

West Earlham

Infant & Nursery School Brochure



Info...

West Earlham Infant and Nursery School
Scarnell Road, Norwich, NR5 8HT

Tel: 01603 451299 **Fax:** 01603 504963

Email: office@westearlhaminfant.norfolk.sch.uk

Website: www.weins.co.uk

Headteacher : Mrs B. Neate-Evans

Chair of Governors : Mrs Sarah Grenville (until September 2017)

We are a Co-educational Community Infant and Nursery School.
We have 292 little people from 2-7 years old

Gates Open : 8.30 am

Early Start Club : 8.40 am to 8.55 am

Morning School : 9.00 am to 12.15 pm

Lunch Time : 12.15 pm to 1.30 pm

Afternoon School : 1.30 pm to 3.15 pm

Registration : 9.00 am to 9.15 am

Assembly : 10.00 am to 10.15 am

After School Clubs : 3.15pm to 4.15pm (Monday to Thursday)

Separate information about the Nursery and Preschool provision is available from the school



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Foreword.

Dear Families

Thank you for showing an interest in our school. We take great pride in our work with children and we are very privileged to work in such a trusted role. Our school is very popular. We work hard to provide a nurturing environment where children can enjoy learning and achieve their very best, whatever their starting point. Our motto is “Learn Well Live Well”. This applies to everyone in our school from children, to staff and families.

We see children as individuals and emphasise the importance of high quality childhood experiences. Learning is a serious business and doing well at school gives children a great start to their educational career. I expect staff to make school interesting and fun for our learners. We expect children to do their best and be their best. We have high expectations for each and every child. Families are encouraged to support us in all we do so we can work in partnership for your child.

We welcome your comments; school leaders and governors constantly review how the school is serving the children and the community so we welcome your ideas and contributions.

We very much look forward to getting to know your child. I hope this booklet helps to give you information about our school so you and your child can quickly become part of the school community. There is lots more information and links on our website www.weins.co.uk.

Learn Well, Live Well

Mrs. Binks Neate-Evans

B Ed NPQH

WEINS

The School...

...is located in the heart of the West Earlham community, situated near the University of East Anglia and Sportspark. It is larger than average size for an infant school. The school was built in 1950 and has been modernised and well maintained. The school’s extensive environment is continually developed to enable children to learn outside the classroom. Each class has direct access to the outdoors.

We are committed to encouraging lifelong learning from birth onwards and the school shares the site with Sure Start. We have recently been restructured so as well as having our own 104 place purpose built nursery we have specialist provision for 32 two year olds. The building is attached to the West Earlham Junior School allowing the schools to work closely together.

You can expect your child to be exceptionally well cared for here as we will always put children’s needs first.

Our values...

We aim to enhance the lives of all our community members and bring hope for the future by valuing the contribution of all and by developing global citizenship. We all have the right to enjoy life, to learn, to be safe, to feel welcome, to be treated kindly and with respect. All that we do and say is underpinned by our shared values; community, hope, joy, trust and honesty.



A sense of community develops a sense of well being. It is more than immediate family relationships. It involves sharing ideas and collaborating with a sense of fellowship. It involves contributing within the school locality; with other schools; with each other and with others globally.

Hope...

We believe we can make a difference; it is not about being unrealistic; moreover about believing what we do may help us and others to flourish, individually and collectively, now and in the future. Both big and small hopes are valued and nurtured.

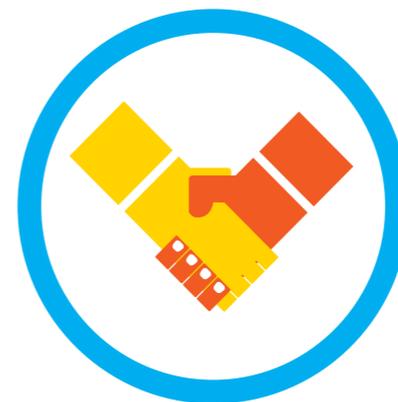
“The present moment is filled with JOY and happiness. If you are attentive you will see it.”

Joy

Enhance the human spirit.

‘A joyful education encourages learning through play, playfulness and shared humour.’ (Index for Inclusion)

We show others how to enjoy being and what they may become.



Honesty & Trust

Honesty means staying true to your values and being courageous. It can be very uncomfortable as it challenges hypocrisy and those who seek to undermine positive developments.

It means identifying discrimination even if it is not on purpose and continually acting against it.

Without trust we will feel unable to take risks or learn.

It is vital in creating dialogue and to those who feel vulnerable. It develops emotional security and love. The creation of trust enables us all to develop and learn.

Being untrustworthy creates dishonesty in others and disengagement – a big burden to carry!

Members of Staff.

It is my belief that working with children and their families is a privilege and it is a really important job. The recruitment and training of staff is very important to us. You can and should expect your children to be taught by the very best people. I expect them to love working with children!

Our school is able to offer a staff who have a range of skills and specialisms so we can best meet the needs of all learners’.

Binks Neate-Evans
B Ed Hons; NPQH
Headteacher

“The Headteacher supported by other school leaders and governors, provides inspirational leadership... teachers know pupils well... highly skilled teaching assistants make a valuable contribution to pupils good progress.”

Ofsted Report
July 2013

Leadership Team

Mrs B. Neate-Evans Head Teacher / Learning and Teaching Lead / Designated Safeguarding Lead
Mrs S. Mardell Deputy Head / Special Educational Needs Co-ordinator / Designated Safeguarding Lead

Class Teachers

and their associated responsibilities

Mrs C. Rodrigues Science / Key Stage One
Mrs A. Wood Maths / Student Mentor
Miss H. Wigg Reading Manager / English
Mrs L. Greenfield Physical Education
Miss C. Hillyard Early Years Foundation Stage
Miss A. Jenkins Music
Miss K. Mack Humanities
Miss O. Merrill Religious Education

Teaching Assistants

These members of staff work with classes and children based on the needs of different groups and classes

Mrs E. Duell
Mrs C. Goreham
Miss H. Moss
Mrs M. Coppola
Miss P. Woodcraft
Mrs T. Howard
Mrs A. Levers
Miss B. Hutchinson
Mr J. Daley Special Educational Needs
Mrs L. Frost Special Educational Needs
Mr A. Sellers Higher Level Teaching Assistant / Digital Leader
Miss C. McCallen Apprentice

Working with Children and Families

Mrs C. Glaister Family Support Worker
Mrs G. Gray Inclusion Team Leader
Mrs E. Cane Speech and Language Therapist
Miss A. Walker Play Therapist
Mrs. C. Head Speech and Language Therapist

Administration/Premises

Miss S. Newton Operations Manager
Mrs B. Green School Secretary - Finance and Human Resources
Miss D. Pye School Secretary - Attendance, facilities and resources
Mrs J. Shaw Receptionist
Mr P. DeMartino Caretaker
Miss A. Monaghan Cleaner
Ms J. Howes Cleaner
Mrs A. Walsh Cleaner
Mrs Y. Lee Cleaner
Mrs. Y. Dyke Cleaner

Midday Supervisors and Early Start Club Team

Miss C. Collis Midday Supervisor and Early Start Club
Mrs R. Osie-Poku. Midday Supervisor and Early Start Club
Miss A. Monaghan. Midday Supervisor and Early Start Club
Mrs S. Warner Midday Supervisor
Ms J. Howes Midday Supervisor
Miss H. Stork Early Start Club
Mrs M. Steele Early Start Club
Mrs V. Cockman Midday supervisor

Nursery Staff

Room Leaders

Miss Y. Metcalf
Miss J. Roehig

Early Years practitioners

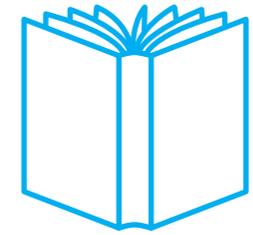
Miss C. Carding
Miss S. Timbers
Mrs S. Naylor
Miss A. Pittuck
Mrs J. Kirby (Part Time)



Learn Live Well Well

**Our whole school aims are
to show respect by...**

**Enjoying School Life Welcoming All
Sharing Well Learning Well Being Safe
Being Kind to Ourselves & Others**



Read...

We place a lot of emphasis on reading, both the learning to read and loving to read. This is because it is so important in all stages of life. Therefore, we aim for each child to leave our school as a reader with a love of books and with an internalised bank of stories to tell. Alongside this we aim to enable families to develop together with us by supporting lifelong learning.

These aims are achieved, and the ethos developed by the Headteacher and staff, in partnership with children, families and governors.

The school's policies ensure statutory National Curriculum requirements, the Early Years Foundation Stage Framework and other statutory duties are fulfilled and underpinned by our values.

Organisation of the School

The organisation of teaching groups is dependent upon the number of children and their needs.

In September 2017, it is anticipated that there will be :

Key Stage 1 : Year 1 and 2 **Oak, Chestnut, Rowan and Elm**

Two classes of National Curriculum Year 2
(approx. 30 children each class, aged 6 and 7 years)

Two Classes of National Curriculum Year 1
(approx. 30 children each class, aged 5 and 6 years)

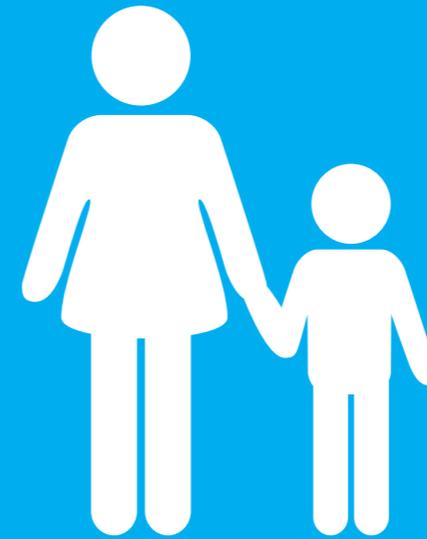
Early Years Foundation Stage (EYFS) : Reception and Nursery classes **Mulberry, Silver Birch, Willow, Saplings, Seedlings and Conkers**

Three Reception classes
(approx. 20 children each class, aged 4 and 5 years)

2 part-time Nursery classes
(approx. 26 children in each session aged 3 and 4 years)

2 part-time Pre-School classes
(approx. 16 in each session aged 2, 3 and 4)

2 part time 2 year old classes
(approx. 12 in each session aged 2)



“The school enjoys excellent links with parents, who returned very positive responses on parent view. The school works very closely with families and provides support in many different ways over and above the education of their children”

Ofsted Report
July 2013

Working with Families

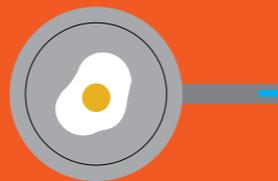
Family means different things to different people – families may span several generations, several households, and may change in response to life events such as divorce, separation, imprisonment, death, remarriage, and children leaving the parental home. It is sometimes easier to define a family not by what it looks like but by what it does – caring, supporting, nurturing, enabling, protecting and loving are what families have in common.

We ask for the adults who have legal responsibility for a children, to inform us whom the child considers family. It is also important that we are told if there are significant changes to a family so that we can support and understand any changes in a child’s circumstances and behaviour. We do this without judgment and with understanding of how family structure is very different in 21st Century.

Get Involved...

The importance of a family-school partnership is very important at this school and we hope that as many families as possible will wish to be involved in the life of our school and your child's learning. There are lots of Family Learning courses and we organise popular fun sessions where parents and their children can work together. We listen to you and find out what you'd like to learn too!

Families are welcome and encouraged to help in school as volunteers. All family help is greatly valued and encouraged, whether a one-off visit or regular help. We carry out DBS checks (we must carry these out by law to make sure it is safe for people to work with children). We also recognise that some families find it very difficult to attend events during the school day because of work commitments. Please come and talk us so we can still communicate with you effectively.



Early Start Club provides a daily informal opportunity for families to chat with staff over a breakfast snack.

Talking to US...

We have an open door policy which means we will always try to welcome you and see you as quickly as possible. Families drop off and collect children from their class teacher each day.

Class teachers are very pleased to see any family member to discuss small or important issues. The end of the day is usually the best time, but families can always tell us urgent news first thing in the morning. The Headteacher, Deputy Headteacher, Family Support Worker and the Inclusion Team and Secretary are available at the beginning and end of every school day for a chat or to deal with any concerns.

Learning Meetings are held termly so that each family can have a discussion with their child's teacher. We welcome other informal meetings throughout the year. If there is cause for concern, a meeting will be arranged between parents and class teacher.

Families who would like their child to join the school are welcome to visit. Please contact the Headteacher. Special meetings are held in the Summer Term for new children.



Non Violence

We will not tolerate any abusive behaviour on or around the school site. This includes being threatening or aggressive, using bad language or intimidating staff or other families. We expect our families to be good role models for children.

We understand when people feel cross and will support families to sort out problems; we expect this to be done in a calm way.

WHAT we teach

'I have always believed that the curriculum should be the entire planned learning experience that children encounter. Naturally it includes lessons, but the child's learning experience in school also includes the events and routines that school offers and the advantage the school takes of activities the child engages in beyond school. These might be clubs, hobbies and past times The events of a school are often the memories that, in later life, people most vividly recall, along with school visits, dramatic performances and sporting occasions. To these we could add many activities that youngsters undertake when they feel in charge and where they feel something special is happening'

Mick Waters
(Thinking Allowed on Schooling)

Our curriculum will:

- Nurture children as individuals and meet the hopes we have for them.
- Help them appreciate and contribute to their community so that they learn about their county, country, the world and the universe.
- Meet statutory requirements for the National Curriculum.
- Ensure children are equipped with basic skills in English, Maths and Digital Technology which prepares children for the next stage of their education.
- Provide a broad and balanced experienced emphasising physical and emotional well being.

The school curriculum is constantly reviewed so that it suits our learners. We use a highly structured programme to support the teaching of reading and writing and unit plans are used to support mathematical learning. The school recognises the need to continue to raise standards in Reading, Writing and Maths. We follow the following three aims described in the National Curriculum document (September 2013):

- Setting high expectations for every learner.
- Planning lessons with pupils who have low levels of prior attainment or come from disadvantaged backgrounds.
- Responding to people's needs and overcoming potential barriers for individuals and groups of children taking account of the duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment.

Information about how we spend pupil premium is available on our website.

We also place a strong emphasis on emotional literacy so children learn how to respond to their own feelings and others. This helps them to manage themselves and know when to ask for help.

HOW we teach

"I expect all adults in school to plan with children's learning and development in mind. We have high expectations for our children, so we expect the very best from our teachers and other staff. Teachers and staff are learners too and should model this to children."

Mrs B. Neate-Evans, Headteacher

We use lots of different approaches to make sure your child learns well. This depends on the subject, the needs of the child and the whole class. We look very closely at 'next steps' so we can help moving children's learning forward.

We teach your child to develop a love of learning, to develop independence and cooperation.

Support teachers and school assistants, on occasions, withdraw small groups and individuals for special work, and to meet particular needs.

"Teachers adapt learning with great skill to suit the specific needs of the children and to appeal to their interests... Teachers have consistently high expectations of pupils and have developed a wide range of approaches to interest and engage them in learning"

**Ofsted Report
July 2013**

Statutory Assessment

These are ways we report how well children are doing in particular curriculum areas. By law we must carry these checks out and report them to you and the Department for Education. We try our hardest to carry these out without pressurising children. However we do strive for every child to do their very best.

Children in Year 2 are assessed by class teachers and by Standard Assessment Tasks (S.A.T.s). The individual results are published in the child's annual report.

Children in Year 1 have a phonic test. This takes place in June and is reported in the child's annual report. When a child does not meet the required level as laid down by the government they are retested in Year 2.

The End of Key Stage 1 results are available on our school website



“My son is thriving – if you hadn’t of changed the way you taught reading he would never of got any better. He loves reading me his books now”

Mum of Y2 Child
Family Consultation

English is... Speaking and Listening, Reading and Writing.

We aim to give the children a range of strategies to help them in all aspects of language and communication. We place a lot of emphasis on children’s speech, learning to read and reading for pleasure.

Read, read, read...

Learning to read is one of the single most important jobs our school can do...

The facts

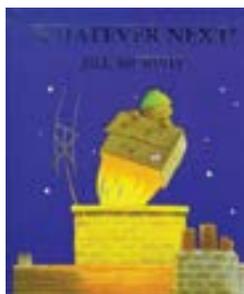
- There are still far too many people whose poor basic skills put them at a huge disadvantage in modern society lots of people in prison cant read.
- Reading for pleasure is more important than either wealth or social class as an indicator of success at school.
- Children who are read to every day at age 3, have a vocabulary at age 5, nearly two months ahead of those that are not read to.
- A child taken to the library on a monthly basis from ages 3 to 5 is two and a half months ahead of an equivalent child at age 5 who did not visit the library so regularly.

The teaching of reading is really important to open doors to all learning. A child who reads a lot and is read to a lot will become a confident and fluent reader. This in turn helps them to become a great learner. It is equally important to develop in our children a love of books and reading. Each year group learns well-known stories, some traditional, more modern stories and picture books. This is very important to help children to learn about language and grammar, to extend vocabulary, to help develop a positive attitude to reading and a greater self-confidence in reading.

How you can help...

- Be positive about learning to read.
- Come into school to watch how we teach reading and writing.
- Go to the library regularly,
- Hear your child read their school reading book and bring the book bag every single day.
- Read stories, poems and comics to your child.
- Let them see you read; if you or another adult has difficulty with reading we can help. It is never too late to learn.

We expect families to support children in the learning of reading by recording their reading in the reading record book at least 3 times a week.



How we teach reading

- In Year 1 and 2 children will be taught in groups very carefully matched to their reading level.
- In Reception children will be taught in groups within the Reception classes.
- Children learn the shortest smallest sound for a letter or letters (phonemes).
- Once children know a certain number of sounds they will be given a RWI BOOK – they may keep the book for 2 or 3 days and read it each day.
- These books are very carefully chosen so that the children should be able to read nearly all the words to you – they read it more than once. This builds confidence.
- The front of the books have green words and red words.
- Green words can be sounded out c – a – t > cat / m-a-t-ch > match.
- Red words are trickier words - you can't always sound them out and we just have to learn them
- You could practice both these words with your child before they read to you.
- Children must bring their RWI book to school each day – VERY VERY IMPORTANT.
- RWI books – these are only TOOLS to teach children to read so that they can read lovely REAL books but they are important to help children develop the right skills.
- Children's reading skills will be checked about every 6 weeks - They might change groups.
- We want children to have a positive attitude to reading – if you are finding reading at home with your child difficult PLEASE talk to an adult in school.
- Please support us by making sure your child is in school on time and that they bring their reading book – we will need you to return with it if you forget and don't want to trouble you!!
- Read other books to children don't expect them to read them to you.

When your child begins school you will be invited to a reading meeting. All families are expected to attend and we will show you some really helpful information about websites and how we teach the sounds children need to learn.

We love REAL books



They are the reason for reading, the way stories are enjoyed and how we find out about things.

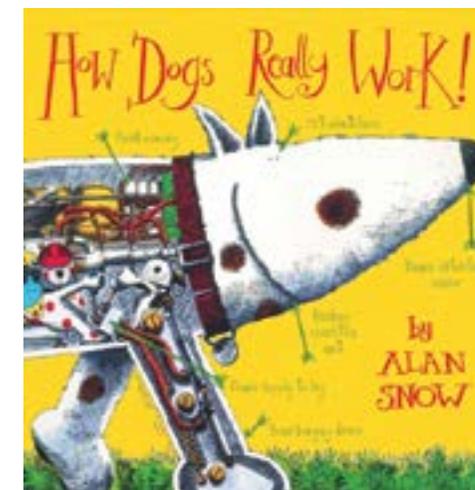
RWI books are for teaching reading skills only – we want children to be able to read REAL books as quickly as possible.

We want children to be able to share and read lovely REAL books, just like adults do!!

Soon – your child will be regularly bringing home a REAL book to SHARE with you. This REAL book is for sharing! Please read it TO your child and TALK with them about it – make it a nice relaxed time – they are not being asked to WORK!!

Don't expect/ask children to read REAL books to you. There will be lots of tricky words – when children are LEARNING to read we want them to feel successful.

If children choose the same REAL book again and again – this is GOOD – it shows they enjoy the story and want to think about it some more.





Good reading and writing are built from a child's own speech. We aim to develop children's ability to speak clearly, confidently and fluently using appropriate language and in a variety of situations. Staff model speaking and listening through planned teaching activities and in many informal ways, such as informal chatting, play based activities, turn taking games, role play areas, modelling communication with other adults and by using digital technology to explore language. We also develop their ability to listen with attention and understanding. We encourage families to turn TV's off for extended periods of time at home so children can talk to you without distraction. Please talk to children about their day and about yours. We encourage families to stop the use of dummies once a child has reached 1 year old as it is known to delay children's speech development. We can give you more information about this so please ask.

TALK TALK TALK CHITTER CHATTER CHITTER CHATTER

Writing & Spelling

Writing is very hard for adults, it is even harder for young learners. It requires children to have good fine motor skills (pencil control), to spell words, think of something to say, organise their ideas, organise these ideas onto paper or digitally, check their work, use grammar, think about the reader etc etc. We try hard to give children lots of different opportunities to write and lots of things to write about.

The proper teaching of handwriting as a skill in the early years is important to make sure that letters are formed correctly. The children learn letter formation and letter sounds.

Children are taught and encouraged to use the muscle groups both large and small that help them to control both large and small movements. This physical development is essential to enable children to control a pencil.

We encourage children to write for a real purpose and in a variety of styles, including story writing, reporting, factual descriptions, personal accounts, letters, and poetry. We also encourage families to act as role models and for their children to see them write i.e. notes; lists; cards; letters and even stories and jokes.



There are lots of strengthening activities to encourage children to have good upper body control. This really helps their writing.

Here are some simple ideas...

Small movements

- Play-doh rolling, shaping, modelling
- Threading beads and pasta
- Finger painting
- Whisking and stirring mixtures cakes and pretend mixtures
- Sorting tiny object (buttons/beads,stones)

Big Movements

- Play Twister
- Swing on monkey bars
- Wheelbarrow or crab walking
- Skipping
- Catching and throwing big and small objects

Maths

12345678901234567890123456789012345678901234567890

Maths is very important for children to learn and love.

The school aims to help the child develop the knowledge, skills and attitudes that will enable the use of mathematics in everyday life.

The school is following the National Curriculum in Maths in Key Stage 1 and Early Years Foundation Stage. The school uses a range of maths support programmes including Numicon.

Our Maths teaching is based on four things:

- A daily mathematics lesson in Key Stage 1 and daily maths activities in EYFS.
- Using a variety of teaching methods that promote a love of playing with number.
- Developing good mental maths.
- Creating links with real life problems and themed learning.

How we encourage your child to like Maths:

- Make it enjoyable and fun.
- We encourage children to play with numbers and to have a go.
- We look at mistakes and learn from them.
- We use lots of real objects and the proper Maths words.
- We act as positive role models and have family Maths events.
- We play group games where all must support each other to understand.
- We encourage child to child support; teachers take a step back and ask children to explain to the class their methods and reasoning.
- Teachers question the answers, rather than answer the questions.
- Children are encouraged to think out loud and talk through problems.
- Teachers plan for children to use Maths in other curriculum areas.
- They learn some number facts off by heart.

Science

Not only should children experience science as an exciting way of investigating the world, but they should also grow up realising that science is always around them.

The National Curriculum for Science is followed, using a topic based approach. Using outdoor and indoor opportunities for 'real' exploration, we aim to develop the skills and attitudes needed for investigating and carrying out experiments.



Digital Technology is taught throughout the school and is also used to support learning. There is good access to laptops and mobile devices. Computers help children to learn about different subjects and help them to practise skills. We aim to develop confidence and familiarity with the equipment and to increase computing skills. We place a strong emphasis on E-safety and share this information with families. Mobile devices are available for parents and family groups during the day and after school. Interactive whiteboards are used and enjoyed in every classroom. We have a website which is regularly updated. The website address is: www.weins.co.uk.



Foundation Subjects

“The curriculum is adapted to suit pupils’ interests and to be relevant to them. Themes are carefully chosen. Year 2 pupils have enjoyed finding out about the value of water in different cultures, especially where it is not freely available on tap.”

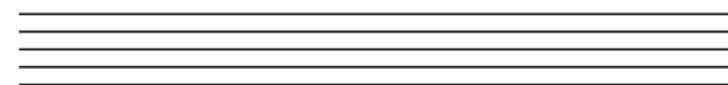
“Themes are enriched by a range of visits and visitors, and by making good use of local facilities, such as the Olympic standard gymnasium at the University of East Anglia. The school also has close links with the library.”

Ofsted July 2013

Art

The Art curriculum provides the opportunity for self-expression through various media. Children are introduced to a variety of different art forms and develop practical skills and artistic appreciation. By displaying children’s work throughout the school we show that we value their work and the importance of a bright and attractive learning environment

Music



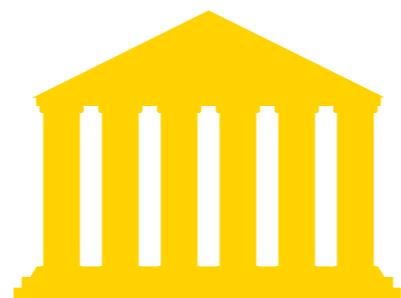
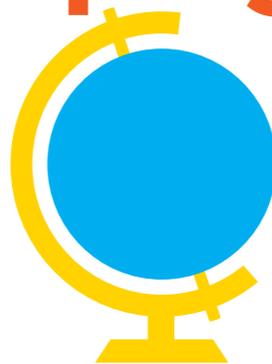
Children are given lots of opportunities to enjoy music. Listening to music and singing are part of the everyday school routine. We use many activities including singing and percussion work to help children understand and enjoy music and to develop musical skills. The school encourages regular visits from performers of all types of music. The children also share their music in the community, performing to senior citizens and in local churches. Further opportunities to perform to an audience take place at other times of the year, e.g. Christmas or Harvest Festival.



Design and Technology is about learning by doing. Children are encouraged to begin to develop their thinking and creativity by handling lots of different materials. We encourage children to design and make models, and to solve practical problems.

Geography

The children learn about how humans and natural events have affected their own environment and the world beyond. They learn geography by finding out more about places, looking at environmental issues and physical features.



History

The children are encouraged to understand how and why the world exists as it is today. We teach them historical skills by thinking about changes in the everyday life of their own families and peoples in the past, learning about famous men and women and some important past events.



We encourage children to adopt healthy lifestyles and therefore encourage physical activities. Children are expected to join in P.E. sessions as we would expect them to participate in any other lesson. For safety and comfort in indoor P.E. children work in bare feet and sleeveless vests and pants/shorts. Long hair should be tied back, and no jewellery worn. Ear-rings can be dangerous during physical activities and we would prefer children not to wear them. Your child will need plimsolls or trainers, shorts and T shirts for outdoor P.E. lessons. We aim to promote health and fitness through a programme of activities including gymnastics, dance, athletics, drama, skipping and fitness.

Our vision at WEINS is to ensure all children enjoy regular physical education and sport. In doing so, we aim to improve health and well-being, to promote active participation and lifelong learning for each child to achieve their full potential.

Religious Education

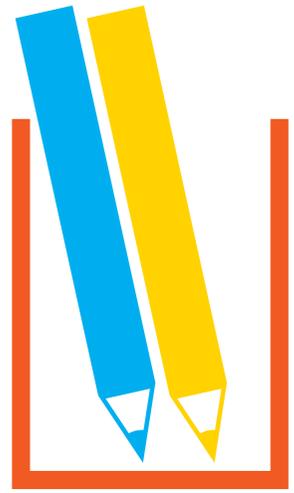
The law requires that Religious Education is taught to all children, and that they should take part in a daily act of collective worship. Assemblies of a broadly Christian nature take place regularly. We look for common themes and values across world faiths and do much to celebrate the different faiths which are represented in our school. This helps children to grow up respecting and celebrating differences. Families have the right to withdraw their children from both these activities and are invited to discuss the matter with the Headteacher if they wish. Religious Education and Worship takes place in accordance with the Norfolk Agreed Syllabus, a copy of which may be viewed at the school on request.

We say these words together:
At West Earlham we.....
Do all the good we can
By all the means we can
In all the ways we can
In all the places we can
At all the times we can
To all the people we can
As long as we ever can



After School Activities

After-school clubs run at different times throughout the school year for Key Stage 1 children. We send out booking forms and details termly. They change regularly and follow the interests of the children and the specialisms of the staff. They often include: fitness, art, dance, gymnastics, board games and digital technology.



Learning at home...

The school believes that learning at home is an essential part of your child's education.

Hot hints for happy home learning

- Lots of every-day activities don't seem like homework! Ask your child's teacher about practical counting activities you can do at home, when cooking, for example.
- A little quality time is better than a long slog. Stop if your child loses interest.
- Make homework time a time that suits the whole family. For this short time you need to give your child your full attention.
- Count everything! Number activities are all around us! Ask, 'How many people can you see?', 'Let's count the squares on the street', 'How much change should we get?'
- Share a story and ask your child to retell it to you. Though it may seem boring to you it is really good for children to hear the same stories over and over again.
- Tell nursery rhymes to younger children. These help your child to hear sounds and patterns in language and will support him/her in learning to read.
- Point out signs, labels and notices all around you. This will show your child that reading is a useful skill to learn.
- Encourage your child to ask questions and be curious about the world around them.

Hot hints for happy home learning

You know your child best. The following is a list of suggestions professionals know get children off to a really good start:

- Love, care, warmth and real interest in your child.
- Encouraging imaginative play and playing games.
- Clear boundaries to make children feel safe - let them know you are in charge.
- Talking with your child.
- Sharing stories and library visits
- Very clear routines so they know what to expect.
- Switching off electronic devices an hour before bedtime. Don't have televisions in bedrooms!
- Removing dummies completely once your child has reached 1 year of age.
- Talking about feelings and helping children sort out problems calmly.
- Lots of fruit, vegetables and water.

Children with additional learning needs

The school's Special Educational Needs (SEN) policy meets the requirements of the National Code of Practice on the identification and assessment of special educational needs. We work closely with our cluster schools. A copy of the policy is available from the school office for families to read.

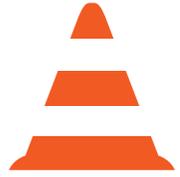
Children with additional needs in learning, behaviour or emotional development may require a personalised adapted curriculum. The Special Needs Co-ordinator, class teacher and our Inclusion Team identify and assess children's needs.

We aim to meet these needs either by:

- Supporting the teacher to adapt approaches to teaching within class, or individual or small group work.
- Asking for advice and support from outside agencies.
- Providing an adapted timetable or sessions with the Inclusion team.

If you are concerned at any time about your child's progress, please make an appointment to discuss this with Mrs Mardell.

The governor with responsibility for SEN is Mrs Sarah Grenville (until September 2017).



Safe Guarding & Child Protection

The school is committed to ensuring that every child at school is safe and protected from harm. **We have a legal duty to carry out this responsibility.** Because we see children every day school staff may notice outward signs of abuse; changes in behaviour; an injury or failure to develop. Families should be aware, when a member of the school staff thinks that a child may have been harmed or is not safe, we will want to talk to them about it in an honest and supportive manner. We have a legal duty to protect children if we believe they may be at risk of harm. On these occasions we have a legal and moral duty to report our concerns to Children's Services. Sometimes we may be asked to not communicate this to families. Our safeguarding policy and procedures are available from the school office.

In short it states our duty to:

- Protect our children / young people from maltreatment
- Prevent impairment of our children's / young people's health or development
- Ensure that our children / young people grow up in circumstances consistent with the provision of safe and effective care
- Undertake that role so as to enable our children/young people to have optimum life chances and enter adulthood successfully.
- The school also has a designated Safeguarding team and Child Protection Officers and a Governor with responsibility for child protection. They are Mrs Neate-Evans and Mrs Mardell. Miss Rodrigues, Mrs Gray and Mrs Glaister also support in this area. The governor responsible for Safeguarding is Mr K Cogdell.



We believe that all children, young people and their families have the right to be healthy, happy, and safe; to be loved, valued and respected; and have high aspirations for their future.

Sex and Relationships Education

The Governing Body has agreed a policy statement on sex and relationships education. A copy is available in the school office. Children will be introduced to simple ideas about growth and reproduction in line with the Science National Curriculum. Sex education at WEINS is not taught as a separate subject and is taught as respect for relationships. It is part of Science, Personal, Social and Health Education (P.S.H.E.) and topic based learning. We have a very strong ethos of non-violence within relationships.

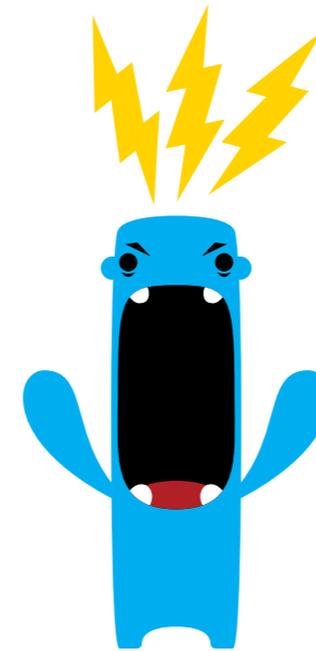


Behaviour for Learning

Creating an Emotionally Literate School Learn Well Live Well

At our school we place a strong emphasis on emotional literacy and we believe that everyone has the right to feel safe, secure and valued. We also understand that different approaches are needed to suit different ages and stages of development. Behaviour is away of showing feelings, emotions and desires and those feelings should be considered carefully.

We emphasise and reinforce positive behaviours by noticing and praising appropriate behaviour. Our approach is based on our agreed values. The simple rules that exist in the school are for the safety, benefit and wellbeing of all. The reasons for them are clearly explained to the children. All children are expected to behave appropriately. The rights and safety of others should always be considered. We have a school policy of rewarding good behaviour by praise and encouragement. We use a traffic light system and simple class rules to support children's understanding of their own behaviour management.



When things go wrong

To prevent children's behaviour escalating we use a range of different ways appropriate for the child's emotional state and stage of development. We name and acknowledge feelings.

Managing Feelings

We help children to manage their feelings, by using a special place in the classroom or school, finding a safe space, using timers or time out, recording feelings in a special book, verbal reminders about desirable behaviour, visiting a special adult, contingent touch or requesting advice from a colleague.

When dealing with escalating behaviour adults at home and school should always be clear, concise and calm.

When something has gone wrong we nearly always use consequences. We do NOT talk about PUNISHMENTS. A consequence is repairing harm; using consequences teaches children that they are responsible for their own behaviour.



This gives the message that action is not accepted and they must improve it. Consequences may be actions such as:

- Helping clear any damage or mess.
- Writing a card or letter.
- Thinking of a game they can play to include someone they've upset.
- Helping a teacher because they have used a lot of their time.



Bullying

Bullying of any kind (including cyber bullying) is not tolerated in school. A clear policy and procedure is in place, which the children know. It is publicised on the website.

Social Networks

We welcome the use of Facebook and Twitter to share good news and information about the school. If it is used to bring the school or staff into disrepute the school will seek legal advice.

Lunch time

If there are lunch-time behaviour problems the Headteacher has the right to exclude the child concerned during the lunch break.



Bad Language

The school is a Positive Language Zone, where negative comments and bad language are actively discouraged. We will not tolerate violence or aggression towards staff or other families.

In very exceptional circumstances, exclusion of the pupil from school could be carried out by the Headteacher, with the support of the Governors, and in accordance with the Norfolk County Policy. This is only used in extreme circumstances, usually to enable school leaders and the Inclusion Team time to put in place plans to support the child.

At times school staff may physically intervene if the child is at risk to themselves, to others or damaging school property. There is a clear policy about this and it will be discussed with you.

The school supports the United Nations Convention for the Rights of the Child.



What to wear at School

- We like children to wear school sweatshirts. The school sells various items of school wear at very reasonable prices.
- Children should wear clothes which they can manage on their own. Slogans should not be offensive or encourage sexualised behaviour i.e “I’m a babe”.
- They need a coat for colder weather and this should be worn to and from school.
- CHILDREN MUST WEAR FLAT SHOES for safety reasons.
- Children should also have a pair of named welly boots.
- Name all items of clothing.
- Children are expected to look after their belongings. Please check they have the correct items, daily and expect children to look for lost items.



Jewellery

Children do not wear jewellery in school as it can cause injury to themselves and others. The school cannot be responsible for lost or damaged jewellery. Ear-rings are a safety hazard at school: If children do have pierced ears, we prefer them to wear studs in school. Parents must sign a form to say that they take responsibility for any accident caused by wearing ear-rings.

Sometimes children enjoy wearing jewellery into school to show friends and adults or they may have forgotten to take it off. We will put it in a safe place for you to take home for them.



Attendance

Attendance at school is very, very important. We aim for 100% attendance and do not authorise term time holidays unless there are highly exceptional circumstances. Children should understand that adults decide if they are to unwell to attend. Do not 'negotiate' with children about attendance. School staff can support you if you are having difficulty.



These are extract from a Government Expert on Behaviour and attendance:

'It is the parents who allow their child to have Monday off because the family is tired after a weekend away, who keep their child back from school because they are waiting for a delivery, or for whom a doctor's appointment in the afternoon becomes a reason for taking the whole day off who need to be challenged early, and supported to get their children back to school. It is the children in these families who are most likely to truant in Years 10 and 11.'

'They have little chance of catching up their peers if their attendance is bad. If they fail to succeed early on in their school careers they are likely to get further behind; disillusionment with education sets in and they become excluded or begin to truant'

Charlie Taylor
www.education.gov.uk/schools/pupilsupport/behaviour

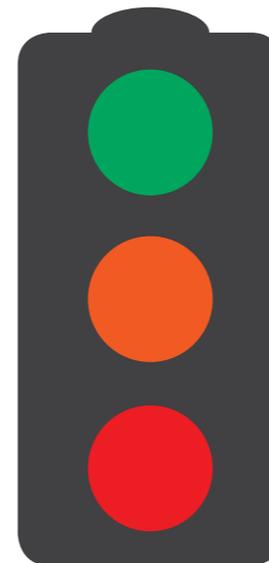
Good attendance and punctuality, as soon as children start school and nursery are very important. It helps children understand routines and gives a clear message that they are well cared for and that education is

very important. There are very strong links between poor attendance with difficulties in later life such as employment and getting formal qualifications.

The school has an approved attendance policy which it follows very rigorously. We are very strict about attendance because we know how important it is in improving life chances. All children are expected to come to school every school day unless they are really too unwell or there is religious observance. Any absence must be explained by letter, text, phone call or parental explanation. This is a legal requirement; unexplained absences are recorded as unauthorised.

Poor attendance is a very serious matter and the Local Authority Attendance officer will be involved if your child has too many unauthorised absences. Schools or local authorities may impose a fixed penalty notice (FPN) on parents whose child is not attending regularly. This is a fine and is a last resort.

The school will help you if you have problems with attendance and getting your children in to school. Please talk to us so we can plan how to help. We do recognise that families can run into difficulties.



96% and Above

90-95.9%

Under 90%

Pupil leave of absence from school for family holidays

Term time holidays are not permitted under any circumstances. Any leave of absence should be discussed by appointment with the Headteacher. If absence is not agreed prior to taking your child out of school this will be recorded as unauthorised. FPN (Fixed Penalty Notices) will be issued for unauthorised holiday absence.

Please make sure you give term dates to all family members that are involved in booking holidays.

Missing Children

This is a very, very rare occurrence in schools but if a child goes missing from the site you will be contacted immediately, together with the local police service.

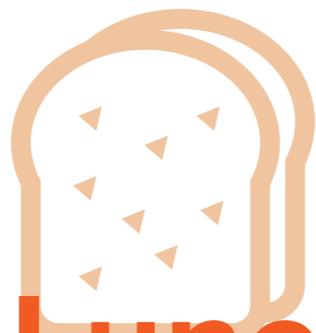


School Routines



Arrival and collection of children

Please use the FAMILY ENTRANCE
The school gates are opened at 8.30 am. so families can use the shelters in the main playground. **The school doors open at 8.40 am for Early Start Club. All children must be in class by 9.00 am** to avoid missing valuable learning. **Children who go home for dinner should return at 1.30 p.m.** Children should be brought to school and collected by a responsible adult. **Please collect your child from outside the classroom doors at 3.15pm promptly.** Please do not use the front door as it is used for vehicle access.



Lunchtime

From September 2014 all children in our school are entitled to free school meals. Fresh meals will be cooked on site everyday, these are provided by the School Meals Service. Children may only bring packed lunches from home if there are exceptional reasons for them not having a meal provided by the school (for example: a child with an extreme allergy with a supporting letter from their GP).
Drinking water is available for all children.

The school has a 'healthy eating' policy and is part of the Healthy School's fruit scheme providing fruit or vegetables daily for children to eat at break time. Only fresh fruit and vegetables are eaten at break time. The children are encouraged to drink water during the day and water bottles can be kept in every classroom.

Children are not permitted to eat sweets/crisps or fizzy drinks on the school premises before or after school. Please do not bring sweets or treats to share for birthdays.



School Closure



During periods of very severe weather we make every effort to keep the school open. If school closure becomes necessary we will make decisions on the following grounds:

1. The safety and well-being of children and families;
2. The safe arrival of sufficient staff to ensure appropriate supervision at school.

If we have to close early we will tell you and ensure that all children are collected. Staff will remain at school until this has happened.

Security

We take the safety and security of our children very seriously. To ensure child safety we have locked doors. The playground door and gates are opened at 8.30 and are locked at 9.00am to ensure a prompt start to the school day. The playground gate is re-opened for Nursery parents/carers from 12.30 to 12.40pm The school day finishes at 3.15pm. Parents/carers should inform a member of staff whenever someone else is to collect a child.

Please go to the school office if your child arrives after 9.05 a.m. and if they leave school before 3.15 p.m. so they can be signed in or out.

Information about school closure will be broadcast on local radio stations between 6.30 - 8.30am and 6.00 - 6.30pm

Hot Weather

During periods of hot weather it is very important that we protect your children from the effects of the sun. Families are asked to apply sun cream to children at the start of the day and provide their children with suitable clothing, which provides protection from the sun, including a hat.

All visitors must sign in the visitors book and report to the school office. Visitors and contractors working on site are required to wear either their own identification badge or a school visitor sticker. Members of staff will challenge any person on the premises without an official badge or visitor sticker.

Dogs are not allowed on the premises (except guide dogs).

The school and its grounds are strictly Non Smoking and Non Violence Zones.

Nursery and Preschool Classes

West Earlham Infant and Nursery School has a representative Governing body that includes parents, staff and representatives of the local government and the community.

The school runs a Nursery class for 52 pupils in 2 part-time sessions and there is a pre-school which offers places in 2 sessions on the school site.

We also have provision for Two Year olds, subject to fulfilling certain criteria. Application forms for the Pre School and Nursery waiting list are available from the school office, and children may be registered after their second birthday. A place in the Nursery or Pre-school does not guarantee a place in the main school Reception classes. Separate applications must be made for admission to the Pre-school, to the Nursery, and to the main school.



School Governors

West Earlham Infant and Nursery School has a representative Governing body that includes parents, staff and representatives of the local government and the community.

Meetings are held every half term to discuss policies, school development and management issues. Minutes of meetings are available to families and are kept in a file in the school office.

Your parent Governor is Emma Daynes, however the school is also supported by an active parent representative group.

School Charging Policy

The Governing Body has the right to make a charge for optional extra activities which take place outside school hours. The school can only ask for voluntary contributions for activities organised by the school. If you would like to talk to us about how we can support towards the cost of visits and extra activities, please come and ask at the school office. Your enquiry will be treated as confidential and handled sensitively. Voluntary contributions will be requested well before the date of a visit. Further details of the charging policy can be obtained from the school office.

Admission Policy

Admission to our school is managed by the Local Authority. All Reception children can start main school in September. The Assistant Headteacher responsible for EYFS works with class teachers to plan children's induction into full time education. The admission policies for the School and Nursery are available from the school office. Transfer to this school at a later age depends on the availability of places.

Having a place in our nursery doesn't guarantee a place in the reception classes.

Health and Safety

The Health and Safety policy of this school is available from the school office and the Health and Safety Law poster can be viewed at all times outside the Headteacher's office and in the Nursery.

Parental Complaints Procedure

Whilst we try very hard to get things right for children and their families, we recognise sometimes things do go wrong. We will try very hard to rectify any mistakes or mis-understandings. We ask that you talk to us about any concerns in a calm and honest way. We will do the same.

If you are unhappy about any aspect of your child's education or experience at school you should make an appointment to see the Class Teacher.

We would hope that discussing the matter with the teacher should be enough to resolve the problem. However, if you are still unhappy and wish to take the matter further, you should make an appointment to see the Headteacher or in their absence the deputy head.

If, after discussion, the matter remains unresolved, you should tell the Headteacher that you wish to make a formal complaint.

The Headteacher will give you a copy of the Complaints Procedure. This outlines the action you should take for different categories of complaint.

You will be asked to make your complaint in writing and if you wish, you may be able to request that a Governors' Complaints Panel is set up to consider your complaint.

If you are still not satisfied, when you are told of their decision, you may complain in writing to the Director of Children's Services.



Bye
Bye....





★
Learn
Well
Live
Well