

Herne Bay Infant School



Learning



Perseverance



Kindness



Co-operation



Prospectus 2017-18

Herne Bay Infant School

Dear Parent/Carer

Welcome to Herne Bay Infant School

This prospectus will give you the basic information about our school.

We seek to work in close partnership with parents and carers to prepare children for school, and life beyond.

Our school values are: **Co-operation, Kindness, Learning Perseverance and Responsibility.** They underpin all our work and relationships.

Our school slogan is “**We learn and grow together**”. It summarises the purpose of our school community.

When you have read this prospectus we hope you will understand that this is a safe, happy and caring place for your child to begin an exciting journey in education. However, the best way to get to know the school is to arrange a visit, when we will be delighted to show you around and answer any questions you may have.

Bernadette Lax
Headteacher





ESSENTIAL INFORMATION

The School's full name and address is:

Herne Bay Infant School
Stanley Road
Herne Bay
Kent CT6 5SH

Telephone: 01227 372245
Facsimile: 01227 742305

Email: office@herne-bay.kent.sch.uk
Website: www.herne-bay.kent.sch.uk

We are a Community School administered by:

Kent County Council
Education, Learning & Skills Directorate
Sessions House
County Hall
Maidstone
Kent ME14 1XQ

Telephone: 03000 41 21 21

KCC, Education, Learning & Skills Directorate

Corporate Director: Patrick Leeson

East Kent Area Education Officer: Marrisa White

2017 - 18 Teaching Staff Responsibilities

Bernadette Lax	Headteacher, SMSC, Teaching & Learning, Educational Visits, Safeguarding Lead, Health & Safety, CPD
Helen Day	Deputy Headteacher, Foundation Stage Leader, Teaching & Learning, Safeguarding Lead, Assessment Leader, Seashells Nursery Teacher (1 day)
Sarah Luton	Assistant Headteacher/Key Stage 1 Leader, Teaching & Learning, Curriculum, Pupil Premium Lead, Butterfly Class Year 2 teacher
Fiona Wood	SENCo, LAC Designated Safeguarding Lead
Debbie Hudson	Nursery Teacher – Seashells, Coaching Champion
Rebecca Cope	Year R Teacher, Octopus Class, PSHE Subject Leader
Jane Stanley	Year R Teacher, Octopus Class, RE Subject Leader
Sam Adby	Year R Teacher, Seahorse Class, DT Subject Leader
Leigh Bryant	Year R Teacher, Dolphin Class, English Subject Leader
Lois Broadley	Year R Teacher, Starfish Class, FS Co-ordinator, Music Subject Leader, ICT Subject Leader
Liza Dalton	Year 1 Teacher, Tiger Class, Science Subject Leader, Year 1 Co-ordinator
Amy Vernon	Year 1 Teacher, Monkey Class, Geography Subject Leader
Linzi Pout	Year 1 Teacher, Monkey Class, Maths Subject Leader,
Jess Brown	Year 1 Teacher, Parrot Class, RWI Leader
Penny Walker	Year 1 Teacher, Zebra Class, PE Subject Leader
Andrew Bourton	Year 2 Teacher, Dragonfly Class, Reading Subject Leader
Jacqueline Reed	Year 2 Teacher, Ladybird Class, Art Subject Leader
Bonnie Amos	Year 2 Teacher, Butterfly Class,
Helen O'Connor	Year 2 Teacher, Bee Class, History Subject Leader
Christine Cork	Reading Recovery Teacher, BRP Leader
Yvonne Meredith	Play Therapy & Cover Teacher (1 day)
Des Riddler	SENCo

Educational Support Staff Responsibilities

Seashells Nursery

Alison Martindale	Nursery Deputy
Vikki Sandy	Nursery Practitioner
Sarah Abernethy	Nursery Practitioner
Amber Twyman	Nursery Assistant

Year R

Nicki Upton	HLTA (FS), FS Outside Environment Co-ordinator, Dolphin Class
Jen Scanlon	Teaching Assistant – Starfish Class
Kelly Williams	Teaching Assistant – Seahorse Class
Tara Tutt	Teaching Assistant – Octopus Class

Year 1

Jo Senft	Teaching Assistant – Zebra Class
Lee Grimshaw	Teaching Assistant – Parrot Class
Angela Gullett	Teaching Assistant – Tiger Class & After School Clubs Co-ordinator
Jane Thomas	Teaching Assistant – Monkey Class

Year 2

Kelly Love	Teaching Assistant – Bee Class
Lyn Neighbour	Teaching Assistant – Butterfly Class
Sarah Phillips	Teaching Assistant – Dragonfly Class
Kymerley Sutherland	Teaching Assistant – Ladybird Class
Marina Hale	HLTA, Speech and Language

SEND/Intervention Teaching Assistants

Janet Harrad	AEN HLTA Foundation Stage
Tracey Hewitt	AEN HLTA Key Stage 1
Carol Wakerly	Speech and Language TA
Lou Scott	Behaviour Management TA
Des Thomas	Behaviour Management TA
Dawn Beckett	Reading and Writing Interventions KS1, First Aid Co-ordinator
Elaine Price	Better Reading Partnerships, Rainbow Room

1:1 TAs

Melanie Parsonage	Sarah Searle
Emma Prentice	Claire Hollands
Tamara Waller	Carol Wakerly
Donna James	Danielle Dorkins
Vicky Hodder	Tracy Till
Heather Mortley	Sharon Brice
Jan Lister	

Additional PPA TAs

Laura Absolom, Sarah Owen, Janet Harrad, Stephanie Ralph, Michaela Friend, Kym Goddard, Katie Accleton, Jo Martin

ICT

Marie Geurts ICT Technician

Family Support

Zenia Skeats Family Liaison Officer

Administrative Staff

TBA School Business Manager, Finance, H&S Co-ordinator

Angela Mulroy Finance Assistant

Christine Ansell Administrative Officer, Office, Administrative support to HeadTeacher, Clerk to Governors

Tania Litchfield Administrative Assistant – Office duties and Reception

Sally Spence Attendance & Admissions Officer

Lunchtime Team

Midday Supervisors Key Stage 1

Sheila Hendy
Dawn Beckett
Michelle England-Milner
Madelaine Fenning
Tulie Glover
Petra Mortley
Melanie Parsonage
Elaine Price (Rainbow Room)
Gwyneth Swain
Stephanie Waller
Lynda Wild

Midday Supervisors Foundation Stage

Jo Martin
Laura Absolom
Evelyn Fowler
Gemma Mannering
Natasha Senft

Breakfast Club Team

Tracy Till
Carol Wakerly
Natasha Clark

Premises Team

Stuart Adams Site Manager
Christopher Roberts Caretaker

Cleaners

Deborah Forbister Lynda Wild
Stephanie Waller Lidia Estreito

Instrument of Governance and Current Governing Body Membership

- 3 Co-Opted Governors: Requirement met.
- 1 Local Authority Governor: Requirement met.
- 2 Staff Governors (including Headteacher): Requirement met.
- 3 Parent Governors: Requirement met.
- 0 Associate Governors at present: This may change as appropriate and will be reviewed on an annual basis.
- Instruments of Governance state the total number of Governors as 9.
- Half, plus one, of those in post must be present at FGB meetings to be legally quorate.
- There will be at least 1 Full Governing Body Meetings per term.
- The School Business Manager and Senior Leaders may be asked to attend meetings as appropriate and agreed at each meeting to report in their professional capacities.

Committees

The Business of the Governing body takes place in Full Governing Body Meetings of which there is at least one meeting per term.

Details of Governors

Name	Category of Governor	Appointing Body	Term of Office	Positions of Responsibility	Subject	Voting Rights	
						YES	NO
Viv Hayward	Co-opted	Herne Bay Infant School & Seashells Nursery	31/08/2015 – 30/08/2019	Chair of Governors	English/Science	✓	
Rob Newman	Co-opted	Herne Bay Infant School & Seashells Nursery	31/08/2015-30/08/2019		Website /H&S	✓	
Helen Day	Co-opted	Herne Bay Infant School & Seashells Nursery	Ongoing				
Bernadette Lax	Headteacher Governor	Herne Bay Infant School & Seashells Nursery	Ongoing			✓	
Liza Dalton	Staff Governor	Herne Bay Infant School & Seashells Nursery	23/5/2016 – 22/05/2020			✓	
Kathleen Amos	Local Authority Governor	Herne Bay Infant School & Seashells Nursery	26/09/2012 – 25/09/2016	Vice Chair	EYFS/Safeguarding/ Finance	✓	
Sophie Gollop	Parent Governor	Herne Bay Infant School & Seashells Nursery	11/10/2016 – 10/10/2018		Maths	✓	
Annie Sharpe	Parent Governor	Herne Bay Infant School & Seashells Nursery	11/10/2016 – 10/10/2018		Special Educational Needs	✓	
Christine Ansell	Clerk	Herne Bay Infant School & Seashells Nursery	Ongoing				
Richard Martindale	Associate Member	Herne Bay Infant School & Seashells Nursery	12/01/2017-11/01/2021		Finance		
Ann Stone	Associate Member	Herne Bay Infant School & Seashells Nursery	11/2016 – 10/2020		Finance		
Tyrone Winn	Associate Member	Herne Bay Infant School & Seashells Nursery	13/10/2017 – 12/10/2021		Finance		

OUR PHILOSOPHY

At Herne Bay Infant School we aim to:

- ❖ Provide a happy, secure, stimulating and attractive school environment for all our pupils, that supports their emotional wellbeing and academic development.
- ❖ Through high quality teaching and learning, ensure each child develops academically to match their capability, to be resourceful and become an independent thinker.
- ❖ Foster mutual respect between all staff, pupils and parents as the key to good pupil behaviour. We ensure firm yet fair discipline, provide good role models and offer plenty of praise to reinforce our aims.
- ❖ Support parents/carers to enable them to maximise the opportunities for their children.
- ❖ Develop a co-operative approach between teachers and governors and to use the talents of each individual fully to benefit the whole school.
- ❖ Be an integral part of the local community with the staff, governors, parents and others working in partnership to maintain the friendly ethos of the school.
- ❖ Provide a challenging, creative, well-organised curriculum which includes all children and develops their individual strengths and talents, enabling them to become lifelong learners.

INTRODUCTION

“This is a happy, caring, vibrant school where children are nurtured and thrive as a result”
Ofsted report – April 2016.

Herne Bay Infant School is indeed a happy place for children and staff. Children are taught by teachers with energy and consideration, who show willingness to give freely of their time and who have a very caring attitude at all times. They encourage each child to develop their own self-discipline through the practice of good manners and consideration for others.

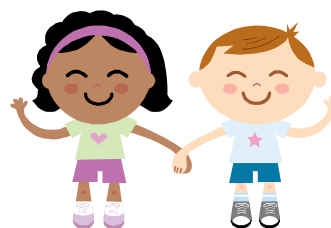
Prospective parents who would like to visit the school to have a look round or to talk to the Headteacher are always made welcome. Please telephone the school and make an appointment.

Herne Bay Infant School is open to both boys and girls and caters for four to seven year olds.

School Hours

The sessions for children who attend full-time are:

Morning Session	Year R	8.55am – 11.45am
	Year 1	8.55am – 12.00pm
	Year 2	8.55am – 12.10pm
Afternoon Session	Year R	12.45pm – 2.55pm
	Year 1	1.00pm – 3.10pm
	Year 2	1.10pm – 3.10 pm



Please note that the end of day times are the end of the teaching day, it will take a few minutes for children to collect their belongings and walk to the appointed exits with their teacher.

The school provides 21 hours teaching time for Key Stage 1 required by Government legislation. This excludes playtimes and collective worship.

Visitors to the School

Visitors should call at the office before going to any other part of the building, sign in and collect an identification badge.

Arriving for School - Year 1 & 2

We try to ensure that children are adequately supervised at all times. Children who attend full time should not, therefore, arrive at school until 8.40am when a member of staff will be on duty. Children should try to arrive on time, but if they are late (after 8.55am) they must report to the office via the Main Entrance.

The gate at the Arkley Road end of the school is for children only. In the morning any parent bringing their child into school late is asked to use the Main Entrance only.



Arriving for School - Year R

Year R children enter school via the Arkley Road gate which is opened at 8.40am. Parents take their child up to their classroom and handover to a member of staff. Children should try to arrive on time, but if they are late (after 8.55am) they must report to the office via the Main Entrance.

Collection after school

Parents are requested to collect their children punctually at the end of the day, as children can become anxious if left. Written permission from parents is needed by the school for children who are to be collected by someone other than a parent.

All adults wishing to enter school for any reason must use the Main Entrance and report to the office. This also applies to parents who are unavoidably late collecting their child. Unless we receive notification of who will be collecting them, the children will be brought back into school to wait safely until their parent(s)/carer(s) arrive.

Absence from School

It is the parent's responsibility to contact the school on the **first day** their child is absent before 9.30am. This is a safeguarding issue so that all parties know that your child is safe.

Our rate of attendance for last year was 95.19%. The rate of unauthorised absence was 0.54%. Government expectation is 95.5%, we are working with parents to achieve this in 2017.

School Holidays

Any absence from school can be very disruptive for children, this is especially so during transition times such as the start and end of any term when children are settling into new routines. In addition, government attendance regulations from September 2013 state that no leave of absence can be authorised by the Headteacher for a term time holiday from that date unless there are exceptional circumstances. Exceptions **considered** at Herne Bay Infant school will be; a religious holiday; where an immediate family member or the child has a terminal illness or visiting family outside of Europe. Headteachers will determine the number of school days a child can be away from school if the leave is granted. To apply for holiday in these exceptional circumstances please write a letter, at least one month in advance, to Mrs Lax.

Furthermore, if any holidays are taken these will be unauthorised and a separate penalty notice of £60 (rising to £120 if not paid within 28 days) may be issued by Kent County Council to each parent for each child.

Details can be found on the Department of Education website – <https://www.gov.uk/school-attendance-absence>

Safeguarding

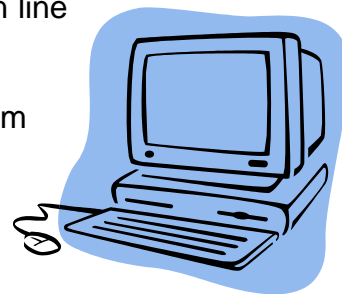
Herne Bay Infant School is committed to safeguarding and promoting the welfare of children. All staff and volunteers are appropriately vetted and all members of the community are vigilant in protecting the welfare of the children.

Data

We store all personal information about our pupils on the school computer system. Under the Data Protection Act we will only disclose information to the Health Authority as and when it is considered appropriate to do so in line with the Local Authority policy.

The school will make available information in line with Freedom of Information Act 2000.

A copy of the Fair Processing Information regarding Data kept about pupils is available on request from the school and on the school website.



Admissions

This is determined by Government legislation and by the admission criteria published by Kent County Council. This will limit class numbers to a maximum of 30 children. The school's published admissions number is 120 in each year group.

Rising 5 Pupils

These are 4 year old children who have not yet reached their fifth birthday. Under existing Kent policy, schools have discretion whether to admit these children in September or January. We admit our pupils in September on a part-time basis. Full time entry is introduced during the first half of the Autumn term.

Changes of Surname

The following advice has been sent to all schools by the Local Authority and details why schools cannot change a pupil's surname without following the correct procedure.

'15. Problems can arise following the breakdown of a marriage in relation to the surname by which a child is known. A mother with whom a child resides following divorce may ask the school to change the child's name in its records, perhaps to her maiden name. The basic legal position, however, is that she is not allowed to change the child's surname without the consent of the father or anyone else who has parental responsibility for the child. In such circumstances, a school should be cautious about making such a change in its records unless there is evidence - independent of the parent seeking to make the change - that consent has been given. The clearest evidence would, of course, be something in writing from the 'other parent' giving consent to the change.'

Milk and Fruit



Milk is available for morning break through Coolmilk and your child will be automatically enrolled in this scheme when they join the school. Please note milk is free for all children until their fifth birthday, Coolmilk will contact you directly regarding payment for milk, should you wish to continue with this after your child's fifth birthday.



The Government Fruit & Vegetable Scheme provides a free piece of fruit or vegetable each day to all the children in our school, this is eaten at morning break.

YEAR R AND THE FOUNDATION STAGE

The Early Years Foundation Stage covers the period from birth to 5. The last year of the Early Years Foundation Stage is called the Reception year at school.

This period in your child's education will provide the secure foundation needed for later learning. This stage has its own early learning goals which cover three Prime Areas of Learning and Development;

1. Personal, Social and Emotional Development
2. Physical Development
3. Communication and Language

And 4 Specific Areas;

1. Literacy
2. Mathematics
3. Understanding the World
4. Expressive Arts and Design

During the Early Years Foundation Stage these areas of learning will be introduced in ways that are suitable for young children, often through play.

To ensure our children have the best possible start to school life at Herne Bay Infant School they start school on a part-time basis. This enables staff to get to know the children really well. In each class, half the class attend mornings only:

8.45am - 11.45am

and the other half of the class attend afternoons only:

12.30pm – 3.30pm

The exact details of the September Induction period will be sent out to new parents once a place has been offered to their child.



SECURITY

Please note that no child should ever be left at school before 8.40am, unless attending Breakfast Club. Teaching staff are not available to supervise children at this time as they are preparing work or attending meetings.

Parents and teachers working in partnership are aware of safety for the children in their care. Teachers do not let children leave school without identifying who is collecting them. Reversely parents are responsible for ensuring children are in school each morning on time.

The following routines apply to all children who attend full-time.

- ☺ The gates are opened at 8.40am, for Years R, 1 & 2.
- ☺ School starts at 8.55am for Years R, 1 & 2.
- ☺ The gates are manned by a member of staff until 8.55am.
- ☺ After 8.55am children are late and the security system is in place.
- ☺ Children arriving late need to enter through the main entrance and then go to their classrooms.
- ☺ Reception children arriving after 8.55am must also enter through the main entrance to ensure they are marked in the register.

No child should be left at the corner or put out of a car on their own. The school cannot be responsible until the child is seen safely into school by the parent/adult.

All children will be met in their classrooms by their class teachers.



THE SCHOOL DAY

The school places a strong emphasis on Personal, Social and Health Education and all children are taught the **School Rules**, which are based on our School Values and are encouraged to observe them.

- ☺ **We co-operate.** We listen, work and play together.
- ☺ **We are kind.** We are gentle and helpful to our everyone.
- ☺ **We learn together.** We listen and work hard.
- ☺ **We persevere.** We try hard and don't give up.
- ☺ **We are responsible.** We are honest and we look after property and each other.

Regular Circle Times address issues that may be worrying children and also reinforce positive behaviour. The children are also able to influence decision making within school through regular School Council sessions. Representatives from each of the Year R, 1 and 2 classes bring issues raised by their classmates for discussion. Through the School Council the children have initiated many exciting improvements to school life.

The class timetables reflect current government educational expectation.

Throughout the school day children will be:

- Learning the basic skills of language by speaking, listening, talking, reading and writing.
- Learning the basic skills of mathematics and apply these to problems.
- Learning in science is mainly through practical investigations, indoors and outdoors.
- Participating in a variety of activities including constructive and imaginative play.
- Learning computing which is taught discretely as well as going on across the curriculum.
- Enjoying music, drama, art and design technology both discretely and through Dazzle Days.
- Participating in physical education, to develop both their physical skills and fitness levels.
- Develop geography and history knowledge and skills wherever possible through practical fun activities.

Wherever possible all subjects are covered through **connectors**, a learning theme that involves skills from across the curriculum. Each connector starts with an exciting **Super Starter** (visit, dressing up day and events) and ends with some kind of celebration, a **Fabulous Finisher**. See our website curriculum pages for more detail.

ACCOMMODATION

The school was opened over 100 years ago and provides accommodation for 12 classes. The main building houses the office accommodation, the hall and kitchen, eight classrooms, the Rainbow Room and Learning Bay. The school has a fully equipped computer suite and each classroom is fitted with an interactive whiteboard and visualiser. Each year group has 32 ipads.

Years 1 and 2 work in the main building.

The Year R children are accommodated in a purpose built Foundation Stage Area, this includes an extra room (corner room) which is also used for school hot meals, community activities and Read Write Inc (RWI).

The school also has an LA maintained nursery, which offers flexible provision for 52 pupils.

ORGANISATION

Our current roll in the main school is 360 children; they are grouped into twelve mixed ability classes. The twelve classes are arranged in three-year groups with four classes in each. There are usually 30 children in each class.

Children are taught using a variety of methods, and may be organised in different ways (such as whole class, small groups, pairs or individually).

We are always willing to discuss what we are doing in school or any issues that might arise. Please don't consider any worry too small to talk about. It is always better to sort out a problem at an early stage rather than let it become a larger one. During the year we offer opportunities for parents to meet the teachers to see and discuss their children's progress, as well as a variety of informal opportunities to share in their children's learning.

Naturally, should any pupil be experiencing difficulties of any kind, whether it be with learning or otherwise, teachers will invite parents in to discuss the particular concern as and when it arises. All teachers are available at the end of the school day (Year R - 2.55pm/Year 1 & 2 – 3.10pm) and will happily discuss any urgent concerns. It is much more difficult to discuss problems before school when teachers are preparing for the day. However, messages can be left at the office and these will be passed on to the teacher concerned. Our Family Liaison Officer is also available to discuss any concerns and support our families.

THE NATIONAL CURRICULUM

The National Curriculum is a framework for the school curriculum defined by law.

The Governing Body's aims are towards a broad, balanced and creative curriculum with a keen focus on basic English and Mathematical skills, appropriate to the needs of young children. Speaking and Listening skills are developed throughout the curriculum through a wide range of opportunities.

Your child, in Years 1 and 2, will be working on Key Stage 1 National Curriculum, concentrating on the basic skills of learning to read and write, using numbers and beginning to explore science, computing, history, geography, art, design technology, music and physical education (PE).

Religious Education follows the Kent agreed syllabus.

The end of Key Stage assessments focus on English, Mathematics and Science to give you as a parent, and your child's next teacher, clear information on how well your child is progressing in these subjects.

PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT

Personal, social and emotional development is an important and integral part of the school day. Throughout their time at our school your child's wellbeing and their ability to become involved in their learning, will be supported and monitored. Children will also be supported to develop their skills of social communication and interaction and group relationships. It is very important to us that your child is happy at our school.

THE CORE CURRICULUM

ENGLISH

Speaking and Listening

Speaking and listening have a high priority in our school. Drama and role play are also used in all curriculum areas as a preparation for recorded work. Talking and listening with a partner, to discuss aspects of learning is a part of every lesson.

Reading

"The more you read, the more things you will know. The more that you learn the more places you'll go." Dr Seuss

We aim to develop a love of books and reading, along with reading skills that allow children to understand and enjoy a variety of texts.

Throughout our Nursery and School we share a wide variety of books with our children. In Nursery children have an opportunity to take home story sacks that

contain a book and a variety of toys related to the story. They also take home a book to share twice a week.

Throughout Nursery and School we use Read Write Inc, a system of synthetic phonics to teach phonic skills. From Reception, we group children according to ability in order to tailor lessons to meet the needs of each group. Time is spent each day learning phonics (letter sounds) as well as how to form the letters.

Children in Years One and Two are also grouped according to ability for Read Write Inc lessons. Lessons include learning to read and write sounds and related words, and reading texts matched to their reading ability. A black and white version of the text read in class is sent home to practise each day.

Rich Reading lessons give children a chance to enjoy reading and build “reading stamina”. Class teachers and TA’s hear children read and reinforce strategies from RWI lessons.

Children also have an individual colour banded book to take home and share with an adult. These books come from a variety of schemes and are colour banded to different ability levels. Children may need adult support with these texts as they contain words that may not have been taught yet.

Children also take a book of their own choice from the class book box to share at home each week.

Additionally we have a **Reading Recovery Teacher** who works on intensive reading programmes with children who are not progressing at the rate we expect. We operate the **Better Reading Partnership**; trained teaching assistants and play leaders read 3 times a week with children whose progress in reading is less than expected. Lily, our **Reading Dog** visits once a week. Working with a teacher, Lily has helped children struggling with reading to progress and grow in confidence. All of these initiatives have splendid results helping children to make accelerated progress in reading.

We are very fortunate to have many volunteers who come each week to listen to our children read.

Writing

Pupils need to learn to write independently. Writing provides children with the tools to express themselves in a way other than speaking. Writing is essential for future learning and life. It is vital that we provide children with the foundations to become proficient writers.

At Herne Bay Infant School we encourage children’s early mark making. Pupil’s writing skills are developed through: fine motor skill activities, the teaching of letter formation, handwriting and learning spelling, grammar and punctuation. A rich language based environment includes exciting first hand experiences such as visits and story times to develop story language. We achieve this through activities such as composing captions to match drawings and experiences, writing stories, letter writing, writing recounts and other forms of information writing.

“Think it, say it, like it, write it.” This is the slogan we use to train children into the process of writing.

Children are taught to recognise the value of checking work and to respond to suggestions that will improve their writing. Within the taught English session, the children observe the writing process being modelled by the teacher. Children take part in writing activities during shared and guided writing sessions and also independently.

Children have the opportunity to take home handwriting patterns and letter formation practice; common words are sent home for children to learn to read; spellings are sent home weekly and there are holiday writing challenges.

Grammar, Punctuation and Spelling

Teaching and learning of grammar, punctuation and spelling are part of the English National Curriculum; we take a staged approach to this beginning in Foundation Stage.

On the school website, in the English section, there is a bank of information to support parents with their child’s English learning.

MATHEMATICS

At our school we aim to develop a positive attitude towards mathematics in our pupils. Children will have had a wide experience of mathematics before coming to school. Problem solving and investigative work provide the opportunities to apply their learning. We consider the development of mental agility to be of paramount importance, each class dedicates part of the maths session each day to counting and mental maths.

In 2015 we introduced the use of Numicom into our maths teaching. Numicom is a colourful, practical strategy with many manipulatives (things children can hold and move) to support the learning of number concepts.

We send a maths investigation home each term; this is something practical you can do with your child with things you have at home. We display these in school and award a certificate to everyone who takes part.

Our website has lots of links for those who would like to play maths games.

SCIENCE

The children learn about science through first-hand experience, for example: seasonal changes, the senses, animals and materials. We encourage children to learn through investigation and place a strong emphasis on questioning and thinking skills. Every term we send home a science challenge; this is something scientific you can have fun with at home with things you can easily find in your home garden or local beach or park. We display these in school and give a certificate to all entrants.

COMPUTING

Vision

We value the contribution that Information technology (IT) can make for the benefit of our whole school community, and especially for our pupils. Our school actively promotes and utilises IT opportunities to empower our children to make relevant and safe choices and to be flexible as they develop their personalised learning in line with our whole school vision.

Each class is equipped with iPads, an interactive whiteboard, visualiser and Teacher's laptop for teaching and learning. The school has a wide range of software covering mathematics, language, adventure simulation, graphs and word processing, enabling the computer to be linked with classroom activities. Printers enable children to produce written work either individually or within a group. iPads are used to support learning throughout the curriculum and to teach computing skills. The school has access to e-mail, the Internet, digital cameras, a video camera and directional toys. We have an ICT suite with 16 computers. The school employs a part-time IT technician to work alongside the Computing Subject Lead. Two children from each class form our 'Safe Surfers'. This group help to keep us safe online.

RELIGIOUS EDUCATION

Religious Education is taught both as a discrete lesson and as part of our Dazzle Days, it covers religious traditions, religious and moral issues and the application of religious insights into the children's own lives.

Collective worship and/or reflective times are held daily. The 1944 Education Act provides for parents to withdraw children from RE on religious grounds. Children who are withdrawn from RE are supervised by a member of staff and given alternative tasks.

THE CREATIVE CURRICULUM

The Creative Curriculum is delivered through a thematic approach. The children are encouraged to plan the connectors with their teachers, so that particular interests and enthusiasms can be incorporated into the planned work.

Staff plan together in their year groups to ensure consistency and progression across the classes.

GEOGRAPHY

The geography curriculum is concerned with children learning about their own locality whilst developing an interest and knowledge in the world beyond their own environment. Emphasis is placed on the teaching of geographical knowledge, skills, vocabulary development and practical fieldwork activities. The children are encouraged to develop an appreciation of the world around us and an awareness of the influence that man has on the world. Through geography, children are introduced to a sense of belonging, not only to our local community, but to the global community.

HISTORY

With young children, time is a very curious concept. History is introduced through connectors. Historical people and events are taught, through stories, visits, films, poems, pictures, festivals and other local, national or world activities. For example, old and new toys, Queen Victoria, Neil Armstrong and The Great Fire of London.

DESIGN TECHNOLOGY

Design Technology is a creative activity that develops children's problem solving strategies, their knowledge of materials and systems. They are given opportunities to discover information about existing artefacts and to design, develop and assess artefacts of their own making. Children are encouraged to gain a greater understanding of manufactured items and their role in the future development of artefacts.



ART

The visual world and our perception of it are fundamental to how we think, act and feel. Art enables children to express their ideas, observations and feelings creatively. We provide our children with the experience of using a wide range of tools and materials to practise their skills in two and three dimensions. Each year we hold an exhibition at our local art gallery, The Bay Art Gallery in William Street. The Turner Gallery in Margate invites us to take part in projects too.



MUSIC

Music adds a further dimension to the life of the school. The children experience a range of musical activities which include singing, percussion work, music appreciation and opportunities to perform. Each year we take part in The Infant Sing Along when we perform to and with all the other schools in Herne Bay and Whitstable. At Christmas we also sing in local residential homes to old folk. Throughout the year we invite visiting musicians into perform and inspire the children.



PHYSICAL EDUCATION



Children have opportunities to participate in gymnastics, dance, games and fitness activities. From the outset of school life, a firm emphasis is placed on enjoyment and all children take part at their own level, gradually improving their skills and techniques.

Team Theme Sports Coaches teach lessons as well as leading fabulous games at lunchtime. Team Theme also lead termly special sports taster sessions where all the children get a taste of a variety of additional sports. They also train our Fitness Friends, Year 2 children who lead fitness activities at lunchtime.

Health & Safety during PE

*In accordance with the rules laid down by the Local Education Authority, **no child is permitted to do PE wearing any kind of earrings including stud earrings. No teacher or member of staff is permitted to remove these studs, so either the parent must remove them before school or the child must be able to do so for themselves and be able to replace them.** Long hair must be tied back for PE, and pupils work with bare feet in the hall.*

HEALTHY SCHOOL SCHEME

The school has signed up to the Healthy Schools Scheme we educate and encourage children, staff and parents to make healthy life choices.

ADDITIONAL EDUCATIONAL NEEDS

Throughout their time at school, children make progress at different rates and have different ways in which they learn best. Teachers take account of this by looking carefully at how they organise their lessons, the classroom, the books and materials that they give to each child and the way in which they teach. It is also very usual for all of our children to work in small groups out of the classroom, as part of their routine or for a little additional help.

At regular times in the school year the class teachers meet with Mrs Fiona Wood, Additional Educational Needs Coordinator, (SENCo) to monitor progress, discuss each child and to plan individual and small group support. Under the New **Special Educational Needs and Disability Code of Practice**, the additional provision your child receives is called **SEN Support**.

In accurately identifying a child as needing SEN Support, we aim to work in partnership with you to really get to know and understand your child. The SENCo works closely with the SEN team and the class teacher to analyse assessments and the experience of each child. We especially look at previous progress, attainment and behaviour. Sometimes, we might ask your opinion on whether to seek further advice from other agencies, such as the Local Education Authority or the Local Health Authority. For example, this may be advice from a Speech and Language Therapist, a Paediatrician, an Educational Psychologist or a Specialist Teacher. Sometimes, a child might undergo 'Statutory Assessment' while at the school, or might have a 'Statement of Special Educational Needs', or an 'Education, Health and Care Plan' (these are replacing Statements). This requires a much higher level of multi-agency support.

Whichever the level of support, parents and carers are always consulted and given suggestions as to how they can support their child at home. We also listen to parent's knowledge of their child, so that school and home can work together to better understand and support learning.

Additional Individual or Small Group Support might include:

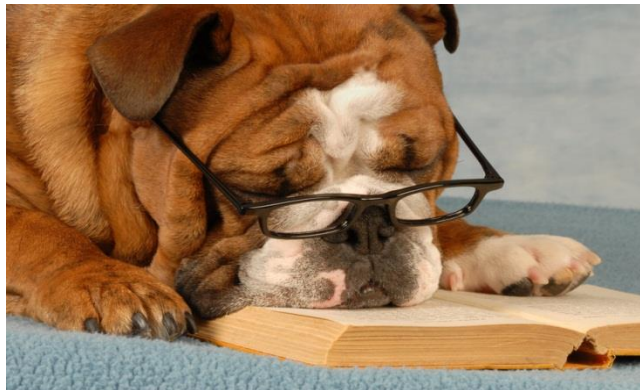
- Additional individual or group literacy support to complement the work done in the classroom. This includes Reading Recovery, Better Reading Partnerships and the Reading to Dogs Scheme.
- Additional maths small group work.
- Short term, focussed, daily 'Precision Teaching', usually of letter sounds, high frequency words or numbers.
- Practise with prescribed Speech and Language programmes from the Speech Therapy Clinic, the visiting School Speech Therapist, or following speech or language screening in school. Support is usually given in either a very small group or individually. This includes work on speech articulation or language work to consolidate learning in class, such as use or understanding of basic concepts.

- Sessions to develop social and communication skills, such as: attention & listening; following instructions; speaking to an audience; turn-taking; understanding feelings. (This group is sometimes called ‘Spirals’ in Year R).
- Individual or small group play skills, to support social and emotional development, such as understanding feelings.
- Additional ‘PE type’ group sessions for developing gross motor skills: body awareness; balance; control; co-ordination and ball skills. The sessions are also a very practical way to consolidate attention, listening and turn-taking skills. In Year R this is called BEAM (Balance, Education & Movement) or FIZZY in Year 1/2.
- A programme to develop fine motor skills, such as those needed when beginning to write. Group sessions include using: play dough; scissors; glue; pegs and beads. The intention is to develop hand/finger strength and co-ordination. This programme is called ‘Clever Hands’. In time, these sessions may include handwriting practise.

ANIMALS

Research shows that having suitable animals in school increases children’s self-esteem, confidence and well-being. As a result, Herne Bay Infant School has a registered Reading Dog who comes to support individual children with their reading. We have chickens and two guinea pigs in our nursery.

Please inform the school office if your child has any allergies or phobias towards animals.



STANDARDS OF BEHAVIOUR

A copy of the school’s Behaviour Policy is available from the School Office and on the school website.

We take a very positive approach to behaviour management, eg “walk please” rather than “don’t run”.

Children are expected to ‘do’ rather than ‘don’t’. We want them to develop consideration for others and the environment. We achieve this by example and consider encouragement and praise more effective than punishment. Should there

be a serious or continuing problem, parents will be informed and invited to discuss the matter.

We do ask that children do not bring sweets or biscuits into school for snacks between mealtimes. Fruit is available at playtime. Toys should not be brought into school except on special occasions. Cakes can be brought to share to celebrate birthdays providing they are nut free (these will be given out at the end of the school day, please provide in individual portions if possible please).

Fresh water is available to children throughout the day. Please provide a water bottle.

FAMILY LIAISON OFFICER

The role of Family Liaison Officer (FLO) within the school is to provide support and information as well as signposting to additional services for parents and carers of children attending the school. As you will know from your own experience all families have their fair share of ups and downs, however it is often the sharing of these times that can be helpful. You are able to make contact with our Family Liaison Officer via the school office (01227 372245).

The FLO can meet with individual parents when issues or personal difficulties arise and can offer advice on practical childcare and parenting skills, for example dealing with particular behavioural issues; marital breakdown or bereavement issues.

It is important that all the children in our school community are happy and worry free. When this is not the case, sometimes all it takes to make things easier is a listening ear for you and your child. However, for those times when you feel that you need additional support we can access a network of services, should the need arise

In addition, we hold a Parent and Toddler group on Wednesday afternoon between 1.30pm and 3.00pm (during term time).

EQUAL OPPORTUNITIES

Our aim is to develop a curriculum emphasising equality and to ensure an atmosphere that encourages everybody in the school to understand, respect and value individuality and cultural diversity. We include all pupils in all activities regardless of sex, race, class or disability.

SCHOOL MEALS

The Government implemented an initiative to give a Free School Meal to every Infant aged child from September 2014. Every child at Herne Bay Infant School is offered a balanced and nutritious meal, either as a hot dinner or a cold alternative. The meals are prepared daily by Chartwells Catering in the School Kitchen and are funded through the Government scheme at no charge to parents. Please see our website for the menu:

<http://www.herne-bay.kent.sch.uk/default.cfm?pid=2630>.

Whilst ideally we would like every child to have a hot dinner each day, there will inevitably be those who do not want or cannot have the cooked alternative. Unfortunately it will not be possible to “mix and match” hot and cold lunches through the week. (Obviously there may be special cases that require intervention, such as allergies and phobias, but we hope that you will come into school and discuss the alternatives with the Chartwells team.)

If you wish to opt out of the Universal Free School Meal Scheme, a packed lunch may be brought into school provided it is in a suitable, named container. Drinks should be in a sealed container, no glass bottles or cans of fizzy drink. Please do not include sweets in children’s packed lunches.

We also ask that no products containing nuts (or traces of nuts) are brought into school (please check all packaging).

Free School Meals have in the past been used as a measure to put money into schools’ budgets. Whilst every Infant child is now entitled to a free School Meal, the school’s budget will benefit further if those who would still be eligible for Free School Meal Funding, register online.

We would therefore ask if all of you would click this link

<http://www.kent.gov.uk/education-and-children/schools/free-school-meals>, follow the simple process to see if you qualify for FSM eligibility. If you are entitled even only for a short while e.g. if family circumstances change, or you are unemployed for some time, we would be very grateful if you would please check online to see if you are eligible, now and in the future, as everyone who is registered will benefit the income to the school and ultimately your child.

WEBSITE

You can view our website at <http://www.herne-bay.kent.sch.uk>. Our website gives up to date school information including term dates, school newsletters and some of the main policies held.

UNIFORM

All children are encouraged to wear school uniform which may be purchased at Barnums, the suppliers of school uniforms in William Street, Herne Bay, Buttercups and Tesco.

Children with long hair are asked to have their hair tied back during the school day.

PE: Each child needs a shoe bag with plimsolls, a white T-shirt, shorts and a pair of jogging bottoms in winter as we go outside for PE in all kinds of weather! ***Please ensure all clothing (including shoes) are labelled clearly and securely.***

Jewellery

Small stud earrings are the only jewellery permitted. No jewellery should be worn on PE days. Any children wearing jewellery that they cannot remove themselves will not be able to take part in active PE.

PARENT/GRANDPARENT HELP

Parent help in school is always welcome, so, if you have any spare time, please come and join us. Parent helpers are invaluable to the school and there are many ways in which you can help, ranging from helping regularly in class, reading with children and assisting with school trips.



Either contact your child's class teacher or the School Office if you feel able to help in any way. All regular Parent Helpers are required to complete an Enhanced DBS Disclosure, which the school will arrange on their behalf. More details are available via the school office.

SCHOOL TRAVEL PLAN

The school has a comprehensive travel plan which aims to make travelling to school less stressful and a happier experience for parent and child. It outlines practical ways to reduce car congestion and promotes child safety. A full copy of the Travel Plan is available from the School Office.

The practical ways that you can help to reduce congestion around the school are:

- **Not to drop off children right outside the school gate or park on the zigzag lines.** This is in the interests of your child's safety. **The school 'Keep Clear' markings mean no stopping at any time.** **New legislation states that any vehicle parked on school 'Keep Clear' markings will incur an instant penalty.**
- The school has a large number of pupils, so at drop off times in the morning and afternoon there is considerable pedestrian congestion on the pavements outside the school entrances. To help alleviate this there is a collection system in place. This includes specifically allocated waiting areas for parents both before and after school, these are both marked and signposted for your convenience. To drop off and collect your children with the most ease, please follow the system that is in place. Details of this are distributed at the beginning of each school year
- A Walking Bus is planned to start in 2018.

COMPLAINTS

Class teachers are available to discuss day-to-day issues, but where parents feel they need to take matters further, they should contact a member of the leadership team. Failing a satisfactory resolution of any problem, the school Governors have a small group who will happily meet with parents for further discussions. If this fails to deal with the matter, there is an approved formal County procedure for hearing complaints through a tribunal of Governors. A copy of the school complaints policy can be obtained from the school office.

SEX EDUCATION

There is no formal sex education, but across the curriculum children's questions are answered honestly at their level of understanding.

SPORT

The school follows the National Curriculum guidelines for physical education involving all children in gymnastics, dance and games appropriate to their age and ability. This should encourage pleasurable physical activities to provide a challenge, for fulfilment and a healthy life style. Teamtheme Sports Coaches support the teaching of PE.

Children in Key Stage 1 have a skills lesson and a fitness lesson weekly.

We also take part in local competitions as part of the sports partnership, as well as holding inter-school competitions.

In Term 6, we have a Sports Week. As well as sports morning that parents are invited to come along to, we also have taster sessions for the children during the week of more unusual sports such as archery. We also have inter class/school competitions. The children (and staff) have a lot of fun during Sports Week!

CHARGING

There is no charge for admission to school or for education during school hours.

Very desirable school trips and visiting theatre groups cannot happen without the support of voluntary contributions from parents. However, no parent is obliged to contribute towards the cost of any activity and no child can be excluded from a visit or activity if parents decline to pay, but these activities can only happen if the total amount of voluntary contributions received from parents covers all pupils undertaking the activity.

If sufficient money is not forthcoming to cover expenses, the school may have to cancel the activity for all pupils, refunding all contributions which have already been paid. If personal circumstances are a factor in parents hesitating to contribute to a proposed activity, they are advised to see a member of the school leadership team so that this can be discussed in confidence and the contribution reduced or waived.

FAMILY ARRANGEMENTS

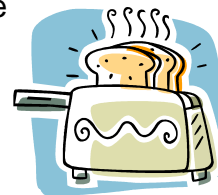
If the care of your child is shared either formally by a court order or other legal arrangement, or informally we can provide school information to both parents. Please notify the office if you require reports, newsletters etc. We appreciate being kept up to date with family arrangements.

OUT OF SCHOOL CLUBS

BREAKFAST CLUB

The school provides a daily Breakfast Club that runs from 8.00am until 8.40am each morning during term time, where a healthy, nutritious breakfast is provided at a cost of £2.50 per day.

There is a daily choice of cereal, toast, fruit and yoghurt with fruit juice or milk to drink. On different days during the week children also have an option to try food such as bagels, and scotch pancakes etc. After they have eaten, the children have an opportunity to socialise, playing with their friends and joining in with games.



Further information and a form to register your interest can be obtained from via the School Office.

BAYSIDE BUDDIES - AFTER SCHOOL CLUB



The school, in partnership with the Junior School, provides a daily After School Club in the Bay Centre that runs from the end of the school day until 6.00pm each evening, during term time at a cost of £6.50 per day. The children have an opportunity at the end of day to socialise, play with friends and join in organised games.

There is a high demand for this facility and places are not guaranteed. However, further information and a form to register your interest can be obtained from the After School Club Supervisor please email your details to asc@hernebay-jun.kent.sch.uk. Alternatively, please call them directly on 07563902548 between 3.30pm – 5.30pm on weekdays.

BAY CENTRE

The Bay Centre is a shared resource with the Junior School and is available for hire as a community resource. If anyone is interested in using this resource please speak to Herne Bay Junior School 01227 374608 as they manage bookings.

AFTER SCHOOL ACTIVITIES

We provide a range of interesting after school activities. Please see our website for details <http://www.herne-bay.kent.sch.uk>. Children entitled to Pupil Premium Funding (formerly eligible for free school meals) are entitled to one session of clubs free per year.



HOMWORK POLICY

At Herne Bay Infant School we believe that, if homework is to be effective, the school and parents must work together.

Our main focus for homework will be English. Recommended guidelines suggest that homework should last for 10 to 20 minutes daily at Key Stage 1. The guidelines also state that homework should mainly consist of **regular reading** with parents and carers.

Spelling

In Year R children are taught how to spell words through their RWI lessons and are exposed to words, pure sounds, sounding out and blending throughout the day. In KS1 children explore spelling patterns and families. They practise their spellings weekly as part of their SPAG learning (spelling, punctuation and grammar) and are expected to learn their spellings at home for weekly assessments in class.

In Year R from January and throughout the year in Key Stage 1, children take home common words to practice. There are also weekly spellings for children in KS1.

Each term we publish a year group newsletter informing parents of what the children will be learning, as well as ideas on how to support at home. We also send out monthly numeracy and science challenges.

At the end of each term we send a writing, reading, math and science challenge home and display as many as we can in our entrance space.

Please take the opportunity to visit the library in town. Children enjoy looking up connector related books. Remember it is just as important to read to your child, as it is to hear them.



We hope you have found the information in this brochure useful. Please do not hesitate to contact us if we have left any of your questions still unanswered.

Please read carefully our **home/school agreement, homework policy and behaviour policy.**

HOME/SCHOOL AGREEMENT

The Parents/Carers will:

- Make sure child arrives at school on time – 8.55am.
- Make sure child attends regularly (95%) and provide a note of explanation if child is absent.
- Provide child with appropriate school uniform and sensible footwear.
- Support child with homework particularly reading practice.
- Attend Parent Partnership Meetings to discuss child's progress.
- Support the school's policies and guidelines for behaviour contained in the school prospectus.
- Support the school's approach to E-Safety and will not upload or add any pictures, video or text that could upset, offend or threaten the safety of any member of the school community.
- Provide a good role model for pupils by always treating staff and pupils with respect.
- Let the school know about concerns or problems that might affect child's work or behaviour.

The School will:

- Provide a supportive environment that fosters children's well-being and encourages children to do their best at all times.
- Send home regular reading practice in accordance with our homework policy.
- Inform parents of the child's progress through regular meetings and reports.
- Keep parents informed about school activities.
- Inform parents of any concerns the school has about a child's progress or behaviour.

Together we will:

- Support child's learning to help them achieve their best.
- Encourage children to live the "School Values".
- Support any special needs.