific ideas.

Children are given support to find out how the world around them works. Science is all about children's experiences in their immediate environment. The children are encouraged to plan and carry out their own investigations and to record and evaluate the data in both oral and written form.



Design and Technology

All children are given opportunities to design and make objects from a variety of materials. The children's skills in designing and making are further developed by studying everyday objects such as toys, houses etc.

ICT

Children throughout the school develop skills in the use of Information and Communications Technology. There are at least three computers in each class as well as wireless laptops for all classes to use. Children also use digital cameras, CD players and audio recorders. Teachers make ICT appropriate and supportive of children's learning.



History

Children are given opportunities to find out about local History and to develop a sense of the changes over the passing of time. They develop research skills and knowledge through books, visits and photographs.

Children 'live' history and geography through role-play and visits



Geography

Children learn about the local area and different places and people around the world. They are helped to discover similarities and differences. Children will be encouraged to develop an awareness of the world in which we live.

Art & Craft

Young children love to express themselves through art and we use this to help them develop their creativity and observational skills, and to consolidate learning in other areas of the curriculum. We give them plenty of opportunities to experiment with a wide range of materials and techniques, including pottery (for which we have our own kiln).



Music

Throughout the school, children sing, listen to various styles of music and play a variety of percussion instruments including those from other parts of the world. They also begin to compose basic percussion pieces and record these via graphic score.

Physical Education

We aim to develop children's physical awareness and skills and to develop the ability to work cooperatively with others. The hall, used for gymnastics is fitted with a climbing frame, benches, stools and mats. For games skills we have a wide variety of equipment. The children also enjoy a daily fitness routine every morning before lessons begin.



Stalham Infant Forest Schools



Children in KS1 visit a local woodland every week of the school year for the whole of the afternoon undertaking a Forest School programme, run by a qualified Level 3 Forest School leader.

Whilst at the woods, children learn through practical activities with adult support, such as collecting fire wood or identifying trees. They also experience time to lead their own learning, with the support of resources chosen by the children, such as trowels, ropes

and puppets.

The children have been joined at Forest School by OFSTED and a research student who both commented positively on the children's learning of skills. For many of the children and adults, it's their favourite afternoon of the week!

Religious Education

Religious Education and collective worship takes place in accordance with the Norfolk Agreed Syllabus, a copy of which may be viewed at the school on request. Many of the lessons are practical, e.g. children make food and act out religious celebrations.

Sex Education

Aspects of human growth and relationships are covered under Life Processes and Living Things. At all stages within the school children will have their questions answered truthfully and in an appropriate manner with regard to their age and understanding.

Assembly

One day a week, we have a whole school singing practise. On another day a leader from one of our local churches takes an assembly, and on Fridays we have a school achievements assembly.

We love to have outside visitors to talk to the children in assembly about topic work or local events.

Parents wishing to withdraw their child from Religious Education or the devotional part of assembly are invited to discuss the matter with the Headteacher. Alternative provision by way of supervised quiet reading will be offered to those children whose parents choose to withdraw them.

School Newsletter

Parents/carers receive a weekly school newsletter, usually on Friday, giving news, dates and other relevant information about the day to day events happening in school.

Special Events



We hold special themed events linked to the curriculum. Parent/carers are invited to take part too. Some of these have been activity mornings for Easter and the Royal Wedding, dragon dancing and a pirate visit.

The children also enjoy a variety of school trips. These include a visit to the Castle Museum and to Africa Alive as part of a whole school topic on Africa.



Helping your child at home

Through our school homework policy we aim to:

- Ensure that parents have a clear understanding about expectations from themselves and the children.
- Provide opportunities for parents, children and the school to work in partnership.
- Encourage children to develop a positive attitude to working outside the classroom.
- Encourage progression towards independence and individual responsibility.
- Extend and support school learning.

Government guidelines suggest that Years 1 and 2 have 1 hour of homework per week. This homework may be Literacy, Maths or topic based, and is noted for each class in the weekly newsletter.

From Reception, children take home reading books and a home school record to let parents and teachers know what to help children with and how they are enjoying their books. This process will be made much easier for your child if you can offer parental support.

When reading at home, we recommend the following:

- Enjoy reading stories to your children and discussing them. Look at the pictures, talk about the characters and retell the story together.
- Involve young children in nursery/action rhymes.
- Borrowing books from the library provides a wide variety of literature and subject matter.
- Help children to respect and look after books.
- Play “I spy” and matching games.

- Help children to recognise individual words e.g. on shops, buses and advertisements.
- Help children to recognise letter sounds rather than names - e.g. “e” for egg not “ee” as in bee.

In school a variety of reading styles and schemes are employed as appropriate on an individual basis. Children also have access to the school library. It is important for the development of your child’s reading skills that books are returned regularly.

Most important of all is to give your child a clear message that reading is **FUN!** Enjoy books with them, tell them about what you enjoy reading, find books connected with your child’s interests, such as dinosaurs or sport. Try to encourage the idea that reading is a pleasure.

Eco School

The school has been awarded Eco School Status by cutting down on waste, turning off lights and caring about the environment. Each class elects two representatives to the School Council Green Team and they meet once a week with a governor and teacher to discuss how to improve the school and environmental issues. Our compost crackdown has been recognised by the Government as a child instigated project.



We are committed to being a healthy school. This means that:

- We teach the benefits of eating a balanced diet and taking regular exercise in various areas of the curriculum, e.g. science and P.E.
- Hot school lunches are freshly prepared and made from local produce where possible and meet the required nutritional standards. If a packed lunch from home is preferred, we encourage parents to provide a balanced packed lunch with foods from each of the main food groups; e.g. a ham or cheese sandwich, cherry tomatoes or carrot sticks, a small bunch of grapes or some raisins, yoghurt and, perhaps, a small cake or flapjack. There are water jugs and beakers on the tables at lunchtime. No sweets or fizzy drinks are allowed at any time during the day.
- A free fruit or vegetable snack is offered to the children at morning break. We also offer a drink of fresh milk each morning break (this milk scheme
- is optional after children turn 5 and there is a small fee to cover costs).

- We run a gardening and cookery club, using produce from our garden in our cooking. We also prepare food in our own classes as part of the curriculum and for special occasions.



- The children have access to their water bottles at all times and can top up as needed. Water bottles can be bought from the school office.
- The children have 2 hours of P.E. each week, which includes 10 minutes of daily fitness each morning. We are proud to have gained our 'active mark' for achieving this!
- We teach a structured programme of PHSE (Personal, Health and Social Education) using a very good scheme called SEAL (Social and Emotional Aspects of Learning). Each week we have a focus and celebrate its success in our Friday assembly.

We have a whole school food policy which you are welcome to read – contact the school office.

Pupils with Special Educational Needs

The school follows the Special Educational Needs (SEN) Code of Practice. Each child's progress is carefully and continually assessed by the teachers. Most children progress well through the school but parents are invited to discuss any concerns we, or they may have, over a child's progress from an early age in order that we can work together to give support.

If a concern is identified an Individual Education Programme will be drawn up with clear achievable targets. Simple diagnostic tests may be carried out if a child is experiencing difficulties. Should you have any concerns about your child's progress, please do not hesitate to contact their class teacher in the first instance, who will discuss ways to proceed.

Gifted, Talented and More Able Children

Children who show signs of working significantly above their expected level are set more challenging work by their class teacher. The education of more able pupils is as much a priority as for children experiencing difficulties. Teachers are mindful of the need to extend these children. Individualised targets are set and shared with the pupil. There is a programme of liaison with the Junior School to expand the provision for Gifted, Talented and More Able children in Year 2 ready for transition.

Assessment

The children's progress is carefully and continuously monitored and used by the teachers to plan future work. Pupils in reception class are assessed using the Early Years Profile. From the summer term 2012, all children in Year 1 will have a statutory phonics test. At the end of year 2, teacher assessment is made supported by the end of Key Stage 1 tasks and tests. (See the appendix at the back of this brochure for previous results). This information is shared with the Junior school to enable a smooth transition from one school to another.

During the school year you will be invited to see your child's work and discuss his/her progress with the class teacher. If at any other time parents wish to discuss the education and development of their children, we are pleased to arrange an interview with the class teacher or Headteacher. There are also many opportunities for informal contacts.

A written statement of your child's achievements will be provided at the end of each school year, to which you are invited to respond, and a copy of this is retained in school as part of your child's records.

Child Protection

This school is committed to promoting the health and welfare of all pupils. We are required by law to follow procedures laid down by the Norfolk Area Child Protection Committee if we see signs which might indicate that a child may have been abused or neglected.

Behaviour Policy

We expect a good standard of behaviour. Children are encouraged to be polite, have respect for others and have regard for the safety of themselves and others.

The discipline policy is based on the following GOLDEN RULES:

Be gentle
Be kind and helpful
Work hard
Look after property
Listen to people
Be honest

Each class also discusses and formulates a set of class rules to give the children ownership and pride in being able to follow their own rules.

We aim to help children develop self-discipline by creating a supportive and happy atmosphere with an emphasis on rewarding positive attitudes and behaviour.

To encourage this we give:

- verbal praise and encouragement
- achievement assemblies with certificates
- privilege jobs as class helpers
- the good news to parents, when children are making a particular effort.

The school promotes zero tolerance towards bullying. In cases where a child does not behave in an acceptable manner and does not respond to verbal encouragement or correction, they will have timeout to consider their behaviour. If there continues to be a problem, the matter will be discussed with parents, so that home and school can work together in approaching any difficulties a child may have in adjusting to school life. The school promotes the idea of pupils being responsible for their own behaviour. Parents will receive a copy of our policy at the beginning of each school year.

The children therefore understand the rules and possible penalties for unacceptable behaviour. They are given the opportunity to put right what has gone wrong. The school works on the principle of correcting mistakes and that everyone is entitled to a fresh start.

Pupils who behave consistently well at lunchtimes are invited to eat their lunch with a member of staff on Fridays at our GOLDEN TABLE. Yellow cards are given out for good behavior in the playground.



On Fridays a special 'certificate assembly' is held when pupils, who have worked well during the week, are rewarded.

We have a friendship area in the playground. Every child knows that if during break-time they find they have no one to play with, they should go to this friendship area. Then, children who are monitors will collect them and quickly find them someone to play with.

Getting Involved as a Parent or Carer

As parents and carers you have the greatest influence on your child's enjoyment and achievement at school, because children are most motivated by their desire to please their parents. The interest you show, and the praise you give your child, will drive them to give their very best at school.

There are lots of ways you can get involved in school life and your child's education. Here are just some ideas:

Read a story to your child and **listen to your child read** each day. (Refer to ***Helping your child at home*** section on page 17 for more ideas)

Help your child with their homework

Attend open sessions There are many occasions when parents are invited into school.

Support parent evenings Each term you will be invited to discuss your child's progress with their teacher

Support school events

We regularly invite parents into school to have a hot school meal with their child. Every year we invite parents in for Christmas sing-a-longs, nativities, sports days etc. Also please support fund raising and social events run by the Parents, Teachers and Friends Association

Become a helper

We often need parent volunteers to help us around the school e.g. adult helpers for a school outing, or to help the children in a class activity or with our vegetable plot or the wildlife garden.

Also perhaps you have skills to share? – can you play the piano, are you arty or a crafter or a naturalist? Do you have an interesting job to talk to the children about?

Use the Suggestion Box

If you have any ideas for improvements in school life please speak to your child's teacher or one of the governors. Or if you wish to remain anonymous please write a note and place it in our suggestion box (located on the wall in the school hall entrance, opposite the lunch box rack). Your thoughts are collected by the parent governors. All suggestions will be carefully considered.

BUT always speak to your child's teacher or Mrs Edwards with concerns about your child's individual educational needs

Parent governors can usually be seen on the school run – you can also raise any general comments, concerns and suggestions with them and they will bring them to the governing body.

Support the Parents, Teachers & Friends Association (PTFA)

As a parent of a child at Stalham Infants you are automatically a member of the Parents, Teachers & Friends Association. A committee of parents meet every half term and work with the school to organise social events and fundraisers like charity bingo, summer fete and raffles to help subsidise the cost of school trips or to purchase extra books or equipment. Please get involved by joining or helping and supporting the PTFA committee. This is a great way to get to know other parents and to really make a difference to school life. Our kitchen area was just one of the many projects taken on by the PTFA.

Join the board of Governors

While the teaching staff focus on the delivery of our children's education, the governors works with the Headteacher, to determine the strategic direction of the school: by identifying the school's strengths and weaknesses, determining the action required to improve, setting targets and monitoring performance.

The governing body comprises different types of governor all with equal status:

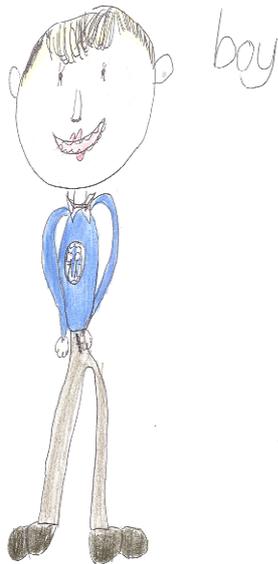
Local Authority governors
Staff governors

Community governors
Parent governors

The names and photos of the governors are on the wall in the school office.

For our children's safety all regular volunteers, PTFA committee members and School Governors must undergo an Enhanced Criminal Records Bureau check. Please do not let this deter you. It only requires you to fill in a form!

School Dress



- ✓ White polo shirt
- ✓ Royal blue sweatshirt, jumper or cardigan
- ✓ Grey or black trousers, skirt or pinafore
- ✓ Blue gingham check dress or grey/navy shorts in summer
- ✓ For summer days please provide a sun hat and apply sun block before school
- ✓ For cold or wet days please provide a coat or waterproof as all break-times are spent outside unless it's very wet
- ✓ P.E. kit – Plimsolls, a T-Shirt and shorts in a named drawstring bag
- ✓ School book bag

Please note that all clothing should be clearly marked with your child's name

Available from the school office:

School sweatshirts with school logo £8.00

School polo shirt with school logo £6.00

School book bag £3.95

Water bottle for classroom £1.00

Prices correct at time of printing

Admissions Policy

The school caters for children from 4-7 years old. The children are grouped in classes according to their age and birthday.

As a Community School we follow the Norfolk County Council policy for first admission to school, which is as follows:

By law children must start statutory education full time at the beginning of the term following their fifth birthday. Where admission is offered prior to compulsory school age, parents may defer their child's entry into school until later in that academic year.

Children born between 1 September and the end of February may start school full time at the beginning of the autumn term before their fifth birthday. Children born between 1 March and 31 August are offered a full time place from the beginning of the autumn term, but may start school part time at the beginning of the autumn term before their fifth birthday and full time at the beginning of the spring term before their fifth birthday if this is preferred.

If you are not sure whether your child should start full time, a trial period can be arranged with the school. The Reception teacher and Headteacher are happy to discuss this to make sure that each child can start school in the best way for them.

If there are more applications for places than there are places available, the Local Education Authority will give preference to children living **nearest** the school according to the following criteria in this order of priority:

1. Children with a statement of Special Educational Needs naming that school
2. Children in public care who live in the area served by the school
3. Children who live within the catchment area and have a brother or sister attending the school at the time of their admission
4. Children who live within the catchment area and have a brother or sister attending the adjoining middle/junior school at the time of their admission
5. Children who live within the catchment area and have no brother or sister attending the school or adjoining middle/junior school at the time of their admission

6. Children who live outside the catchment area and have a brother or sister attending the school at the time of their admission
7. Children who live outside the catchment area and have a brother or sister attending the adjoining middle/junior school at the time of their admission
8. Children living outside of the catchment area and have no brother or sister attending the school or adjoining middle/junior school at the time of their admission

Absences

We are required (under the Education Regulations 1991) to record all unauthorized absences on your child's report, therefore reasons for absence are vital. The attendance register is marked at the beginning of both morning and afternoon sessions and all absences will be recorded.

We also have to record any late arrivals. We do appreciate that some late arrivals are unavoidable, so registers will not be closed until 9am. However, we ask that you inform the secretary if you arrive after 9am so that our records are amended. We also have a signing out book: if you have to collect your child from school early due to an appointment or sickness, please call into the office to sign your child out

No child should come to school unattended and no child will be allowed to leave school without a responsible person authorized by the parent/carer.

First Day Absence: You must telephone the school with the reason your child is absent by 9.30am. If no message is received we will call to ask the reason and if parents/carers cannot be contacted, the absence will be marked as unauthorized.

Tenth Day Absence: Any pupil absent without explanation for 10 consecutive days will be referred to the Norfolk Pupil Attendance Service (this is a legal requirement). The school will include details of action they have taken.

Holidays taken in Term Time

Amendments to the 2006 regulations (Education (Pupil registration) (England) (Amendment) regulations 2013) remove references to family holiday and extended leave as well as the statutory threshold of ten school days. The amendments make clear that Headteachers may not grant any leave of absence during term time unless there are exceptional circumstances. If you have any concerns regarding this matter please speak to the Headteacher. For this year's school term dates, please see the back cover of this brochure.

Medicines

Class Teachers cannot accept responsibility for giving children medicines. If it is necessary for a child to receive medication during school hours, naturally any parent is welcome to the school. Where it is not practical for parents to come to school special arrangement may be made whereby the Headteacher or Secretary are authorised to administer medicine. Those children who are asthmatic, or for some other medical reason may have need to use inhalers because of their condition, should bring their inhalers and will be given access to them AT ALL TIMES.

No Jewellery

Children should not wear jewellery in school except for a pair of small stud earrings or a watch, as items are frequently lost and some can be extremely dangerous, especially during P.E. lessons. Class teachers are not allowed to remove earrings. For safety, and in line with Norfolk County Council guidelines and other local schools, ***any child unable to remove their own earrings will not be allowed to take part in P.E.***

No Toys

Children are welcome to bring items from home which are relevant to our topics, and in Reception, children may bring things for 'Show and Tell'. These items will be kept safe by the class teacher during the day. Otherwise please do not allow children to bring toys from home to school as children will be upset if they are lost or damaged.

Intimate Care Policy

Our policy if a child wets themselves is, for a member of staff to assist the child to clean and change (the level of help given will depend upon the age and ability of the child). Your child's dignity is a major priority in such a case and staff will always deal with the matter sensitively. If your child does suffer from a tummy bug, causing sickness or diarrhoea, please make sure that they do not return to school within 48 hours, to help reduce infection amongst other children and staff.

Home/school agreement

Every school is required by the Schools Standard & Framework Act 1998 to have a Home School Agreement. All children are encouraged to participate and to know what is expected of them.

School

We will do our best to:

- Achieve our school Aims for your child
- Encourage children to try hard and do their best and support them in this.
- Inform you about your child's progress in our parents evenings and the end of year report.
- Contact you about any concerns we may have about your child's progress or behaviour.
- Inform you about what the children will be learning and any major changes that take place.
- Keep you informed about school activities through letters, newsletters and notices on the school noticeboards.

Signed by Headteacher

Family

I/We will do our best to:

- Make sure that my child arrives at school on time - **8.40 - 8.50 am**.
- Make sure that my child attends regularly and provide an explanation if my child is absent. (Planned absences eg holidays should be informed in advance.)
- Let the school know about any concerns or problems that might affect my child's work or behaviour.
- Support the school's policies and guidelines for behaviour.
- Support my child in any home learning activities.
- Attend parents evenings to discuss my child's progress

Signed by Parent/Carer

Child

I will do my best to :

- Be kind to everyone
- Tell a grown up if there is something or someone upsetting me.
- Keep the playground rules to make our playground **happy, safe and friendly**.
- Take good care of the equipment and the building.
- Try hard with all work I am asked to do.

Signed by Child