

The Federation of Grove House & Kings Park Infant Schools



Kings Park Infant School



Handbook for Parents 2016-2017

Contact Details

EXECUTIVE HEADTEACHER: Mrs Sarah Charman

CHAIR OF GOVERNORS: Mr Gavin Redwood

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School Staff

Mrs Sarah Charman:	Executive Headteacher
Mrs Helen Harrison:	Deputy Headteacher / Y2 Teacher
Mrs Susannah Burrell	Y2 Teacher
Mrs Amy-Beth Elson:	Y1 Teacher
Mrs Felicity Bailey:	Y1 Teacher
Mrs Caroline Schofield:	Reception Teacher
Mrs Debby Jones:	Intervention Teacher
Mrs Lucy Robinson	SENDCo
Mrs Sharon Nicholls:	Higher Level Teaching Assistant
Mrs Claire Cowling:	Cover Supervisor
Mrs Angela Ludman:	Teaching Assistant
Miss Sophie Dobbs:	Teaching Assistant
Mrs Marie Jammeh:	Teaching Assistant
Mrs Janice Brown:	Teaching Assistant
Miss Roxy Dorr:	Teaching Assistant
Miss Abbie Brown:	Teaching Assistant
Miss Vicki Wright:	Teaching Assistant
Mrs Sara Cox:	Secretary
Miss Vicki Wright:	MSA
Mrs Marie Jammeh:	MSA
Mrs Leonette Morais:	MSA
Mrs Sheron Murphy:	MSA
Mrs Rose Tollady:	Cook in Charge - employed by NCS
Mrs Linda Good:	Catering Assistant - employed by NCS
Mrs Edana Isbill:	Catering Assistant - employed by NCS
Miss Roxy Dorr:	Breakfast Club Assistant
Miss Abbie Brown:	Breakfast Club Assistant
Miss Sophie Dobbs:	Breakfast Club Assistant
Mrs Laura Thomas:	Caretaker / Cleaner
Mr Nick Thomas:	Caretaker / Cleaner

The Governing Body

CHAIRPERSON:	Mr Gavin Redwood
VICE CHAIRPERSON:	Mr Richard Barr
CLERK:	Mrs Jane Jackson
LEA REPRESENTATIVES:	Mr Richard Barr
PARENT REPRESENTATIVES:	Mr Mark Schofield Mr Ian Dockree
CO-OPTED REPRESENTATIVES:	Mr Gavin Redwood Mr Andy Mason Mr Roger Good Mr Paul Speed Mr Peter Porter
STAFF REPRESENTATIVE:	Mrs Sharon Nicholls
EXECUTIVE HEADTEACHER:	Mrs Sarah Charman



School Statement

Kings Park Infant School is an inclusive learning community where children feel safe and valued within a creative and supportive environment. Children are encouraged to be independent and to reach their full potential in all areas of the curriculum.

Our School Aims

- To give each child a sense of worth and identity.
- To provide a thorough grounding in the basic skills through a challenging and well planned curriculum, with high expectations of children and staff.
- To maintain an ethos where the whole school community works together in order to foster an atmosphere of co-operation, trust and respect of self and others. We enable children to develop respect for the values, beliefs, aspirations and property of others.
- To provide a safe, disciplined, happy and caring environment where education of the highest quality takes place.
- To develop in each child a desire to do their best for others and themselves.

Admissions

The admission criteria for Kings Park Infant School is determined by the Local Education Authority and agreed by the Governing Body in order of priority:

- 1. Children for whom their statement of Special Educational Needs / EHCP names that school.*
- 2. Children who live within the designated area and have a sibling attending the school at the time of their admission.*
- 3. Children who live outside the designated area and have a sibling attending the school at the time of their admission.*

Children are admitted to Kings Park Infant School in the September of the academic year in which they are five. All children will be offered a full time place from September.

Most children find starting school very tiring, particularly those admitted to school before their fifth birthday. The curriculum in Reception grows out of, and builds upon, Pre School practice but is necessarily more challenging. There are statutory requirements in assessment and curriculum provision.

To ensure an easy transfer from Pre School to Reception there is an established system of visits for new children and parents. New parents will be notified well in advance of the arrangements. New Reception parents are invited to meet with the Reception teacher.

Transfer to Junior School

Children transfer to the Junior School of their choice in September after the end of Year Two when the children are aged 7. A range of visits and other links are in place to ensure smooth transition.

If you have any queries about the admissions process please contact the school office.

Parental Visits and Communications

Our staff are always happy to see parents either before or after school, believing that good relationships between home and school are in the best interests of the child. The morning is a busy time in class so, wherever possible, please arrange to speak to teachers after school. Urgent messages can be left with the Office.

It is easier to solve a small problem than a large one - so **please** talk to us sooner rather than later.

The school issues a regular newsletter giving details of school activities and any changes to the curriculum or organisation. Other letters are sent home about events and trips, often with reply slips - which we need back as soon as possible and if **money is involved, in an envelope labelled with the child's name and class**. We also use a texting service to contact you at any time through your mobiles. We need to have a current mobile number at all times as we use texts to remind parents about events or inform them about something specific to their child.

The School Day

8.45 am	Main gates open
8.45am	Arrival and greeting time
8.55am	Registration
9.05am	Teaching time
10.30am	Playtime
10.45am	Teaching time
12noon	Lunch break
1pm	Teaching time
3pm	Home time

School Organisation

The school day begins at 8.55am, although our doors open at 8.45am ready for a prompt start. The side gate is opened at 8.45am to allow you to wait in the playground. Children enter school via the classroom doors on the playground. Children remain your responsibility until admitted into the building by the teachers. The registers close at 9.15am and anyone arriving after that time should report to the office in order to register and book a lunch.

The lunch break is supervised by the Midday Supervisors.

At the end of the day children are collected from the class exits by the playgrounds.

Currently the children are organised into three classes; one Reception class, one Year 1 class and one Year 2 class. Although there are currently no plans to, this could change due to fluctuating numbers as in all small schools.

Children are grouped in a variety of ways within the class, to match the task or subject planned. Sometimes that will mean working as a whole class, sometimes in ability groups or friendship groups, and sometimes individually. All children are monitored closely and planning takes account of their progress and needs. We endeavour to keep you informed about school life and your child's progress by:

- ❖ Text messages
- ❖ School newsletters
- ❖ School and School Home Association events and dates
- ❖ Regular parents evenings
- ❖ Curriculum evenings
- ❖ End of year progress report
- ❖ Informal discussions with teachers or Headteacher whenever necessary
- ❖ Special events and assemblies

Curriculum

We offer a broad and balanced curriculum that fulfils the requirements of the National Curriculum and the Foundation Stage Curriculum.

Most school work is based on first hand experiences. Parents can help by showing enthusiasm for their child's achievements, however small. Encouragement, support and interest inspire children to try harder and achieve more each day.

Parents may also see copies of school policies, schemes of work and any published OFSTED reports. Our most recent OFSTED report (September 2014) rated the school as 'good' overall with a 'good' grade for the curriculum it offered.

Policies are available on the school website and from the school office.

Foundation Stage

Our Foundation Stage offers a full and rich learning environment that gives children the best possible start to their education. The Reception children follow the Foundation Stage curriculum. It is organised into these areas of learning:

- ❖ Personal, social and emotional development
- ❖ Communication and language
- ❖ Literacy
- ❖ Maths
- ❖ Understanding of the world
- ❖ Physical development
- ❖ Expressive arts and design

All reception children build on their past experiences both at home and within pre-school settings, through the Foundation Stage provision. This ensures progression within these settings and sets out a range of activities at different levels, which cover different abilities.

English

We continue to have a strong focus on both English and mathematics. We use the New National Curriculum as a basis for all language work, increasingly linking this to our class topics. Children in Year 1 and 2 have a daily lesson covering all aspects of English.

Speaking and listening, reading and writing are very important parts of an infant school curriculum. These skills are practised through many other subjects as well as being taught specifically during literacy lessons.

Reading is taught through Shared Reading (whole class), Guided Reading (small groups) and Independent Reading (usually individual). Reading books are organised into levels which are colour coded. Children are taught to choose their own home reading books from their colour band. Library books are brought home regularly and library skills are taught. Children are encouraged to read a wide variety of books and other texts both at school and at home. Children learn to read largely through a phonics approach. They may learn some common high frequency words by sight.

Speaking & Listening are vital skills which are given emphasis in all curriculum areas and activities. Children are expected to listen to each other and adults with increasing concentration and understanding, and to speak with growing confidence, using an expanding vocabulary and an awareness of their audience.

Writing is encouraged from the first days of school when children are encouraged to begin to make marks. Different forms of writing are explored and children have opportunities to develop their skills in a variety of formats. Children are taught a clear, well-formed print style and gradually develop a cursive script for joined handwriting.

Spelling is taught through a phonic approach (alongside reading)

Mathematics

The new National Curriculum is used as a basis for teaching maths. Children are given the opportunity to acquire mathematical skills through varied mental, practical and written activities. They are encouraged to look for, solve and enjoy number situations, which they encounter in everyday life.

Much emphasis is put on developing sound mental arithmetic strategies which gives children a sound basis from which to work. We aim to make maths as practical and fun as possible, using it in other areas of the curriculum.

Other Curriculum Areas

Other curriculum areas are mainly taught through class topics. This approach allows links between the different subjects as well as a stronger focus on acquiring the skills needed to be a successful learner. Children are more involved in deciding what they would like to learn and steering the overall direction of the topic. Below is information on how we are covering/intend to cover the following subject areas.

Science and Technology

Work is planned through topics. Children learn to observe carefully, ask questions and develop their investigative skills. They are taught to consider how to find out more by planning activities, carrying out an investigation and discussing their findings.

Children also develop skills in using a variety of tools and materials in safety. Children have the opportunity to disassemble, investigate and evaluate existing items. They then use this knowledge to plan, develop and evaluate their own designs.



Computing

Computing is used across the curriculum to enhance learning in all subjects. For this reason interactive whiteboards and other appropriate resources are to be found in every classroom.

Every classroom has access to a minimum of 4 computers and appropriate software. ICT equipment is used to teach computing skills directly and is also used to support many other areas of the curriculum.

Computing is an ever changing, improving area due to the continuing development of new equipment.

History

We aim to develop an awareness of the past, the way it affects the present and how developments have taken place over the years.

Through the study of famous people and events, children look at a range of evidence and interpret this in the light of current knowledge. We aim to give children as much 'hands on' experience as possible. This is achieved by inviting various groups into school or by taking the children to visit old buildings or museums.

Geography

We aim to develop an understanding of the world. The children make studies of the local area, contrasting areas and the wider world. Again we endeavour to make experiences as practical as possible ensuring that children have the opportunity to learn through 'first hand' experiences. The children will increase their geographical vocabulary and learn how to use maps, globes and plans.

Art

Opportunities are given to develop skills and work on both individual and joint projects. Using a wide range of materials and techniques children will gain confidence and competence in areas of 2 and 3 dimensional work, fabric, weaving, sculpture, painting, drawing and computer design software.

Music

We have pitched and unpitched percussion instruments. Children have the opportunity to experiment and practise making their own music. The children have regular music lessons which are enhanced by learning new songs and hymns once a week.

They have opportunities to listen to different sorts of music, learn about instruments and composers.



PE

The children follow a programme of *Gymnastics, Dance and Games*. We always adopt a positive attitude towards the subject of physical education by giving appropriate praise and by rewarding the children's success. We aim to develop an understanding of the affects physical activities have on your health. Safe practice is taught.

Please see the statement on jewellery later on in this handbook. Long hair must be tied back. A named PE kit consisting of white t-shirt, black shorts and plimsolls should be kept at school and taken home at the end of each half term.



PSHE (Personal, Social, Health Education)

We follow the PATHS curriculum and are committed to establishing a school community where healthy lifestyles are encouraged. Planned 'Circle Times' and a developing School Council give children the opportunity to express their views and feelings.

Religious Education

We follow the Norfolk Agreed syllabus for R.E. The children have the opportunity to study aspects of different religions. The aim is to help children understand the nature of beliefs and practices.

Assemblies

Assemblies are held on a daily basis. They are broadly Christian in nature and offer children the time to reflect and respond.

Parents are welcome to attend assembly on some Fridays when we celebrate children's achievements in school.

If you wish to exercise your right to withdraw your child from Religious Education or the devotional aspects of Assemblies, you are invited to discuss the matter with the Headteacher so that alternative arrangements can be made.

Relationships Education

The Governors agree that there should be no formal relationships/sex education in school. Through our Science curriculum and general discussion work there are occasions when children raise questions or issues and these will be dealt with in line with our Relationships Policy.

Homework

Great emphasis is placed on the education of the child being a partnership between home and school. Please support your child's homework tasks. This could be reading, learning tasks or simple research.

Reading with your child is very important as research has shown that children who are read to learn more quickly.

All Children enjoy time with their parents to talk through the activities they have experienced during the day, it is a very important part of their education and together with listening to them, talking and reading with them enables children to make much better progress in their education.

Should you have any concerns then please see your child's class teacher.

Pupil Absence

If children are not well enough to cope with the demands of the school day they should be kept at home. Please telephone us in the morning of the day they are absent to let us know the reason for their absence. If we have not been informed of why your child is absent by 9.30am we will contact you by text. If the reason for an absence has not been given over the telephone you will need to bring in a written note.

If your child has a serious health problem, please let the school know so that we can be prepared and support them as necessary. We are prepared to give prescribed medicines when they are prescribed as needing 4 applications a day but not where 3 or fewer applications are required. Parents must take the medicine, in a named bottle or packet to the office where it is kept secured. A form will need to be completed.

The Governors support full and regular attendance as it is vital to ensure your child receives the best possible education.

Frequent absences are shared with our Attendance Improvement Officer who looks for patterns and periods of absence. Not only is it parents' responsibility to ensure their child attends school, it is vital they attend on time. Lateness causes disruption and lost learning time.

We cannot authorise any request for holidays during term time.

Headlice

Headlice is a community problem and we have written advice for parents on request. Please be vigilant and regularly treat your child's hair. Children's hair is not routinely checked in school but we will notify you if we notice an infestation in your child's hair.

Jewellery

For safety and hygiene reasons the wearing of jewellery is not permitted, with the exception of stud earrings. However, stud earrings must be removed on the day of PE lessons, either by the children themselves or prior to them coming to school. School staff must not assist with the removal of earrings. We will only allow children to cover earrings with tape or plasters (not provided by school) during the first six weeks after a piercing. If a child cannot cover their earrings in this instance, or completely remove them in all others, they will not be allowed to take part in P.E.

School Security

We want an 'open' school where adults can come in and feel welcomed at all times. However, in order for us to keep everyone safe, entry to the school is by the main entrance. All visitors to school are asked to report to the main office where you will be greeted by Mrs Cox and asked to sign our visitor's book.

All adults working in school have a police check (DBS), including those in school on a voluntary basis.

Gates in and out of areas where children are playing are kept locked during the school day. This is not to deter parents from feeling welcome - it is to keep your child safe.

Child Protection

We adhere to the Norfolk Child Protection Procedures.

We are committed to promoting the health and welfare of all pupils. If we see signs which suggest that one of our pupils may have been the victim of abuse, this will be reported. Use of the procedures in this way is an obligation placed on the school by legislation and in no way infers that any parent/carer is being accused of wrong doing. Mrs Sarah Charman is the designated Child Protection Officer and in her absence Mrs Helen Harrison deputises for her. The school has a detailed and regularly updated safeguarding policy and routinely carries out criminal records bureau checks on anyone who has regular contact with children in school.

Special Educational Needs

Children are carefully monitored for progress and social behaviour throughout their school life. If we feel that your child needs additional support we will discuss our concerns with you. If difficulties continue, an Individual Education Plan is written for your child. This will be discussed with you and your child. The school has access to a range of support services such as an Educational Psychologist, Learning Support Teacher, Speech and Language Therapist and other professionals.

Our Learning Support Assistants work closely to support individuals and small groups.

Parents are kept fully informed of progress and consulted at regular intervals. We want each child to achieve their full potential and by working together we can achieve this.

The school has a policy for Special Educational Needs, which is reviewed each year and is in line with the National Code of Practice.

Miss Lucy Atkinson has responsibility for co-ordinating Special Needs within the school.

We welcome pupils with disabilities into our school. The school is accessible for wheelchair users and has toilets for people with disabilities. There is a dedicated disabled parking bay. Any help and information from parents regarding disability issues is welcomed by the school.

The school has an Accessibility Plan. This plan is regularly reviewed to ensure that our facilities are constantly improved and meet the needs of our current and prospective pupils.

The school safeguards against any possible discrimination towards people with disabilities. The 'Single Equalities scheme' sets out how we do so.

Gifted and Talented children are assessed when necessary and differentiated work will be provided where suitable.

Behaviour and Discipline

We expect all our children to behave in a responsible manner towards others, showing consideration, courtesy and respect for people and property. Whole school rules are made and agreed with all children and the Headteacher at the beginning of each school year. Children are aware that there are consequences to unacceptable behaviour. A copy of the school Behaviour Policy is available on request.

We believe discipline comes from within and aim to encourage children's acceptance of responsibility for their own actions. We hope this should minimise the chances of a bullying situation developing. If a specific issue relating to bullying arises this is always taken seriously. Reported incidents are always investigated and dealt with thoroughly and sensitively by the appropriate teacher. These incidents are always discussed with the Headteacher.

If a situation arises where a child's behaviour is causing difficulties then parents/carers will be invited to come to the school to discuss it with the teacher/Headteacher.

If it ever becomes necessary, we would follow procedures set down by the Local Education Authority.

We expect all adults to act in the same responsible way. We do not tolerate discrimination towards anyone on the basis of their race, gender, sexuality or faith.

Practical Considerations

School Lunches

Meals are cooked on the premises and a menu is sent to all parents. School meals for infant pupils are currently free. A packed lunch is available, as are jacket potatoes.

Packed lunches

These should be sent in a named box. Please do not include sweets, chocolate bars or any products containing nuts. Drinks should be in cartons or plastic flasks with a cup. Please put in any cutlery they may need such as a spoon for a yogurt. All packed lunch waste will come home in your child's lunchbox so you can monitor what they have eaten.

Water and fruit

Children are encouraged to bring plain water to school in a named plastic sports type bottle. They have access to this throughout the school day. Kings Park Infant is participating in the Government's School Fruit and Vegetable Scheme. This scheme ensures that a portion of fruit or vegetables is available to each child every school day. The children eat this before morning playtime.

School Visits

From time to time a visit is arranged to support the curriculum. These are an important part of our educational programme and give the children the opportunity to extend their knowledge and experiences.

We do not make a charge for the cost of these visits but we do ask for voluntary contributions. If these are not forthcoming we may have to cancel the visit. The visits are only ever charged at a rate to cover costs and a breakdown of the costs will be provided with an information letter.

Risk assessments are always carried out and the LEA are notified of all trips through an on-line program.

Charging

We make no charges for materials or ingredients for practical activities which take place in school.

School Uniform

Sweatshirts and other items of uniform with the Federation logo are available from Birds of Dereham.

Girls

Grey skirt or trousers

White polo shirt

Burgundy sweatshirt or cardigan

Red gingham dress

Boys

Grey trousers or shorts

White polo shirt

Burgundy sweatshirt or cardigan

PE Kit

Black shorts

White t-shirt

Plimsolls

Please ensure all clothing is **clearly named**. We ask that PE kit is brought to school at the beginning of every half term and taken home at the end of every half term for washing.

Sensible shoes should be worn that children can do and undo themselves. No high heels please.

Photographs

We take photographs in school to use in teaching or in display work. On a few occasions a video is taken. Each year parents will be sent further information about this and asked to return a form to give the school permission to do this. Parents can withdraw their permission at any time. Parents cannot take photographs at school events unless permission is given by all parents. We will seek your consent for specific events and let you know the outcome.

Website

Our school website is www.kingsparkinfant.org the contents of this handbook are on the site, along with newsletters and items of interest.

After School Activities

We currently have a range of after school clubs which are currently: Gardening, Sewing, Craft, Dance, Kid Fit and Mini Olympics

A range of other activities are offered at the school by other groups such as dance classes and Brownies.

Parking

This continues to be difficult first thing in the morning and at the end of the school day. For children's safety we ask all parents to observe the no parking areas outside the school gates and to have consideration for the local residents by not blocking driveways. Parking in the school car park is for staff only or those drivers with disabilities who hold a 'blue badge'. We appreciate your help in this matter.

Dogs on Premises

We operate a strict policy that dogs are not permitted anywhere within the school premises or grounds. Exceptions to this policy will be made for Guide Dogs.

Complaints

If you have a concern or query please speak to your child's teacher in the first instance. If the problem is not resolved, then see the Headteacher who will endeavour to sort out the difficulty. If the problem is still unresolved, parents should consult a member of the Governing Body. Appeals against decisions made by the Governing Body should be addressed to the Chair of Governors.

A copy of the full complaints procedure is available from the office.

Hometime Arrangements

If you are unable to collect your child at home time, please make other arrangements and let Mrs Cox in the Office know. Unless we have previously been informed we will not allow children to go home with someone else.

Community links

Kings Park is very much part of the local community. We have close links with the Pre-school which is based on our site and Grove House Infant School which is part of our Federation. The school is part of a project to improve transition between infant and junior schools and as such works closely with schools in the local area. The Dereham cluster of schools meet regularly and all Heads work closely together to discuss common issues and share information and resources.

The cluster now employs key staff who can support you as a parent. The school's Parent Support Advisor, Judith Crane, can advise on a range of parenting issues, sign post you to further sources of help or simply listen when you don't know who else to talk to. She can be contacted on: 07931 891765 or 01362 694229

Parent Helpers

We welcome parents/carers help with activities in the school (subject to a DBS check). Also many educational visits are only made possible with help from willing parents/carers. If you feel you could spare some time or have a special talent you could share we would be delighted to see you.

School Term Dates 2016-17

School Opens - Monday 5th September 2016

Half Term

School Closes - Friday 21st October

School Opens - Monday 31st October

Christmas Holiday

School Closes - Friday 16th December

School Opens - Thursday 5th January

Half Term

School Closes - Friday 10th February

School Opens - Monday 20th February

Easter Holiday

School Closes - Friday 31st March

School Opens - Tuesday 18th April

Half Term

School Closes - Friday 26th May

School Opens - Monday 5th June

Summer Holiday

School Closes - Friday 21st July

School Opens - Wednesday 6th September 2017