

TIBSHELF INFANT & NURSERY SCHOOL

Infant School Prospectus
September 2021 - July 2022



WELCOME TO TIBSHELF INFANT & NURSERY SCHOOL

Dear Parents/Carers,

I would like to welcome you and your child to our school.

I hope this prospectus will provide you with the information you need as your child starts school, and will ensure that this is the beginning of a happy and successful educational experience at Tibshelf Infant & Nursery School for both your child and yourselves.

I am very proud to be the Headteacher of this wonderful school. Both children and staff are valued and given every opportunity to develop personally and succeed. We believe high expectations and opportunities to initiate memorable play and learning experiences, lots of encouragement and praise for working hard, and opportunities to learn without limits develop self-motivated children, create a love of learning and produce high standards. All staff are committed to ensuring your child plays and learns in a warm, welcoming and inclusive environment where there is respect and tolerance for everyone. Through a broad, balanced and challenging curriculum, individuals have the chance to shine and develop skills that will equip them for later life. The importance of play is recognised by all staff, as are the opportunities to learn through exploration in a natural environment. It is important to us that your child feels happy and secure, and that learning is fun for them. I look forward to working with you as part of our school community. If you wish to discuss anything at all please contact me.

“Tibshelf Infant & Nursery School is committed to all aspects of safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.”

Zoë Andrews, Headteacher





CORONAVIRUS COVID 19

Following the pandemic we continue to monitor health and safety procedures with extra vigilance. There are a number of things that have been put in place over the past months that we have adopted as a school;

- ✓ We would ask that parents/carers bringing children to school enter through the cabin and leave via the gates at the back of the playground. The camera system in the cabin is there to check everyone's temperature prior to coming onto the school site. Please do not park in the car park outside the back gates, this is for school staff only.
- ✓ Adults bringing a child to school will be able to say goodbye to them at the nursery gate, the FS2 playground gate, or the Key Stage 1 playground doors. We will not be allowing parents/carers into school/nursery at the start of the day. These measures have helped children to settle much better at the start of the day/session, and has also allowed a prompt start to play and learning.
- ✓ You will also notice several outdoor handwashing stations, please encourage your child to wash their hands just before coming into school. You are welcome to sanitise their hands if you prefer, but please don't send sanitiser into school/nursery.
- ✓ Also we would encourage adults to wear face coverings when on the school site and especially whilst waiting for their child at the end of the school day/nursery session.



Please continue to talk to your child about the importance of regular hand washing, and coughing and sneezing into their arm. We will be re-iterating this in school & nursery.

TIBSHELF INFANT & NURSERY SCHOOL 2021/2022

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Telephone: 01773 872571

- ◉ Headteacher: Mrs. Zoë Andrews
- ◉ School Business Manager: Mr. Chris Cafferty

NURSERY & INFANT TEACHERS

- ◉ Deputy Headteacher: Mrs. Lea Alton
- ◉ Mrs. Alison Husselbee
- ◉ Mrs. Hannah Austin
- ◉ Mrs. Claire Butler
- ◉ Mrs. Sian Lyle
- ◉ Mrs. Nicola Moody
- ◉ Miss Megan Rose-Hall
- ◉ Mrs. Joanne Watson

TEACHING ASSISTANTS:

- ◉ Team Leader: Miss Becky Ryder
- ◉ Team Leader: Mrs. Laura Wright
- ◉ Specialist Teaching & Learning Assistant: Sally McIlwrack
- ◉ Specialist Teaching & Learning Assistant: Gemma Courtney
- ◉ Specialist Teaching & Learning Assistant: Michelle Hoyes
- ◉ Specialist Teaching & Learning Assistant: Ami Harrison
- ◉ Specialist Teaching & Learning Assistant: Miss Ellie Witton
- ◉ Specialist Teaching & Learning Assistant: Sue Coulson
- ◉ Specialist Teaching & Learning Assistant: Sarah Adams
- ◉ Specialist Teaching & Learning Assistant: Annie Turner
- ◉ Specialist Teaching & Learning Assistant: Tracey Taylor
- ◉ Specialist Teaching & Learning Assistant: Zoe Armstrong
- ◉ Specialist Teaching & Learning Assistant: Mrs. Charlotte Smith

- ◉ Chair of Governors: Zoe Farrow



STARTING SCHOOL

This is an important time for you and your child.

This year, during the Summer term children will be able to spend some time in their new classroom and with other children who will be starting school in September. These visits have been arranged so they will be able to meet the staff who will be teaching them over the coming year and familiarise themselves with the Foundation Stage 2 learning spaces.

Your child's first few days of school are staggered to ensure a smooth transition into full time education. For most children these shorter days lead nicely into being in school from 9am - 3pm.

From Monday 5th September 2022 your child will be in school for the full day. Doors will open at 8.20am and parents are asked to be at school for 3pm to collect their child. Children need to be collected from outside their classroom door at 3pm.

Some children may not be ready to start full time education in September, and arrangements can be made to accommodate individual needs.



READY FOR SCHOOL

You can help your child to be ready for school by encouraging them to;

- ❖ settle happily without you,
- ❖ tell their friends and grown ups what they need,
- ❖ take turns and share when they are playing,
- ❖ go to the toilet on their own and wash their hands,
- ❖ put on their own coat and shoes and feed themselves,
- ❖ tell a grown up if they are happy, sad or cross,
- ❖ understand that things they do can make others happy or unhappy,
- ❖ be curious and want to learn and play,
- ❖ stop what they are doing, listen and follow simple instructions,
- ❖ enjoy sharing books with grown ups.



These are the 10 keys identified to unlocking school readiness and children should be able to do these by the time they start in a reception class if they are developing typically for their age.

OUR VISION

IMPROVING TOGETHER, LEARNING FOREVER.

Tibshelf Infant & Nursery School promotes high achievement by supporting all children to:

- ❖ enjoy coming to school to learn and develop a life-long love of learning.
- ❖ know how to stay safe at school and at all other times.
- ❖ be healthy and happy, and make informed choices about their lifestyle.
- ❖ begin to take an active role in identifying the next steps in their learning.
- ❖ celebrate their efforts and successes, and achieve their best in all aspects of their life.
- ❖ become involved in school decisions so they can make positive contributions to their community.

Ethos:

Our school is a warm and welcoming place that promotes high quality learning and teaching for all children.

We have high expectations for all members of our school community, and we value the contributions of everyone.

OUR MISSION

We believe that each child will achieve their full potential:

- ◉ in a stimulating environment that provides exciting indoor and outdoor investigative experiences and discoveries.
- ◉ by embedding a positive view of play, learning and education into their life.
- ◉ through an ethos of challenge, support and encouragement;
- ◉ by having opportunities to celebrate and value their strengths, efforts and achievements.
- ◉ if the school creates open and welcoming partnerships between school, home and the community;
- ◉ by coming to school on time every day so they don't miss important learning.

BY BEING:

T - tenacious

I - imaginative

B - brave

S - skilful

H - honest

E - enthusiastic

L - life long learners

F - friendly



ABOUT OUR SCHOOL

The school is classified under official regulations as a Community School for children from 3-7 years. It is co-educational, and is open each week day during term time between 8.45am and 3pm. Our Pupil Allocated Number per year group is 50 pupils.

We offer a wide variety of after school clubs to provide enrichment opportunities for all children in full time education.

All children are encouraged to look after the school and local environment:

- ❖ by growing and caring for vegetables, fruit and plants.
- ❖ by developing their awareness of how to be ECO friendly through recycling, reusing and assemblies.
- ❖ by taking responsibility for the resources and things they use.

Our school is part of The 5 Pits Partnership of Schools. There is a link to more information about the partnership on our website.

Our nursery has provision for 26 children for either five morning or five afternoon sessions. The session times are 8.45am - 11.45am and 12.30pm - 3.30pm. A separate nursery prospectus which gives more detailed information about the nursery is available.



THE SCHOOL DAY

Teachers welcome children and parents into their classrooms from 8.45am. Lunchtime is from 11.25am to 12.25pm. In Key Stage 1, at least two hours of planned physical education (P.E.) takes place across the week. This is in addition to outdoor physical play, time at the allotment and Garden Time. In Foundation Stage 2/Reception, indoor and outdoor Physical Development and play opportunities are available every day as part of the Early Years curriculum. All children also take part in a P.E. lesson every week. Our school day ends at 3pm.

Children must be on time for the start of the school day. The silver gate at the side of school is opened at 8.40am so that parents/carers and children can come onto the school site. We open the Foundation Stage gates and Key Stage 1 playground doors at 8.45am so that the school/nursery day can begin promptly. The silver gate is locked at 9am. All visitors arriving after this time will need to use the main school entrance. Children arriving after 9.30am will be marked as late in the class register.

At the end of the day/session, we ask you to wait either outside the Foundation Stage 2/nursery gate or in the designated areas outside the playground doors to collect your child. We never allow children to go from school unless accompanied by an adult, so please ensure that you have made satisfactory arrangements for the collection of your child. If different adults are likely to collect your child please try to make sure that you have introduced them to the class teacher, and let us know at the start of the day/nursery session. If you are likely to be delayed, please phone and let us know and your child can go to After Care. Children must be collected by an adult or someone who is 16 or over. **Children not collected at the end of the school day will be taken to after school care and charges will be incurred, see information near the back of the prospectus.**

Please do not allow your child to play on any of the equipment in the playground before or after school. There is no supervision provided during these times. If a member of staff sees children on the play equipment after school they will ask them to get down. This is for your child's safety. Whilst it is tempting to remain on the school site after school and allow your child to play we request that you leave the premises as soon as you have collected your child. Thank you in advance for your support with this.



ORGANISATION

Across school, children are organised in classes of similar ages. Classes take account of friendships and good working relationships, the numbers of girls and boys, and ability. The groups within a class are carefully arranged to maximise learning opportunities for every child. This year children in all year groups will work collaboratively across different learning spaces indoors and outside. We aim to create a learning environment where every child achieves and helps others to achieve.

In every class, teaching sessions are planned carefully to meet your child's needs; children are supported and challenged, and encouraged to be independent and resilient learners.

During every week your child will have opportunities to learn in different ways: individually, in pairs, in small groups, and in larger groups. Your child will also have the chance to play, develop independent learning opportunities, and master different skills and apply these in a variety of ways.

Your child's teachers and support staff will ensure learning is fun and exciting for your child. We value your support and encouragement with homework activities. We encourage children to read at home, and ask for your support to hear your child read every evening. Homework activities may include;

- ❖ ECaT (Every Child a Talker) in the Foundation Stage
- ❖ Links with Learning
- ❖ Daily reading for all children
- ❖ Book Buddy in Key Stage 1
- ❖ English and Maths challenges in Year 2,
- ❖ Topic work.

Children are always encouraged and rewarded for additional work completed out of school - this may not always be academic work, achievements in swimming, football, Rainbows etc. are all recognised.





SCHOOL UNIFORM

Our school has the following dress code:

Burgundy sweatshirts/cardigans;
White or burgundy polo shirts / T-shirts / blouses;

Grey skirts / pinafore dresses or red and white checked Summer dresses;
Grey/black trousers or dark leggings.

YOUR CHILD WILL ALSO NEED AN ALL IN ONE WEATHERPROOF SUIT/PUDDLESUIT & A PAIR OF WELLINGTON BOOTS.

Optional items:

Burgundy school coats and fleeces with the school logo on the front.

Caps and woolly hats with the school logo on the front.

We ask that every child wears a school cap when going on educational visits.

This is so our children are easily identifiable when coats cover school sweatshirts/cardigans, or when these have been taken off in warmer weather.

All items of school clothing can be purchased through the school office. Also an order form can be found on the school website.

ALL ITEMS OF CLOTHING NEED TO BE CLEARLY MARKED WITH YOUR CHILD'S NAME. THIS IS ESPECIALLY IMPORTANT FOR COATS, SWEATSHIRTS & CARDIGANS.

Jewellery:

Children are allowed to wear stud earrings and a small wristwatch for school. You must remove your child's ear-rings on the day when they have P.E. or securely cover with tape. Your child will not be allowed to do P.E. if they are wearing ear-rings and they are not covered. This is for safety reasons.

NO OTHER JEWELLERY IS ALLOWED.
This includes play jewellery.



PHYSICAL ACTIVITY

Physical development opportunities are part of the daily curriculum. Children are encouraged to be physically active indoors and outside during the school day, as well as at breaktimes and lunchtimes.



The equipment and resources on the playground encourages children to be physically active. The range of equipment we have encourages and develops climbing, balancing, strength and stamina. We also encourage the children to be supportive of each other, to challenge themselves, and to develop healthy competitive skills in a safe and secure environment.

All children have access to the garden area, and planned Garden Time sessions so they can be physically active and use the equipment and resources in this part of the school.



We have introduced a Daily Mile Challenge for all children to take part in, and we would actively encourage you to support and even be a part of this.

Seventeen laps of the main playground is roughly equal to a mile, and over a day, especially if you are waiting for the doors/gates to open in a morning, several laps of the playground will be a good and active start to the school day.

PHYSICAL ACTIVITY (CONTINUED)



We also make use of the field behind the school at different times of the year for different activities. We make the most of being so close to The Five Pits Trail, and to Hardwick Park, and these are accessed as much as possible by groups of children at different times.

We encourage all children to take responsibility for the school environment. This includes the planters in the Garden Area, the growing beds on the main playground, and our school allotment.

Our annual Whole School Sports Activity Day gives all children the opportunity to participate in activities led by quality athletes, including Paralympic athletes.

Over the past years these sports have included blind football, boccia, wheelchair basketball, table cricket, archery, street dance and fencing.

Our annual Sports Afternoon gives children in school and nursery the opportunity to compete in races alongside their peers and in front of spectators.

A range of after school sports clubs are offered to all school age children and these are led by qualified coaches who have up to date DBS checks or staff.



We are a member of the Bolsover Active School Partnership and make the most of the support and activities they offer to develop, improve and increase opportunities for our children to be physically active. Opportunities over the past years include Key Stage 1 dance festivals, cricket coaching and fun runs, balance bike training for Foundation Stage 2, Year 2 mini Olympics and professional development opportunities for staff.



SCHOOL MEALS

A free hot school meal is available daily for all infant children. I would encourage you to make the most of this; menus are given out at the start of term and these are also available on the school and Derbyshire County Council websites.

Hot meals are served to all children by the lunchtime staff. Younger children will be seated and then their meal brought to them, older children will collect their meal from the servers before they sit down. This gives children the chance to try a little of everything; there is also a sandwich option if they really don't like anything.

Children in Foundation Stage 2 will always have their lunch first, and then the Year 1 & Year 2 children will come into the hall.

Children may bring a packed lunch to school if you would prefer. We do find though, that even children with restricted diets at home are encouraged to eat and try new foods when they are with their friends.





DRINKS & SNACKS

**YOUR CHILD NEEDS TO BRING
A BOTTLE OF WATER TO
SCHOOL EVERY DAY. THIS
MUST HAVE YOUR CHILD'S
NAME CLEARLY ON IT.**



The bottle needs to have a sport's bottle type lid to avoid spillage, but apart from that it can be of your choice. At the end of every day, we ask that you take this home and refill it the next day with fresh water. **Please make sure you only send water into school in your child's bottle.**



All children in the infant school are provided with a piece of fruit at break time every day.

In Foundation Stage 2 a carton of milk is also offered to children.



BEHAVIOUR

- ❖ We expect a high standard of behaviour from everyone in school.
- ❖ We support children to understand their emotions and help them to make good choices.
- ❖ We have clear rules that the children are involved in making which we share regularly.
- ❖ We make sure that our children are aware of our expectations for good behaviour in and out of school.
- ❖ We expect our children to behave in a sensible and helpful manner, to co-operate with each other, and to follow the requests of teachers, teaching assistants, mid-day supervisors, and all who work in our school.
- ❖ We believe that every child wants to please, and all staff are expected to be positive and praise and reward good behaviour.



If we have any concerns about your child's behaviour we will ask you to come into school and talk to us.

If you have concerns about your child's behaviour, please feel you can ask for our support.

In some circumstances, after speaking with you, we may agree to ask other agencies such as Behaviour Support for advice and help.





CELEBRATING SUCCESS

We want every child to be successful, and to know that they are capable of great things. We want your child to feel proud of what they can do, and proud that they have always done their best.

We use positive reinforcement at every opportunity, and try to catch children 'doing the right thing', and rewarding this.

Verbal praise and stickers are used a lot in our school, and we also have a 'Celebration Drawer' where children can choose a special reward if they have done something that is a real achievement for them. This might be putting on their own coat or going to the toilet independently for the first time after a lot of struggle, it might be for being extra helpful or kind, or it might be for academic achievement. If your child comes home and says they have been to the celebration drawer, please be proud of them.



Over the year every child will have the opportunity to be 'The Worker of the Week'. On a Friday children will be given their certificate during the day as part of their class celebrations. They will also have a copy to bring home.



Other awards will also be given out during the week including Headteacher awards and sporting awards that children may have won externally.

CELEBRATING SUCCESS

(CONTINUED)

In every phase of learning there is a 'Proud Wall' where work that is completed to a high standard, either in school or at home is displayed. If you are proud of something your child has done at home, let us know, so we can celebrate with you. The Duckling and Foundation Stage 2 noticeboards are their 'Proud Walls' so please look at these regularly to see the great things happening in these phases of learning. In Key Stage 1 their Proud Walls are in the classrooms so that children can see and be proud of quality work and their achievements.

We love to share other successes your child may have out of school for various sports and activities. If you have a photograph of your child taking part in anything like this, do bring it in so we can add it to our 'Talented Children' board. In Friday's assembly I am very happy to award badges, certificates and/or trophies that have been given to your child out of school. We are very proud of what our children take part in and achieve outside school.



ABSENCE FROM SCHOOL

Your child must attend school every day unless they are ill.

If your child is ill and needs to be absent from school, please telephone or send a text message on the morning of their first day of absence to explain their illness. This will then be recorded in the register.

If your child is ill overnight or in the morning, please keep them at home - unless you really feel they are well enough to be in school. If your child is taken ill at school, we will contact you and arrange for you to collect them. In cases of emergency, we will always try to contact parents/carers first, but we should have at least one other contact number to keep on our Information System. We ask you to update your child's record page several times during every year but if your contact details change at any time please let us know. This is particularly important for mobile telephone numbers.

COVID19: If your child has any symptoms of Coronavirus please seek medical advice and do not send them into school. There is a new code to denote absence due to Coronavirus symptoms/isolation so please let us know if that is the reason for absence.

Sickness and diarrhoea: If your child has been sick or has had diarrhoea please do not bring him/her back to school until 48 hours after the last bout of sickness or diarrhoea.

Head lice: All schools have problems with head lice at some time or another. We ask that you check your child's head at least weekly and to treat immediately should there be signs of head lice or any eggs. Please be vigilant and do ask if you are unsure about what to look for.

If your child develops a medical condition that may involve frequent absence from school, please inform us, as we have to keep your child's confidential records up to date.

ABSENCE FROM SCHOOL

(CONTINUED)

Appointments:

If your child has a doctor or dentist appointment and will be arriving late please inform us of this as soon as you know. If you have to collect your child during the school day for a medical appointment please use the main entrance door at the front of school.

Asthma inhalers: If your child needs to use their inhaler during the school day, you must complete an asthma form and get your doctor to sign it. This must be returned to the school office. Your child's inhaler must come into school in the box with the prescription label on it. This can be left in your child's tray unless they also have a spacer, in which case it may need to be put in the cupboard in the classroom.

Medicine in school: Arrangements can be made to administer medication through the office. This is to ensure medicines are securely stored, administration instructions are clear, and written consent for administration is obtained. Please let us know in advance if you need us to administer any medication so we can email you the consent form or ensure you have completed a paper copy. Medicines must be given to the office or your child's class teacher and should never be left in bookbags or with your child.

Leave of absence forms: We do not encourage any child to have time out of school during term time. **If you need to take your child out of school during term time then a leave of absence form must be completed at least two weeks beforehand.** Please go onto our website to complete this. Paper copies can be collected from the cabin. The headteacher reserves the right to refuse permission, and in these cases your child's absences will be recorded as unauthorised. Headteachers are unable to authorise holidays as leave of absence.

If your child does not attend school and we have not had either a telephone or text message by 9.30am to say why they are absent, the office will call you to ask for a reason as to why they are not in school. This procedure is part of our commitment to safeguarding, and our duty of care to all our children.

Children's attendance is monitored each term. If your child's attendance falls below 90% you will be informed of this.



BAD WEATHER ESPECIALLY IN WINTER TIME / EMERGENCIES



If the school has to be closed in an emergency, you will be informed by a text message and information will be given to local radio stations for them to broadcast a school closure. In the event of bad weather, parents are advised to telephone the school before leaving home in the morning to ensure staff are in attendance. If bad weather sets in during the day, please listen to the radio or make sure you have your phone accessible as you may be asked to collect your child from school as soon as possible.

In extreme emergencies where the school needs to be closed during the day, we will contact all parents/carers through the text messaging service and/or phone to ask for your child to be collected. If you change your telephone contact numbers, please inform the school office. Please do not worry unduly as the school will ensure that children are supervised at all times until collected by a parent or designated carer.



FOUNDATION STAGE

The nursery (Foundation Stage 1) and reception classes (Foundation Stage 2) together form the 'Foundation Stage'. In our school this runs for approximately two years and is a very important stage in your child's development. The Foundation Stage provides the base for all future learning.

AREAS OF LEARNING AND DEVELOPMENT

The Early Years Foundation Stage (EYFS) consists of seven areas of learning and development. These are divided into three Prime Areas and four Specific Areas.

The Prime Areas are:

- ❖ Personal, Social & Emotional
- ❖ Physical Development
- ❖ Communication & Language

Good Physical Development, in both large and fine motor skills is vital for the development of good writing skills. Across the Foundation Stage a wide range of play activities prepare children and ensure they are 'Ready to Write'.

The Specific Areas are:

- ❖ Literacy
- ❖ Mathematics
- ❖ Understanding the World
- ❖ Expressive Arts & Design

Tapestry is an online journal to help record all the learning and fun of children's early years education. We use this to share your child's learning journey in a more interactive way. Your unique log in details mean that you can see information about your child from school/nursery, you can see pictures of your child playing and learning in school/nursery, and you can add photographs and notes from home.





FOUNDATION STAGE (CONTINUED)

All areas of learning are delivered through a balance of adult led activities and child initiated play. In each area of learning, Early Learning Goals (ELGs) define the expectations most children reach by the end of the EYFS.

Through indoor and outdoor play our children explore and develop across all areas of the EYFS curriculum. They have the opportunity to practise skills, and develop ideas alongside other children as well as independently following their own interests. The children communicate with others as they investigate and solve problems in an environment that enables them to take risks and use trial and error to find things out. We plan and resource challenging environments where children's play and learning can be scaffolded through the support of qualified and experienced staff.

In the Foundation Stage 2 classes, children do most of their learning through Continuous Provision. They are also offered appropriately timed more formal learning experiences in reading, phonics, writing and mathematics.



Throughout the Foundation Stage, weekly ECaT (Every Child a Talker) information letters uploaded onto Tapestry keep parents/carers informed about topics of discussion and key vocabulary their child will be learning in the coming week. These enable parents/carers to support their child's language at home.

Opportunities are provided to learn songs/rhymes that also support language development. We encourage parents / carers to share and talk about their child's experiences and achievements out of school, and these are celebrated in school with the children. Children are encouraged to talk about and discuss what they have been doing at home and this is supported by the information on the uploads on Tapestry. This should be seen as 'homework' activities for our younger children as it gives them opportunities to build on their learning from school/nursery at home, and it gives parents/carers the opportunity to be involved with their child's learning. We very much value this work and love seeing and sharing what the children have been doing at home. Tapestry is great for enhancing this home/school communication.



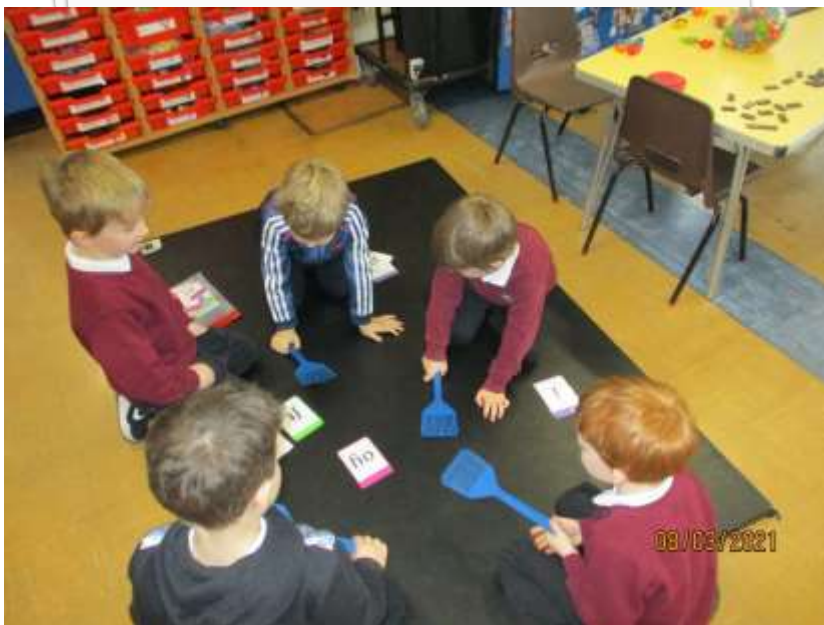
THE NATIONAL CURRICULUM

Our school follows the National Curriculum for English Schools. We follow The Derbyshire Syllabus for Religious Education.

Our school curriculum has been carefully designed to provide an interesting and relevant, broad and balanced curriculum which will enable each child to develop as an independent resilient learner and reach their full potential. Play based learning, educational visits, visitors coming into school, and whole school themed days enhance and deepen our children's understanding in relation to specific areas of the curriculum.

Each child is considered unique. Our learning environments are planned to enable children to access resources to support their learning and apply skills they have learnt in meaningful ways that make sense to them, at their own pace and level of need. We understand that all children make progress at different rates, this is carefully monitored to ensure, when appropriate, they receive the correct level of support, and are being challenged appropriately. Skilful intervention from staff members can scaffold children's play and learning; this may be through observations and interactions, questioning and thoughtful dialogue, or by joining the child's play and following their lead.

Children working at age related expectations on entry to Year 1 will have met the Early Learning Goals and attained a **Good Level of Development** by the end of Foundation Stage 2. Where children are still working towards this, support is provided to help them to meet the expected Year 1 standard by the end of the year. At the end of Year 1 and Year 2 children will be assessed at **Working Towards** the expected standard, working **AT** the expected standard, or working at **Greater Depth** within the expected standard.



ENGLISH

We believe speaking, listening, reading and writing skills are of paramount importance to build the foundations for all children's future learning and to enable them to participate fully in society. We follow the national curriculum guidance for English.

Our taught English lessons teach skills children can apply across the curriculum. Children are encouraged to take responsibility for their learning and are expected to produce good quality recorded work in their English books and Journals that reflect the standard they are capable of.

We recognise the need to develop and extend every child's vocabulary. We recognise the fact that 'knowing more words makes you smarter' and that a poor vocabulary at 5 years old impacts on a child's education and longer term academic achievements. We are committed to improving the breadth and depth of every child's vocabulary because we know this is the biggest factor to enable children to make progress in reading and writing. Our aim is to ensure every child leaves this school with a rich and varied vocabulary that is built on relevant and interesting experiences and not based around a child's academic ability but about exposure to language.

We believe developing a rich vocabulary is essential for every child and we strive to ensure every lesson becomes a language rich one. Helicopter Story sessions and Talk for Writing opportunities support this.

As well as speaking & listening, English includes shared, guided and individual reading, drama, phonics, spelling work, and a variety of writing opportunities. Accurate spelling, punctuation and grammar are essential requirements to meet end of year expectations in English. Different English lessons may have a greater focus on certain elements, but over the week, and term, teachers will ensure, through a good balance of direct teaching, literacy skills are taught thoroughly.

We encourage your child to bring a reading book home every day to read to you, and we ask that you complete your child's reading record as a means of home/school communication. We ask you to support your child with their reading at home - we find little and often is something that works very well! In Foundation Stage 2 reading packs provide some children with pre-reading opportunities. These early reading games are just as important as reading books, so please complete your child's reading record that accompanies them in the same way.

The ability to form letters correctly, of the correct size and orientation is essential and, by the end of Year 2, we aim for children to be joining their letters in some of their writing. As a school, we are committed to giving children every opportunity to meet these expectations through practical 'ready to write' experiences that move towards more formal handwriting practice.

Advice is given to parents/carers at every stage of their child's education so they can support their child appropriately at home.





PHONICS

The teaching of phonics takes place in our nursery through structured play activities that support children to listen to and discriminate environmental sounds before they move onto recognising and identifying letters and the sounds they make. Across school all children have a daily phonics lesson that builds on and develops their phonics knowledge. In Year 2 the daily phonics lesson also focuses on teaching the children spelling rules and, as the year progresses grammar and punctuation also form a part of this session. At our school 'Letters & Sounds' is used as a base from which we have developed a robust, systematic, synthetic phonics programme. This ensures structure and progression across Phases 2,3,4, 5 and 6.

Across school, the stage your child is reading at is matched to and reflects the phase they are working at in phonics.

At the end of Year 1, children complete the Phonics Screening Check.

The Phonics Screening Check is designed to show how well your child can use the phonics skills they have learnt up to the end of Year 1, and to identify students who need extra support with phonics. The check consists of **40 words and non-words** that your child will be asked to read one-on-one with a teacher. The 40 words and non-words are divided into two sections - one with simple word structures of three or four letters/sounds, and one with more complex word structures of five or six letters/sounds. Your child will be scored against a national standard, and you will be informed as to whether they have 'met the expected standard' or 'did not meet the expected standard'. If your child's score falls below the standard, they will be given extra phonics support and are expected to re-take the Phonics Screening Check at the end of Year 2.



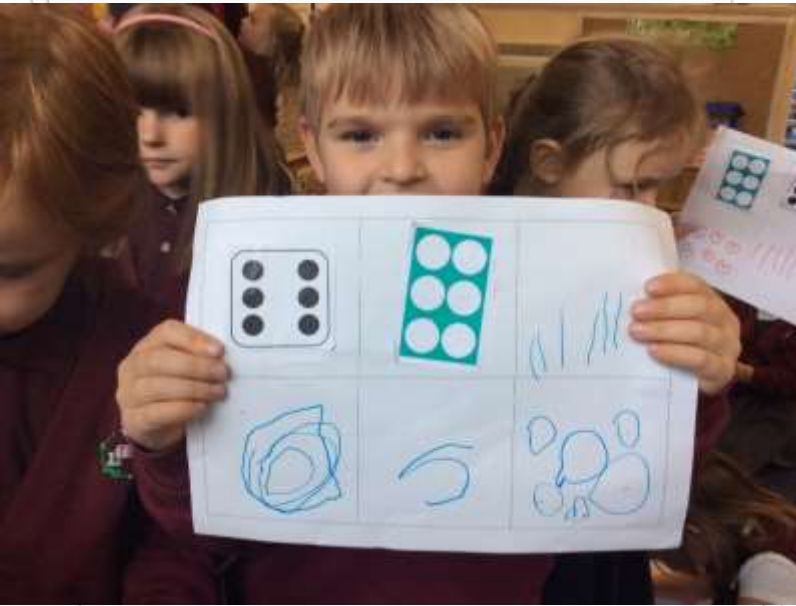
MATHEMATICS

We want our children to achieve secure learning in mathematics. By the end of Year 2 numerate children will have the confidence to solve mathematical problems using the four operations (addition, subtraction, multiplication and division) which include numbers, shape, space and measures. They will be able to reason mathematically to confidently solve a variety of problems, and apply their mathematical knowledge and understanding in other subjects using both mental and written methods. Across school we follow The White Rose maths scheme. This supports a mastery approach to teaching and learning supporting the aims and objectives of the national curriculum and providing opportunities to build problem solving and reasoning into each lesson. All children in school have a daily maths lesson.

This will involve oral work and mental calculation, teaching input and pupil activities where the children work as a whole class, in smaller groups, in pairs or as individuals. We encourage our children to develop their mathematical understanding through practical activities, exploration and real life experiences. We want mathematics to be fun, and we encourage you to play games with your child involving counting, number rhymes and songs, and using everyday items to think about shape and space.

Advice and support is always available to parents/carers and there is detailed support on our website.

Children in nursery enjoys lots of mathematical play experiences throughout the provision indoors and outside. They may have focused maths sessions to develop specific aspects of early mathematical understanding.





OTHER SUBJECTS

The national curriculum sets out the programmes of study and attainment targets for all subjects schools in England must teach. Teachers plan, teach, and give children many opportunities to transfer key skills in English and maths to support learning across all areas of the curriculum. Other subject areas drive our planned work and over-arching themes. This ensures rigorous curriculum coverage and ensures key skills in other subjects are taught and transferred across the curriculum as well. All subjects encourage the children to participate in practical experiences and investigations, both indoors and outside. Children are taught to record their work accurately and to a good standard in a variety of ways, to make sense of their discoveries, to ask questions, and to use subject specific language. Children are taught to express themselves confidently and clearly. They are encouraged to share their ideas and thoughts, work with professionals, and to develop their creative skills by using a variety of media. Our children are supported to develop their self confidence by contributing to and performing in school assemblies, school concerts and the wider community. Whilst woodwork is not a national curriculum subject we believe that woodwork has a significant impact on children's self-esteem and confidence and it develops that "can-do" mindset. Woodwork is a medium for children to express their creativity and imagination.



OTHER SUBJECTS (CONTINUED)

We encourage our children from the earliest age to use technology to support and enhance their learning.

Your child will have many opportunities to use a range of equipment in school as well as online resources. They will learn the importance of how to stay safe when using the internet at school and at home, and we rely on your support with this. The computing element of the national curriculum reflects the developments in children's confidence and competence when using technology. The move towards a greater emphasis on programming will enable us to prepare your child for the working world they will be a part of, and equip them with basic IT skills in an ever changing world.

The Arts, encompassing Art, Music, Drama and Dance, provide children with opportunities to express themselves in different ways using their creative skills and imagination.

In Key Stage 1, the children learn about and listen to music by different composers. Across school staff use the Minute of Listening resources with children to develop their perceptive skills, and our whole school Arts Day enables all children to participate in a range of activities under the umbrella of The Arts.

All areas of the curriculum provide opportunities to teach your child about, and prepare them for life in modern Britain. Your child will be taught to show respect and tolerance for all members of our school community and the community in which they live. Every child will be listened to, children will be encouraged to take part in a wide variety of activities during and after the school day, and we will actively promote democratic processes such as voting to elect children for jobs or maybe voting to select a class story.





PHYSICAL EDUCATION (P.E.)

Your child will have weekly P.E. lessons to encourage and develop skills in gymnastics, dance, games and ball skills. Every child is encouraged to achieve their full potential in all P.E. lessons.

Children are supported to develop their skills and stamina by sharing good quality practice, using a variety of equipment, and through friendly competition.



Every week children in Key Stage 1 take part in 2 hours of taught Physical Education. Foundation Stage 2 children have daily Physical Development sessions and access this area of the curriculum as part of their continuous and enhanced provision. They also have a weekly P.E. lesson.

Children come to school in their P.E. kit on their P.E. day. This maximises the time for physical activity. Please make sure your child wears appropriate P.E. clothing for the time of year, and bear in mind that often P.E. in September and October takes place outside - as it also does during the Summer terms. **Hair must be tied back and if your child wears earrings these must be removed or covered by parents/carers on their P.E. day or your child won't be able to participate.**



RELIGIOUS EDUCATION (R.E.)



The principle aim of R.E. in Derbyshire schools is to enable pupils to participate in an on-going search for wisdom through exploring questions raised by human experience and answers offered by the religions and beliefs of the people of Derbyshire and the wider community, so as to promote their personal development. Religious Education provides rich opportunities for our children to learn about things that matter in the local area and the wider world. It promotes the spiritual, moral, cultural, mental and physical development of pupils, preparing them for opportunities, responsibilities and experiences of later life.

We follow the Derbyshire Agreed Syllabus for Religious Education.

This syllabus sets up R.E. so that pupils study beliefs, teachings and ways of living, and so that they can explore a range of responses to questions of identity, meaning, purpose, values and commitments across all beliefs. It also gives them time to examine and reflect upon their own ideas and values. The syllabus encourages a thoughtful and questioning approach to life and seeks to lay the foundation for schools, so that pupils grow in understanding of themselves and the world they live in.

The religions/beliefs of that are taught in depth in this school are Christianity/Christians, Judaism/Jews and Islam/Muslims. Children will learn about these religions and beliefs.

R.E. is taught in FS2 through short carpet time sessions followed by opportunities to complete activities and explore resources within the provision. In Key Stage 1 R.E. lessons are carefully planned and taught so that children have practical and creative learning opportunities to develop their understanding of what they have been taught. Weekly R.E. lessons (1 hour) in Key Stage 1 ensure children have the time needed to think deeply about and explore 'Big Questions'.

Daily assemblies support and develop the children religious understanding and promote their personal development.

You have the right to withdraw your child from daily worship and R.E. Please discuss this with the Headteacher.



PERSONAL, SOCIAL & HEALTH EDUCATION

We use the Jigsaw approach. It brings together PSHE education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. It is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time.

The six puzzles in Jigsaw progress across the year; Being Me in My World, Celebrating Difference, Dreams and Goals, Healthy Me, Relationships and Changing Me. Each puzzle has six pieces which work towards and end goal.

Jigsaw is relevant to children living in today's world as it helps them understand and be equipped to cope with issues like body image, cyber and homophobic bullying, and internet safety.

Every piece contributes to at least one aspect of children's Spiritual, Moral, Social and Cultural development (SMSC)

The celebration of children who have demonstrated the focused behaviour and attitudes for that week will be included in our weekly assemblies.





SEX & RELATIONSHIP EDUCATION

Sex & relationships education is covered as part of the Changing Me Puzzle in Jigsaw PSHE.

The themes for Foundation Stage 2 include My Body, Respecting My Body, Growing Up and Growth and Change.

The themes for Year 1 and Year 2 build on previous learning and include the similar themes of Life Cycles, Changing Me, My Changing Body and Boys' and Girls' Bodies.

Across school and nursery children have opportunities to observe and discuss life cycles in nature by observing the changes such as frogspawn to frogs, caterpillars to butterflies, and chicks or ducklings hatching from eggs.



COOKERY

Across school children are involved with termly cookery projects that link with curriculum work. **WE ASK FOR AN ANNUAL DONATION OF £3 PER CHILD TO COVER COOKERY COSTS FOR THE YEAR.** Your child will be actively encouraged to think about where their food comes from and how it gets to the supermarkets, shops and ultimately onto their plate.

Children are involved with growing fruit and vegetables in school and at our allotment, and then harvesting the produce to cook with. This includes projects such as growing potatoes, strawberries, beans and carrots.

Children are taught to use different equipment to prepare and cook different foods. They develop their culinary skills as they move through school so that they become confident and competent users of a range of food preparation aids. These are taken from the BBC Good Food Guide.

In Key Stage 1, educational visits to and from the Co-op give the children the opportunity to learn more about the journey our food makes, and to learn about Fair Trade and help them to understand the importance the impact this has on communities around the world.



SPECIAL EDUCATIONAL NEEDS & DISABILITY

Special Needs Co-ordinator: Zoë Andrews

- ◉ We recognise that all pupils, irrespective of social background, culture, race, gender and ability, are entitled to a broad, balanced, challenging and enjoyable education. Developing children's knowledge, understanding, skills and attitudes is necessary for their self-fulfilment and development as active and responsible citizens.
- ◉ When planning, teachers take account of the needs of every child and respond to these accordingly. We recognise that all children may have needs at different times in their life that could create barriers to learning. These particular learning requirements are likely to arise as a consequence of the child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children thus enabling them to participate effectively in the curriculum and assessment activities.
- ◉ Through appropriate curricular provision, we respect the fact that children:
 - have different educational and behavioural needs and aspirations.
 - require different strategies for learning.
 - acquire, assimilate and communicate information at different rates.
 - need a range of different teaching approaches and experiences.
- ◉ Teachers respond to children's special educational needs by:
 - providing support across all curricular and social areas.
 - planning to develop children's understanding through the use of all available resources.
 - ensuring inclusivity by recognising that all children are different and learn differently.

SPECIAL EDUCATIONAL NEEDS & DISABILITY - S.E.N.D. (CONTINUED)

- ◉ Helping individuals to manage their emotions and behaviour so they can have positive experiences during the school day.
- ◉ Children with special educational needs and / or a disability may have learning difficulties that call for special provision to be made. All children may have special needs at some time in their lives.
- ◉ Children with special educational needs and disability will be admitted to the school in line with Derbyshire County Council's admission policy.
- ◉ Early identification is vital. Initially, parents may raise concerns about their child. The class teacher may alert you to concerns observed in school and enlist your help and active participation. The Special Educational Needs & Disability Co-ordinator (SENDSCO) may talk to you about further support that may be available to your child. This graduated response is in place to meet children's special educational needs.
- ◉ Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives, work is differentiated appropriately and assessment is used to inform the next stage of learning.
- ◉ We support children in a way that acknowledges their entitlement to share the same learning experiences that their peers enjoy. There are times when, to maximise learning, we plan for an adult in school to work with an individual child. Also external support for children with special educational needs is used in school in various ways as appropriate.
- ◉ At all stages of the special needs process, the school seeks to keep parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents and children at all stages. We encourage parents to make active contributions to their child's education.

OUTSIDE AGENCY WORKERS

In our school we liaise closely with many other professionals who are able to support educational settings by giving help and advice to staff, parents and children.

- ◉ Our family resource worker, Kirsty Holmes, is in school every week (currently on a Friday morning) to provide additional support for parent/carers and families. If at any point you feel you need additional support or advice in relation to parenting or family matters we can make a referral to P4YP.
- ◉ Health visitors primarily work with our Foundation Stage 1 children and they provide a valuable link between home, pre-school settings, nursery settings and school.
- ◉ School nurses are registered general nurses with a special interest in the health of school-age children. They follow the development of your child throughout their school life.
- ◉ Speech & Language Therapists work with schools and parents to support children's language development, language delay and speech and language difficulties. If you have any concerns in relation to your child's speech we can make a referral to the Speech & Language Support Service.
- ◉ Other professionals the school works with include: SSSEN (The Support Service for Special Educational Needs) educational psychologists, the behaviour support team, physio and occupational therapists, specialist nurses (epilepsy, diabetes), autism outreach and social workers.



CHALLENGE FOR ALL

We are committed to having high expectations for every child. All children need to be challenged to achieve their full potential, and it is important that high level skills are identified and developed through extension and enrichment activities that broaden and extend play and learning. Through quality play and learning, memorable experiences will lead to memorable learning for our children.



Children need opportunities to apply their skills and understanding, and to develop their knowledge. We will ensure a secure and flexible environment offers challenging and exciting learning to meet the needs of our learners. We want to tap into children's dreams so that their play and learning is relevant and meaningful.



The national curriculum is very specific about developing not only secure learning, but learning for more able children at 'a greater depth' - opportunities to apply skills at a higher level, and independently across the curriculum they are working within.

Children's achievements in and out of school are celebrated and shared within our school community. We would encourage you to make sure we know about the talents your child demonstrates in other activities they take part in.



PUPIL PREMIUM

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers.

In our school pupil premium funding is used to provide;

- ❖ additional support in class,
- ❖ specific one to one support,
- ❖ other resources to support learning and well-being.



Children are entitled to attend after school clubs free of charge, go on fully funded educational visits, and uniform can be provided. All pupil premium funded children are able to have free milk daily.

We will let you know if your child is eligible for pupil premium funding.

CURRICULUM ENRICHMENT

We take every opportunity to make learning exciting and fun for your child.

We want to give your child a truly remarkable education that equips them for life now and in the future. We constantly review how we can do this so that every child learns a lot by persevering and working hard, and learning how to be the best they can.

To encourage and develop enterprise skills we involve the children in an Enterprise week and a Sponsorship week. The children work together over a week, in their year groups for these events.

Over the past couple of years great initiative has been shown at these events and they have proved to be huge successes. The support the children receive from families and friends is encouraging and motivating for them.

Children across school are put into groups at the start of the academic year in preparation for our whole school activity days which take place over the year. This year we intend to have a whole school day for Computing, English/Drama, and a Sports Activity Day. You will be given information about these before the event.

Every year the school endeavours to support at least three charities; one local, one national, and one international. This year we want to raise the community's awareness of sepsis as part of our local charity work, our national charity will be RNIB, and we want to link our other charity work to Sight Support Derbyshire. We will also support Children in Need. We try to develop the children's understanding in relation to the work each of our charities do, whilst at the same time doing something that is interesting, relevant and fun. We hope you will support us with this work.



EDUCATIONAL VISITS & VISITORS



We arrange visits to make your child's learning as stimulating and exciting as possible. We will let you know in plenty of time when visits are planned and you may be asked for a voluntary contribution. We

often ask for volunteers to accompany the children if we are going off site, and are grateful for any offers of help on these days out. Health and safety checks, and risk assessments are undertaken in accordance with Derbyshire County Council guidance.

Recent visits linked to geography and science include walks down the 5 Pits Trail and down to our allotment, visiting Holmlea to sing carols at Christmas, going to the pantomime, and a Year 2 day at Lea Green. Due to COVID our visits over the fifteen months have been curtailed.

During the coming year, we hope to arrange at least one visit each season to Hardwick Park for FS2 and Key Stage 1. We also hope to be able to visit local places of worship.

Visitors into school greatly enhance your child's learning experiences and awareness of the world around them locally and more widely. Visitors are always closely supervised; they are usually invited to join us for assemblies to share their knowledge and to give children the opportunity to raise questions and find out more through first hand experiences.



AFTER SCHOOL CLUBS

A variety of sports and activity clubs run across the year. Clubs are run by qualified coaches or staff. Parents are asked to book places in advance for the term and children are expected to attend weekly unless they are not in school.

Clubs run from 3 - 4pm and are charged at £4 per child per club. If your child is in receipt of Pupil Premium funding school will subsidise clubs so please ask.

Recent clubs have included gymnastics, football, hockey, tag-rugby and karate.

If your child takes part in any clubs outside school we would love to hear about their achievements, and will celebrate their successes by letting them share certificates and trophies in school. Our Talented Children board reflects what is achieved outside school.





BREAKFAST CLUB & AFTER SCHOOL CARE

We provide Breakfast Club every morning that the school is open from 7.30am. **The cost is £4 per session.** Children need to be booked into this in advance, although there may be some flexibility for one off sessions if needed. Children can arrive in school any time from 7.30am and breakfast is served at 8am. Please bring your child to the main front door and use the doorbell to let us know you have arrived. Your child will be asked to hang up their coat and put their book bag away before washing their hands. Children are brought to their classes ready for an 8.45am start.



After School Care runs from 3 - 5pm and is charged at £4 per hour or part of an hour. Children booked in will spend the first part of the session in Toucans Too, which is just off the hall. This means that they are registered and safe at the end of the school day, as it can be busy in school then. During the first hour, the children will have some 'down time' where they can access activities, have a snack etc. Other children may join after their sports club has finished at 4pm and once they are registered there will usually be the opportunity to play outside or in the hall. You are welcome to provide something more substantial for your child to eat if they are staying until 5pm. We ask that this is put in a named lunchbox with a cool pack to keep it fresh. Collection must be made on time. Failure to collect before this time will result in LATE COLLECTION CHARGES BEING APPLIED.



Booking forms for Breakfast & After School Care are available electronically or you can phone into school to book your child into care.



LATE COLLECTION CHARGES

Late collection charges will be applied for any late collection from school and nursery, or from clubs. This is because staff have to be paid for their time, and if there is no notice we are providing a care service for your child. Late collection charges also apply to After School Care.

If you are unavoidably delayed please contact school and book your child into After School Care where you will be charged the £4 hourly rate. If no-one is in the office please leave a message so we know you need After School Care.



KEEPING IN TOUCH

Please share any problems regarding your child with us. Little things can become bigger if they are not dealt with.

- ◉ Tapestry is used across the Foundation Stage and in Year 1 as another way of communicating with you. It is a great way for you to keep in touch with what your child is doing in school, and for us to see what is happening at home. Staff will post regularly on this platform, and you can comment and reply to postings knowing that only staff in school can see these messages.
- ◉ We like, and encourage you to be involved in your child's education. We welcome any discussions in relation to your child's progress, or any concerns you may have at school or at home.
- ◉ If you have any queries, or are unsure about anything at all please feel you can call into school or ring us at any time. You are also welcome to text or email.
- ◉ If there is anything you need the staff to know and you are unable to pass it on to them, please come and see me, phone, text or send an email so this information can be given to the relevant people. You will also be given opportunities to come into school at different times during the year for parent workshops, to join events, and to celebrate your child's successes.
- ◉ You are then invited to twice yearly meetings with your child's class teacher to discuss your their progress, attitude to work, behaviour in school, and any difficulties they may be experiencing. Our Key Stage 1 and Foundation Stage 2 parent/carer meetings are usually held in the Spring terms, and in the Autumn terms we hold an open evening where you can drop in to look around your child's class, school, and speak with staff informally.
- ◉ In addition to this, staff can be available after school to discuss any issues or to celebrate your child's achievements, however you may need to make an appointment. Most children are thrilled when an adult is pleased with their hard work, helpfulness, kindness, extra effort and awards they have achieved. We make the effort to inform you of these 'extra special occurrences' in school and we love to hear from you about achievements out of school.

CHILD PROTECTION / SAFEGUARDING

Child abuse is any action by another person - adult or child - that causes significant harm to a child. It can be physical, sexual or emotional, but can just as often be about a lack of love, care and attention. We know that neglect, whatever form it takes, can be just as damaging to a child as physical abuse.

An abused child will often experience more than one type of abuse, as well as other difficulties in their lives. It often happens over a period of time, rather than being a one-off event. And it can increasingly happen online. The NSPCC estimates that over half a million children are abused in the UK each year.

We recognise that safeguarding is everyone's responsibility, and our responsibility to ensure that the child is at the centre of everything we do. Annual safeguarding training (and updates) ensures all staff are clear about the correct procedures to follow in relation to keeping children safe, and they understand the importance of listening to / observing children and hearing what they are saying through their words and/or actions. We will take all reasonable action to ensure the safety and well-being of every child in our school and their family. In cases where we have reason to be concerned that a child is the subject of abuse, staff will follow the school and Derbyshire County Council Safeguarding Procedures. We endeavour, at all times, to keep parents/carers informed of any concerns raised in relation to their child.

The safeguarding lead in school is: Zoë Andrews, and the deputy safeguarding lead is Lea Alton. There is a list of trained safeguarding staff across the 5 Pits Partnership of Schools in the office if both the safeguarding lead and deputy are not in school.





PLEASE COME AND HELP

In the current climate we are unfortunately unable to have parent/carers volunteers in school to help out during the school day.

Hopefully this will change over time and we will be in a position to welcome back your valuable support.

The situation will still be that if you would like to come in to help on a regular basis you may be asked to undertake a DBS check. This is part of safeguarding regulations, and ultimately is undertaken to ensure the safety of the children in our school.





THE FRIENDS OF TIBSHELF INFANT & NURSERY SCHOOL



We have a very enthusiastic group of parents, carers, staff and friends who organise and support fun fundraising events. The Friends Group meet regularly to plan and arrange new events for the children and adults. Every parent/carer is automatically a member of The Friends Group, and is very welcome to come to any of the meetings.

Events organised recently include raffles and refreshments at special events, 100 Club, 2nd hand uniform sales, presents from Santa, Fashion Shows and Summer Fayres.

Every year money raised from Friends events is used to enhance the learning for our children in school.

DOCUMENTATION

If you would like to read any of the following documents please go onto our website or ask for a copy in the school office:

- ❖ Statutory guidance documents sent to the school by the DFE about the curriculum and National Curriculum;
- ❖ OFSTED report;
- ❖ School policies and procedures.

Pupil Data Collection Form

The information entered on the pupil data collection form is required for the efficient organisation of the school and the children's educational needs. It will be kept on the office computer under restricted access and is subject to the provisions of the General Data Protection Regulation (GDPR). The information will be disclosed only to the Education Authority, Health and Welfare Agencies, or where a law or emergency necessitates a disclosure. The information held must be kept up to date by law and so if any of the information you have supplied changes it is important that you let us know immediately.

Procedure for Complaints

A copy of the full complaints procedure is available from the school. Initially complaints should be addressed to the class teacher or the Headteacher, and, if unresolved, addressed to The Chair of Governors.

Disability Equality

Our school welcomes all people with disabilities to join our establishment. We strive to enable all members of our school community to achieve their full potential. If you would like any more information about the Disability Equality Scheme please ask in the school office.



AND FINALLY...

Learning is a partnership between home and school, so please join with us to provide the best possible opportunities for your child in the important early years of their education.

All parents/carers and children are asked to sign our home/school agreement, which is also signed by the Headteacher.

We hope that the time you and your child spend with us will be happy and rewarding. We are committed to providing the best care and learning opportunities for every child in our school.



I hope you have found this prospectus interesting and it has given you a flavour of our school. The details in it are correct at the time of printing, but are subject to change. If you are in doubt about any aspect of the information within it please come in and ask or telephone me.

Zoë Andrews



ADMISSIONS TO SCHOOLS IN DERBYSHIRE

Children enter our Reception/Foundation Stage 2 classes in the September of the academic year in which they are five years old.

- ◉ All parents wishing their child to enter a school in Derbyshire must apply for a place directly to Derbyshire County Council. The preferred method for application is online at www.derbyshire.gov.uk/admissions or by telephone on 01629 533190. Parents are informed of which school their child has been offered a place at, online or by post.
- ◉ Parents not happy with the school their child has been allocated should contact Derbyshire County Council either online or by telephone (see above)
- ◉ See our Nursery prospectus for nursery admissions or call the office for further information.