



Mudeford Community Infants School



Prospectus

Headteacher: Mr Daniel Pope

2016/2017



Welcome to Mundeford Community Infants School

from
Mr Daniel Pope
Headteacher

Mundeford Community Infants School
Queens Road
Christchurch
Dorset
BH23 3HH

Telephone: 01202 488142

E-mail: office@mundefordinf.dorset.sch.uk

Website: www.mundefordinf.dorset.sch.uk



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From the Headteacher

Dear Parents

We aim to provide the children with a happy, stimulating and supportive environment in which all children can thrive. We expect children to be kind and helpful to each other, to develop high self-esteem and self-discipline. We encourage children to find pleasure in learning and playing together, to understand, respect and value the many different cultures and backgrounds that enrich our school and its community.

We believe that we can best succeed in our aims when parents and the school work in close partnership. Between us we have the most important job of educating your children; to enhance their academic and social skills, their emotional and spiritual development and to prepare them for the future. For our part, we will do our best to ensure that your children receive a good education. As a parent or carer, you can ensure that your children get the maximum benefit from their education by involving yourself in and supporting their learning. You can also help by ensuring that your child gets a good night's rest and arrives on time for school.

This handbook is intended to give you some information about the school. If you need further information about anything please contact your children's teachers or the Headteacher.

Finally we hope that the time your children spend at our school will be a happy and rewarding experience which will set them on the road to being life long learners.

Daniel Pope

Headteacher



Our Aims

Mudeford Community Infants School aims to provide opportunity for everyone to become successful learners, confident individuals and responsible citizens.

We will continue to put the UN Convention on the rights of the child at the heart of our school's planning, policies, practice and ethos. We have achieved United Nations Recognition of our Commitment and are working towards our Level 1 Rights Respecting School Award. A rights-respecting school not only teaches about children's rights but also models rights and respect in all its relationships: between pupils and adult, between adults, and between pupils.

We will ensure that all children achieve well. We will support and challenge our children to ensure they acquire the necessary skills, competencies and qualities for their further learning.

Our school will strive to develop the children's personal attitudes and dispositions towards learning. Our curriculum will engage the children and give them a sense of purpose and relevance through a wide variety of challenging, enjoyable and creative experiences. The teaching and learning in our school will allow all children to become confident and motivated life long learners.

We will provide equality of opportunity for all with respect to individual needs. We will celebrate and value each individual for their unique qualities. We are committed to racial equality and we will continue to work to eliminate all discrimination.

Mudeford Community Infant School will develop close and supportive links between children, staff, parents and the community. We will promote a high standard of behaviour through shared spiritual and moral values within the framework of a supportive school community.



Our Golden Rules

We want our school to be a fair and happy school where we can play and learn together.

So we will promise to:

- Be kind in all we say and do
- Be Honest
- Do our best in school so we will listen carefully to our teachers and try hard
- Treat others how you would like to be treated
- Make good choices and abide by the class charters



Letter from the Chair of Governors

Dear Parents

On behalf of the governing body I would like to take the opportunity to welcome you to Mudeford Community Infants School. Here we aim to provide a warm and inviting atmosphere for everyone. If you are considering whether we are the right school for you then please phone the school office to arrange a visit.

You will find we are a small school with classes of 30 or less, which has the advantage of good size classrooms and a special reception year area with facilities for the youngest children. The governors, using experience from various backgrounds, work closely with the headteacher to provide the very best opportunities for learning and development that we can for all children at Mudeford Infants.

We have a friendly, enthusiastic team of staff, dedicated to helping the children achieve their maximum, and you will also notice many parent helpers throughout the school. One of the school's strengths is the involvement of parents in its life. The staff and governors are proud of the school's achievements and of its reputation locally. We are very positive and excited at the prospect of shaping the future of all the children who attend our school.

Thank you for your interest.



Yours sincerely,
Louise Aytas
Chair of the Governing Body



The Role of the School Governor

The school's governing body is made up from CSA (Children's Services Authority) appointments, elected parents, members of the local community, teachers, co-opted representatives and the head teacher.

The full Governing Body and sub committees meet once or twice a term. The sub committees are set up to discuss Learning, Resources, strategies and performance.

Governors have overall responsibility for the effectiveness of the school but the day to day management and organisation is the responsibility of the Head teacher, who is responsible to the Governors.

In order to exercise their responsibility the Governors' role is to: -

- Familiarise themselves with the way the school is organised and receive a report from the Head teacher at each termly meeting;
- Ensure that in terms of resources, the school is getting the best possible deal;
- Monitor what is happening in the school within the framework of the CSA, the Government's legal requirements and the school's own initiatives;
- Remain open and sensitive to the views of parents/carers, staff and children;
- Appoint new Head Teachers.

Governors also have the responsibility for dealing with exclusion appeals, disciplinary and competence procedures, grievances, pay and formal complaints.

Currently, we have vacancies on the Governing body. If you are interested in supporting the school in this role please notify the Chair of Governors or the head teacher.



Come and Meet Us

We like to give parents and their children the opportunity to familiarise themselves with the school prior to attending and so we suggest that you:

- Walk past the school as often as you can and talk to your child about what you can see.
- Visit us with your child and we will be pleased to show you around.

Our Pre-School Programme

- A meeting for parents - an informative and explanatory meeting for parents of children entering school for the first time.
- School visits - planned visits for the children to spend some time in the classroom prior to starting school
- Teacher and parent interviews - an opportunity for us to get to know all about your child in preparation for coming to school.

Admissions Policy

The Governors of Mudford Community Infants School have adopted the LA (Local Authority (Dorset)) Admissions policy as set out in the Dorset Schools Parent Guide which is available to view on the Dorset for You website at www.dorsetforyou.com/schooladmissions. Alternatively copies are available to view at the school office.

Full Time Education

Children enter school in the academic year from the September that they have their fifth birthday.

Children are entitled to full time education from the September they join. We offer parents the opportunity to opt out of this, so Reception children can attend part time (mornings only 5 days a week) until Autumn half term, after which they start full time.



Attendance, Holidays and Closures

Attendance Regulations

We strongly encourage good attendance by the children. Good attendance is a key factor in helping your child to achieve well.

Poor attendance has a direct impact on your child's education and how well they do in school.

If your child is unable to attend school, please let us know as soon as possible.

This should be via a telephone call on the day of the child's absence or a written note handed into the school office. When your child returns to school please confirm the reason for their absence in writing and hand to the class teacher or the office.

Any absence other than illness, medical or dental treatment or religious observance will be counted as unauthorised.

Our attendance registers are checked on a regular basis and those families whose children are absent from school on a regular basis with no reasonable explanation are referred to the Education Social Worker and a Parental Order may be put in place.

Punctuality

The actual school day begins at 8.55am and the school is open from 8.45am

Please ensure your child is in school at the appropriate time, as lateness counts as unauthorised absence and often causes distress for the child and interrupts the learning of others.



School Holidays

Holiday dates are published on a regular basis to keep you well informed. Recently, the government changed the legislation regarding parents requesting time out of school for their children. The new legislation makes it clear that head teachers cannot authorise any leave of absence during term time unless there are exceptional circumstances. It is clear that time out of school for a family holiday will not be considered exceptional circumstances, nor will requests to spend time with visiting relatives or for birthday celebrations. Consequently, I will have no option other than to record such absences as 'unauthorised'.

The government has also urged schools to give serious thought to using the legal option of issuing a financial penalty notice to parents who take their children out of school without authorisation. This is a measure that I will be extremely reluctant to use despite the school being vulnerable from criticism from OFSTED over our absence rate. I hope with your support we can continue to improve our attendance. Please endeavour to take your annual holiday during the official holiday period. If you do decide to take your child out of school for a holiday you will be required to complete a Holiday Form.

Emergency Closures

In the case of a possible closure of the school during severe weather conditions or other emergencies parents will be informed by a text message via our Schoolcomms text messaging service. It is therefore essential that parents keep the school up to date with their current mobile telephone number. Parents can also tune in to Heart F.M. after the news at 6.33am and check our website to keep up to date with closure information.

Please do not send your child to school if you are not fully satisfied that their journey to school and equally important the journey home will be safe.



Bringing and Collecting your Child from School

In the morning

The school day starts at 8.55am and the doors are open from 8.45am.

From 8.45 am we offer you an opportunity to come into school each day to work alongside your child in the classroom in a variety of activities. If you are unable to come in, the class teacher will ensure that your child participates in the activities on offer.

It is not possible to supervise children before 8.45am, so it is advisable that you arrive around this time especially if the weather is inclement.

If there is a real emergency and it is necessary to drop your child off earlier, please telephone the office or make prior arrangements with the Headteacher.

School Office opening times - 8.30am - 3.15pm

At the end of the school day

The school day ends at 3.00pm

If there is to be a change to your usual routine at the end of the school day, please make sure you inform the class teacher of this by writing in the class message book/board outside the classroom. When they are leaving the classroom at the end of the day the children must wait by their teacher until they can see the adult who is collecting them. If you are unavoidably delayed we will keep your child with us until you arrive. Please try to inform us of this so we can reassure your child. We regret we are unable to supervise children after the end of the school day except in emergencies or very exceptional circumstances.



Travelling Arrangements

At Mudford Community Infants School we try to ensure the children are aware of how to keep safe on the road. We use every opportunity to reinforce the lessons of road safety. Please help us by setting a good example when travelling to and from school.

Travelling by car

If you travel by car please ensure children wear seat belts and use booster seats as required by law.

The area directly around the school is residential and the amount of parking is restricted. We ask you to respect our neighbours by parking appropriately, with care and consideration for others. We also ask you not to park on the pavement, on the yellow zigzag lines or in any way that may cause a hazard to the children and adults coming to and from school. We do inform the police of persistent offenders.

Due to their age the children must be accompanied to and from school by a responsible adult. Please escort your child into the building for their safety. If you walk to school please help your child to respect the adjoining gardens and boundaries of our neighbours.

Bringing bicycles or scooters to school

Children can bring their bicycles or scooters to school; these can be stored in the brightly coloured cycle pods provided for this purpose. We strongly recommend that cycle helmets be worn.

The school cannot be responsible for these items and it is a requirement that they are taken home each evening.

Bicycles and scooters must not be ridden in the playground.



School Uniform

Our School uniform consists of a school sweatshirt or cardigan, along with a black or charcoal grey pinafore/skirt/trousers or shorts, and a white polo shirt or shirt. In the summertime the girls can wear light blue and white gingham dresses. The children feel proud to wear the uniform and to be identified as a member of our school community. We have a selection of items you may wish to purchase from the school office with our school logo on them, these are:

School Sweatshirts/Cardigans - Navy
Book bag, P.E. bag, P.E. T-Shirt
Caps and Woollen hats.

Samples of the uniform along with current prices are on the notice board outside the office.

The school will provide free uniform up to the value of £30 for those families who qualify for the Pupil Premium. You qualify for the Pupil Premium if you receive one or more of a range of benefits. Please contact the school office to find out how to apply for this or for more information. All enquiries will be dealt with in confidence.

ALL items of clothing must be clearly named

We appreciate that fashion trends change and children like to be seen to be 'trendy'. Our rule of thumb regarding shoes and clothing is that they should be sensible and appropriate in a school environment.

For Health and Safety reasons it is inappropriate for children to wear jewellery to school. Only ear studs will be acceptable and these must be covered with adhesive tape or removed for PE and games. The school has no provision for the safe keeping of any jewellery or personal items and so we request that all personal property of this kind is left at home.

Physical education is a statutory part of the National Curriculum and as a consequence we insist on the correct clothing in Years 1&2:

Shorts T-shirts Trainers P.E. Bag

These items should be left in school during term time and laundered during the holidays. **Due to their age Reception children do not need a PE kit as they do not change for PE.** Children with long hair will be required to have it tied back. Please co-operate with us in all the above to ensure your child's safety during their time in school.



Home School Link

Reading and Library Books

At Mudeford Community Infants School we want the children to become confident and effective readers. We also want them to enjoy books now and in their future lives. We encourage them to take home books from their year group library and the school library collections.

We ask you to support your child with their reading by encouraging them to read, and sharing the books they take home.

Please ensure that all schoolbooks are returned regularly in order that other children may read them.

Your child will have a reading record and you will be able to select individual reading books within specified colour bands. The reading record will inform you of the objectives currently being studied in guided reading sessions in class.

Homework

All children will be given some homework throughout the year. It is expected that each week children spend some time on these tasks as well as frequently reading to an adult. Little and often is the best policy



Behaviour

Children are expected to behave in a considerate and responsible manner, both in school and in the community.

It is our aim that children grow up to be co-operative, fair-minded, courteous, respectful people. We do not tolerate name calling, physical aggression or verbal and racial abuse.

We believe that in working together through the home/school partnership, children will achieve high standards of behaviour and develop positive attitudes towards school and learning.

The school aims to encourage children to develop self-discipline in order that they learn to set their own goals and targets and have high expectations of their own achievement.

If your child is behaving in an unacceptable way and is a cause for concern, we will notify you in order that we can plan to support your child in modifying this trend.



School Lunches

Children at infant schools are entitled to a free cooked lunch at school. This is provided by Chartwells as part of a Dorset County Council contract. Ordering of the lunch is completed on line by the parent. If you do not want your child to have a hot lunch then you must provide them with a packed lunch. Instructions on how to order and menus are available from the school office or you can view the menus by visiting Chartwells website at <https://dorset.mealselector.co.uk/>

Lunchtime commences at 12.00pm and finishes at 1.00pm, during this time the children eat their lunch in the hall for half an hour and then spend the other half of the lunchtime period in the playground.

Children are encouraged to eat their lunch in the time allocated. Some children are slow eaters and are given extra time within the lunch-break to enable them to eat up their food. The lunchtime supervisors support the children while they are eating their lunch and then supervise them in the playground. There are members of staff who are fully qualified in First Aid and the team is guided by the school's policies and procedures.



Fruit/Vegetables, Milk and Water

Free Fruit and Vegetables

Free fruit and vegetables are provided by the school as a snack at mid morning break.

We do not accept other kinds of food as a snack unless there are medical reasons for doing so.

Milk

Milk can be purchased by parents for their child/ children to drink at school, at mid morning break.

It is subsidised by the EU and is free for children under the age of five and those who qualify for the pupil premium.

Please register at www.coolmilk.com . Alternatively you could pick up a registration form from the school office.

Drinking water

Research has shown that water is beneficial to the health of the children and can also help with their concentration levels.

Children therefore have access to named water bottles that are brought from home on a daily basis.

These are taken home each day to be washed and refilled.
Please note we do not permit liquids other than water.



Child Welfare

Children's Welfare and Medical support

The school nurse carries out medical inspections and the dental team carries out a dental inspection during the child's first year in school.

The school nurse holds 'Drop In' sessions on a regular basis in school where parents can discuss any issues regarding their child's health and well being. Notification of these 'Drop In' sessions will be placed in our weekly newsletters.

Children who are ill

If your child is unwell before they come to school please notify us as soon as possible. If children are ill for a considerable length of time and are unable to attend school, we will try to arrange for some resources to be sent home to enable them to continue some form of learning.

Please check with your doctor as to when your child is ready to return to school after an illness, as some illnesses are contagious or infectious for some time. If your child is sick or has diarrhoea then please do not bring them back to school until they have had a full twenty fours since their last episode of being unwell. This will help to stop other people becoming ill and gives your child a chance to make a full recovery.

If a child becomes ill in school we notify the parents immediately. There is no provision in school to look after sick children and young children prefer to be with their parents when they are unwell. As a consequence we need to have up to date and correct information on how to contact you or another designated person.

For those children with long term disabilities we have a medical care plan. This can be arranged with the Headteacher and is used to provide the necessary support your child may need in school.



First Aid in school

In the unlikely event that your child requires emergency treatment during the school day we will alert the emergency services and inform you as soon as we can. We do inform you if your child has had a bump on the head or if we feel your child has suffered a particularly bad injury e.g. from a fall.

We have a large number of staff who are first aid trained and are experienced with dealing with the incidents typically seen in school.

Administration of medicines

No member of staff is obliged to supervise the administration of medication to children.

If children require medication then arrangements with the Head Teacher may be made to enable the child to receive this in school.

Parents can come into school and administer the medication themselves.

For children suffering from asthma, inhalers will be kept in their classroom for easy access.

Head Lice

Unfortunately, this is a common problem with young children. Lice are not attracted or associated with dirty hair and anyone can catch them. Lice cannot be caught from combs, hats etc; they are passed from head to head contact, and as a consequence we request that girls with long hair keep it tied back.

We will inform you if we notice them in your child's hair, please do not be distressed by this. We have 'Nit Combs' for your convenience and we encourage all children and families to regularly check their hair to combat the problem. The school nurse is able to give advice on this matter.



Safeguarding and Child Protection

Keeping children safe is the most important aspect of what we do. It is our role to be vigilant in making sure children are safe and are protected from harm. To that end all staff at Mudeford Community Infants School have been trained to identify the signs and symptoms of child abuse. If we have reason to suspect a child is being subjected to abuse or neglect we will thoroughly investigate without prejudice.

The categories of abuse are sexual, emotional, and physical abuse as well as neglect.

We try to work with families and if necessary, social services will be contacted. The school may inform parents prior to contacting them but there will be times when we would not be able to tell parents and carers.

Procedures and policies for Safeguarding and Child Protection Procedures are in place. If you wish to see these they are available to access on our website or please ask at the office.

The designated senior lead for child protection is the Head teacher Mr Daniel Pope, in his absence the deputy designated senior lead for child protection is Mrs Thow.

All staff, governors and volunteers who have regular contact with the children are police checked through the Disclosure and Barring Service.

Providers of After School Clubs are also subject to the same clearance procedures.



Sun Safety

This school believes in Sun Safety to ensure that children and staff are protected from skin damage caused by the harmful ultra-violet rays in sunlight.

As part of Sun Safety, our school will:

- encourage children to wear clothes that provide good sun protection
- hold outdoor activities in areas of shade whenever possible, and encourage children to use shady areas during breaks, lunch-hours, sports and trips.
- work towards increasing the provision of adequate shade for everybody;
- encourage staff and parents to act as good role models by practising sun safety;
- regularly remind children, staff and parents about sun safety through newsletters, posters, parents meetings and activities for pupils;

Keeping warm in the Winter

During late autumn, winter and early spring when the weather is cold we have a 'No coat No Play' policy in order to protect the children's health and well being.

Every day, regardless of the weather, the children need to bring a coat as the weather is so changeable.



Obtaining Information about your child or events in school

Information about your child in school

We want the children in our school to feel happy and secure. If you have any worries or concerns about your child in school please talk to their teacher. Occasionally children can get anxious about school and the class teacher is often in the best position to resolve any difficulties your child may be experiencing. Our aim is to resolve problems quickly and effectively in order to minimise any anxiety that may affect your child in school.

Your child's progress in school

We invite you into school to talk with your child's teacher in the Autumn and Spring terms.

At the end of the school academic year you will receive a written report about the progress your child has made. There is an additional opportunity for Reception parents to review their child's end of year profile in May. Should you have any queries regarding your child's progress please do not hesitate to contact your child's teacher.



Newsletters/Letters

The school sends out a weekly newsletter every Friday, as well as additional letters informing parents of activities and events that happen in school and the local community. This is the way we communicate with you so it is important that you check your children's book bags for these letters on a weekly basis. Copies of the newsletter and other letters are also available from our information rack outside the school office and are also available on the school website.

Website

Mudeford Community Infants School have our own website at:

www.mudefordinf.dorset.sch.uk

You will be able to access general and topical information from the website e.g. weekly newsletter, holiday dates, prospectus, policies etc.

Complaints

We are very pleased to welcome parent's comments and suggestions and aim to deal with any complaints as quickly as possible.

If you have a concern, please speak to your child's teacher initially, and then if necessary to the Headteacher, who will deal with any complaint you may have and hopefully reach a mutually satisfactory conclusion.

If at any time you are not satisfied with the way your complaint was dealt with, please follow the normal complaint procedures given to you on admission of your child.

School Policies

The latest versions of our school policies are available for parents/carers on request from the school administration office located near the main entrance. A Master Record Index (MRI) of these policies is on display opposite the office. These policies and the MRI are updated on a regular basis. Many policies can be viewed on our school website.



School Trips and Visits

Trips

We try to ensure that all children have the opportunity to experience learning out of school during the year to enhance their understanding of the curriculum and the work they do in class. These activities may need transport by coach where seat belts will be provided. If the children are able to walk to the venue they will wear florescent safety jackets. The ratio of one adult to six children is used for out of school activities. In all circumstances risk assessments are formulated. We are unable to accommodate siblings not at the school on these outings.

Permission Slips

When your child starts at our school you will be asked to sign a permission slip that allows us to take your child to various locations to enhance their educative experiences. We also ask for parental permission from time to time and request that you sign a permission slip in order for your child to attend the excursions.

Contributions

We sometimes ask for voluntary contributions towards transport or entry fees for 'Out of school visits' or events. These activities offer diverse learning opportunities for the children and bring learning to life.

From time to time you will be able to make voluntary donations towards our fund raising efforts and the proceeds from these activities also help to provide extras for the children.

Sometimes we hold sponsored events for particular causes or charities some of which often give us financial support.

We actively seek financial support from Business sponsors in the community. We have received several donations for various projects to date. All the donations are used to enhance the education of the children who attend our school.

Helpers

Parents are often asked to help with supervision during trips. If you wish to help on a trip please inform your child's teacher.



Parent Helpers

We acknowledge the contribution parents play in the education of their children. We also encourage parents to help in school in various ways.

Some of the ways that you can help in school are:

- In the classroom assisting the teacher
- In the school library
- During out of school activities
- Helping to run extra curricular activities.
- Listening to children read.

If you are interested in helping in school please let us know. Please be aware that you will be subject to a Disclosure and Barring Service check before starting. You will also be asked to sign a confidentiality statement to protect the pupils and staff and to attend an interview with the Head teacher.

Students

The school recognises the valuable contribution made to the school community through student placements.

Students are placed with us from a variety of educational establishments. These are some of the students who are placed in our school;

- Student teachers
- Child care students
- Student teaching assistants
- Students on work experience



Friends of Mudeford Community Infants School

This is a group of parents who raise funds for the school and provide some extra resources for the children.

If you would like to join please ask for details from the school office or check the website for contact details.

Throughout the year they organise a variety of events such as the Summer Fayre, coffee mornings, mufti days etc.

They also help with maintaining and enhancing the school environment.

The Friends are always looking for enthusiastic people with new ideas.

Being part of their team gives you the opportunity to make friends and have fun in the process of raising funds for the school.

Look out for meeting times in our newsletters.



Pastoral Care

Equal Opportunities

The school has Equality Policies to ensure we provide genuine equality of opportunity to enable all children to gain access to the whole curriculum, develop self-esteem and achieve to the best of their ability.

All children are encouraged to understand, respect and value the differing ethnic, cultural and religious backgrounds of the school community. They are also encouraged to be accepting of each other's abilities, disabilities and special needs.

Boys and girls are expected to participate in all curriculum activities and games. We challenge all gender stereotyping and address issues of underachievement in boys and other identified groups of pupils.

Every effort will be made, with available resources, to ensure children for whom English is an additional language, are given the necessary support to enable them to become proficient in written and spoken English.

Collective Worship

At Mudeford Community Infants school we recognise that Collective worship promotes the spiritual development of the children. We provide a programme of collective worship that is suitable to the age and aptitude of the children and link this to aspects of the school's curriculum.

Our policy is available to all and is reviewed regularly by the Governing Body. Parents have the right to withdraw their child from collective worship and Religious Education lessons.



Special Educational Needs and Disability

At Mudeford Infants School, our dedicated staff provide a supportive, nurturing and stimulating environment for your child to thrive, whatever their needs. We uphold the principle that 'Every Child Matters' and this is reflected in our Special Educational Needs & Disability Policy and procedures, which complies with the SEND Code of Practice 0 to 25 (July 2014).

The school recognises that all learners are of equal value. We will enable your child to have equal opportunities and we recognise and respect differences. We foster positive attitudes and relationships and a shared sense of belonging.

Mudeford Infants School follows a graduated response to a child's needs. Our School Provision Map outlines the provision available to children, including in the class, small group interventions and individual support. Many children will require support in their education at some stage and these needs are mostly met within the class.

We work with pre-schools, parents and outside agencies to identify needs as early as possible and ensure parents are well informed. We value parents working in partnership to achieve the best outcomes for their child.

Those children identified with a Special Educational Need are provided with an Individual Provision Map and targets are tailored to your child's needs in their intervention groups or in an SEN Support Plan.

You are always welcome to discuss your child's progress and share any concerns you may have with your child's class teacher, the head teacher or the Inclusion Leader.

We publish further information about our provision for children with SEND on the local authority's website. This can be found at www.dorsetforyou.com/local-offer using the search engine to find our school. The local offer website holds a directory of facilities and resources available from many services within Dorset.



School Council

We have a school council that has representatives from each class, meeting on a regular basis.

The children bring to the school council any concerns that pupils in classes may have expressed. The school council considers ways to improve the school environment and any issues concerning rules, safety and relationships between pupils.

The school council reports to the Head teacher and aims to provide a forum for pupils to express ideas, opinions and to advise and support the school governors in a variety of ways.



Organisation of the classes

The Curriculum Frameworks

Children in Reception follow the Early Years Foundation Stage Curriculum (birth to 5) and their progress is carefully monitored throughout their first year. At the end of the Reception Year they are assessed against the requirements of the Early Years Foundation Stage Profile. These achievements will be presented to the respective parents in the Reception Year reports at the end of the year. When they join Year 1 they receive the National Curriculum.

The children's learning is continually monitored and recorded and at the end of Year 2 they are formally assessed through Teacher Assessments and Standard Assessment Tests and Tasks i.e. SATs.

Planning

The teachers plan the children's learning within each year group to ensure that the children in each class receive the same content.

Class Organisation

The classes are based on gender, ability and Special Educational Needs, to ensure a good balance within each class. When the children move to another year group we reorganise the classes and inform you through your child's written annual report.

Cross-Phase Liaison

We liaise with local pre- school providers and we receive information about the children before they start school.

We also liaise with Mudeford Junior School to ensure there are close links between the two schools. There are opportunities for Year 2 children to visit the junior school in the summer term before they transfer.



The Curriculum

The Early Years Foundation Stage.

In our Foundation Stage unit we aim to provide the children with a solid grounding from which they can grow both emotionally and academically. We follow a play-based curriculum that we believe is developmentally appropriate for the children in Reception. We have incorporated aspects of the HighScope approach to support the children in becoming independent and active learners. This is an approach that flows through the EYFS and KS1 provision. We ensure that children are respected as individuals and that all of the children receive a developmentally appropriate curriculum that caters for their individual needs.

The Provision

The children in the EYFS learn through active involvement with people, materials, events and ideas. All of our topics have a 'hook' to excite the children and stimulate their interests. This may be a visitor coming in to talk to them, an outing to visit somewhere of interest or a hands on exploration session in the unit. Where ever possible the children engage with real-life equipment and natural resources e.g. pine cones, pebbles, shells, sticks rather than plastic play equipment e.g. trees, pirate ships, in order to stimulate their imagination and creativity.

We want the children to become independent, responsible and confident - ready for school - ready for life. Our curriculum holds the overall focus of ensuring they are "Key Stage 1 ready". This involves ensuring the children have a rounded experience during their time in the EYFS and have opportunities to develop socially, emotionally and academically.

As part of their daily routine the children spend a large part of each day experiencing and engaging with the Plan, Work and Recall session. The children learn to plan many of their own activities, carry them out, and talk with other children and their teachers about what they have achieved and what they have learnt.

The programme focuses on the key characteristics of effective learning and ensures opportunities for the children in playing and exploring, active learning and creating and thinking critically. It also ensures the children gain knowledge and skills in important curriculum areas.

The Curriculum

Within the statutory guidance there are seven areas of learning and development.

- Personal, Social and Emotional Development - The ethos of the unit and supportive nature of the adults within the unit ensures the children feel



safe and secure during their time in Reception. The shared classroom environment means the children experience plenty of opportunities to develop socially with their peers. The timetable also includes weekly slots for circle times focusing on Personal, Social and Emotional development. The children in Reception also undertake activities reflective of the whole school endeavour to achieve its 'Rights Respecting School' status.

- Physical Development - The children have free-flow access to the outside area throughout the Plan, Work and Recall session, whatever the weather! The equipment provided encourages the children's gross motor development including bikes, large construction materials, balancing beams, balls, hoops, beanbags, etc. Within the classroom environment staff plan topic based activities to develop fine motor control e.g. threading, lacing, playdough, puzzles, small construction, etc. The children also have a daily whole class active time session led by an adult in either the hall or outside environment.
- Communication and Language - Skills in this area underpin all aspects of the Foundation Stage curriculum. The planning and recall sessions encourage the children to talk through their activities and choices with both adults and children in a range of situations. This is a large focus of the first term's activities, building the children's confidence in communication and language skills, enabling future success in school.
- Literacy - The children in Reception begin their journey within the Read, Write, Inc phonics programme and this underpins all reading and writing teaching and learning. Within the unit there is a focused reading corner for children to explore and develop their love of books and reading and also a writing room where children are encouraged to plan and carry out their own writing activities.
- Mathematics - In Reception the children begin developing their understanding of number and calculation through the first part of the Big Maths programme used across the school. The week is split and the children have 3 sessions focused on number and calculation and 2 sessions focused on their knowledge and understanding of shape, space and measures. In addition to these adult led sessions the children are encouraged to explore maths within the Plan, Work and Recall session.
- Understanding the World - This covers People and Communities, The World and Technology. Many of the opportunities within this area are fed into the topics that the children focus on in Reception including, Minibeasts, Our Local area, Diwali, Around the World, Technology around us.



- Expressive Arts and Design - The children enjoy exploring and using different media and materials and are encouraged to use them in imaginative ways. Opportunities are planned in both the indoor and outdoor environments. The children are encouraged to explore with 2D and 3D forms, different colours and textures through a range of topic based tasks.

The Topic Based Approach - Key Stage 1 (KS1)

The staff in school have developed a skills based curriculum appropriate for the age of the children. This curriculum is topic based encouraging cross-curricular links between the subjects. Each topic begins with a 'hook' to engage and stimulate the children's curiosity and interest e.g. a trip, a visitor, an exploratory session. This is then followed by a variety of activities linked to the topic in which the children learn and apply new and learnt skills. At the end of each topic children are given the opportunity to review and evaluate their learning and experiences. We also teach the children explicit learning skills through our learning to learn characters

The following skills are developed throughout their time with us:

English	Maths	Science	Religious Education (RE)
History	Geography	Music	Physical Education (PE)
Personal Social Health Citizenship Education (PSHCE)	Computing	Art & Design	Design and Technology (D&T)

Assessment

Assessment of your child is an integral part of teaching. It is used to identify the next steps in learning and is used to monitor the progress that children make. Assessment is about informed observation, monitoring of work and effective questioning which enables us to note what your child can do and what they need to do next.

At Mudeford Infants School formal assessments are completed and reported to the local authority and parent/carers at the end of reception and Year 2. The assessments are;



Reception: Early Years Foundation Stage Profile.

Year 1 : Phonics Reading test in June

Key Stage 1: SATs (Standard Assessment Tests) are completed in June.

Less formal assessments of your child will take place continually during the year to assess and to identify the next step in their learning.

Reading and Writing

Literacy plays an invaluable role in enabling every member of society to interact and communicate effectively through both the spoken and written word. By promoting high standards we support children to develop essential key skills that will in turn enhance their social, emotional, intellectual, cultural and spiritual development. This high quality provision is underpinned by encouraging a love of literature through providing widespread, meaningful and purposeful opportunities to read and write. Our aim is to support children to become confident and enthusiastic communicators. All literacy is taught using a stage not age approach so that children are given appropriate levels of support and challenge to match their developing needs regardless of their age.

Reading is taught through Read, Write Inc, a synthetic phonics programme which children begin in Reception. This teaches children the basic sounds that they will need in order to begin to read. Each step of Read, Write Inc is carefully designed to build on existing skills. The children are supported to become confident readers who learn to read with fluency and expression, using a range of engaging storybooks as well as non-fiction books that are closely matched to their ability. To help children continue to improve and promote enthusiasm in reading, the children can borrow books from school to read at home. These include books from the Read, Write, Inc. scheme, books appropriately banded by the school, and opportunities to borrow from the school library. We also run a bookworm challenge, and later in the school reading programme 'passports' where reading at home is rightly recognised and celebrated as an essential feature of a child's reading success.

Read, Write Inc. also provides relevant opportunities for writing based on texts that the children have read and understood; these are closely matched to their developing skills. Our clear understanding of the way that children progress with their handwriting is shown through the consistent approach that we use throughout the school, again with children building on their existing skills so that they are able to continue to improve. These targets are shared with parents so that you are also able to support your child at



home. We spend time helping children to gain a secure understanding of stories through drama then encourage them to develop their own ideas building on their experiences. We follow a consistent strategy throughout the school encouraging children to think it, say it, write it then read it, developing oral sentence building skills and the ability to check back through their work. Spelling, punctuation and grammar are taught in line with National Curriculum expectations throughout literacy sessions.

The end of the week and afternoons are structured so that children are able to explore a range of writing genres through our motivating and engaging topics that mean children are enthusiastic and have a purpose for their writing. Examples of topic related learning include making leaflets about caring for a pet, writing stories for younger readers, making wanted posters for story characters and writing newspaper reports about the great fire of London.

For more information about the teaching of literacy in Reception please read the EYFS curriculum area of the website and for any further information please speak to your child's class teacher.

Mathematics

Mathematics is a crucial tool in everyday life. It enables children to explore and make sense of their world. We aim to provide settings where children can make sense of maths and enjoy investigating numbers and solving problems.

In Reception children are given the freedom to explore numbers through planned practical experiences which have meaning, e.g. counting the number of children in class, shopping, cooking, etc.

Children also learn to apply these number concepts, interpret data, study shape and space and explore measurement through practical investigations and problem solving activities.

Throughout the school the children learn maths through the teaching and learning pedagogy of "Big Maths" which is focused on number and calculation.

Science

The main focus of our school's science curriculum is to enable the children to experience and observe both natural and man-made phenomena in the world



around them. The children are encouraged to be curious and ask questions about what they notice.

By learning about different types of scientific enquiry the children are further encouraged to answer their own questions by observing changes over time, noticing patterns, grouping and classifying things, carrying out simple comparative tests and finding out information from other sources e.g. books, photographs and the internet.

Through this learning the children begin to use simple scientific language to talk about what they have found out and they show what they have learnt in a range of ways e.g. presenting information in tables, charts and displays.

Even though science is taught discretely in Key Stage 1 links are made to other subjects and topics where appropriate. School trips, visitors and the local area are all used to enhance the science learning that takes place. The school grounds are also vital for science teaching as every term we plan for the children to spend time in our garden area where each class has a bed for which they are responsible for growing plants, fruit and vegetables. As part of this time the children experience a very "hands on" approach to science, learning about seasonal changes, life cycles and care for the environment and living things.

For information about how science is taught in Reception please see the EYFS section.

Geography and History

The main focus of our school's geography curriculum is to stimulate the children's interest and fascination about the world, the United Kingdom and their locality through learning about:

- Locational knowledge e.g. naming and locating continents and oceans
- Place knowledge e.g. understanding geographical similarities and differences
- Human and physical geography e.g. identifying hot and cold areas of the world and using basic geographical vocabulary to refer to key physical and human features of a place
- Geographical skills and fieldwork e.g. using world maps, atlases and globes to locate places and using simple fieldwork and observational skills to study the geography of their school



The main focus of our school's history curriculum is to develop the children's knowledge and understanding of Britain's past and that of the wider world. Through their learning the children are encouraged to be curious about the past and to develop an awareness of how past events influence their lives and those around them today. The children develop many historical skills by learning about:

- Changes within living memory
- Events beyond living memory that are significant nationally or globally
- The lives of significant individuals in the past who have contributed to national and international achievements
- Significant historical events, people and places in their own locality.

In Key Stage 1 the children's geography and history learning occurs through cross curricular topics such as *Where in the World*, *Food Glorious Food*, *Pirate Island* and *Deadly 60* (geography) and *Toys*, *Medieval Mayhem*, *Creepy Christchurch* and *Winston Churchill* (history). These topics inspire and interest the children in a context which engages and motivates them and allows them to have fun while they learn vital knowledge and skills. Visits and visitors to the school are also used to enhance the children's geography and history learning.

For information about how geography and history are taught in Reception please see the EYFS section.

Physical Education

Mudeford Infants School is committed to delivering a high quality curriculum that inspires all pupils to succeed in competitive sports and other physically demanding activities. We provide opportunities for all our pupils to become confident and to support their health and fitness.

We ensure that all pupils have opportunities to excel in a wide range of physical activities and that children are physically active for sustained periods of time. Children are engaged in competitive sports and activities and can make choices that will lead to healthy and active life styles.

Mudeford Infants School physical education curriculum comprises of three main elements, these are dance, games and gymnastics. These are taught discreetly each week as a programme of study both inside our hall and during the spring and summer terms outside in our playground. Dance is mainly



taught through our topic based curriculum; for example in reception the children are taught the movement of animals from around the world from our "Around the World" topic.

At Mudeford Infants School we follow a very successful programme developed in Australia known as "Fundamentals of Movement" This develops children's balance, co-ordination and body agility which are essential for all sporting activities. Children are involved in the processes of planning, performing and evaluating their performances. Health related exercise is also integral to this curriculum, and the children learn about the changes that occur to their bodies as they exercise and the importance of a healthy and active lifestyle.

Personal, Social, Health and Citizenship Education

At Mudeford Infants School, the PSHCE and Rights Respecting Schools scheme of work is taught through the six main SEAL (Social and Emotional Aspects of Learning) themes:

- New beginnings
- Getting on and falling out
- Going for goals
- Good to be me
- Relationships
- Changes

PSHCE / RRS sessions are taught through weekly class inputs, involving games, discussions, debates and role-play. The PSHCE programme helps give pupils the knowledge, skills and understanding they need to lead confident, healthy and independent lives. They learn to reflect on experiences and tackle any moral and social issues with sensitivity and respect. The pupils learn to understand and celebrate diversity and differences enabling them to form effective relationships with others. The Reception classes also follow the Early Years Foundation Stage statutory framework.

We are currently working towards achieving the Level 1 Rights Respecting Schools Award. Lessons are taught as part of the children's PSHCE inputs as



well as through whole school Rainbow Days. During these Rainbow Days, the children are given the opportunity to engage in a wide variety of activities based on one of the main articles (e.g. the right to be healthy) from the UNCRC, in order to deepen the sense of respect, appreciation and understanding of their own and others' rights.

'Learning to Learn' is an additional part of our PSHCE scheme of work. It is taught using five fun characters, giving children the skills they need to become successful learners (e.g. responsibility, resilience and resourcefulness). These inputs are taught through alternating class and whole school assemblies.

At our school, we offer all parents the opportunity to sign up to our very successful Family SEAL parenting programme, which has been designed to create links between home and school. The ethos of the SEAL programme has become integral to our school and how we plan for the children's learning.

Computing

A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate - able to use, and express themselves and develop their ideas through, information and communication technology - at a level suitable for the future workplace and as active participants in a digital world.

At Mudeford Infant School we teach computing through a variety of resources including computers, cameras, video cameras, tablets, microphones and programmable toys. The core skills needed to use equipment and access programmes are taught in reception and then built upon in years 1 and 2.



The programmes used to teach computer science including coding, debugging and algorithms are part of our espresso package of ICT which the children can also access from home to explore other subjects of our curriculum.

The children have weekly opportunities during computing lessons to learn the vocabulary and skills associated with ICT and how to use the internet safely.

In addition to Espresso we also use programmes such as 2 paint and 2 simple to teach word processing skills.

Religious Education

The school follows the Dorset Agreed Syllabus for Religious Education. This syllabus is based upon an enquiry model where the children not only learn about religion and beliefs but they also learn from religion and beliefs.

The syllabus states...

"The principal aim of RE in Dorset is to engage pupils in **enquiring** into big questions arising from the study of religion, belief, philosophy and ethics. In so doing, Religious Education will support pupils' own personal moral, philosophical, ethical and spiritual development and promote respect for others."

Along with Christianity the children also learn about another world faith in each year group: Hinduism in Year R, Islam in Year 1 and Judaism in Year 2. The teaching of R.E. in our school is non-denominational and therefore it is about informing the children about world religions and not about imparting a faith.

Parents have the right to withdraw their child from the teaching of Religious Education. Please contact the Head teacher if you wish to discuss this further.

Music

Mudeford Infants School captures the very essence of children's experiences to music that are developed from a very early age, for example nursery rhymes, playground songs and games, and background music. We aim in school to nurture and build upon these experiences in order to develop an understanding and enjoyment of music.

All children are given the opportunity to sing, play a variety of simple percussion instruments, explore sounds, compose, perform and listen to music



from a range of times and cultures. This includes singing in the classroom and assemblies, learning how to play an African drum, and listening to music from around the world.

Through our topic based curriculum this approach engages and inspires the children to develop a love of music and develops their creativity and increases their self-confidence and sense of achievement.

Art and Design

Mudeford Infants School is committed to delivering a high quality curriculum that inspires all pupils to produce creative work, exploring their ideas and recording their experiences. Through our topic based curriculum all children become proficient in drawing, painting, sculpture and other art, craft and design techniques and they learn about other great artists and designers and how to evaluate and analyse creative works.

In practical lessons children are given the opportunity to experiment and explore a wide range of media and are taught specific skills and techniques, for example, sculpture, printing, painting, drawing, textiles and clay.

Design and Technology

Mudeford Infants School is committed to delivering a high quality curriculum that inspires all pupils to succeed in creative and practical activities for the process of designing and making. At Mudeford Infants School the children work in a range of relevant contexts for example within the classroom, our amazing outdoor gardens and our food technology environments.

Children are taught a wide range of skills through our topic based curriculum for example in year two children design and make their own cars, they select from and use a range of tools and equipment for cutting, shaping, joining and finishing. In reception children are taught through food technology how an egg changes, and make scrambled eggs!

All children build upon their experiences of investigation and play, they learn how to think imaginatively and can talk about what they like and dislike when designing and making. All children learn how to use tools safely and ICT as part of their design and technology learning.

Learning to Learn Characters and Themes

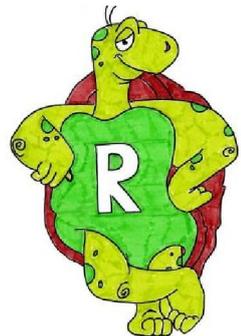


Autumn 1 - Danny Dog (Responsible)

- Getting on with it
- Ask for help
- Have a go

Autumn 2- Tommy Tortoise (Resilient)

- Stay focussed
- Practise (and 'being inspired by others- Francesca Fox)
- Stick at it / be positive



Spring 1- Francesca Fox (Resourceful)

- Use my imagination
- Ask questions
- Have a go

Spring 1- Michelle Meerkat (Reasoning)

- Think about what someone has said
- Explain something to others
- Get involved in pair, group and class discussions



Summer 1- Olly Owl (Reflective)

- Listen to each other
- Stay calm / learn from my mistakes
- Think about what I have done and learnt



Preparing your child for school

- Encourage your child to draw, paint, colour, cut out, trace, and help him or her to talk about their achievements.
- Share as many books as you can and model the importance of reading.
- Take your child to as many "interesting places" as possible. These can be free e.g. Christchurch library, Mudeford Quay, the beach, Hengistbury Head, the Christchurch ruins (especially the stocks!).
- Encourage the children to socialise with other children of the same age as much as possible.
- Help your child to develop listening skills - tell them stories and rhymes use story tapes and music.
- Play games like ludo, snakes and ladders, snap and jigsaws to encourage counting and the recognition of shapes, colours and numbers. Games also help to develop concentration and social skills.
- Let your child help you cooking, shopping, tidying up, gardening, washing up - and help him or her to develop rich language that will help reading and writing skills.
- Model positive attitudes to learning and school.

It would help us if your child could:

- dress and undress and tidy away.
- take off his or her own coat and hang it up on a hook
- blow his or her own nose (please send a hanky with your child)
- use the toilet properly including washing and drying hands well



Accessibility

There is wheelchair access at the main Queens Road entrance, the hall and the ICT Suite.

The school has a portable ramp that can be used in and out of the building.

There are special toilet facilities for the use of disabled pupils and visitors.

There is a disabled parking space in the school car park.

Fire escape signs are displayed in words and signs and emergency lighting is provided in the foyer and main hall.

Initial teacher training

The school is a member of the Bournemouth and East Dorset School based Initial Teacher Training Consortium (SCITT).

The school hosts a trainee for a year to support the practical element of their training programme. The trainees are based in a class and supported by the class teacher.

In our experience the trainees play a full part in the life of the school. They add another dimension to the children's learning and contribute their skills and knowledge to the learning experience of our children.



Could you be a School Governor?

We need people who care about education and have some time, energy and enthusiasm to:

- Be a member of an important team
- Support teaching and learning
- Be a friend to the school
- Help to solve problems

Governors don't need qualifications, just the desire to make a positive contribution, show interest, and time - about eight evening meetings a year - and the opportunity to visit the school 'at work' during the school day from time to time.

We need enthusiastic and committed people to volunteer to become governors. Being a governor gives you the opportunity to express your views, to listen to the views of others representing the school and its community and to influence pupils' education for the better.

For further details please contact the school office or checkout our website.



The Dorset Family Information Service

The Family Information Service provides information to parents, carers and professionals on:-

- registered before / after school clubs and childminders
- registered childcare for under 5's,
- activities for 0-19 year olds
- parent and toddler groups / activities for pre-school age children
- information on help with the costs of childcare
- play parks / skate parks
- local and national support groups

Contact details:

Telephone No **01305 221066**

Email them on familyinfo@dorsetcc.gov.uk

Or

Visit their website at www.dorsetforyou.com/fis.