

Sidemoor First School Prospectus



...a place to flourish and grow

The full prospectus and other documents can be found on our School
Website: www.sidemoorfirst.co.uk

Sidemoor First School and Nursery Prospectus

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Dear Parent/Carer,

I would like to take this opportunity to extend a warm welcome to you on behalf of the staff and governors of Sidemoor First School and Nursery.

I hope the information given in this prospectus will assist you, if you are a prospective parent, in making an informed choice in selecting a first school for your child. We have tried to provide you with as much information as possible, but we hope you will also find the time to visit us and see the school for yourself and experience the special Sidemoor ethos. This prospectus and the school website will also provide important information about the school for those who are already pupils here.

Sidemoor School is on the edge of Bromsgrove and is surrounded by fields. The school thrives in a setting which has to be seen to be appreciated. The children are taught in bright classes in a new, spacious environment with a large playground and tree-lined field. There is also an extensive forest school area with seating areas, ponds and a wealth of plant life. Many of our children are able to access this on a weekly basis as part of their curriculum. The school has ten classrooms, including a wonderful Reception unit, a Nursery, a hall, a library and ICT area, group rooms and a reception area. We are part of the Bromsgrove Pyramid, feeding into the Bromsgrove Middle Schools, and we have close links with the Pear Tree Children's Centre which is nearby.

We aim for the school to be a caring, welcoming and safe place in which children can develop their confidence and abilities, achieving their full potential in social, academic and other areas. We are proud that our children are happy, hard-working and polite, and emphasis is placed on each child's individuality and the contribution that they can make to the life of the school. Respect for all others and for the school environment is encouraged, and a warm, friendly atmosphere is fostered. Our latest Ofsted Report gave us an outstanding grade overall in recognition of the excellent care and provision at Sidemoor. The full report is available here and on the Ofsted website. We find that new children settle in very quickly and happily. Everyone is made very welcome at the school, particularly parents who are encouraged to become part of the school life. We have an active Friends group who help to raise money for the benefit of our school and its pupils.

We look forward to welcoming both you and your children to our school community. Please contact me if you need any further information.

Yours sincerely

Mari Jones

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THE STAFF

Headteacher:	Mrs M Jones, BA (Hons), MA, NPQH	Curriculum Responsibilities <i>School Organisation, staffing and Finance, School Development, Achievement and progress, Personnel, PFI, Governors, EVC, DSL, LAC, Health and Safety, Behaviour management</i>
Deputy Head:	Mr R Watkins, BA Hons	<i>Learning and teaching, Curriculum, Assessment, Deputy DSL, Pupil Premium, Behaviour, Gifted and talented, Pupil voice, Attendance, Website</i>
	Mrs P Barker, BA (Hons) PGCE	<i>Foundation Stage Leader, Art</i>
	Mrs Sarah Breakwell	<i>Key Stage 1 Leader, History, P4C, Initial Teacher Training PSHE</i>
	Miss A Pritchard, BA (Hons) QTS	<i>Key Stage 2 Leader, Maths, EVC</i>
	Miss R Hewitt, BA (Hons) QTS	<i>SEN Co-ordinator, Inclusion</i>
	Miss S Farrell, B Ed (Hons) QTS	<i>PE</i>
	Mrs L James, BA (Hons) QTS	<i>Science</i>
	Mrs C Quinn, B Ed (Hons)	<i>RE, SMSC</i>
	Mrs C Woodward, BA (Hons) PGCE	<i>Forest School, LOtC</i>
	Miss R Hancock, BA (Hons) QTS	<i>Nursery, The Arts</i>
	Mrs S Jacobs, BA (Hons) QTS	<i>English</i>
	Mrs H Ashton, BA (Hons) PGCE	<i>Geography, Eco, Global development</i>
	Mrs C Smith, BA (Hons) QTS	<i>Music, Eco</i>
	Mrs H Beasley	<i>Reading, MFL</i>
	Mrs R Bush, BA (Hons), PGCE	<i>D&T</i>
	Miss R Stanton, BEd (Hons) QTS	<i>ICT, Computing</i>
Secretary:	Mrs D Dixon	
Admin Assistants:	Mrs J Davies, Mrs R Bourne, Mrs J Faulkner	

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Teaching Assistants: Miss S Hodgetts, Mrs A Smith, Miss L Danks, Mrs M Kilgallon, Mrs P Hill, Mrs J Gould, Mrs J Maddocks, Mrs K Hewitt, Mr R Smith, Mrs H Loveridge, Mrs J Shaw, Mrs D White, Miss J Harris, Miss R Waldron, Miss N Hall, Mrs S Butt, Miss E Salsano, Miss S Grice

Lunch Supervisors: Miss C Troth	Miss J Troth
Mrs L Wood	Mrs A Lloyd
Mrs A Rahman	Miss M Turner
Mrs G Deverill-Skelding	Ms B Stanton
Mrs A Jegeni	Miss J Turner
Miss E Nokes	

Governors List

Name		Effective From
Local Authority Representative Governors		
Mr Chris Platt	Chair	13.10.03
Parent Governors		
Mr Richard Parslow		09.03.14
Mr Brian Green		01.09.14
Ms Katie Reilly		13.11.15
Mrs Charlotte Bowles		01.09.16
Co-opted Governors		
Mrs Sarah Ingram	Vice Chair	01.09.11
Mr Tim Wright		27.09.12
Mr Tony Kinsella		13.11.15
Mrs Jacqueline De Sousa		01.09.16
Vacancy		
Staff Governor		
Miss Laura Danks		01.09.13
Headteacher		
Mrs Mari Jones		01.09.12
Associate Members		
Mr Richard Watkins		
Clerk to Governors		
Mrs Dawn Dixon		01.04.08

Governors may be contacted through the school.

Head of Children's Services:

Children's Services, P.O. Box 73, Worcs. WR5 2YA
Tel: 01905 763763

WHAT ARE THE AIMS OF SIDEMOOR FIRST SCHOOL?

At Sidemoor First School we aim to:

create a happy, stimulating and safe learning environment for both children and adults;

develop a love of learning and the opportunity for each individual to achieve their full potential and to develop and explore their own interests in a secure and challenging environment;

enable children to become confident, resourceful, enquiring and independent learners, able to apply their skills;

create an atmosphere of mutual respect, understanding and consideration for the ideas, attitudes, values and feelings of others;

develop children's self-esteem, resilience, personal development and wellbeing;

promote individual and collective responsibility;

enable children to value and be valued as part of their community.

WHEN IS THE SCHOOL OPEN?

School Times

The school day begins at 8.55 a.m. Children may arrive at school from 8.45 a. m. when staff will be on duty to see children safely into the building from Grayshott Close and at the pupil entrance. Children should come straight into school.

The children in the Reception classes have their own entrance. Parents may see their children into their classrooms from 8.45 a.m. Children self register and activities will be ready for them.

We break for lunch between 12 noon and 1.00 p.m. There is a mid-morning break of 15 minutes.

School finishes at 3.15 p.m. Children are brought out onto the playground and parents may wait on the footpath, at the edge of the playground or at the Grayshott Close entrance.

The school is open for pupils for 190 days in the year. We send you the school term dates as soon as these are issued by the Local Authority. Dates for the current year can be found in *Appendix 4* at the end of this brochure.

Before and After School Care

“Little Gems” offers before and after school care on the school site 8.00am – 6.00pm. This high quality care is available on a regular or basis. Please ask at the school office for further details about



from occasional registration.

ACCESS AND PARKING

Children come into school through the pupil entrances at the back of the school.

Parking for parents is available at the Grayshott Close entrance in the marked bays. There is a marked ‘drop off’ zone where children may be dropped off or collected. This area is supervised by a member of staff. The Linden Close gate is locked during the hours of 9.15 and 2.45.

The Perryfields Road car park is **for staff, visitors and school permit holders only**. Access must be kept clear for coaches, emergency vehicles and deliveries. For safety, the gates to this car park are closed between 2.50 – 3.25pm every day.

HOW IS THE SCHOOL ORGANISED?

There are ten classes in the main school and a nursery class.

There are two classes for each year group.

Most of the teaching is class based, but, where appropriate, ability groups or individual children are brought together for specialist teaching. Year group teachers work together to plan.

Children transfer to the Middle School in the September following their 9th birthday.

WHEN CAN MY CHILD START SCHOOL?

We admit children in the September of the school year in which they have their fifth birthday.

HOW DO I REGISTER MY CHILD?

If you wish your child to come to Sidemoor, you may let the Headteacher or School Secretary know, either in person, or in writing and we will send the Local Authority information to you at the relevant time.

You will need to complete the County Admission Form on line by the date indicated by the Local Authority. Places are allocated by the Local Authority according to their admissions criteria. Sidemoor can admit a maximum 60 pupils in each year group.

When your child's place has been confirmed, you will receive confirmation from the LA, followed by a letter from us informing you of the arrangements for you and your child to prepare for entry.

Further information about School Admissions can be found in Appendix 4.

SIDEMOOR FIRST SCHOOL NURSERY CLASS

The nursery class is for children aged between three years and statutory school age.

Admission Limit The maximum number of children to be admitted to a nursery session is 26. Children are entitled to 15 funded hours which may be used for half day sessions or full days. Additional hours and lunch sessions may be paid for as available.

Admission Procedures A child can be registered as soon as his/her **first** birthday is reached. A registration form must be completed. This can be collected from the school office and returned to the Secretary.

When a child is to be offered a place in the nursery, parents will be notified by letter and will be invited to an introductory meeting with the Nursery staff.

Places can be offered to children living outside the catchment area when numbers allow.



STARTING SCHOOL ARRANGEMENTS

When you are allocated a place at Sidemoor First School we send you an invitation to our Induction Evening. At this meeting we introduce you to the staff team, explain how our school works, give you the chance to visit your child's classroom and answer any questions you may have.

TASTER SESSIONS AT SCHOOL

During the half term before your child is due to start school we give them the chance to join us for some visits and story sessions.

THE FIRST DAY AT SCHOOL

Over the first two weeks of the Autumn term, the children start school in small groups. All children may start full time from their first day. Parents who would prefer their child to start part time may discuss their child's needs with the staff. Starting in small groups enables the class teacher and teaching assistants to get to know the children really well and to give each pupil individual attention. Full details are given at the induction meetings and individual needs are taken into account.

WHAT SHOULD MY CHILD WEAR TO SCHOOL?

The preferred school clothing is as follows:

BOYS	GIRLS
Grey trousers	Grey skirt, pinafore dress or trousers
Royal Blue Sweatshirt* or royal blue pullover	Royal blue pullover, cardigan, sweatshirt* or sweat cardigan*
Pale blue polo shirt*	Pale blue polo shirt*
Black/grey socks	School shoes (sensible)
Black school shoes	In summer, blue and white striped, or checked, dresses may be worn

Younger children, in Nursery, may prefer to wear blue tracksuit trousers for ease of movement.

Girls are welcome to wear black or grey trousers as an alternative to a pinafore dress or skirt, especially in cold weather. These should be smart trousers - no fashion styles, please!

Items of school uniform with our school logo are available direct from the school office. Order forms and price lists are available from the school. Most items of school uniform are readily available from local supermarkets and other outlets.

Boys and girls need pumps for safety reasons in Physical Education. Games lessons are held out of doors whenever possible.

BOYS and GIRLS Blue P.E. shorts,
 White P.E. tee-shirt *

Children should have blue or black jogging bottoms in school for outdoor games.
Children may wear blue jogging trousers with the school sweatshirt on swimming days.

Please ensure that ALL clothing is clearly labelled with your child's name, as this saves a great deal of school time when clothes are mislaid.

**These items are available embroidered with the school logo.*



WHAT SHOULD NOT BE WORN TO SCHOOL?

In the interests of hygiene and foot development, trainers or shoes with heels should not be worn. Similarly, boots are not suitable footwear within the school building. Whilst watches are allowed in school, for safety reasons, no jewellery should be worn. Studs only may be worn in the ear and must be removed for swimming. Please ensure that nail varnish, tattoos etc., that may be applied at weekends or holidays, are removed before returning to school. We ask that long hair is kept tied up with simple band(s), and excessive accessories are kept for home and that haircuts are smart and appropriate.

WHAT HAPPENS IF MY CHILD LOSES SOMETHING IN SCHOOL?

Items of lost property are usually found and returned quickly, if CLEARLY NAMED. If your child's property has been missing for more than a day, please contact the class teacher initially. Your child should not bring valuable items into school.

To avoid upset due to breakages, no toys are to be brought into school unless there has been a request from a teacher to bring them in for a special occasion, or for topic work.

To avoid loss and consequent distress, any money brought into school, in payment for visits, swimming or milk, must be brought in a named purse or envelope.

WHAT HAPPENS AT LUNCHTIME?

Lunchtime is from 12 noon to 1pm. Children may go home for lunch or they may stay at school where they are supervised by our team of lunch supervisors.

Hot school meals are available at lunchtimes. These are provided free for all Reception, Year 1 and Year 2 children under the Government's Universal Infant Free School Meal Scheme. Lunches are freshly prepared and served on site by *BAM FM*. Children are offered two main meal options, one of which is vegetarian, with a choice of desserts. Money for meals is paid in advance, using the on-line payment system.

Alternatively, children may bring their own packed lunch and drink (water, squash or fruit juice for lunch time only – water is available during the school day). Please use a suitable container and ensure that it is clearly named. We encourage children to think about making healthy choices. (**No fizzy drinks, chocolate or sweets, and limited crisps and cake please.**) We also ask that you do not put too much in the lunch box.

If you are in receipt of certain benefits, i.e. job seekers allowance, an application form for your child to have free milk/reduced cost for trips/uniform allowance is available from the school office, and is to be returned to the County Education Officer, P.O. Box 73, Worcester, WR5 2YA. The forms are dealt with very speedily and in confidence. Please do claim if you are eligible, even if you do not wish for your child to have school milk or a free meal. This means that the child is then eligible for Pupil Premium which is a Government grant aimed at improving the educational outcomes of those in receipt of Pupil Premium and will be of benefit to you and your child in other areas.

CAN MY CHILD HAVE MILK IN SCHOOL?



We have a school milk scheme at Sidemoor. The money is collected in advance, so that the milk may be ordered. Payment is made half-termly (Reception children) or termly in advance. If your child is absent through illness or holiday etc unfortunately milk cannot be cancelled and no refund will be made. Milk is available free to any child who is entitled to free school meals. Please ask at the office. Milk is also free until your child has their fifth birthday. In line with being a Healthy School, water is available at all times and each child is provided with a named water bottle to use in the classroom. The school aims to promote *Healthy Eating*, therefore we are part of the National Fruit Scheme. Each child in the Nursery, Reception and Key Stage One is given a piece of fruit each day to eat during the morning. Children in KS2 may bring a **piece of fruit** (no other snacks please) from home to eat during the morning playtime.

ARE THERE ANY MEDICAL CHECKS ON MY CHILD?

The School Nurse visits to carry out vision checks. An Audiometric Nurse visits throughout the year. You will be notified in advance of any visits. The school nurse is always available for advice through the Catshill Clinic or via the school office.

If your child is suffering from any infectious or contagious disease, including such things as head lice or threadworm, please let the school know immediately.

WILL MY CHILD BE GIVEN MEDICINES IN SCHOOL?

Where possible, unless advised it would be detrimental to health, medicines should be prescribed in frequencies that allow the pupil to take them outside of school hours. If this is not possible, prior to staff members administering any medication, the parents/carers of the child must complete and sign a parental consent to administration of medicine form. Parents are always welcome to come and administer the medicines themselves, or the child may go home for lunch.

No child will be given any prescription medicines without written parental consent, and non-prescription medicines may not be given except in exceptional circumstances. For further information please refer to the school's policy on Supporting Pupils with Medical Conditions including the Administration of Medicines.

Parents should inform the school if their child has an existing medical condition or develops one during the school year. Every effort is made to ensure that children are included in all activities as appropriate.

There may be children who require on-going medication, such as for asthma or epilepsy. Inhalers should be clearly labelled. Please see the office if your child requires regular, long term medication. You will need to sign the relevant form for this.

WHAT DO I DO WHEN MY CHILD IS ILL?

If your child is absent from school, the law requires you to notify the school, explaining why s/he is not able to attend. Failure to do this may result in a visit from the Education Welfare Officer as un-notified absences are regarded as truancy. You should notify the school as soon as possible, preferably by phoning the office on the first day of absence. If your child is to be away for more than a week, or has an infectious illness, e.g. *whooping cough* or *German measles*, please contact the school to let us know what is happening. Children who have sickness and diarrhoea must be kept at home until they have been symptom free for 48 hours. This is in line with government guidance.

If your child needs to be away for an appointment, with a dentist or doctor, please make sure that they bring a note beforehand. If the appointment is during the day a 'signing out' book is available in the Reception Area for you to complete. We cannot allow your child to leave the school unaccompanied. Please try to make all appointments out of school time whenever possible. Please keep the school informed of any medical information that may affect your child's general performance in school.

WHAT IF MY CHILD HAS SPECIAL DIETARY NEEDS?

Special dietary needs can be catered for at lunch times and should be discussed with the school. During food activities carried out in school, pupils may need to taste food. Please let us know if your child has any special dietary needs which could prevent him/her from tasting certain foods.

IS THERE GOOD BEHAVIOUR IN THE SCHOOL?

We have a calm and positive working environment where children can learn and play safely and happily. There is a clear behaviour policy and children are encouraged to make the right choices and grow in self discipline. Children are expected to behave with consideration and courtesy towards others. Minor problems are dealt with by the class teacher, or Midday Supervisor at lunch time, with the support of the Headteacher or Senior Leadership Team, when required.

Any incidences of racism or bullying are dealt with in line with our policies and are recorded in separate logs. A copy of the school's behaviour and anti bullying policy is given to all new starters and parents also receive a Home / School Agreement. The policy is also on our school website.

Each child is expected to follow our Golden Rules and to share responsibility for maintaining a high standard of behaviour within the school. Children are expected to respond to requests and instructions given by any adult working in the school.

School rules have been mutually agreed between teachers and children and include the following:

Golden Rules

Do your best	Respect others
Be caring	Be helpful
Be kind	Be tolerant
Be polite	Co-operate with others

...because everyone at Sidemoor wants to 'BE HAPPY'.

Children are put into teams on entry to the school - yellow, red, blue, green - and each child can earn team points for good work, good behaviour and manners, and for any special effort. Team points are plastic tokens in their team colour and your child can post them in the team point box. Team captains count the points each week and they are recorded on a chart in the hall. A silver cup is awarded to the team earning the most team points each term. The winning team each week earns an extra day with the playground toys and equipment.

Each class uses a Zone Board to positively reinforce good behaviour. Every child starts in Green each day and has the opportunity to move up to Gold during the day. Poor choices may result in a child moving down to Yellow, Orange or Red but they will always have the opportunity to 'put it right' and move back to green.

Certificates are awarded in assembly each week for the 'Pupil of the Week', 'Writer of the Week' and 'Mathematician of the Week' from each class. Headteacher's Awards and Politeness Awards are given at the end of each half-term and term. Children may also receive stickers for good manners or work.



A Topic, Arts and Citizenship award is presented at the end of each term to a child from KS1 and KS2.

Lunchtime smiley face awards are given each week to children nominated by the Lunchtime Supervisors.

SAFEGUARDING

Sidemoor First School is committed to safeguarding and promoting the wellbeing of children and expects all staff and volunteers to share this commitment. The school has a duty to report any concerns regarding the safety and wellbeing of a child. The school has a Safeguarding and Child Protection Policy that is available on request. This school believes that it is always unacceptable for a child to experience abuse of any kind. We recognise our responsibility to safeguard the welfare of all children. We provide staff and volunteers with guidance to follow when they suspect a child may be experiencing abuse or at risk of harm. We work co-operatively with other agencies to safeguard and promote the welfare of children. We ensure that our concerns about our pupils are discussed with parents/carers first - unless we have reason to believe that such a move would be contrary to the child's welfare.

The Designated Safeguarding Lead is Mrs Mari Jones (Headteacher)

The Deputy Designated Safeguarding Lead is Mr Richard Watkins (Deputy Head)

The Governor with responsibility for child protection is Mr Brian Green

We review our policy and procedures on an annual basis.

In situations where a child may be at risk of hurting themselves or others, staff may need to take steps to intervene physically. In these circumstances, staff will follow the school's positive physical intervention policy for dealing with such situations. All staff receive regular training in this. The school policy is available for parents, on request, at the office.

Our supportive school ethos at Sidemoor can encourage children to feel safe and to talk about their feelings, making children feel protected by a culture which actively promotes a 'listening environment' and challenges unacceptable practice.

E-safety is a significant part of safeguarding. All members of staff are trained in and receive regular updates in e-safety including recognising and reporting concerns. Our Acceptable Use policy recognises that internet safety is a whole school responsibility (staff, pupils and parents). Children and young people may expose themselves to danger, whether knowingly or unknowingly, when using the internet and other technologies. Additionally, some young people may find themselves involved in activities which are inappropriate or possibly illegal. We therefore recognise our responsibility to educate our pupils, teaching them the appropriate behaviours with critical thinking skills to enable them to remain both safe and legal when using the internet and related technologies. Your support will be required with this specifically to ensure the legal compliance in the registration and use of 'social media' applications, e.g. Facebook (which has an age limit of 13), the playing of age-restricted games and viewing of digital material. The vast majority of people who use social networking show respect in their communication with others and this is something that we must encourage to show our children that we are positive 'digital role models'.

The welfare and protection of our children is paramount and consideration should always be given to whether the use of photography will place our children at risk. For this reason consent is always sought when photographing children and additional consideration given to photographing vulnerable children.

Whilst we respect freedom of speech and the expression of beliefs/ideology as fundamental rights underpinning our society's values, we seek to protect children and young people against the messages of all violent extremism.

PROMOTING SMSC and BRITISH VALUES

At Sidemoor we promote Spiritual, Moral, Social and Cultural education (SMSC). This is delivered through the curriculum (predominantly through RE and PSHE) and through teaching approaches, such as Philosophy for Children, Learning Outside the Classroom and assemblies.

We encourage pupils to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs. We ensure that partisan political views are not promoted in the teaching of any subject in the school and where political issues are brought to the attention of the pupils, reasonably practicable steps have been taken to offer a balanced presentation of opposing views to pupils. Our curriculum is broad and balanced and through areas such as RE, Philosophy for Children and Global Development we encourage children to explore and respect the views of others whilst being able to express their own views.

WHAT WILL MY CHILD BE LEARNING AT SCHOOL?

CURRICULUM AIMS

At Sidemoor we fulfil the requirements of the National Curriculum within a cross-curricular, topic-based approach that engages pupils, fosters enjoyment in learning and promotes high standards of achievement. We make full use of the learning environment, both indoors and outdoors. IT, visits, visitors to school and special events are all used to make learning exciting, motivating and fun.

We aim to:

- ensure that children acquire a good command of English and an ability to communicate with other people through talking, listening, writing and ICT;
- develop an enjoyment of reading and the skills to read a variety of fiction and non-fiction texts;
- develop knowledge, understanding, enjoyment and application of mathematics;
- encourage scientific enquiry, experimentation and investigative skills;
- develop awareness of the children's place in history and the world through enquiry and research;
- encourage children to express themselves fully through the creative arts;
- promote respect and appreciation for our environment and make children aware of their responsibilities; preparing them for taking their place in modern Britain.
- promote a healthy lifestyle and provide an enjoyable experience of a wide variety of physical activities and skills.

In order to promote these aims in the classroom we have developed Learning Behaviours to develop a thirst for learning. These are the Sidemoor Seeds of Success which are prominently displayed around school and referred to regularly:

Sidemoor's Seeds of Success

- Stickability – perseverance, resilience, challenge
- Try something new - risk-taking
- Understand others – empathy, co-operation, collaboration
- Be independent
- Improve
- Believe in yourself

We also have curriculum drivers, which are included in all curriculum planning. These are:

- Environmental awareness
- Cultural diversity
- Community and locality
- Learning outside the classroom

Effective learning

We acknowledge that people learn in many different ways and we recognise the need to develop pedagogies which enable all children to learn in ways that suit them.

We offer opportunities for children to learn in different ways including:

- investigation and problem solving;
- open-ended tasks;
- research and finding out, with independent access to relevant resources;
- group work, paired work and working independently;
- effective questioning;
- P4C (Philosophy for Children);
- presentation and drama;
- use of ICT (Information and Communication Technology);
- fieldwork and off-site visits;
- cross curricular links and creative activities i.e. drama, designing and making;
- use of multi-media, visual and aural stimulus;
- participation in a range of physical activity;
- home learning tasks;
- after school clubs;
- guest visitors and performers.

Early Years Foundation Stage

Children in the Nursery and Reception classes, the Early Years Foundation Stage, follow a carefully planned programme of activities in Personal and Social Development, Communication, Language and Literacy, Problem Solving, Reasoning and Numeracy, Physical Development, Creative Development and Knowledge and Understanding of the World.

Learning through structured play and practical activity is emphasised at this early stage of learning, as it is through play that most early skills and concepts in these areas of learning are acquired and consolidated.

Key Stage 1 and 2

From Year 1, all children in State Schools must follow a National Curriculum in the core subjects of English, Mathematics and Science, and the foundation subjects of Design and Technology, Computing, Geography, History, Art and Design, Music, Physical Education, Personal, Social, Health and Citizenship Education and Modern Foreign Languages (KS2). Religious Education is also a statutory requirement. We also have a focus throughout the school on Spiritual, Moral, Social and Cultural Development (SMSC).

ENGLISH

READING

Reading skills are taught as part of English lessons, through carefully structured shared and guided reading sessions. The teaching of phonic skills is a key part of early reading and we use the Letters and Sounds programme.

Alongside the daily English sessions is our scheme of individual reading. This is a colour-coded scheme with a wide range of books at each level from a variety of different schemes, including Oxford Reading Tree. These books are brought home by the children to read with you. **This parental help and support forms an essential part of the reading process.** We ask all parents to ensure that the **individual practice** needed becomes part of the **daily** homework routine and that each child keeps a 'Reading Diary'. Parents can make a huge difference to a child's reading development.



WRITTEN WORK

Children are encouraged to express themselves on paper and with a computer as soon as they enter school. A wide variety of work is undertaken, including writing news, poems, letters and descriptions, recording facts, making lists, composing sets of instructions and imaginative writing. Each child is expected to write for different 'audiences', e.g. the class teacher, other classes, friends and family, local press, organisations and celebrities. Handwriting and spelling skills are taught through structured programmes. We use the Talk for Writing approach to scaffold writing for children.

Written work takes place as part of English lessons and across the curriculum, as appropriate.

SPEAKING AND LISTENING

Children are given the opportunity to express themselves in a variety of ways, ranging from play situations in the Reception Class (in a shop, on the telephone and in the home corner), to more demanding experiences, such as class or group discussions in topic work, science and other areas of the curriculum. Children are also encouraged to talk about their work and achievements in assemblies. Children also have Learning Partners or Trios with whom they are encouraged to talk about their learning. Reasoning and dialogue are an important part of your child's learning.

Listening effectively is a valuable skill and children are encouraged to develop this throughout their time in the school. Story-times, assemblies, visitors in class, discussions, partner work and music are just a few of the situations where a child develops active listening. We also develop Philosophy for Children across the school for children to consider and discuss Big Questions and gain confidence in expressing their opinions and challenging the opinions of others.

MATHEMATICS



There is a maths lesson every day. It usually consists of a whole class session followed by group and individual work, and a final time for drawing together the main points of the lesson.

In mathematics, we build on the children's previous experience to develop their understanding and enjoyment. Children are encouraged to use and apply their mathematics to work things out for themselves, whether in a maths lesson or as part of topic work. A wide range of practical apparatus is used to ensure that children build a good understanding of the number system, including Numicon which is used across the school to develop number concepts.

The work is matched to each child's needs, bearing in mind the requirements of the National Curriculum and is structured through the school's Calculation Policy which ensures continuity and progression. There is liaison with the middle schools to ensure continuity.

Maths objectives for each year group are on the school website to enable parents to support their child's learning.

SCIENCE

Science is an integrated part of the overall curriculum of the school, which is taught by staff from reception age upwards. It is incorporated into all class topic work and usually includes material with which the children can identify and which has relevance to their everyday lives, encouraging them to look for solutions to a problem in a scientific manner.

When developing a new theme with the children, account is taken of their previous experience and how they can build upon existing knowledge and skills. The children are encouraged to ask questions about their observations, make predictions based on previous experience, plan fair tests, experiment for themselves, collect evidence by making measurements, record their findings, apply their newly acquired knowledge and skills in a different context.



COMPUTING

Computing is used throughout the school as a cross-curricular tool. E-safety is an integral part of our computing work and support for e-safety can be found on our website.

Children acquire and develop a range of skills in computing, including collecting, entering and retrieving information on the computer, and presenting a range of information in words, pictures and sound using the computer.

The children also experience a range of control activities using 'Pip' and 'Logo'.

The children experience computing in a variety of ways through their topic work and I.T supports all areas of the curriculum.

Progress and attainment in each child's computing skills is monitored to ensure continuity throughout the school.



The school has a well-equipped I.T. Suite with 16 computers and two additional trolleys with 16 laptops and a trolley of 30 netbooks to be used in the classrooms. Each class also has a computer linked to the suite and an Interactive Whiteboard. Visualisers, iPads and Wireless technology are also available.

DESIGN AND TECHNOLOGY

All children will be given the opportunity to design and make, with a degree of problem solving, developing as the child's aesthetic sensibilities, values and dexterity matures.

Work in this curriculum area is often linked to the topics and themes studied. This enables the children to see that their environment can be changed and shaped to suit particular needs, and in this way, art, craft, science and environmental studies, mathematics and language may be learned together in 'real life' situations.

We also give children opportunities to learn cooking skills. This skills based curriculum is supported by a scheme which enables Y3 and 4 to work with professional chef .

HISTORY

Children are introduced to the skills and content required to enable them to develop an awareness of the past, and to understand and interpret different types of historical sources.

The periods of history covered in Key Stage 2 include:

- Ancient Egypt
- The Romans/Saxons
- Local History - WWII



GEOGRAPHY

The programmes of study for Geography cover geographical skills, knowledge and understanding of places, physical geography and human geography, including sustainability.

This curriculum area is often linked with science and studied through different themes.

MUSIC

All children are given the opportunity to experience a wide range of music by listening, singing and playing an instrument. The teaching of music at Sidemoor develops children's ability to listen and appreciate a wide variety of music and to begin to make judgments about musical quality.

Each year, Y4 are involved in a music morning at Parkside Middle School as part of their transition programme. The school occasionally welcomes instrumentalists who perform for the children. Each Christmas Y4 sings at local residential homes and also as part of a community event, in Sanders Park, in the Summer term. Y4 also take part in 'Young Voices' at the O2 Arena each year, where they join with other schools, for a spectacular performance with professional musicians and singers.

In addition to this, peripatetic lessons are offered to the older children. All Year 3 children participate in the Play2Learn scheme which enables them all to learn to play 2 instruments, such as violins and cornets, with expert tuition.

ART

We aim to provide our children with a variety of experiences in this curriculum area. Much of the children's artwork will stem from cross-curricular activities. They are also given the opportunity to practise skills and techniques and to appreciate the work of various artists. In addition, we have an annual Arts Week with a whole school theme.



PHYSICAL EDUCATION

We have a well-equipped gymnasium, which is used every week by your child. Classes also do PE outside. A variety of ball and game skills are encouraged as preparation for such activities as rounders, cricket, football, netball, basket ball, hockey, volleyball and tennis. All children have the opportunity to go swimming at the Dolphin Centre in Bromsgrove during Year 3.

We are part of the Bromsgrove All Active Academy and benefit from a wide range of additional opportunities and inter-school festivals and tournaments.

PSHE & C

Personal, Social and Health Education and Citizenship is integrated into our curriculum with each age group as appropriate. This teaches children to take care of themselves and encourages a healthy lifestyle. We have a visit from the 'Life Caravan' each year as part of 'Healthy Living Week'. The children's voice is heard through the 'School Council'. Each class sends two elected representatives to fortnightly meetings.

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SEX AND RELATIONSHIP EDUCATION

In compliance with Section 17 of the Education (No. 2) Act 1986, the Governors of Sidemoor First School have considered that sex education should form part of the secular curriculum of the school.

The following is a proposed statement of policy regarding the content and organisation of the subject in the school.

Section 46 of the Act requires that:

“where sex education is given to any registered pupils at the school, it is given in such a manner as to encourage those pupils to have due regard for moral considerations and the value of family life.”

SRE is taught throughout the school as part of the PSHE and Science curriculum. Y2 and Y4 use the Channel 4 ‘Living and Growing’ resource to support their teaching of SRE. Parents are invited to view the programmes in this resource before they are used with the children. Parents may request for their child to be withdrawn from all or part of sex education

RELIGIOUS EDUCATION and COLLECTIVE WORSHIP

Religious education is provided for all pupils in accordance with the County Agreed Syllabus.

We aim to ensure that children develop an awareness of their own and others identity, worth and needs; to help them reflect on the natural world and to develop a respect and responsibility for it; to teach them about the Christian faith and other world religions and to encourage their attitudes and moral values.

R.E. is taught through discussions arising from the sharing of common human experiences, topic work, as a subject in its own right and through the celebrations of festivals and special occasions.

There is an act of non-denominational collective worship at some time during the day, either as a whole school, or in groups within the school. Acts of worship are mainly Christian; they are appropriate to the children bearing in mind their ages and background.

Parents may ask the Headteacher for their child to be withdrawn from R.E. and collective worship.

There is a Hereford and Worcester Standing Advisory Committee on Religious Education (SACRE), which has a statutory duty to advise the L.A. on religious education and collective worship in maintained schools. It consists of representatives from:

Christian and other religious denominations that reflect appropriately the principal religious traditions of the area;

the Church of England;
teachers' associations;
the local education authority.

Any parents who wish to express their expectations in regard to Religious Education are invited to write to the Clerk to the SACRE, County Education Office, P.O. Box 73, Worcester WR5 2YA.

CHILDREN WITH SPECIAL NEEDS

We take great care to identify children with special educational needs and as soon as either a class teacher or parent raises a concern, the concern is discussed fully with the Co-ordinator for Special Educational Needs and the Headteacher. At Sidemoor First School we are committed to the integration and inclusion of all pupils, including those with a range of special educational needs.

The school works in accordance with the statutory requirements of the Special educational needs and disability code of practice: 0 to 25 years 2014. Extra support is given individually or in small groups when necessary and outside agencies are consulted and involved as appropriate. Parents are always kept informed and fully involved at every stage.

Children are sometimes identified as having SEND before they start at Sidemoor. We visit children in their Nursery settings and speak to staff about any difficulties children may be experiencing, strategies that are effective in supporting them and whether there are any agencies involved. If there are complex needs, sometimes a multi-agency meeting may be held in order to share information and ensure that provision is in place before the child starts school. All records are passed on to Reception staff and the SENCo. As children move through the school, this tracking continues and teachers discuss any children for whom they have concerns at termly Pupil Progress Meetings. When staff have demonstrated that they have provided intervention within the classroom without sufficient progress being made, the SENCo can carry out an observation of the child and will discuss further strategies or interventions.

As children begin school, baseline assessments are carried out and this information is shared with the SENCo. Early Years staff track the progress of the children in their classes. Through Pupil Progress meetings with the Head Teacher and SENCo, children who are not making good progress will be highlighted and strategies and intervention can then be discussed.

More information is available in the Inclusion section of the school website.

MORE ABLE, GIFTED and TALENTED

A broad curriculum and creative teaching approach allows teachers to identify the more able and gifted and talented children and to provide for them.

We recognise the needs of children of high ability and those who have particular gifts and talents. We provide for more able children within our whole school approach, through high expectations, setting tasks that require high order thinking skills and ensuring that learning is both challenging and enjoyable. We give children every encouragement to develop and extend their skills and interests as far as they are able. Each term a small group of KS2 children visit Parkside for workshop activities specifically aimed at the more able child across a range of subjects. Children are entered onto a register to enable the co-ordinator to discuss and monitor the progress of these children. We have a member of the Senior Leadership Team and a Governor who monitor the quality of provision for Gifted and Talented learners.

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SCHOOL DOCUMENTS

All documents relating to school policy are available for viewing from the Headteacher. Many are available on the school website.

COMPLAINTS

As a school, we encourage parents to support us with the education and wellbeing of their children but if, at any time, parents feel that they have any issues regarding their child's education, they should make an appointment to see the class teacher as soon as possible. We prefer to sort out any difficulties straight away and to prevent small problems from developing further. Copies of the complaints procedure for the curriculum and non curriculum matters are available from the Headteacher and on the school website.

ATTENDANCE AND LEAVE OF ABSENCE

Good attendance is crucial to your child's education. Our Home/School Agreement clearly states our expectations on attendance. Attendance is carefully monitored and reported to both Governors and the DfE.

Parents contemplating holidays or other absences during school time should first discuss the implications with the Headteacher before making any commitments. Parents have no automatic right for their children to be absent from school and leave of absence will only be authorised in very exceptional circumstances. In line with Government guidance, the taking of holidays during term time will be unauthorised and may incur a fine.

Forms for leave of absence are available from the school office. This form should be completed by the parent (or guardian) and forwarded to the Headteacher not less than SIX weeks before the planned absence is due to begin.

The percentage attendance target for 2015-16 was 95.5% and this was exceeded at 96.7%. We would like to aim for 97% in 2016-17.

Below average attendance is always a cause for concern and the Educational Welfare Officer monitors attendance and offers support as necessary.

DOES THE SCHOOL OFFER EXTRA - CURRICULAR ACTIVITIES?

Several clubs are organised before school, at lunchtimes and after school. Some clubs are run by teachers and some are organized by outside experts. A small charge is made towards equipment for clubs run by school staff. Outside leaders usually charge a termly rate for their activities.

Clubs may vary from year to year. This year Dance, Golf, Football, Basketball, Maths, Art, Science, Computing and Drama clubs take place after school, from 3.15pm to 4.15pm. French is offered to Years 2, 3, and 4 during lunchtimes.

Parents, having given permission for their child to attend a club, must give a written or verbal notice of any changes. There is also an expectation that once a place has been accepted pupils attend all the sessions where possible. Pupils should be met promptly at the appropriate time.

WHAT ARRANGEMENTS ARE THERE FOR EDUCATIONAL VISITS?

The Governing Body of Sidemoor First School recognises the valuable contribution that the wide range of additional activities, including clubs, trips and residential experiences can make towards pupils' personal and social education.

We aim to promote and provide such activities, both as part of a broad and balanced curriculum for the pupils of the school and as additional optional activities. It is most likely that while your child is a pupil at Sidemoor First School, educational visits will be arranged in which you will wish him/her to be included. The types of visits are outlined below, together with comment on insurance and charging.

INSURANCE

Educational visits are of three types.

Firstly, walks within the locality, to public parks, churches and places of interest. We do not purchase personal accident insurance for each of these visits for each child.

Secondly, visits by coach to places such as museums or Bishops Wood. It is necessary for us to obtain your consent before your child is taken out of school on any such visit.

Thirdly, the School's Residential Educational Work Week taken in the Summer Term by Year 4, which has become a regular feature of the school, and has visited such places as York, Northumberland, Wales, Bristol and Bath.

Insurance is arranged automatically for these, and forms part of the total cost.

CHARGING

Education in school hours is free and we do not charge for activities that are part of the National Curriculum, with the exception of individual or group music tuition.

We do organise a variety of visits and enrichment activities to enhance the curriculum and educational experience.

The governing body of Sidemoor First School may request voluntary contributions "for the benefit of the school or any school activities". These voluntary contributions will be sought for:

- Transport to off site activities;
- Transport / swimming costs;
- Visits to museums, theatres etc;
- Activities additional to the basic National Curriculum

If we do not receive sufficient voluntary contributions, we may cancel the activity or visit.

The full Charging and Remissions Policy is available from the office and on the website.

HOW DO I FIND OUT HOW MY CHILD IS DOING AT SCHOOL?

The school has an 'open door' policy and we always prefer to discuss concerns with parents as soon as possible – preferably before a problem arises.

Parents are welcome to talk to teachers about their child at the end of a school day. Teachers of the reception children have daily contact with parents and you should take this opportunity to talk, briefly, about any concerns you may have or any information you require.

Individual interviews with class teachers are offered to all parents at two Parents' Evenings, both of which offer the chance of ten minutes for consultation and discussion with the class teacher. These Parents' Evenings are held in October and March. At the end of the school year you will receive a written report.

Curriculum Evenings are held as and when appropriate; these are usually offered to a particular age-group or are about a curriculum area. Towards the end of Key Stage One - the school year in which your child has his/her 7th birthday - the children are assessed according to national criteria using teacher assessment and some Standard Assessment Tests/Tasks.

Parents' Newsletters are sent home bi-weekly; these give general information about happenings at school.

For more information, visit our School Website at:

www.sidemoorfirst.co.uk



ASSESSMENT AND REPORTING TO PARENTS

Assessment of pupils' progress is an on-going process beginning even before the pupils start school. The Early Years Foundation Stage Profile (EYFSP) is compiled until the end of the reception year. Ongoing observations in many different settings, activities and experiences inform judgments. Throughout the Reception Year the children will be assessed by their teacher to see how their skills and knowledge are developing in different areas. This will be carried out in the context of normal classroom activities and is not a test. Parents will be informed of the outcomes of the EYFSP in consultation with the class teacher. Achievements in Literacy, Mathematics and Science are also recorded and monitored by class teachers. These sheets chart a child's development and any problems which may arise. Any achievement above the expected can also be easily observed. Tracking sheets help to inform the teachers' planning and make sure that individual pupils' needs are being met. Individual targets are set for children at an appropriate level, to ensure they are both challenging yet realistic.

During Year 1 children will undertake a national phonics screening test to ensure they are progressing appropriately with phonic skills. This is undertaken in June and it is important that children are not taken out of school at this time.

At the end of Year 2 the pupils have national tests and tasks in reading, writing, and mathematics called, 'Standard Assessment Tasks' (SATs) these are used to support the teacher's ongoing assessments. These tests and tasks are carried out in May and achievement, measured against national age-related expectations, is reported to parents alongside the annual report to parents. It is important that the pupils are not taken out of school for any unnecessary reasons during this period. Alongside the tests there are teacher assessments for English, Mathematics and for Science. These, together with the tests and tasks, give a more complete picture of the individual child's performance. Throughout the school year assessments on pupils are made formally and informally.

WHAT SHOULD I DO IF I AM CONCERNED ABOUT MY CHILD'S PROGRESS?

Speak to your child's class teacher and explain your anxiety. If you are not totally satisfied, have a word with the Headteacher. Try to avoid letting your anxiety convey itself to your child. Talk it through with the staff at the school, rather than bottling it up.

HOW CAN I HELP MY CHILD DO HER/HIS BEST AT SCHOOL?

There is no doubt that the children who gain the most from school are those whose parents work with the school in a partnership, encouraging, praising effort, sharing enthusiasms and taking an interest in all school work. So talk with your child about what s/he has been doing at school. Do not be surprised if there are times when the answer is "Nothing!" That normally means nothing unusual. Do not push the questioning too hard, allowing your child to tell you in his/her own time. It may be best to ask for 3 good things that your child has done that day – it helps to focus their minds. There may be times when you feel that you disagree with what we are doing (as described by your child!). Please come and discuss any concerns and queries with us.

Please make any criticisms to us, not to your child, otherwise your child may be placed in an awkward situation of divided loyalties. It is very important that you are positive about school when talking with your child.

Please make sure that your child gets a good night's sleep on weekdays. Whilst the occasional late night does little harm, persistent lack of adequate sleep will affect your child's progress.

CAN WE HELP AT HOME WITH OUR CHILD'S LEARNING?

The part which parents play in the education of their child is a vital one. Children learn attitudes towards school, teachers and schoolwork from their parents and the teachers learn much about the children from you. You are your child's first and most enduring teacher. You can help your child enormously at home through sharing books, helping with homework, conversation, playing games, etc. To keep you informed about what your child is doing and the progress they are making, the school undertakes the following:

- Parents' Evenings held in the Autumn and Spring Terms;
- Open Evening to share your child's work and progress in the Summer Term;
- Parents are invited to attend class assemblies and productions;
- Staff are available for consultation with parents on request;
- Open Classrooms and various parent workshops.

We have many parents and grandparents who come into school to help support in the classroom. The time given and the commitment to the school shown by all of our helpers is greatly

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appreciated by both staff and children and research shows that your involvement in school is a very positive factor in your child's progress.

Home Learning

During Key Stage 1 all children are expected to practise their reading at home on a daily basis (about 10-15 minutes). We also ask parents to support their children with phonics for the early stages of reading, writing and spelling. In Key Stage 2 a longer period of more sustained reading is expected (about 20 - 30 minutes). Children will be given individual spellings, handwriting practice and work to complete as appropriate.

Home Learning Grids linked to the History, Geography and Science topics are provided for each year group from Year 1-4 half-termly. These provide a range of activities and outcomes for children and parents to choose from. The children complete at least three activities, one of which must be the middle square in the grid. Their work is shared in the class and celebrated.

As part of their Maths homework, children will be expected to learn number bonds and multiplication tables.

Our School Website will keep you up to date with what your child is learning and how you can help at home.

Reading

Reading at home forms an essential part of the reading process. Please bear in mind the following points to ensure that this is a positive experience for both you and your child.

Time for fun

With the best will in the world, parents often become anxious when their child does not want to read and what should be a time for fun and companionship becomes a time for tears and tantrums, leaving both parent and child frustrated. A good foundation for a child to learn to read from is based on their feeling secure. One way to establish the foundation is to talk with him/her, building up confidence and never destroying it.

Read to your child

Read stories and poems to your child as long as s/he will let you. There is a vast selection of beautifully illustrated children's books available these days. Perhaps read quite long stories as a serial at bedtime. Do not make the mistake of thinking that you should only read the simplest early reading books. Also read with your child - visit the local library to choose books together.

Making mistakes

Listen to your child read aloud - a little but often. Make sure that your child is the centre of your attention at such times, so that they feel happy and secure. A secure child will not worry about making mistakes; they must not feel a sense of failure or that you are displeased when mistakes are made. When a mistake is made, give encouragement and try to see why the mistake has been made, as this will then help you to help correct it. A useful rule of thumb is that if a great many mistakes are being made, the book is too difficult for them.

Meeting a new word

When your child meets a new word, it is up to you to judge how to help according to their mood, the word, or how absorbed they are in the story. You can choose to:

- ❖ tell them straight away - if they are very absorbed or unlikely to work it out for themselves;
- ❖ wait and see if your child can work it out, using phonic and word recognition skills, - giving time to think, without applying any pressure;
- ❖ offer some help - go over the letter sounds with your child, point out where the word has appeared before or perhaps look at the picture for clues;
- ❖ make a note of some of the words that need going over - these can be used in a variety of simple games which are fun to play. Always end on a high note - do not be tempted to go on too long.

Children also have a weekly 'Library Day', when they may borrow a book from the school Library. It also helps to take them to the public library and to give books as presents whenever possible.

STORY SACK LIBRARY

Our collection of story sacks is very popular. These sacks bring stories to life and support the children's love of books, hopefully beginning a lifetime habit of reading.



Story sacks are available for Nursery and Reception children to borrow.

Maths

You can support your child's maths at home by playing board games, counting objects in the environment from an early age, helping them to learn number bonds and multiplication tables, supporting any maths home learning activities. Most importantly you need to be positive about maths and avoid saying that you are no good at it.

HOW CAN I, AS A PARENT, HELP INSIDE SCHOOL?

We have many parents and grandparents who come into school to help support in the classroom. The time given and the commitment to the school shown by all of our helpers is greatly appreciated by both staff and children and research shows that your involvement in school is a very positive factor in your child's progress.

There are various ways in which parents can offer their help and expertise in school. If mothers or fathers have any time to spare, or a particular talent from which the children might benefit, we would welcome hearing from you. Just sitting with a small group of children listening and talking with them is invaluable. We often need helpers to accompany school trips, to hear children practising their reading, play games with small groups, helping with the library or with Forest School or with everyday tasks such as sharpening pencils. If you think that you might be able to help, if only for a short time, please have a word with your child's teacher. All parents who help in school have a DBS police check for safeguarding. Forms are available from the school office.

If you cannot help during school times, you can always offer your support to the Friends' Association, or even join the committee.

Above all, we would like you to feel that you are familiar with what goes on at Sidemoor First School.

FRIENDS OF SIDEMOOR SCHOOL

There is an excellent Friends' Association, to which all parents automatically become members as soon as their child joins us! Some functions, such as discos, are purely for the benefit of the children. There is also an Annual Summer Fete and Christmas Bazaar.

Many items of school equipment have been purchased by the Friends of Sidemoor. These include books, a tape library, science equipment, printers, digital cameras and software and playground equipment. We are very grateful for all the effort, time and thought that the Friends' Association put in to each event and every purchase.



HOW CAN I PREPARE MY CHILD FOR SCHOOL?

It is important that children are allowed to grow and mature naturally. No part of life is a rehearsal for the next stage; it is better to experience today for the joys of tomorrow.

Dressing and undressing

We would expect your child to be able to dress and undress, to be able to fasten shoelaces, to make proper use of toilets, follow simple instructions and respond when spoken to and tidy things away after use.

Ready to read

If your child is ready to read, do not stop him/her. However, we do not expect that s/he will have started and it does little good and could be harmful to push a child before s/he is ready.

Do not worry if your neighbour's child is reading already; children progress at different rates and at different times.

Stories, books, sounds

We do hope that your child will have heard plenty of nursery rhymes, had plenty of stories read to him/her from the earliest age, and have come to enjoy looking at books. If your child has an alphabet book, encourage knowledge of what the letters sound like, rather than just the names of the letters.

Writing

If your child is interested in writing, let him/her have a go. Do not say that the end result is wrong because you cannot recognise what it says. Encourage your child to tell you what has been written. It will mean something to your child and is the first stage in the development of writing. It is often helpful for your child to have learnt how to write and recognise his/her name. Do not be tempted to write in capital letters; this may appear clearer to you, but this is not the basis of normal writing. Use lower case letters. It is important to form the letters with the correct movement from the earliest stage. A copy of the letters is included in the starting school information. It helps if children have access to a variety of different pens, pencils, paper scissors and glue as they love to make books and create stories if encouraged to do so.

Number work

Understanding words like 'big', 'little', 'heavy', 'light', 'short', 'long', 'next to', 'under' and 'over', can help a great deal when it comes to the early stages of understanding number work.

Count with your child when you are working round the house, climbing stairs or shopping, counting objects, rather than just reciting lists of numbers. Look for numbers everywhere!

Colours

It is helpful if children know some, or all, of their colours.

Talk, talk, talk

Above all, the most important preparation is that your child has had a chance to talk with you, with other adults and friends, and that you all talk with your child.

Help us to help your child have a happy and successful time at Sidemoor First School.

APPENDICES

APPENDIX 1

EQUAL OPPORTUNITY STATEMENT

*SIDEMOOR FIRST SCHOOL recognises that **EQUAL OPPORTUNITY** is the right of everyone in our school to equal chances.*

All individuals including pupils, staff members and all those associated with our school, should be valued and respected for who they are, irrespective of age, religion, beliefs, culture, race, language, gender, sexual orientation, learning needs and/or sensory and physical impairments.

It is concerned with justice for all, raising expectations and enabling individuals to have a wider choice in life and the opportunity to fulfil their potential.

Equal opportunity is the entitlement of all our pupils to a broad, balanced, relevant and differentiated curriculum, and of parents to regular information on their children's progress.

APPENDIX 2

DISABILITY ACCESS

The school's accessibility plan takes account of the Disability Discrimination Act and guidance from the DCSF. Levels of access to the school are very good with the building planned and built in 2007 to comply with appropriate legislation.

We are pleased to offer a place to any child with a disability where the supporting agencies agree that it is appropriate. Pupils with a disability have full access to the curriculum with support planned as required. We seek to identify any barriers to learning and to seek advice from other agencies as necessary. The school has drawn up a Disability Equality Scheme and had effective links with supporting agencies. The Accessibility Plan is kept under review and the school strives to make any improvements as needed.

APPENDIX 3

POSITIVE PHYSICAL INTERVENTION

In situations where a child may be at risk of hurting themselves or others, staff may need to take steps to intervene physically. In these circumstances, staff will follow the school's policy for dealing with such situations. The school policy is available for parents, on request, at the office.

APPENDIX 4

SCHOOL ADMISSIONS

Worcestershire County Council's Information for Parents Book on Admissions and Transfers to Schools is available to view online at

www.worcestershire.gov.uk/schooladmissions

A copy of the book is also available to view in Schools, Libraries and at your Local Worcestershire Hub.

The Information for Parents book contains full details on the application and allocation process, including the oversubscription admission criteria for each school. **You are advised to read the book prior to making an application. All applications need to be made online.**

APPENDIX 5

SCHOOL CLOSURES

Occasionally it may be necessary to close the school, for example due to severe weather conditions. Even in snowy conditions, we will endeavour to open the school but please be aware that this is not always possible as many staff live a distance away. We will ensure all parents are informed of any closure through our school text service. Should it be necessary for school to be closed, a decision will be made as early as possible. Information will be available on our School website www.sidemoorfirst.worcs.sch.uk and also on the County Council's website www.worcestershire.gov.uk. Regular updates will also be given on local radio stations:

BBC
HEREFORD
& WORCESTER
104 FM | 94.7 FM



Freeradio
FM • DAB • freeradio.co.uk

APPENDIX 6

WRAP AROUND CARE – BEFORE AND AFTER SCHOOL CLUB

‘Little Gems Kids Club’ Little Gems Kids Club offer child care from our school site. They offer a Breakfast Club from 8.00am each day and an After School Club from the end of the school day (3.15pm) until 6.00pm daily, during term time. Little Gems Kids Club also offer a Holiday Club for all school holidays (excluding Christmas) here at Fairfield. They are registered with Ofsted Early Years and all play assistants caring for children have undergone relevant training or will be working towards qualifications. At the Breakfast Club children enjoy a wide range of healthy breakfast options. After school, children enjoy a wide range of activities such as dressing up and imaginative play, arts and crafts, environmental activities and outdoor games, cooking, board games, puzzles and books. As Little Gems Kids Club is a registered childcare provider, you may be eligible for financial assistance with your fees. Little Gems Kids Club also accepts childcare vouchers. For further information, registration and booking forms please contact: Grace Diviney on 07580732681 or you can via email at: littlegemskidsclub@hotmail.co.uk

APPENDIX 7

**SCHOOL TERMS AND
HOLIDAY DATES
2016-2017**

AUTUMN TERM 2016

TERM STARTS	Monday 5 th September 2016
HALF TERM	Monday 24 th October 2016 – Friday 28 th October 2016
TERM ENDS	Friday 16 th December 2016

72 days

SPRING TERM 2017

TERM STARTS	Wednesday 4 th January 2017
HALF TERM	Monday 20 th February 2017 – Friday 24 th February 2017
TRAINING DAY	Friday 17 th March 2017
TERM ENDS	Friday 7 th April 2017

64 days

SUMMER TERM 2017

TERM STARTS	Tuesday 25 th April 2017
HALF TERM	Monday 29 th May 2017 – Friday 2 nd June 2017
TERM ENDS	Friday 21 st July 2017

59 days

TOTAL 195 DAYS

This includes 5 Teacher Education Days.

Other Dates:	Good Friday	Friday 14th April 2017
	Easter Monday	Monday 17th April 2017
	May Day	Monday 1st May 2017
	Whitsun Bank Holiday	Monday 29th May 2017

Sidemoor First School and Nursery Prospectus

TERM DATES FOR ACADEMIC YEAR 2017/2018

AUTUMN TERM 2017

TERM STARTS	Monday 4 th September 2017
HALF TERM	Monday 23 rd October 2017 – Friday 27 th October 2017
TERM ENDS	Tuesday 19 th December 2017

72 days

SPRING TERM 2018

TERM STARTS	Wednesday 3 rd January 2018
HALF TERM	Monday 19 th February 2018 – Friday 23 rd February 2018
TERM ENDS	Thursday 29 th March 2018

57 days

SUMMER TERM 2018

TERM STARTS	Monday 16 th April 2018
HALF TERM	Monday 28 th May 2018 – Friday 1 st June 2018
TERM ENDS	Tuesday 24 th July 2018

66 days

TOTAL 195 DAYS

The above term dates include 5

Other Dates:	Good Friday	Friday 30th March 2018
	Easter Monday	Monday 2nd April 2018
	May Day	Monday 7th May 2018
	Whitsun Bank Holiday	Monday 28th May 2018

There will be 5 additional days when school will be closed for **Teacher Education Days yet to be advised**. These are to be decided by the Governing Body.

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APPENDIX 8

COMPARATIVE REPORT

This table shows a summary of the National Curriculum assessment results of pupils in the school and nationally (2015 - 16) at the end of Key Stage 1, as a percentage of those eligible for assessment. We have also shown the number of children to meet the expected standard in the Year 1 Phonics Check.

The number of eligible children is: 60. Figures may not total 100 per cent because of rounding.

Year 1 Phonics

School 83.1% LA 81.8% National 80.6%

Year 2 School TA/LA/National Comparisons

READING	School %	LA	National
Not Meeting	1.6		
Working towards	26.2		
Working at	37.7	45.7	50
Greater Depth	34.4	26.7	23
At or above	72.1	72.4	73

WRITING	School %	LA	National
Not Meeting	3.2		
Working towards	34.4		
Working at	45.9	48.6	52
Greater Depth	16.4	12.5	13
At or above	62.3	61.1	65.7

MATHS	School %	LA	National
Not Meeting	1.6		
Working towards	32.8		
Working at	39.3	51.7	54.8
Greater Depth	26.2	18	17.9
At or above	65.6	69.7	72.8

SCIENCE	School %	LA	National
Not Meeting	3.2		
Working at/above	97		82

APPENDIX 9

Privacy Notice – Data Protection Act 1998

We, SIDEMOOR FIRST SCHOOL AND NURSERY, are a data controller for the purposes of the Data Protection Act. We collect information from you and may receive information about you from your previous school, the local authority and the Learning Records Service. We hold this personal data and use it to:

- Support your teaching and learning;
- Monitor and report on your progress;
- Provide appropriate pastoral care, and
- Assess how well your school is doing.

This information includes your contact details (including the name and address of your parents / carers), national curriculum assessment results, attendance information and personal characteristics such as your ethnic group, any special educational needs and relevant medical information. If you are enrolling for post 14 qualifications we will be provided with your unique learner number (ULN) by the Learning Records Service and may also obtain from them details of any learning or qualifications you have undertaken.

We will not give information about you or your parents/ carers to anyone outside the school without your consent unless the law and our rules allow us to.

We are required by law to pass some information about you and your parents/carers to the Local Authority; this is to ensure that the Local Authority can meet its statutory duty with Central Government.

We are required by law to pass information about you to the Department for Education (DfE).

At SIDEMOOR FIRST SCHOOL AND NURSERY we are required by law to pass some information about you to the Department for Education (DfE) and, in turn, this will be available for the use(s) of the Local Authority.

If you want to see a copy of the information about you that we hold and/or share, please contact THE SCHOOL OFFICE.

If you require more information about how the Local Authority (LA) and/or DfE store and use your information, then please go to the following websites:

<http://worcestershire.whub.org.uk> and use the search function to look up privacy notices.

<http://media.education.gov.uk/assets/files/doc/w/what%20the%20department%20does%20with%20data%20on%20pupils%20and%20children.doc>

If you are unable to access these websites we can send you a copy of this information. Please contact the LA or DfE as follows:

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Performance Development Team Worcestershire County Council Children's Services County Hall Worcestershire County Council WR5 2YA Email: dprice@worcestershire.gov.uk
Telephone: 01905 822067

Public Communications Unit Department for Education Sanctuary Buildings Great Smith Street London SW1P 3BT Website: www.education.gov.uk Email: <http://www.education.gov.uk/help/contactus> Telephone: 0370 000 2288

Thank you for taking the time to read our prospectus.

If you require any further information please do not hesitate to get in touch with us. We look forward to meeting you and working alongside you and your family.

Contact: Mrs Dawn Dixon

Sidemoor First School and Nursery

Perryfields Road

Bromsgrove

Worcestershire

B61 8QN

Telephone: 01527 872271

Email: office@sidemoor.worcs.sch.uk