

Welcome to

Bedgrove Infant School



BEDGROVE INFANT SCHOOL

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On behalf of the Children, Parents, Staff and Governors may we welcome you to our school through this prospectus, written to impart to you our beliefs, values and expectations for everyone who is involved with Bedgrove Infant School.

The prospectus, we trust, will provide you with an understanding of the curriculum, the learning and teaching, our policies and practice and the organisation of our school. We also hope that it will emphasise for you the importance we place on the partnership between parents/carers, children and the wider community. We aim to maintain close and effective communications with parents/carers and to offer a safe and secure environment for your child where their academic, physical, social and emotional needs are addressed.

The Staff and Governors are extremely proud to be a part of Bedgrove Infant School where they are continually striving to improve standards that are already high. Teaching throughout the school is exciting and innovative, supported by outstanding learning environments and resources, both inside and outside the classrooms. The school stands in expansive grounds that have been adapted to maximise learning opportunities in both directed and leisure time.

Please visit our school to experience first-hand an inspiring environment where every child matters and the happy atmosphere is a testament to each child feeling valued and fulfilled.

Headteacher: Mrs Barbara Capstick

Chairman of Governors: Mrs Carolyn Lee



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The School

Bedgrove Infant School is a large, four form entry Infant School. Built in the 1960's, the school buildings consist of a main building with hall, offices, music/drama room and staff room. Around the main building are four year-group blocks. The school also has two computer rooms, and a library. Outside there is a large outside Foundation classroom and two innovative playgrounds. These playgrounds contain an adventure trail, sandpits, reading and writing huts, climbing wall, as well as other stimulating equipment.

The resources in all areas of the curriculum are excellent and support high quality teaching extremely well. The school has achieved many national awards including:

- Ofsted - excellence
- The Challenge Award for excellence in whole school provision for A G & T.
- NACE for high quality standards in ICT.
- ICT Mark for demonstrating commitment to continual improvement through ICT.
- Swan Award
- The Early Years Special Award for the Outdoor Setting of the Year.
- Leading Aspect Award for leading practice in the teaching and learning of the Foundation Stage.
- Healthy Schools Award

"This is a place of educational excellence for young pupils. The pupils love school. Look forward excitedly to their work. Outstanding learning opportunities, excellent teaching. Pupils reach exceptionally high standards. I believe this school is exceptional. This is a listening school. Communication is excellent. The outside environment is stunningly creative. This very caring, inclusive school, which gives high priority to the pupils' welfare. The school prepares the pupils very well for their future education and equips them with a very good range of academic and social skills. The staff quickly pick up on children's strengths and keep them challenged. A succession of highly skilled staff make this school the exceptional place that it is".

OFSTED – NOVEMBER 2008

Classification of School:	Primary Co-educational
Age Range:	There is a Nursery Class on the premises, which caters for 120 children who are four between 1 st September and the 31 st August. Nursery and Main School prospectuses are available from the school office.
Age Range School:	Nursery and Main School Rising 3+ – 7+
Times of Nursery Class:	AM session 8.30am to 11.30am PM session 12.30pm to 3.30pm
Times of School:	8.55am – 12.00 noon 1.00pm – 3.00pm Lunch break 12.00 noon – 1.00pm
Area served by school:	Bedgrove Estate, Aylesbury i.e. the area bounded by the Tring Road and Wendover Road, south-east of Craigwell Avenue, Long Meadow and Camborne Avenue.

Admissions

The school's admission arrangements are as described by the Buckinghamshire Education Authority for all county schools. Arrangements for admission to the school should be made either directly to the school for Foundation 1 or through the Education Authority Office, County Hall, Aylesbury, HP20 1UD, the school or on line for Foundation 2. The number for admission in 2010 – 2011 is 120.

Detailed information about our admissions criteria, policy and procedures can be found in this pack collected from the School Office.

Visits to the School

You are very welcome to look around the school. For an appointment please telephone the School Office 01296 481353 and speak to Mrs Theresa Headley.



School Term and Holiday Dates

Open on the morning of:

Closed at the end of session of:

Autumn Term 2010

Thursday 2nd September
Tuesday 2nd November

Friday 22nd October
Friday 17th December

Spring Term 2011

Wednesday 5th January
Tuesday 1st March

Friday 18th February
Friday 8th April

Summer Term 2011

Wednesday 27th April
Tuesday 7th June

Friday 27th May
Friday 22nd July

Autumn Term 2011

Wednesday 7th September
Monday 31st October

Friday 21st October
Friday 16th December

Spring Term 2012

Wednesday 4th January
Monday 20th February

Friday 10th February
Friday 30th March

Summer Term 2012

Tuesday 17th April
Tuesday 12th June

Friday 1st June
Monday 23rd July

School will be closed for the following days for teacher training:

1st September 2010, 1st November 2010, 4th January 2011, 28th February 2011, 26th April 2011, 6th June 2011, 5th and 6th September 2011, Tuesday 3rd January 2012, Monday 16th April 2012, Monday 11th June 2012, Monday 23rd July 2012,

People in Bedgrove

STAFF LIST

Class teachers are supported by their own full-time teaching assistant who together with our office managers, midday supervisors, caretakers and cleaners make up the school's dedicated team. Our teaching staff comprise:



➤ *Strategic Team*

Mrs B. Capstick (Headteacher)

Mrs C. Wreglesworth (Deputy Headteacher), Mrs J. Gurney (Senior AST), Mrs D Smith (Assessment and Tracking Manager), Mrs J Barnett (Senior Year Group Leader)

➤ *Year 2*

Miss J Taylor (Manager), Miss S Knapper, Miss S Morley, Dr J Fisher, Miss Nicola McCarthy GTP

➤ *Year 1*

Mrs J Barnett (Manager), Mrs J. Gurney (AST), Mr B. Grace (AST), Mrs S Longmate, Mrs J Makepeace (GTP)

➤ *Foundation 2*

Mrs E Fenner (Manager), Miss L Archer, Mrs J Madry, Miss A Golding (SENDCO)

➤ *Foundation 1*

Mrs S Peacock (Foundation 1 Manager), Mrs D Smith (Senior Teacher), Mrs G Leone (NNEB Manager), Miss H. Wadsworth, Mrs C. Warwick, Miss T Turner

Mr D Mitchener Music Specialist



VISITORS

The school plays host to many visitors who bring their individual skills and experiences to share with the children during assemblies, lessons and themed weeks (see our section 'Enrichment Beyond the Curriculum' for more information). Our recent visitors have included

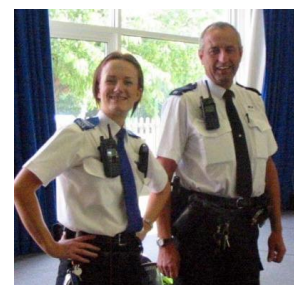
- Professional theatre groups, Celtic Chris (Celtic roundhouse), Hearing Dogs, Puppet Theatres, Small Animal Farm.
- Professionals, e.g. Police, Fire Service, Ambulance Service.
- Craftspeople, e.g. sculptor, wood-carver.
- Sports coaches.



OTHER ADULTS IN SCHOOL

For advice and support when needed (please note that all adults working in school are CRB checked):

- Education Psychologist.
- Primary Support Teaching Service.
- Behaviour Support Service.
- Education Welfare Service.
- Health professionals including School Nurse, Occupational Therapist, Children's Health Trust, Speech and Language Therapist.
- Trainees – those training to become teachers. Parents will be notified if a trainee is working within a child's class.
- Parents help in school in a range of ways including playing games, hearing sounds and words (for phonics) and listening to children read. The school newsletter informs parents when we have vacancies for parent helpers and will contain details of how to apply.



Ethos

Every child matters to us.

We aim to create a happy, caring and challenging learning environment, enabling pupils to fulfil their potential by:

- Providing a broad, exciting and well balanced curriculum.
- Working together and with the wider community.
- Seeking continuous improvement and innovation.
- Being responsible for our own actions, whilst valuing each others opinions and beliefs.
- Celebrating success and taking pride in our achievements

Bedgrove Infant School aims through the curriculum, pastoral and social structure of the school to provide the 'five outcomes' from Every Child Matters for all our pupils:

Be healthy

We believe health is the entitlement of all and encourage our pupils to make healthy choices. We provide fruit for all our pupils at break-time, and encourage parents to provide healthier lunchboxes. In addition every child has their own water bottle provided by the school and physical health is encouraged through the curriculum and at play where we provide a range of health promoting activities including dancing, skipping, ball skills, climbing, Wake and Shake (Year 1) and Five a day (Year 2).

Stay Safe

At this school, the health, safety and well-being of every child is our paramount concern. We listen to our pupils and take seriously what they tell us. Our aim is that children will enjoy their time in this school. We want to work in partnership with you to help your child to achieve their full potential and make a positive contribution.

To promote a safe environment for pupils, our selection and recruitment policy includes all checks on staff and regular volunteers' suitability, including Criminal Records Bureau checks, as recommended by Buckinghamshire County Council in accordance with current legislation.

In accordance with our responsibilities under Section 175 of the Education Act 2002, we have a Designated Person for Child Protection (Mrs Barbara Capstick) who is the Headteacher and Mrs Caroline Wreglesworth (Deputy Headteacher), who have received appropriate training for this role. It is their responsibility to ensure that all staff in contact with children, receives Child Protection Awareness training on a regular basis.

On rare occasions our concern about a child may mean that we have to consult other agencies.

Unless it is not safe for a child, we would always aim to achieve this with a parent's consent. The

procedures, which we follow, have been laid down by the Local Safeguarding Children's Board, and the school has adopted a Child Protection Policy in line with this for the safety of all. If you want to know more about our procedures, please speak to the Headteacher, Mrs Barbara Capstick or your child's class teacher: the Policy can be found in the School Office.

"Our aim is to create a happy, caring and challenging learning environment, enabling pupils to fulfil their potential"

Enjoy and Achieve

There is more to life than academic success. Whilst we achieve excellent results in the classroom by treating all our pupils as individuals, providing additional support or challenge as needed; we believe one of our main strengths is our emphasis on developing the 'whole child'. We celebrate children's extra-curricular achievements (including anything from swimming awards, to extraordinary acts of kindness) in our 'Celebrations Assemblies'. We monitor achievement in order to ensure that all children, regardless of gender, race, culture or ability are achieving their potential.

Contribute

We have strong links with our community and encourage our pupils to think about how their lives impact on others – not just locally but as members of the global community too. We do this through both the curriculum, forums such as our School Council which involves children from Foundation upwards, and through our direct involvement with the wider community: for example by our pupils delivering harvest gifts to the elderly or supporting a Crèche in Cape Town. Our aim is to be part of not only the local community, but to think of themselves as global citizens too.

Economic & Social Well-being

We believe in nurturing dreams and aspirations, encouraging self-reliance and self-belief. Whatever their economic background, we hope all our pupils can achieve their potential. The school is home to 'Grover', a breakfast and after-school group which provides child-care for some of our pupils. In addition our daily crèche, which runs from 8.30am – 9.00am, 3.00pm to 3.30pm or 3.00pm – 4.00pm, gives parents more flexibility in their lives, knowing their children are safe and cared for. We encourage pupils to develop debating, discussion and leadership skills and also give them opportunities to meet representatives of a wide range of professions, providing them with role models.

GOLDEN RULES

- Take care of each other
- Listen carefully
- Show you have good manners
- Always try your best
- Look after our school
- Be safe

The Curriculum

The children follow a broad and balanced curriculum, our aim being to achieve continuity and progression through the school.

FOUNDATION STAGES 1 & 2 CURRICULUM DELIVERY

The Curriculum for the Foundation Stage underpins all future learning. The Foundation Stage prepares children for learning in Key Stage 1 and is consistent with the Early Years Foundation Stage and areas of the National Curriculum. Inside and outside structured play is an essential part of the teaching and learning process in both. The outdoor curriculum in the Early Years Foundation Stage at Bedgrove Infant School is a stimulating and rich learning environment. There is a literacy area, maths area, wild garden, role play area, painting station and art and craft area, as well as a construction area, football pitch, a quiet corner, sand and water play and many more physical activities. 'Magical' outdoor activities are planned within each half term to ensure that children's imagination is promoted, language is developed and the 'awe and wonder' factor is present. Lessons are planned around six curriculum areas of learning:-

Personal, Social and Emotional Development

Through a wide and varied selection of activities, i.e. circle time, show and tell, stories and role play, all children are given opportunities to discuss their families, friends, ideas and feelings. It is important that each child feels valued so that a strong self-image and self-esteem are promoted.

Communication, Language and Literacy

Through communication, language and literacy children are given opportunities to talk and communicate, to respond to adults and each other. Children will explore, enjoy, learn about and use words in a broad range of contexts and experience a rich variety of books. Children will also develop their listening skills through the use of stories, songs, tapes and role play. This will help them to practice and extend the range of vocabulary and communication skills they use, and help them learn to listen carefully.

Reading

Children experience group reading, individual reading, class stories, library sessions and story sacks in the Foundation Stage.

Children are encouraged to learn the sounds and High Frequency Words associated with Letters and Sounds. With the help of Big Cat Phonics and Rigby Star Fast Phonics programs, children gain a level of reading.



Problem Solving, Reasoning and Numeracy

Mathematical development encompasses understanding of number, measurement, pattern, shape and space. The children have many activities available in the indoor and outdoor areas which help them learn, support, enjoy, explore and expand their mathematical understanding.

Knowledge and Understanding of the World

Knowledge and understanding incorporates science, geography, history, religious education and ICT. Children are given opportunities to question, investigate, experiment, predict and solve problems in a variety of contexts. They are also encouraged to explore and find out about their environment, people and places that have significance in their lives. Children also have access to computers in classrooms and in the computer suite, interactive whiteboards and a variety of ICT equipment, Bee-Bots, walkie-talkies, digital cameras and much more.

Physical Development

In both the indoor and outdoor environments the children are encouraged to develop both their gross and fine motor skills. They will also develop their understanding of how their bodies work and what they need to do to be healthy and safe.

Creative Development

Children are given opportunities to explore and share their thoughts, ideas and feelings through a variety of art, design and technology, music, movement, dance and role play.

KEY STAGE 1 CURRICULUM DELIVERY

We cover all the curriculum areas using a variety of different approaches, to include different learning styles. The teaching methods used are very flexible and involve whole class, small group and individual teaching, depending on the curriculum area being taught. The Literacy and Numeracy strategies are fully implemented and take place each day. ICT supports all curriculum areas.



ENGLISH/LITERACY

English is a core subject of the National Curriculum. English Language Skills are the key to learning in all subject areas.

All classes follow elements of the National Primary Strategy, which involves a minimum of one hour of Literacy work every day. This incorporates shared reading and writing related to, for example, stories on the IWB and guided reading and writing in groups.

- **Reading:** We aim to provide the children with enjoyable reading experiences which will produce confident readers who can use books effectively for pleasure and for information. Reading schemes are used to give structured progress, particularly in the early stages. Our Home Reading scheme encourages parents to support children in acquiring the "reading habit" at home and we also have many parent helpers who read with the children in school.
- **Shared Reading:** Enlarged text with the whole class, interactive whiteboard or Big Book.
- **Guided Reading:** The same text read by a group of children of similar ability with the teacher. This provides opportunities for developing fluency, expression and comprehension of the text.
- **Individual Reading:** Children read one-to-one with an adult. Parents are encouraged to help children at home by practising words, reading and discussing books and hearing them read. The school has a Home School Diary for teacher / parent communication.

- **Phonics:** All children have a daily phonics session where they learn to recognise sounds and letters. They then use this to help with their reading and spelling.
- **Speaking and Listening:** These skills are vital in all learning and social situations. We encourage the children to listen carefully to others and to speak clearly and confidently in discussions. Role playing in appropriate sessions and Class Presentations of work, help to provide enjoyable opportunities to extend oral skills.
- **Writing:** Children plan a range of writing including imaginative stories, poems, letters, lists and reports. Grammar, spelling, punctuation and dictionary skills are taught to enable communication to be effective.
- Opportunities for sharing good work are provided by reading it to other children or adults, or by having it displayed.
- Neat presentation and handwriting skills are encouraged and practised throughout the school. Sometimes groups of children produce collaborative writing. We also teach computer word processing skills.
- We use examples of good literature as the starting point for children's own imaginative writing and we place great value on story telling throughout the school.

Children also visit the library weekly where they are able to exchange books and find out about how books and libraries are used.

Our Library is a colourful and welcoming place for children where they can enjoy choosing or reading books from the wide range of fiction and non-fiction. They can listen to new or favourite stories on tape or enjoy bringing a story to life with the contents of a Story Sack. Computer access allows children to research a topic or locate books. The bar code swipe system allows quick and independent checking in and out of books and will even wish you Happy Birthday! This is a learning environment which stimulates the imagination and encourages a sense of enquiry.



MATHEMATICS / NUMERACY

The ability to use basic mathematical skills will advantage our children throughout their lives.

In mathematics our aims are:

- To enable children to enjoy mathematics in a practical way as a tool for problem solving.
- To increase children's confidence in using mathematics, in making decisions, in explaining, discussing and asking questions.
- To develop children's ability to organise, communicate and manipulate information and to predict and describe patterns.
- To apply mathematical concepts, skills and knowledge to other areas of the curriculum.

We follow the National Numeracy Strategy where the main emphasis is to develop a true understanding of number and mental agility.

Children will have the opportunities to use:

- Practical resources – to aid understanding of new concepts and reinforce previously learnt concepts.
- Mental arithmetic – accurate mental agility is a key life skill.
- Mathematical Language – use of correct mathematical terms is encouraged at all levels and ages.
- Problem solving strategies – continuously
- The outside learning environment – to aid collaborative learning, discussion, reasoning, enquiry and movement.
- Technology - Interactive White Boards and Visualisers are in all Year 1, Year 2 and Foundation 2 classrooms, encouraging even greater enthusiasm for mathematics in our school. Computers in all classrooms and computer suites can be used daily during Numeracy lessons to provide exciting and stimulating activities and to enhance the teaching and learning of all areas. A range of programmable toys are available to all children to support the learning of position, direction and movement.



ICT

We have a very wide range of ICT within the school. Children are allowed access to this as an invaluable tool to enhance their learning.

Foundation 1 has a bank of 3 Computers for use within their block. Foundation 2 have 2 PCs and KS1 classes 1 PC linked to the server, giving access to the Internet and a wide range of



programs. The Internet is based on the County Broadband network ensuring safety within school. All Foundation 2 and KS1 classes have Interactive Whiteboards and

Visualisers. There are also laptops in the Library to encourage use of the Internet for research skills, word processing etc. With a range of audio, visual and control technology available for any age class to use, this helps create an exciting and ever changing learning environment. Children of all learning styles can access these at their own level. ICT is used across the curriculum wherever it can help to extend the teaching and learning in the classroom.

All children are taught safety as part of their ICT curriculum.

SCIENCE

Children have a thirst for knowledge. Science provides opportunities to explore, investigate and ask questions. By using these skills the children are able to have fun and solve some mysteries using their extensive knowledge and understanding of the world around them.

A great emphasis of Science is the practical work that is carried out, none more so than in Foundation Stage where the children are taught through play and hands-on experience. As the children move into Key Stage 1 they continue to experience a range of exciting practical activities further enhanced in our Science Garden. Science incorporates 7 key skills that enable children to successfully carry out an investigation of their own. These skills are taught through careful progressive planning.

Teaching is enhanced by the extensive range of exciting teaching and learning resources, the surrounding environment and the visit of outside agencies such as theatre groups. All of these features enable the children to continue their thirst for knowledge through exploiting every opportunity in Science.

DESIGN AND TECHNOLOGY

Design and Technology allows children the opportunity to design and make. The design process begins with investigation and evaluation of completed products. This enquiry based process then feeds in to the children's own designs. Through focussed practical tasks the children are taught making skills which are applied when creating their own models.

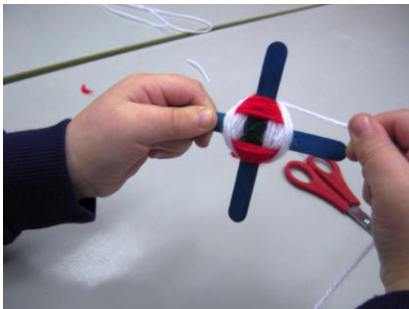


PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, Social and Health Education and Citizenship help to give children the knowledge, skills and understanding they need to lead confident, healthy and independent lives and to become informed, active and responsible citizens. Through sessions in class, the children are given opportunities to share, discuss and extend their own ideas, attitudes and values. In doing so, they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the moral, social and cultural issues that are part of growing up. They learn to understand and respect our common humanity, diversity and differences so that they can go on to form effective, fulfilling relationships that are an essential part of life and learning.

MUSIC

Music is a powerful and unique form of communication that can change the way pupils feel, think and act. We aim to develop pupils' understanding, knowledge, skills and enjoyment of Music through an active involvement in composing, performing, listening and appraising. The children are encouraged to appreciate the richness of musical traditions in a variety of cultures, including our own. African drums are an important part of our Music Curriculum. They help develop the children's level of concentration and audio skills through listening to, repeating and creating rhythms. Singing practice is a weekly assembly and the children have the opportunity to experience live Music through visiting specialists. We currently have a music specialist who offers extra curricular opportunities and organises outside performances.



ART

The purpose of Art is to stimulate the children's imaginations and creativity. We provide a variety of visual, tactile and sensory experiences for them. The children are able to express themselves using a variety of mediums including drawing, painting and sculpture. Many skills and techniques are taught, including colour mixing from a basic palette and choosing the correct materials for a purpose.

The children are encouraged to work on collaborative projects as well as on individual ones.

GEOGRAPHY

We aim to develop children's geographical knowledge, skills and understanding as well as an awareness of their environment and contrasting localities. Activities are based on direct first-hand experiences which focus on the immediate locality of the school and go on to explore contrasting localities at home and overseas both in physical and human terms. We encourage children to take an investigative approach and develop geographical language through exploring the school grounds and surrounding area, using maps, plans and photographs as well as extensive use of information technology, the internet and CD-Roms.



HISTORY

From Foundation Stage we encourage children to ask questions and discuss the past, making comparisons with their world as it is now. Artefacts, books, photographs, internet sites and re-enacting simple everyday situations from the past all help to raise awareness of the passage of time and the differences people have made to the way we live today. As they continue through school, the children are encouraged to consider different forms of evidence, weigh up the relevance of it and begin to draw their own conclusions as to its validity.



RELIGIOUS EDUCATION

Religious Education is based on the Buckinghamshire County Council Agreed Syllabus.

We seek to contribute educationally to the development of pupils as individuals and members of society by fostering a reflective approach to life in the context of a growing understanding of the experiences, attitudes, beliefs and religious practices of mankind. The main religion studied will be Christianity, but children also have the chance to learn about festivals and customs in some of the major faiths. They are encouraged to empathise, discuss, compare and analyse some of the key ideas which lie behind these traditions. Whole school, year or class assemblies are held each day which give opportunities for children to share experiences and feel part of the wider school family. All children are expected to participate in Religious Education and Collective Worship unless their parents have made a formal request to the Headteacher for their child to be withdrawn.

P.E.

The purpose of physical education is to enable all pupils to work towards becoming independently active within the school and community, as well as increasing children's confidence and well-being.

It is important for all children to have the opportunity to develop their physical skills. We aim to provide these opportunities via a wide variety of activities. Through planned lessons and outside agencies, for Gymnastics, Dance and Game Skills, in the hall, field, playground and after school clubs.



Enrichment Beyond the Curriculum

The school prides itself on being able to offer the children opportunities to experience a range of activities outside the normal curriculum, by organising a wide variety of visits from individual professionals, drama type companies and special events. Year 2 also travel beyond the school locality to visit other attractions to enhance their curriculum studies. There are great opportunities to take part in extra-curricular sporting and musical sessions, the former resulting in children participating in different competitive team sports events. These additional aspects of the curriculum are carefully selected to provide the children with experiences that not only support and broaden their knowledge and understanding of school topics, but also introduce the children to completely new areas of interest, for instance live theatre, contact with animals, meeting 'real' authors or getting messy with mud to construct a perfect replica of a Celtic roundhouse. Each year we aim to increase our repertoire of visitors and we are constantly on the lookout for parents, relatives and friends who can also contribute with any hidden areas of expertise they are willing to share with us. We have recently reinstated visits out of school for our older, Year 2 children in order to stimulate genuine interest and enthusiasm for topics before they are taught and to develop a sense of adventure and intrigue in new places. We realise the benefits gained from meeting new faces bringing exciting ideas into school or going out to find new venues, that enrich children's knowledge and understanding of the world around them.

THEMED WEEKS

In KS1 there are themed days for Year 1 and (WIWW) 'What I Want Week' for Year 2. The subject emphasis is aimed at maintaining the profile of this curriculum subject and improving opportunities to access this when teaching outdoors. We are keen to ensure that 15-20% of teaching happens outside in Key Stage 1 to reflect our Early Years Foundation Stage's excellent, provision and practice. Themed Days and 'What I Want Week' are an ideal time to explore new ideas and work on large scale projects to further resource the outdoor environment.

During Themed Days and WIWW, all statutory documents are put to one side and instead lessons are structured and developed around a central theme e.g. pirates, Africa or conservation. These topics encourage research at home and offer opportunities to utilise skills and expertise of parents and professionals alike, bringing topics to life and making learning exciting and innovative.

Year 2 provide a further challenge during their 'What I Want Week', as they invite the children to choose in which direction they would like to take their learning, following skills and knowledge weeks taught during the term.

In enriching the curriculum we aim to encourage children to develop as independent learners who love learning, are engaged at all times and have the confidence to take risks and use their innate creativity to the greatest effect. Our young children will need the skills to think and innovate and the greater the experiences we provide, the more likely it is that every child has the opportunity for this to happen.



SCHOOL COUNCIL

The pupil voice is heard at Bedgrove Infant School through the School Council. The Council enables pupils to become partners in their own education and to make a positive contribution to the school environment and ethos. It gives the children the chance to make a real difference and the school a chance to listen to the views of the children. Each class, from Year 1 and Year 2 have elected class representatives to attend fortnightly meetings and be a forum for active and constructive pupil input into the daily life of the school community.

SPECIAL NEEDS EDUCATION

We aim to provide a challenging and stimulating curriculum for children of all abilities through the careful differentiation of teaching and learning, allowing them to reach their full potential. For those children who require additional support we follow the Code of Practice for Special Educational Needs. The following stages outline the graduated response to a child with special educational needs.

Initial Concern

A child is brought to the attention of the Special Educational Needs and Disability Co-ordinator (SENDCo) by the class teacher or parent. The child's progress is then monitored.

School Action

In consultation with the parents, an Individual Education Plan (IEP) with learning targets or Behaviour Management Plan (BMP) is written. This is reviewed every term with the parents and all those individuals working with the child. The child receives additional support in the classroom from the class teacher and teaching assistant. Children may also be withdrawn at other times for specific work on their individual targets, either on a one-to-one basis, or in a small group.

School Action Plus

In addition to the above, if the school considers that significant progress is not being made, the child is assessed by specialists from external agencies who provide advice and support.

Assessment and Statement

If progress is still not made then the school will suggest that a multi-agency assessment is sought with a view to obtaining an educational statement of need. A statement outlines the child's needs and any special provision they should receive. This is reviewed annually.

ABLE, GIFTED AND TALENTED

A register is kept in school of children who have been identified as having a specific ability in the curriculum subjects or in organisational, leadership, interpersonal and intrapersonal skills or, because they are articulate, logical or creative.

We aim to address their individual needs and monitor their progress as follows:

- The able child, performing above average, is working in the challenge groups within their class. The activities are planned to enhance and enrich their learning
- The gifted child, who has an exceptional ability in the curriculum subjects, has a Challenging Individual Plan (ChIP)
- The talented child, who performs above average in the arts, music and physical pursuits, is given maximum opportunity to use and apply their skill during curriculum sessions or when any visitors/outside agencies come to school with the relevant expertise

As parents/carers we invite you to nominate your child for specific abilities on entry to school. We inform you, from the end of Year 1 onwards, if your child is on the register. If we consider that they no

“Remember that the greatest influence on any pupil is that of their home circumstances”

longer need an additional challenge, we take the child off the register.

Our partnership with parents is the key to the success of our Able, Gifted and Talented policy. Communication between home and school is essential and appreciated.

EXTRA CURRICULAR ACTIVITIES

Various activities are often available to children, either at lunchtime or at the end of afternoon school.

The school has a tradition of offering children a range of additional activities which complement their curricular studies and assist in the development of character and personal confidence. Year 1 and 2 children have the opportunity to take part in extra curricular activities at lunch time or after school.

The clubs on offer during the three terms throughout the year include:-

ICT	Arts & Crafts around the World
Construction	Board Games
Drama	Puppets
Sewing	Art
Knitting	Science
French	Karaoke
Cooking	Chamber Choir (Year 2)
ICT Music Club	Keyboard Club
Jazz Choir	Recorder Club



School Policy

We outline the main points from our key policies below. Full details of any of our school policies are available on request from the School Office.

EQUAL OPPORTUNITIES

It is the policy of the school to ensure that all pupils receive an appropriate and effective education. Class teachers are responsible for the educational, social and emotional development of the pupils in their care and are encouraged to ensure that equality of access is provided at all times and to all groups and individuals within the school regardless of culture, ethnic or gender considerations:-

- Boys and girls are expected to follow the same curriculum and to participate together in extra-curricular activities.
- When organising the content of schemes of work within the curriculum, staff are asked to take into account the diversity of pupils' cultural experience.
- Children with disabilities will be treated equally and the school will provide resources, dependant on their individual needs.
- Pupils are encouraged to explore and share the ideas, opinions and interests which can derive from their particular cultural experiences and backgrounds.
- The content of work offered in the school is provided from a wide range of sources and is selected so that it engages pupils' feelings as well as giving them information and teaching them new skills.
- The curriculum aims to create an understanding of, and interest in, different environments, societies, systems and cultures across time and space.

Whenever possible pupils are encouraged to recognise that each society has its own values, traditions and styles of every day living which they should consider in the context of that society as well as in their own

CHILDREN WITH ENGLISH AS A SECOND LANGUAGE

It is the policy of the school to ensure that pupils who are learning English as a second language are given every opportunity to have access to the National Curriculum by receiving additional support with help from teachers and non-teaching staff. When needed, these pupils will be assessed by an EAL advisory teacher and advice and support sought from the EAL team.

COUNTERING RACISM

All pupils, teaching, and non teaching staff, and parents assisting in school are expected to show respect for all people of all races, creeds and cultures. The school will not tolerate racist actions which are clearly hurtful to others and which contravene the Race Relations Act (1976). Appropriate disciplinary action will be taken against any person who participates in racist actions such as:-

- Physical assault against a person or group because of colour or ethnicity.
- Derogatory name calling, insults or racist jokes, racist graffiti or any other written insults.
- Provocative behaviour such as wearing racist badges or insignia.
- Bringing racist material such as leaflets, comics or magazines into the school.
- Making threats against a person or group because of colour or ethnicity.
- Racist comment in the course of discussion in lessons attempts to recruit other pupils or adults to racist organisations or groups.

Any pupil, parent or member of staff witnessing a racist incident, whether directed to them personally or towards others should report the matter immediately to the Headteacher or to the School Governors. The policy has been agreed by the Governors and Staff of the school and will be reviewed annually.

BEHAVIOUR

We expect and achieve a high standard of caring behaviour. Children are taught when they first start school to act in a sensible and considerate manner. They are expected to respect their teachers and other adults working in the school and each other. Positive attitudes are emphasised. When correction is found necessary, children may have privileges withdrawn. From time to time children are sent to the Headteacher for inappropriate behaviour and the children are spoken to accordingly. In a serious incident or with repeated bad behaviour parents are consulted. There is no corporal punishment at this school.

BULLYING

In our school, bullying is defined as any persistent behaviour by an individual or group towards another pupil that is a cause of anxiety or unhappiness for the pupil concerned. A pupil who feels they are being bullied is encouraged to tell someone so that the matter may be investigated and the bullying stopped. All reported instances of bullying are taken seriously. The pupil will be listened to, appropriate action taken and any incident will be monitored over a period of time to ensure that the matter has been successfully resolved.

SECURITY

This school is committed to the safety and security of pupils, staff and visitors and has a Security Policy in force which is reviewed annually. Many parts of the school are on CCTV cameras.



CHILD PROTECTION

Due to the day-to-day contact with children, schools are particularly well placed to observe outward signs of abuse, changes in behaviour or failure to develop. Parents should be aware, therefore, that where it appears to a member of the school staff that a child may have been abused, the school is required as part of the local Child Protection Procedures, to report their concern to the Social Service Department immediately.

We have a duty to safeguard and promote the welfare of children who are in our school and this responsibility necessitates a child protection policy and procedures. This policy is available for parents to see by arrangement with the Headteacher.

SEX EDUCATION

No formal sex education is given at the school, but children's questions are answered as and when they occur. Children are encouraged to maintain good health and to develop moral awareness. Such discussions are always undertaken with due regard to family values and multi-cultural issues.

COLLECTIVE WORSHIP

Bedgrove Infant school is not affiliated to a particular religion or religious denomination but a statutory act of Collective Worship is held daily, of a broadly Christian character, as required by the Education Reform Act 1988. This provides an opportunity for communal celebration and reflection, and forms a foundation for spiritual growth and living.

Parents have a right to withdraw their child/children from all or part of the religious education or collective worship provided. Any parents wishing to withdraw their child/children should contact the Headteacher to ensure that alternative arrangements can be made.

MERIT ASSEMBLY

Every week two children from each class are awarded a 'Merit Certificate' for anything from good work, to kindness to others or exemplary behaviour or attitudes.

CELEBRATION'S ASSEMBLY

Once a half term we have a 'Celebrations Assembly' to which we invite parents and coaches / tutors for children achieving awards outside school. We actively encourage children to share with others all their out of school achievements and hope that in celebrating their success we also raise awareness for all children of the wide variety of opportunities.

Health and Safety

PASTORAL CARE

The school takes its' responsibility of promoting the well-being of the child very seriously. The class teacher has immediate responsibility for the day to day care of the child. The social and emotional development of each child is carefully monitored by the class teachers who, together with the Headteacher, are responsible for the pastoral care of the children in their class.

Good behaviour and work are praised and reinforced whenever possible, the emphasis being to encourage and reward positive behaviour in our pupils.

At the beginning of a pupil's career in school, parents are asked to supply details of where they can be contacted during the day in case of accident or illness. If an emergency should arise the school will make every effort to contact the parents, or their nominated representative, and inform them of the problem. Please ensure that you inform the school immediately of any change in your emergency contact details.

It is important that your child arrives at school in time for registration each morning.

SCHOOL ACCESS

- In the interest of security, please use the Main Entrance and report to the School Office when visiting the school.
- Unless a specific arrangement has been made, cars should NOT be parked in the school grounds. Taxis must not enter the school premises either.
- The road leading to the school becomes very congested at the start and end of the school day and we ask parents not to park there.
- Children are encouraged to walk to school with a responsible adult whenever possible.



ILLNESS IN SCHOOL

Please do not send your children to school if they are unwell, or you suspect that they may become unwell during the school day. There are no full time professional medical assistants in school.

If a child becomes ill at school, parents are contacted by telephone (it is important to ensure the school is kept up-to-date with changes in numbers) and asked to make arrangements for the child's return home. If the parents cannot be contacted the emergency names on their contact forms will be called.

Following sickness we recommend 48 hours at home to ensure your child is fully recovered.

MEDICINES

We are only able to give children medicines, creams etc prescribed by the doctor. If you wish us to administer medicine at a particular time, you need to complete a consent form which can be collected from the School Office.

If your child has a chronic medical need and requires medication during the school day, please make arrangements to come into school and discuss the matter with the Headteacher. Medical care plans are agreed for pupils with long term medical needs.

Children are not allowed to bring cough pastilles, throat sweets or lip salve into school.

EMERGENCY SCHOOL CLOSURES

In the event of any incident which would require the school to be closed at short notice, the following procedure will apply:

- The school's county website www.buckscc.gov.uk
- Mix 96 radio station will broadcast news of closures if advance notice is available.
- A notice explaining the position will be placed on the school website: www.bedgroveinfantschool.co.uk
- All children who make their own way to school must report to school and await collection by a parent or representative. Under no circumstances will a child walk home unsupervised.

ACCIDENTS

We take every precaution to prevent accidents occurring, but occasionally they do happen. If a child sustains minor cuts or bruises first aid is given, if appropriate, in school.

Parents will be notified if their child has sustained a bang on the head or any other injuries which need to be recorded in our Accident Book.

If a visit to the hospital is required, parents will be notified immediately. If parents cannot be contacted the school will act in *loco parentis* and transportation will be arranged.

We would like to take this opportunity once again, to remind parents to keep *all contact numbers* up to date.

HEALTHY EATING

Each child is provided with a named water bottle to use all day, and a piece of fruit to eat at morning playtime. We also encourage parents and carers to provide healthy choices in their child's lunchbox and not to include items containing nuts due to the increase of children with severe nut allergies in school.



ABSENCES & ATTENDANCE

We recognise the importance of continuity in a child's education and would wish to encourage active parental involvement in this area.

On the first morning of your child's absence you should notify the school. When your child returns to school, please send a letter in with them indicating when and why they were absent from school. This will ensure that the absence is recorded as an 'authorised absence' in the register of attendance. Any periods of absence not supported by a letter are deemed to be 'unauthorised absence' and will be recorded in the register of attendance as such.

It is expected that family holidays will be arranged during school holidays. Where this is impossible a maximum of 10 school days absence, within any one academic year, may be requested of the school.

An Attendance School Policy which was adopted by the school in September 2009 stipulates that any holidays taken during the school year will be classed as an unauthorised absence unless there are exceptional circumstances.

APPOINTMENTS

Children who have medical/dental appointments during the school day should be collected by their parents or responsible adult from the school reception.

Parent Partnership

We see the education of the children as a partnership between the school and the parents, It is important that we are kept informed about any home matters that may affect your child in school.

We also believe that it is vital that parents are kept informed of their child's progress (see "Keeping you informed" overleaf).

HOME/SCHOOL AGREEMENT

At the beginning of each academic year, or when a child is admitted to main school, parents, pupils and the school sign an agreement to work together in the best interests of all our children.

PARENT HELPERS

We welcome parents who have time to come and help with various activities, e.g. reading, art work, sterilising class water bottles, etc. Please speak to your child's class teacher in the first instance. All our parent helpers are CRB checked. If you are assisting in the classroom, we ask that you report to the school office when you arrive. Parents who help in school are given identity badges to wear in school for security purposes.

PTA

All parents belong to the Parent Teacher Association. This organisation consists of parents, teachers and governors. Each year a number of events take place, e.g. discos, quiz nights, Summer fair, Christmas fair etc to raise funds for the school. All parents are strongly encouraged to support these events. The committee is elected at the AGM in the Autumn term.

WHAT WE ASK OF YOU

Bicycles and Scooters

Please do not bring bicycles, scooters or similar items onto the school grounds and playground at the start or end of school as they present a hazard.

Supervision of younger children

For the sake of their safety, we ask that you supervise your younger children on the playground at the start and end of the school day. Please do not allow them to climb on the walls, climbing wall or use the other equipment, as the school cannot be held responsible for accidents that might occur.

Jewellery, Toys and Personal Items in School

Jewellery is not to be worn in school, with the exception of stud earrings in the ear. Jewellery is easily lost or damaged and it is a potential source of danger in PE lessons and in the playground. If your child has pierced ears, please ensure you send a named role of micropore tape for them to cover their earrings during PE Lessons.

We do not encourage children to bring toys into school with the exception of items brought in for 'Show and Tell'. Please ensure any such items are clearly named.

No responsibility can be accepted for any loss or damage to any items, including watches, brought into school.

Dress Code

We ask that all children wear school uniform (a detailed list of items can be found at the back of this pack). Please ensure your child wears sensible shoes (no heels, boots, trainers or jelly shoes).

Keep us informed

Please let us have any changes to contact details, including telephone numbers, address etc.

KEEPING YOU INFORMED

We believe communication between school and home are vital in developing trust and raising standards across the curriculum and beyond. You will be kept informed of your child's progress and school issues in the following ways:

- Regular school and PTA newsletters sent home in your child's book bag. These will keep you up to date with events, staff changes and general information. These are also posted on our website: www.bedgroveinfantschool.co.uk
- Parent's evenings. In the Autumn term, a parent/teacher consultation is held. This is early in the term and is 'a settling in' feedback. In the Spring term the consultation focuses on academic progress. These are pre-arranged appointments when parents are invited to discuss how their child is getting on at school. These are extremely important so we ask parents to make every effort to attend.
- Report of your child's progress. This is issued to parents in the Summer term. There may be several people with parental responsibility for a child and we need to know these details when completing the admission form. Annual reports on your child's progress can then be sent. We are legally obliged to do this unless a parent can provide written legal evidence that no information can be passed on.
- Drop in and discussion afternoons and mornings happen each half term. Parents / Carers and children are invited into the classrooms. Children can share their work with their Parents / Carers and Parents / Carers discuss informally with their child's teacher any problems / concerns.
- Notice board. The PTA keeps parents updated on their events via their dedicated notice board in the main school building.
- Websites. Visit our website which includes many aspects of school life. Our school site is www.bedgroveinfantschool.co.uk

If at any time parents have a worry or concern about any aspect of their child's life in school "we are here to help". A telephone call or a note is all that is required to make the necessary arrangements to meet with staff and discuss the issue.

Parents are encouraged to communicate with their child's teacher with routine matters or queries via their child's Home/School Diary.

HOMEWORK

We aim to encourage links between home and school by providing activities for children to share with their parents.

Each half term parents receive a Home Guide for their child's Year Group which gives details of the topics to be covered and has suggestions for activities which parents can do with their children at home. Parents are also given a booklet at the start of the academic year "Helping Your Child at Home" which gives general guidance about how to help at home.

The school also holds Curriculum Evenings so that parents are aware of the resources and approaches teachers use in class and are therefore better informed and able to help their children.

Children bring reading books home and parents are asked to hear their children read and talk to them about what they have read, developing fluency and understanding as well as word recognition. Books may be changed daily.

Children also visit the school library each week and may choose a book to bring home. Handwriting sheets may be sent when appropriate and parents are asked to help their child complete these and then keep them at home for future reference to support correct formation and joins. If individual children need extra support the teacher will talk to the parents about what is needed and how school and parents can work together on this.

CHARGING

In conforming with the requirements of Section 118 (2) of the Education Reform Act 1988, it is the policy of the Governing Body:

That where activities take place in school session time, parents should be invited to make voluntary contribution towards the cost of the activity on a pro-rata basis but that a pupil should not be debarred from taking part in any activity because his/her parents cannot, or will not contribute.

That where activities take place outside school session time, charges should continue to be levied, where appropriate.

DEALING WITH PROBLEMS

If you are unhappy with anything the school does when dealing with your child we ask that you initially speak to your child's teacher, or to the Headteacher. Misunderstandings do occasionally occur and we believe that discussion and co-operation are crucial to dealing with your child's needs or concerns.

Should you feel that the matter is still unresolved after discussing it with the teacher and/or Headteacher, or feel you have grounds for a more formal complaint, you should contact the Governing Body or the LA.

Be assured that you will be listened to fairly and courteously at all levels with a view to amicably resolving any issues or concerns you have regarding your child.

Why choose Bedgrove?

Your child is precious.

Choosing the right school for them is an important decision. You want them to receive the best possible start to their education in an environment that will nurture their mind and develop their body, but still treat them as an individual. You want to feel you can approach your child's school for support and help and to feel you will be listened to and understood.

At Bedgrove Infant School we understand this. We believe that education is about developing each child's potential....not only through a balanced and challenging curriculum, but, as we hope we have demonstrated, through a focus on social and emotional development too.

We believe that good learning doesn't just happen inside a school. That is why our outdoor learning environments and playgrounds provide as many exciting and stimulating opportunities as do our classrooms!

Whether learning through play, through our exciting programme of enrichment or through the curriculum, your child will be supported and nurtured by our dedicated and caring team.

Come and visit our happy and vibrant school...and see for yourself what we can offer your child.

“Give me a child until he is seven and I will give you the man”
(Loyola, 1557)



BEDGROVE INFANT SCHOOL

School Uniform

At Bedgrove Infant School we are proud of our school uniform, which all children wear.

- Trousers (not leggings or jodhpurs), shorts, skirts, pinafore dresses are grey.
- Sweatshirts, cardigans are purple (purchased from the school)
- School Coats various colours (purchased from school)
- Polo shirts, shirts and blouses are white.
- Sensible school shoes, not boots.
- P.E. Kit
- Black shorts
- Plain white t-shirt
- Track suit (Winter)
- An old shirt/t-shirt for creative activities.

All clothing must be clearly labelled.

The following items are available from school and are on sale during any school day (between 9.00am – 12.00 noon and 1.00pm – 3.00pm). All sizes are usually available, but please try to purchase or order your uniform before your child starts Foundation 1 or Foundation 2 classes to ensure the school has uniform available.

We do have a lost property bin, which is kept in the foyer which children and parents can check for misplaced items. We dispose of lost property at the end of each term.

SCHOOL UNIFORM LIST AND PRICES

Purple Sweatshirt embroidered with school badge sizes 24" to 34"	£	12 . 50
Purple Sweatshirt Cardigan embroidered with school badge sizes 24" to 34"		12 . 50
Jogging Bottoms assorted sizes		8 . 50
PE drawstring bag - purple		2 . 00
New Style Book Bag (with Bedgrove logo and smiling face)		2 . 50
Reversible Coats various sizes and colours (with school logo)		16 . 00
Assorted Hats		2 . 50



ASSESSMENT

Foundation Stage Profile

As from September 2002 all children are assessed through the Foundation Stage Profile. Each term teachers assess what children know, understand and can do in six areas of learning. Further individual assessments are made in Years 1 and 2 of each child's progress using the school's pupil progress tracking system. Teacher assessment is an integral part of the National Curriculum.

Standard Assessment Tasks/Tests (SATs)

All pupils in the final year of Key Stage 1 (the year in which they reach the age of seven) are assessed on their performance in the Standard Assessment Tasks in line with Government Policy and are specified in the Education Reform Act.

School Results

Attainment Targets

Curriculum 2000 is divided up into Attainment Targets for each subject area, giving guidelines for the level where a child be expected to be by a certain age. These are broad guidelines as every child is an individual and all work at a different pace. The guidelines are:

Level 1 – age 4-6 years

Level 2 – age 6-8 years

Level 3 – age 8-10 years

Level 4 – age 10-12 years

The tables on the following page show the most recent statutory assessment results of Year 2 children at each level in the school year.

SCHOOL RESULTS – COMPARATIVE REPORT

This table shows a summary of the National Curriculum assessment results of pupils in the school (2010) and Nationally (2009) at the end of Key Stage 1, as a percentage of those eligible for assessment.
 The number of eligible children is:-118
 Figures may not total 100 per cent because of rounding

RESULTS OF TEACHER ASSESSMENT										
Percentage at each level										
		W	1	2	2C	2B	2A	3 or above	Disapplied children	Absent children
Speaking and Listening	Boys	0	0	67				33	0	0
	Girls	0	0	47				53	0	0
	Whole School	0	0	57				43	0	0
	National	2	11	65				21	0	0
Reading	Boys	0	5		17	27	27	25	0	0
	Girls	0	2		5	17	16	60	0	0
	Whole School	0	3		11	22	21	42	0	0
	National	3	13		12	22	24	26	0	0
Writing	Boys	0	10		35	27	15	13	0	0
	Girls	0	3		10	19	28	40	0	0
	Whole School	0	7		23	23	21	26	0	0
	National	4	15		21	28	20	12	0	0
Mathematics	Boys	0	2		20	28	25	25	0	0
	Girls	0	3		16	21	19	41	0	0
	Whole School	0	3		18	25	22	33	0	0
	National	2	8		16	26	27	21	0	0
		W	1	2	2C	2B	2A	3 or above	U	
Science	Boys	0	0	75				25	0	
	Girls	0	0	59				41	0	
	Whole School	0	0	67				33	0	
	National	2	9	67				22	0	

W represents children who are working towards Level 1, but have not yet achieved the standards needed for Level 1
 U represents children for whom it is not possible to determine a level