



Townville Infants Welcome Pack

Headteacher: Mrs A Towler

General Information about Townville Infants School

- Mrs Towler is the Headteacher who, with the Governing Body, has overall responsibility for the school. They are supported by teaching staff, dinner supervisors, administrative staff, caretaker and cleaning staff.
- Telephone number 01977 554185 will connect you to the school office, however if no-one is available to take your call you will be connected to the school answer machine.
- We deliver the Early Years Foundation Stage Curriculum (3 to 5 years) and the Key Stage 1 Curriculum (5 to 7 years)
- The School is open from 8.50am so that parents can settle their child into the classroom before register starts at 9am. Children in Key Stage 1 and Reception have lunch between 12.00pm and 1.00pm. School closes at 3pm.

Uniform

Children at this school should wear the colour co-ordinated red and grey school uniform. It is recommended that children wear a white or grey shirt/blouse, grey or red pullover or cardigan and grey trousers/shorts or skirt/pinafore. Children usually wear a red tie (with elastic neck band). In the summer girls wear red and white checked or striped dresses. This traditional school wear can be purchased from any department store, supermarket, market hall or catalogue.

Children should have a PE kit in school consisting of:

- Black cycling shorts and white T-shirt for indoor PE
- Black jogging/tracksuit bottoms, red/white T-shirt and trainers for outdoor PE

Children are discouraged from wearing jewellery for health and safety and security reasons. Plain stud earrings are permitted.

Attendance

Regular attendance is vital if children are to achieve their potential. It is the responsibility of parents to ensure that children attend regularly and make the most of the educational opportunities provided.

Parents are asked to inform the school of the reason for a child's absence. This should be done as soon as possible as registers are marked in a specific way with codes for the various absences. Parents are asked to let the school know before 9.15am either by telephoning (01977 554185) or sending a message with another parent so that the absence can be 'authorised'.

Children who arrive after registration will be marked 'late'. When no message has been received, and a child is absent enquiries will be made requesting a reason for the absence.

Registers are regularly checked by the Education Welfare Officer and if there are any concerns parents will be contacted.

Term Time Holidays.

Townville Infants will not authorise the taking of term time holidays by pupils. Government research shows that absence from school is closely linked to attainment. Any absence can be detrimental to a child's education and should be avoided.

The school will not grant requests for term time holidays unless exceptional circumstances are given, such as working in the armed forces or due to critical illness, and are approved by the Headteacher. Exceptional circumstances will be considered in line with Government guidance.

Medication and illness

Any child who is ill with diarrhoea and / or sickness must have 48 hours clear before returning to school.

Medicine requiring 3 doses can be administered at home in the morning, tea time & before bed.

Prescription medication which involves 4 doses may be administered by staff once the child is well enough to return to school.

Behaviour and Discipline

We aim to provide a happy and secure environment for all those who work in or visit our school.

We have a positive approach and try to reward good behaviour through praise, stickers and by having their name put in the 'Gold Book' in Friday assembly.

Children are expected to follow the school rules which can be sung to the tune of 'You've Got a Friend in Me'

Our School Rules

We always **try our best.**

We're always **kind and honest.**

We always **speak politely to everybody in our school.**

We're **fair and friendly.**

We **walk smartly too.**

We **keep our hands and feet to ourselves.**

Questions you may ask

What do I do if:

- **My child is not able to attend? eg. because of illness**

Please telephone school to let staff know why your child will be absent.

- **I cannot collect my child as usual at home time?**

Inform staff who will be collecting your child for you, but be aware – anyone collecting children **MUST** be over 16 years old.

If staff have any doubts they will seek further approval before letting your child go. Please don't be offended if this should happen. Better to be safe than sorry!

What will happen if:

- **My child falls ill during school time?**

We will contact you by telephone; if we cannot reach you we will use the emergency contact numbers given to us. We will look after your child until someone arrives to take him / her home.

- **My child has an accident during school time?**

Minor accidents eg. grazes to knees, bumps etc. We will clean any wounds and inform you at home time.

More serious accidents eg. bumps to the head, we will apply a cold compress and depending on the accident either ring for you immediately or inform you at home time.

Very serious accidents (thankfully very rare) eg. broken bones, we will contact you immediately, ring for an ambulance and comfort your child and if necessary accompany him / her to hospital.

The Management of the School

The Governing Body

The Governing Body meets at least once a term and is responsible for the general running of the school, the curriculum, school budget, appointment of staff, maintenance of buildings and school policies, such as discipline, Health and Safety, RE, Special Needs etc.

The Governors also undertake training when specific issues are being developed.

Parent governors are committed and are regularly involved in the life of the school.

The Governing Body consists of:

Ms A Latham - Chair of Governors
Mrs Fisher – Co-Vice Chair of Governors
Mr C Hanson
Mrs L Buttle
Mrs R Asquith
Miss S Peach
Mrs N Cowell
Ms S Crossley
Miss C Evans
Cllr Y Crewe
Mrs A Towler

School Staff

Headteacher – Mrs A Towler

Deputy Headteacher – Miss S Peach

Class Teachers

Miss C Cranton
Mrs K Butterworth
Mrs J Carr
Mrs R Senior
Mrs L Terry
Ms S Johnson

Nursery Staff

Mrs MacQuarrie
Mrs B Turner
Mrs T Banks
Mrs T Milner

Hygiene Assistants

Mrs L Lynch

Business Manager

Mrs L Beverley

Administration Staff

Mrs C Clarkson
Mrs M Bradley

HLTAs

Mrs L Clarke
Ms T Godber

Senior Teaching Assistant

Mrs E Harris

Teaching Assistants

Mrs J Davies
Mrs J Hand
Mrs J Yelland
Mrs S Coulson
Mrs M Cawood
Mrs F Kober

Special Needs Assistants

Mrs S Schofield
Mrs K Stone
Mrs C Sharp
Mrs S Bradley

The Curriculum

Townville Infant School is committed to providing a broad, balanced and relevant curriculum that enables children to achieve their full personal and academic potential.

The Foundation Stage Curriculum

We believe that children are unique. They are born ready, able and eager to learn and actively reach out to interact with other people and the world around them. In order to support their learning and development we provide children with opportunities to:

- Interact in positive relationships - where relationships are warm and loving, sensitive and responsive to their needs, feelings and interests, and support their own efforts and independence.
- Interact in enabling environments - where resources are stimulating, there are rich learning opportunities through play and where there is support for children to take risks and explore.

The Foundation Stage Curriculum, statutory from September 2012, is made up of:

- Three **Prime Areas**: Personal, Social and Emotional Development; Communication and Language and Physical Development
- Four **Specific Areas**: Literacy, Mathematics, Understanding the World and Expressive Arts and Design

Children will learn and develop across all areas through:

- playing and exploring
- active learning
- creating and thinking critically

The KS1 Curriculum

We encourage the use of first-hand experience to develop children's learning. We aim to continue, broaden and extend the learning opportunities provided in Foundation Stage so that the children experience progression in their thinking and in their ability to master skills. It is because we recognise that children are individuals who learn and who master skills at different times that we continue to offer them wide-ranging activities suited to their varying needs. They are then likely to experience success, an experience vital to all children in their education.

Children follow a planned progress in their work throughout the school and increasing demands are made of them in terms of presentation, content and time spent on a piece of work. These demands are made with an understanding of the child's potential and his/her ability to achieve the desired goal.

On entering the Infants' children will follow a fairly structured day. In Reception the children may choose from a variety of activities and media in which they can express themselves and/or feelings. Younger children will experiment with materials and will acquire new skills. Concentration times of individuals should eventually be extended. Older children will have opportunity to use their skills, refine them and use them to a good purpose. The activity period is usually linked to class projects and topics. Activities include painting, clay, sewing, printing, and box work, imaginative and constructional play. Design and Technology, Maths and Language activities are also available for the children.

In **Literacy** the development of both the written and spoken expression is encouraged. These are often related to a class topic or project. It is also linked to reading. These are the foundations of the National Curriculum.

Reading starts in the reception class where Floppy's Phonics are introduced to the children. These are our main reading books that we use throughout the school. Other reading schemes and books are also used alongside it to give children further practice and variety. Children are encouraged to take their reading books home to practise with parents. Sometimes children could be given a list of words or 'sounds' to learn. Other 'homework' tasks could involve children finding out information for a class project. Homework is voluntary but recommended.

In **Mathematics** our aim is for the children to become confident in simple computation of the four rules of number, have knowledge and understanding of weight, length, capacity, money, time, data and shape in line with the National Curriculum requirements.

Science often forms part of a class topic, and is dealt with in a cross-curricular way. However there are times when science will be the main emphasis in a project and form the basis of it. It may also be necessary to address one part of the National Curriculum Science programmes of study in isolation. We now live in a scientific and technological world in

which the children need to have some understanding and interest. Science offers them the chance to look closely at the environment in which they live and begin to make sense of it.

Environmental work offers the opportunity for children to develop learning skills through first-hand experience. We lead children to understand the world in which they live and to respect their surroundings, both rural and urban. All aspects of the curriculum can be incorporated into environmental and project work. These projects can, and usually do, involve language, maths, creative work, science, history, geography, drama, RE, music and dance. Children are taken out on visits both near to school and further afield. (Costs are kept to a minimum.)

Computing teaches children about new ways of handling information and basic skills in using the associated technology. They learn about, word processing, databases, drawing programs, control technology and adventure programs and how to load, save, retrieve and print their work.

Religious Education

We aim to develop children's awareness of themselves and of the thoughts and feelings of others. We want to help the children to develop habits of self-discipline and good behaviour. We want to help the children to start to develop an understanding of religion in the widest sense as well as Christianity. Each class takes a turn to present their own assembly. Sometimes parents may be invited to attend. Birthdays are celebrated at Friday assemblies. As we live in a multicultural society we make the children aware of other religions and cultures, which they may encounter in the world today.

Health, Hygiene and Sex Education

As part of the Science programme, throughout the year children learn about themselves. This includes the importance of looking after and caring for ourselves as individuals, as a member of the family and of a community. This is delivered as part of the Personal, Social and Health Education Programme. Teachers answer children's questions on sexual matters frankly and sensitively, and in full awareness of their capacity for understanding. 'Healthy Living/Lifestyle' is presented as a topic.

Personal Social & Health Education (PSHE)

PSHE is a subject in its own right and has an explicit place within the curriculum. It is explored through other subjects such as Science, Literacy, Geography, R.E., P.E., History and ICT.

Through PSHE we are aiming to develop confidence and responsibility, encouraging our children to make the most of their abilities. We are preparing children to play an active role as citizens.

Children are encouraged to develop a healthy and safe lifestyle through PSHE.

At Townville we aim to develop good relationships and respect for the differences between people.

Themes are explored through school assemblies and work in the classroom, e.g. Circle Time. The teaching staff use the Social Emotional Aspects of Learning (SEALS) programme.

Equal Opportunities

Our school is committed to equal opportunities for all children regardless of race, gender or creed. All children participate equally in all school activities.

Working with parents / carers

We are very much aware that parents/ carers are the most significant adults in a child's life. We strive to work closely with parents / carers to ensure that children have the best possible start to their school life. We provide support for parents and children in school. We have a Parent Support Advisor who can be contacted through school.

Information sharing.

Throughout school there are many opportunities for parents and staff to exchange information about children. This will be done either in an informal or formal manner.

Either way we would like you to be aware that information about your child is confidential.

“Informal” ways of sharing information

The start and end of the school day is often used by parents / carers / staff to pass on information in a less “formal” way, it may be you want to tell us about a visit or holiday you have been on, or staff may want to tell you about something funny or interesting your child has done or said during the day.

“Formal” ways of sharing information,

- Parents / carers are invited to a termly parent consultation meeting to discuss progress, targets and achievements.
- Phone calls during the day are used to contact you if we are worried about your child's health or wellbeing.

- Children take home a reading record book which parents and staff write in to share specific information about reading.
- Parents / carers / staff can ask to meet to discuss any specific concerns or worries.
- At the end of the school year children take home a written Record of Achievement

Parents / carers supporting school

This is done in many ways and often you are not aware of it, e.g.

- Bringing your child to school regularly and on time
- Supporting events like the Harvest Festival, Nativities, any fund raising, school fayres etc.
- Doing activities at home with your child like reading, drawing, counting etc.
- Coming into school to help with organising events, to support children with reading, to work alongside a class or to go on school visits as a support person.
- Attending parent meetings.

What if something goes wrong?

We aim to have positive and friendly relationships with parents / carers but sometimes these can break down, if this does happen and you have concerns there are procedures you can follow,

Firstly speak to the teacher or if you prefer, the Headteacher, and explain what has happened that has given cause for concern. The matter will be looked into and hopefully can be successfully concluded. If not the school has a formal complaints procedure which would then be discussed with you.

Almost all issues are resolved by talking together, please do not worry at home about something.

Protecting children.

Although information about your child is confidential the school has a duty of care to act in the child's best interests. So if staff have knowledge about a child which they believe will put the child in danger or at risk they have a legal obligation to act on this and then safeguarding procedures have to be followed. The Head teacher and Miss C Cranton are the designated child protection officers for the school and so would be informed of concerns and then would follow the established code.

Partnership with Wider Agencies

School Based Support for Children

At times we need to call upon the expertise of other agencies to help us meet the individual needs of our children. These may include the Learning Support Service, Education Psychology Service, Education Welfare Service, School Nurse, Speech and Language or the Autism Communication Team. If we have any concerns about your child, we will discuss them with you before seeking specialist advice