

The Croft

Primary School



• PROSPECTUS •



“Learning at the head and heart of everything we do”



www.thewhitehorsefederation.org.uk



www.thewhitehorsefederation.org.uk

NOTE FROM EXECUTIVE PRINCIPALS

Dear Parents and Carers,

On behalf of the trustees, governors and staff, we would like to welcome you to The Croft Primary School and to The White Horse Federation.

We hope that you find the information in this prospectus helpful and that it gives you a clear picture of your child's education.

We know that it can be a daunting time for both parents and children when they start school and we would like to assure you that all the staff will do everything possible to ensure that your child feels welcome and secure when they join us. We have every confidence that your child will be happy at **The Croft Primary School**.

The White Horse Federation, which currently comprises of 10 schools, has existed since September 2011.

The schools are:

- Drove Primary
- Haydon Wick Primary School
- Moredon Primary & Nursery
- Mountford Manor Primary
- Nyland Campus
- Rodbourne Cheney Primary
- The Ridgeway School & Sixth Form College
- Tregoze Primary
- The Croft Primary
- Zouch Academy

As the Executive Principals for each school, we divide our time between each school site on a weekly basis and at The Croft site there is a Principal to ensure the smooth day-to-day running of the school. The Principal of your child's school is the person to contact if you wish to discuss any concerns, and this is Mrs Candida Hutchinson.

Staff from The Croft Primary School plan learning for all the children weekly and meet regularly for staff meetings and training. The pupils have the same access to trips, events and experiences no matter which school within the Federation they attend. There is an extremely close working relationship between sites which ensures equality of provision for all. Although the school mission statements and uniform may differ, the pervading ethos at each school is exactly the same.

We were very excited to open this new school and continue to be so and are committed to working with you to create something very special and unique in Swindon.

Should you have any queries or concerns or worries, or even if you just want to have your mind put at rest, please do not hesitate to telephone us or Mrs Hutchinson. We are more than happy to make time to ensure that you are fully informed and satisfied about all aspects of your child's education. We truly believe that education is a partnership and we hope that during the time your child is with us we will work together to ensure they are happy and well educated.

We look forward to getting to know you and your children.

Lauren Connor and Nick Capstick

Co-executive Principals

Simon Cowley

Primary Director and school improvement lead for the school





ABOUT THE WHITE HORSE FEDERATION

The White Horse Federation is a Swindon based and nationally recognised academy sponsor. This group of primary and special schools is known for the high quality of its education and the integrity of its management. It enjoys a proven track record of successfully managing a variety of schools in a number of different locations across Swindon and supporting other schools regionally and nationally. It is also one of only 100 elite teaching schools in the country identified for its ability to deliver the highest quality outcomes for its children.



SCHOOL MISSION STATEMENT

At The Croft Primary School we aim to create a safe, happy, engaging and stimulating environment where children are able to develop a lifelong love of learning and resilience in all that they do. We aim to achieve this through partnership with parents, governors and the community.

Skilled practitioners will facilitate children making choices, asking questions and setting challenges independently in order to maximise their learning potential through quality experiences relevant to the 21st Century.



THE CROFT DEVELOPMENT SO FAR

The school is situated about fifteen minutes from the centre of town and serves an urban area made up of a mixture of privately owned, local authority and housing association houses. We have capacity for 60 reception aged children each September with room to educate up to 420 5-11 year olds in the long term. From September 2014 we have 3 year groups open: Reception, Year 1 and Year 2.



LOCAL BOARD OF GOVERNORS

MEMBERS

- Lauren Connor
- Nick Capstick
- Ian Cooke
- Stephen Marston

The Local Board of Governors includes a number of parents who support the development of the school by:

- Facilitating communication between parents, teachers and the leadership team
- Discovering creative ways to work with the parents and the wider community
- Supporting the vision and values of the school and work to ensure that the schools remain successful and happy places in which children can learn and thrive



PARENT ADVISORY BOARD

- Contributing to discussions about the future direction of the school being “the parental voice” to support operational decisions in the school, not to be the voice of the parents.
- To provide challenge and feedback to the leadership team on standards of progress and attainment for all children

This group meet 6 times a year and discuss pertinent issues about the school and the Chair then sits on the executive board of governors to represent our school.

In 2013 the Principal has co-opted other members of the school and local community to support the governing body as well as co-opt a teaching and nonteaching member of school staff as the Local Board of Governors was in a transition period from an original Parent Advisory Board.

There will be an opportunity for nomination and voted on Governors from September 2014. This opportunity will enable new parents from this year and next year to become actively involved in being the ‘critical friend’ of our ever growing school population.

ADMISSION TO SCHOOL

Children are admitted into our reception classes, in line with the Swindon Borough Council procedures and policies:

- Swindon Borough Council: Primary and Infant to Junior Coordinated Admissions Scheme
- Admission Arrangements for Community and Voluntary Controlled Primary, Infant and Junior Schools

A copy of these policies are held on our website in the ‘Policies’ section

Application forms are available to download from the Swindon Borough Council website: www.swindon.gov.uk or by telephoning admissions on **01793 445500**. Places cannot be guaranteed even if you have applied to your designated school.

Swindon Borough Council can advise on within year transfers to the school and provide guidance on catchment areas.

When your child has been accepted for admission to our Reception classes, we will visit the family at home and will also visit the children in their feeder nursery/pre-school setting so that we can get to know the children and make them feel happy and comfortable at school right away. From April each academic year we will hold a series of parents meetings and opportunities for the children to meet before starting the school in order to support the induction process.

When we first meet, you will be given an Admission Pack which contains lots of useful and necessary information and forms to support this induction process.





CLASS INFORMATION

There is capacity for 2 Reception classes of no more than 30 children in each class. The children will use the inside space consisting of a double classroom and the outside space immediately accessible from the classrooms.

The first 4 weeks of the Autumn term will involve a staggered entry for children as part of the induction process. It is anticipated that by week 5 children will be staying at school all day, unless through negotiation with parents, it is felt that for whatever reason a child needs a longer staggered induction period to ensure a successful transition.



From week 5 and subsequent weeks the school day timings are as follows:

MONDAY TO THURSDAY

All children attend from
8.45 a.m.- 3.15 p.m.
Lunch 12.00 - 1.00 p.m.

FRIDAY

All children attend from
8.45 a.m. - 1.00 p.m.
Lunch 11.45 a.m. – 12.30 p.m.

During week 5 parent consultations will take place in the afternoon with the Teacher in Charge to discuss how children have settled into school.



All children should be brought to school and collected by an adult each day. The school office should be informed by parents if a different adult is collecting a child in advance of the event and where possible introduce school staff to the adult before hand. The school uses a safe 'codeword' policy for each child to ensure children are released to known adults.

ATTENDANCE AND PUNCTUALITY



The school expects children to attend school on time every day, with the exception of illness. If your child is unexpectedly prevented from attending school, the school should be informed by telephone as soon as you are able. The school uses a 'first day absence' call system where parents/carers will be contacted on the first day of absence by telephone to ensure the child's safety. This also enables the school to keep accurate attendance records which the school publishes regularly. If a child is more than 15 minutes late this is recorded as a late mark and an unauthorised absence.



In exceptional cases, days off can be agreed with the Executive Principals e.g. bereavement, religious observance. All requests must be made in writing using the school forms. No absence during term time will be authorised for holidays. We employ a Family Support Worker to monitor attendance issues. If attendance falls below 90% for unauthorised absences a home visit will be made to look at supporting the family with attendance. If attendance falls below 85% measures will be taken which include financial penalties.



It is part of the school practice to celebrate and reward 100% attendance and punctuality each term.

SCHOOL MEALS AND SNACKS

The hot school meals are healthy and nutritious being freshly cooked each day at Drove Primary School and delivered to school. Children also have the option of a packed lunch also provided by this kitchen or may bring their own healthy packed lunch. There will be information sheets on the website suggesting suitable foods for packed lunches.



School meals cost £1.80 and money should be paid at the office on a Wednesday each week for the following week. There are school forms which allow you to select your menu choices each week clearly state which days you wish your child to receive a school meal even if only one day a week. Any money should be sealed in an envelope clearly stating your child's name and what the money is for. School meal menus will be

posted on the website a term in advance or a copy can be collected from the entrance area.

Free meals are available for anyone who is eligible. If you are eligible we actively encourage you to apply even if your child prefers to bring their own packed lunch.

Application forms and details of eligibility for free school meals are included in the admission pack (shared during the first home visit) and are also available from the school office. These are treated with complete confidentiality. If you think you are eligible, please do not be afraid to ask.



promotes children having a healthy snack of fruit or vegetables throughout the morning session.

Children who prefer to bring their own packed lunch should bring lunch in a named, sealed container. Children should also bring a drink to school, also in a named, appropriate container, not a can or glass bottle. The school requests that drinks should not be fizzy. Water will be available to drink at all times within the classroom and milk is available as an entitlement for Reception aged children. The school



SCHOOL UNIFORM

THE SCHOOL UNIFORM CONSISTS OF:

- Bottle-green V-neck sweatshirts/jumpers and/or cardigans, these items must contain the school logo and can only be purchased online through our preferred supplier.
- White blouses, shirts and/or polo shirts
- Green/white checked dresses
- Bottle green pinafore
- Black trousers and skirts
- White/black tights and socks
- Sensible black footwear

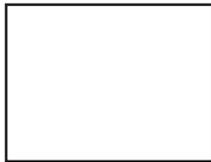
Embroidered school wear is available to order through: Marks and Spencers. Details for this process are available in the school office.

PE KIT:

- White t-shirt with logo
- Black shorts
- Dark tracksuit in winter
- Daps or trainers

PE kit should be bought in a suitable named bag and please label all clothing with your child's name. There will be a lost property box within the entrance office.

The wearing of jewellery is not allowed and the school will take no responsibility for valuable items worn that become damaged or lost. For children with pierced ears, stud earrings are the only earrings permitted to be worn at school. Children should be able to remove these studs for PE or they will be covered with micropore tape.



COLLECTIVE WORSHIP

We are not a school with a single distinctive religious or cultural character. However, we do have a very humanist philosophy which pervades the school and enables us to celebrate all major faiths throughout the year. An assembly will be held each day for children within year 1 to year 6, taken by class staff, principals and visiting speakers. The assembly themes will include moral issues, life values and stories from Christianity and other religions.

Parents have the right to withdraw a child from assemblies and should notify the school of this wish by letter. Any child not attending assembly will be supervised by a member of staff.

Friday Assemblies involve a celebration of the week's achievements for all year groups and parents and carers are invited to join us at 12.45 p.m. for this assembly if they wish to.

BEHAVIOUR AND DISCIPLINE

At school we believe that high standards of behaviour, particularly learning behaviours, are central to the process of teaching and learning and for children to make good progress. Positive behaviour will be assertively promoted and praised with good role models reinforced with rewards.

As stated in the home/school agreement we expect children to:

- Be ready and willing to learn
- Listen to adults and show respect to everyone
- Work to the best of own ability and allow others to do the same
- Have pride in self and the school
- Respect the feelings and property of other people in school and within the wider community
- Care for the grounds, buildings, furniture, equipment and books provided at school

All adults will be expected to provide positive role models for behaviour and discipline too. All school staff and children will be involved in developing some school 'Golden Rules'. This will be supported with a clearly understood set of rewards and sanctions, also agreed by the school community. Rewards may include stickers, extra choice of curriculum time and small treats, sanctions may include verbal warnings, removal from an activity or a short time away from peers. On the occasions where children's chosen behaviour persistently interrupts learning or creates an unsafe situation for themselves and others, parents will be invited into school to discuss this and an agreed plan will be made to support a positive change. This plan will involve an agreed set of timed targets and support mechanisms for the child. Very rarely this may lead to a period of exclusion and safe methods of positive handling may also form a part of the plan.





TRAVEL TO AND FROM SCHOOL

As part of our School Travel Plan we encourage parents and children to walk, scoot, cycle and rollerblade to school for their health and wellbeing and to reduce traffic on our journeys to school. Children are able to park their bikes and scooters in a rack after they have dismounted at the gates and pushed their vehicle into the school site.

There is a staff car park on the site and designated disabled parking at the entrance to the school. Other car users are reminded to enter the shared campus car park at a safe speed and park in the designated parking bays.

We run various incentive schemes throughout the year to encourage children to travel to school safely. We run these with Swindon Borough Council Road Safety Officers.



ACCESS TO SCHOOL

The safety of children is paramount at all times of the day and we would like to ensure that from the first day of school, good habits are formed.

Please use the designated pedestrian footpaths at all times and when possible, please walk your children to school. If you have to bring your car, please ensure you fully comply with the travel plan requirements and use the car park with due care and attention to all users. Please also have respect for the residents and only park in designated areas



EMERGENCY CONTACT: ILLNESSES AND ABSENCES

It is essential that we have up-to-date home or work telephone numbers so that parents can be contacted quickly in case of illness or accident. When your child first comes to school we need details of your family doctor, and where either parent can be contacted during school hours. We must also have two emergency contacts, in addition to parent and carer details, in case we cannot contact either parent - a neighbour or relative would be suitable. If you decide to take a job or change your job after filling in the form, please let us know of the change immediately.

If your child has a stomach bug the policy is for the child to remain at home for 48 hours after the 'bug' has passed.

Included in this information is a list of the infectious diseases which children may get. Please note the time they should stay away from school for each disease, as stipulated by the School Medical Officer. In any case of German Measles, Chicken Pox or Slapped Cheek Virus please contact school so that any persons who are known to be pregnant or a vulnerable child can be notified.



SCHOOL MEDICALS, HEALTH AND WELFARE SERVICES

Reception children are now routinely screened for vision, weight and height. During a child's school life if there are concerns regarding hearing and/or vision they can be referred, with parental permission, for assessment. It is highly recommended that all children should be taken by parents for regular eye tests; (at least annually). A health assessment or full medical with the School Doctor will only be offered if it is felt to be necessary.

Staff provide basic first aid treatment for minor medical problems and accidents. **We are not able to administer any medicines to children in school unless there are exceptional circumstances or it forms part of a Health Care Plan.**

If a pupil is taken ill during school hours, parents will be contacted. Please ensure that all contact details are correct and keep the office informed of any changes.

If it is necessary to send a child to hospital, parents will be informed immediately. If we cannot contact parents, the school acts 'in loco parentis' and takes the child to hospital. We continue to try to make contact with the parents.

We do ask that you inform us of any medical problems your child has. Certain children's illnesses such as diabetes or arthritis do require us to draw up a care plan. In these circumstances, we work with you and the School Nurse to ensure we meet the health needs of your child.

Our school nurse is Sarah Hatten.

We have a responsibility to make reasonable adjustments for children and parents who have disabilities. We therefore ask parents to fill out a form so we can keep accurate records.

HEAD LICE

- Head lice are a problem in all schools.
- Please check your child's head regularly (at least twice a week) and then follow the advice that you receive from the school nurse on her introductory talk to parents.
- A simple help sheet is included in the admissions pack for your reference.
- Long hair should always be tied back.
- Please remember that children catch head lice just like they catch measles or mumps, so do not be too distressed if it occurs in your family.
- Treat all the family and deal with it promptly; **then keep checking regularly.**
- Please let the school know if you find any lice as we can then send home a reminder letter to all parents of children in that class. It is the parent's responsibility to deal with head lice, not the schools.





NAPPIES AND 'TOILET ACCIDENTS'

The school will not take responsibility for changing nappies unless there is a medical condition which has been stated on a Health Care Plan agreed with the school nurse.

Children do have mishaps when toileting and school staff will prompt children through changing any wet or mildly soiled underwear. Where a child has significantly soiled themselves, parents will be called to take children home for a wash and change so that they are more comfortable. All of these situations are sensitively handled by 2 school adults if it should happen.



MEDICINES AT SCHOOL

If your child needs to take medication during the day, you will need to book an appointment with the Teacher In Charge to discuss this on an individual basis.

If your child suffers from asthma and needs to use an inhaler during the school day please ask your doctor to prescribe a second inhaler that can be left at school during term time. Exact details of your child's medication must be entered on the SIMS form which is kept in the office. **Please ensure that all inhalers/spacers and boxes of capsules/disks are clearly marked with your child's name and exact dosage. All inhalers will be kept in the classrooms.**



If your child has a complaint which needs regular medication during the day or as treatment for an emergency allergic reaction, please see the Teacher In Charge to make special arrangements and for the school nurse to draw up a Health Care Plan.



INFECTIOUS DISEASE - PERIODS OF EXCLUSION

Infection	Period of Exclusion	Notes
Chicken Pox	Five days from the onset of rash	<i>Advise Vulnerable Children and Female Staff – Pregnancy</i>
Measles	Four days from onset of rash	
Slap cheek (parvovirus or fifth disease)	None	
German Measles	Six days from onset of rash	<i>Advise Female Staff – Pregnancy</i>
Mumps	Five days after onset of swelling	
Whooping Cough	Five days from commencing antibiotic treatment, or 21 days from onset of illness if no antibiotic treatment	<i>After treatment, non-infectious coughing may continue for many weeks.</i>
Impetigo	Until lesions are crusted or healed or 48 hours after commencing antibiotic treatment	<i>Antibiotic treatment speeds healing and reduces the infectious period</i>
Diarrhoea and/or vomiting	For 48 hours from last episode of diarrhoea or vomiting	
Scabies	Child can return after first treatment	<i>Household and close contacts require treatment</i>
Ringworm	Exclusion not usually required	<i>Treatment is required</i>

Please ring the school office or school nurse for advice on absence for other illnesses.





REPORTING PROGRESS TO PARENTS

Every 2 terms we hold parent teacher interviews with each term having a different focus.

We encourage all parents to attend the appointment so that we can work with you to support your child. In the Autumn term we send a school report home and encourage all parents in to discuss how your children have settled into their new class and to raise any concerns you may have at the start of the academic year. Children are expected to be present at this meeting.



In the Spring term we send a second school report and hold more detailed parent teacher interviews and we encourage all parents to attend. During these parent evenings, you will be able to discuss in detail your child's progress to date and also how to fully support their continued learning at home.

In the Summer term, after the third school report has been sent home, we hold short parent teacher interviews in order for you to discuss any issues you may have with your child's school report. If you are happy with the report, there is no need for you to take up the offer of an appointment. We hold an end of year celebration evening where parents can informally look at work and displays within the classroom.



The three reports to parents are a detailed document which informs you about what your child has learned, how they have achieved, their attendance, their effort in key areas of learning and sets out clearly the next steps in their education. It also comments on their personal and social development and any special needs issues.

In addition to all this information, at any time, if you feel the need to talk to school staff, please just get in touch! We really believe in an open door policy where communication between parents and teachers is vitally important.



My only request is that you do make an appointment, as catching a teacher at the start of the day does take up valuable teaching time.

HOMEWORK

We encourage the children to establish a clear routine for homework. We ask that the children read on a daily basis and record this in their reading diary. Children are also encouraged to practise keyword spellings and letter shapes and sounds.

We offer whole school homework based on topic themes each term. These are open to all children if they wish to be involved.



CHILD PROTECTION AND SAFEGUARDING

In order to ensure the safety of all children in our care, **we are required to follow the Child Protection Procedures as agreed by the Local Education Authority.** We will endeavour to share with parents/guardians any concerns we may have regarding any injuries noted or other specific issues regarding the welfare of their child. **We will keep a record of any concerns raised and will share them with the parents/guardians if it is appropriate to do so.**

We do have a duty to refer to Social Care if we suspect a child is at risk of significant harm. If we make a referral to Social Care we will inform the parents/guardians concerned; unless to do so would place the child at increased risk of significant harm. **Our first concern will always be the welfare of the child.** We will also advise the designated officer of the Local Education Authority that a referral has been made.

We have a copy of the Swindon Child Protection Procedures and Guidance in the office if you wish to see it. Our child protection co-ordinators are Lauren Connor, Nick Capstick and Candida Hutchinson. The Governors with responsibility for child protection and safeguarding are Brad Owen and Paula Lender-Swain .

SPECIAL EDUCATIONAL NEEDS

All children with special educational needs are taught in main stream classes where the work is differentiated according to their ability. Children may also be withdrawn from class for additional help from our teaching assistants. These intervention programmes include literacy, fine and gross motor skills, speech and language and numeracy support. If your child is deemed to have special needs, you as a parent will be fully involved in the process from setting targets and writing an Individual Education or Play Plan, to reviewing progress and discussions with the special needs co-ordinator or class teacher. The school also works closely with a number of external agencies who also offer support. These include the behaviour support team, the speech and language team, physical impairment team, hearing impairment team, visual impairment team, social care and child protection, child and family guidance and many other agencies who are there to fully support the learning or behaviour needs of your child. Children are deemed to have special educational needs for any of the following reasons:

- Low reading ability
- Poor numeracy skills
- Poor organisational skills
- Behaviour management problems
- Low writing ability
- Poor memory
- Poor fine or gross motor skills
- Social or emotional problems

When a child is first identified, a concern sheet is raised and that child's progress and attainment is closely monitored by the class teacher who informs the special needs co-ordinator. They work together to look at ways to further support that child. The second stage is to raise the child's profile to school action. Here the special needs co-ordinator will be more fully involved and an Individual Education





Plan or Individual Play Plan will be written that specifically addresses the needs of the child and is monitored on a half termly or termly basis as appropriate. The next stage is school action plus and at this stage external agencies may be involved in further extending the scope of the individual education plan. The penultimate stage is a recommendation for a statement of special educational needs where an Educational Psychologist will assess the child and decide whether to issue such a statement. The final stage sees the child being given a statement which will ensure that they receive appropriate support throughout their school career.

Our special needs policy is a lengthy document and is available on request. Our Special Educational Needs Coordinator is Candida Hutchinson.



PARENTS AND PARTNERSHIP

Parents are welcome throughout the Early Years Foundation Stage and play an important part both inside and outside the classroom. We aim to build on the early experiences that the child has had with his/her parents. We want the children to feel secure, valued and confident and for them to develop a sense of achievement through their learning in school. Most Friday mornings from 8.45 a.m. to 9.30 a.m. will be a time when parents can come into the classroom and enjoy learning with their children. This open school session will have a different focus each week.



PARENTS WORKING IN SCHOOL

Parents are invited to volunteer to help in school and are encouraged to work within the classrooms with any skills you are able to offer. Please contact your child's teacher if you would like to help in any way. All helpers must have full Disclosure Barring Service (DBS) clearance before being allowed to help in school and all visitors to the school are required to sign in at the office. The safety of all children is our highest priority.

All volunteers are subject to the same high standards of conduct and policies as for staff. Leaflets explaining this valuable volunteering role are available from the school office.



MOREDON CHILDREN'S CENTRE & DROVE CHILDREN'S CENTRE

We are fortunate to be supported by 2 Children's Centres which are part of The White Horse Federation: one at Moredon Primary and Nursery School and one at Drove Primary School. These centres host a wealth of skilled professional staff who offer health and education services for parents, carers and their children from birth to four years of age.

We are also supported by the Children's Society run children's centre – **CROFT CHILDREN'S CENTRE**, this is on the same campus as the school

WHAT IS PROVIDED?

- Support for families, including information and advice on parenting and child development.
- Free early years sessions and affordable full or part-time daycare, either within the Children's Centre building or at a local nursery.
- Help for families with a child who has special needs or a disability.
- Child and family health services including antenatal and postnatal care, breastfeeding support and speech and language therapy.
- Help with employment and training for parents through close links with Job Centre Plus and colleges.

OUR AIMS:

- The best start in life for every child
- Better opportunities for parents
- Affordable good quality childcare and education
- Stronger and safer communities

The Children Centre contact details are as follows:

Moredon Children's Centre
Manager Kay White: 01793 615479

Drove Primary Children's Centre
Coordinator Debbie Greenough: 01793 818600

Croft Children's Centre
Manager: Kay Kane 01793 533353





PARENTING SUPPORT ADVISORS (PSA)

OUR PURPOSE...

The PSA role is to help reduce underachievement by working in partnership with families, parents, carers and pupils in a school context. We also want to enable pupils, particularly the most disadvantaged, to have full access to educational opportunities and help overcome barriers to learning and participation.

WHY ARE WE COMMITTED TO THIS ROLE?

- We have a passion to make a difference and improve the lives of both children and parents.
- We want to provide direct support to children and families, especially parents, carers & guardians.
- We want to promote community cohesion: by linking the community with other service providers so we can work together.
- We are here to make a significant and immediate difference to your children and families.
- We want to provide support for parents facing difficult situations.
- We want to help parents connect with the ethos within their school.

WHERE ARE WE BASED?

Moredon Primary & Nursery School and Drove Primary School

WHAT WILL WE DO?

- We will help parents identify the strengths and needs within their family, especially around concerns or issues relating to the early signs of social, emotional, learning, health or behavioural issues in their children.
- Link with other members of school staff and support agencies to prevent problems worsening or interfering with the child's ability to engage with the school and learning.
- Offer one-to-one support at home or in your school so that you get the help you need to bring up your children.
- Provide impartial information and advice to parents about your school and relevant local services.
- Represent and convey the voice of the child to parents and school staff.
- Identify, in partnership with parents, their need for parenting support groups or classes.
- Deliver locally based parenting programmes.
- Support parents and their children through transitions to ensure continual engagement with school.
- Link with parents to promote attendance and effective dialogue at parent's evenings.
- Provide information about school policies and home school links.
- Work with the school and parents to find ways of helping children sustain interest in school work.
- Provide continuity of support into more specialised services.

EARLY YEARS FOUNDATION STAGE

ADMISSIONS TO SCHOOL

You must register your child for school with the Local Authority. You will need to contact the Local Authority on 01793 445500 to find out when you need to apply for your child depending on their date of birth. Admission forms are available from Swindon Direct, One Stop Shop, Wat Tyler House, Beckhampton Street, Swindon, SN1 2JH or you can apply on-line at swindon.gov.uk.

You can no longer register your child within the school.

All children will be admitted to school full time after their initial induction period.

INDUCTION INTO SCHOOL

In September when the children start school they will have a phased induction into school over the first few weeks of the term. The children are split into groups at random and will attend school morning or afternoon during their induction time. This is to support your child when settling into school life. It also gives staff the opportunity to get to know your child and complete baseline assessments. Details of these induction visits will be included in your admission pack, which you will receive during your home visit.

PREPARING YOUR CHILD FOR SCHOOL

Starting school is an exciting time for your child. However some children can feel anxious with the transition from pre-school to school. Here are a few suggestions to support you child;

- Talk positively about school and read books about starting school to encourage your child to talk about what will happen.
- Help your child to practise:
 - Dressing and undressing in their school clothes,
 - Using the toilet on their own,
 - Putting on their coat and doing up a zip,
 - Tidying up their toys, books etc,
 - Opening packets that might be in their lunch box, and using a knife and fork
- Encourage your child to recognise their name, but DON'T write their entire name in capital letters (just the initial letter) it will confuse them when they learn letters and sounds in school.





NAPPY POLICY

There is NO NAPPY POLICY at school and if there are any issues concerning this then they are treated on an individual basis by the Teacher in Charge.



WORKSHOPS

During the first term we will be providing open house sessions on Friday mornings to show you how your child learns at school and what you can do to support your child in their learning at home. Each week the open morning will focus on a different area of learning or skill e.g. speaking and listening, problem solving, phonics. These sessions will be further enhanced through workshops in terms 3 and 4 where we focus in more detail on the objectives we want children to achieve.



THE FOUNDATION STAGE CURRICULUM

In the reception year the children work on the Foundation Stage Curriculum, which is broken into 3 main areas and 4 specific areas of learning. These are;

- Personal, Social & Emotional Development
 - Physical Development
 - Communication and Language
 - Literacy
 - Mathematics
 - Expressive Arts and Design
 - Understanding the World
- } 3 main
- } 4 specific



The children work with the themes, principles and practice of the Development Matters document and aim to achieve the Early Learning Goals at the end of each area by the end of the Early Years Foundation Stage. Throughout the school day we aim to motivate children's learning and development by allowing children to take ownership of their own learning by initiating ideas and making decisions. We describe these skills as 'the characteristics of learning'. We encourage children to discuss their interests so that we can incorporate this into their learning environment and make the learning happen in a meaningful context to children.



We aim to provide a stimulating environment, which is designed to meet the differing needs of individuals, and where each child feels happy and secure.

We provide a learning environment in which children are able to realise their potential. We encourage children to learn from mistakes, and think about consequences of their actions they take in regard to their work and behaviour. We develop an enquiring mind and nurture a love of learning. We develop perseverance and determination to complete challenging tasks and ensure children have plenty of time to explore ideas and interests in depth.



We aim to help children to be able to work in a variety of situations, developing co-operation, empathy and team work. At this early stage children learn all their skills and concepts through play. Play is a vital part of the learning process and is key to ensure success.

We expect all parents to be involved in their children's learning and to provide a supportive environment at home. All parents are asked to sign a Home/School Agreement on admission to school which endorses the home and school's partnership in learning.

It is this school's policy to have fully qualified and experienced teachers to run the early years class. Additional adult help in the classroom will be provided by the use of a teaching assistant. Parents are welcomed into the school at all times and are encouraged to work within the classroom. All parents will be DBS checked before they are able to help in school and we will happily assist you to complete this check should you wish to volunteer.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

The children will be learning to co-operate with others of the same age group, respond to adults, learn through play, work in a group, take turns, dress and undress for PE and learn to independently take care of their personal hygiene.

MORAL

We encourage a sense of right and wrong throughout the school through our Behaviour Policy. Children with low self-esteem rarely find it easy to learn so we give positive rewards, as well as sanctions, to help them develop a good sense of self worth. Through stories, discussion and the sharing of worries, thoughts and feeling in circle time, children are encouraged to develop a sense of right and wrong and justice, to understand other people's needs and to have opportunities to express their feelings. Our assemblies will also support these values.

SPIRITUAL

We also encourage the children to develop an understanding of the needs of other people and the wonder of the world around through religious stories, discussions and taking part in assemblies and celebration days.

Links will be made with other Federation Schools and local feeder Secondary Schools so that there are older peer mentors to support the children in their personal and social areas of development.





PHYSICAL DEVELOPMENT

The children will be helped to develop a healthy lifestyle by indoor and outdoor activities which encourage different ways of moving confidently and with increasing skill and co-ordination. They will use appropriate large apparatus in the hall as well as small apparatus (balls, quoits etc) inside and outside. Imaginative dance and ring games will also form part of our programme. This area also promotes the use of a correct pencil grip and the ability to achieve small fiddly movements with our fingers. Healthy eating and hygiene are issues that also form part of this area and we discuss why we change for PE and wash our hands after using the toilet and before eating food.



In order to make dressing and undressing for P.E. less frustrating for your child we would suggest wearing elasticated waists and shoes without laces. At this stage simple fastenings will encourage independence and speed. Playtimes can be rather daunting in the early stages of schooling so we provide a separate play space for the first term of your child starting school and then gradually wean them into the whole school playground.



COMMUNICATION AND LANGUAGE

Our first priority in this area is to develop the children's spoken language and listening skills and we expect children to listen attentively to a variety of speakers, including adults, visitors and peers. We expect children to follow instructions, retell events from a story and ask questions about what they have been exploring. We will be encouraging children to start expressing themselves through clear speech, drawing, mark making and role play.

They will be given the opportunity to learn about how a book works; know that words and pictures carry meaning and that in English, print is read from left to right and top to bottom.



LITERACY

We will provide a wide variety of stories, non-fiction texts, poems and rhymes as well as a well-resourced non-fiction book area to develop a love of reading. Children will be able to regularly take home books to share with their parents.

They will use pencil, crayons, paints, chalks and felt tips to develop their drawing and writing skills; the importance of correct grip when writing and the appropriate use of lower and upper case letters will be emphasised from the start. We expect parents to help their children practise this correct approach from the beginning. Incorrect habits are hard to break. Please encourage children to use a tripod grip, as if you were holding a dart!

We will teach the children to recognise and write their own names and some familiar words. They will also be taught to recognise letters of the alphabet by



shape, sound and name and given the opportunity to practise this at home. This knowledge will be used in our approach to writing where the children will be encouraged to try to write for themselves from day one. The skills needed for writing will begin to be taught in the first term and throughout the Reception Year (handwriting, sounds and spelling, grammar, different forms of writing) as the teacher assesses the individual needs of each child. They can progress at their own pace. We encourage the use of a cursive script when writing.

MATHEMATICS

The children will become familiar with numbers to 20 and beyond through stories, songs, rhymes, counting games and practical activities. They will begin to develop an understanding of number operations, such as addition and subtraction, and an understanding of concepts using the appropriate language of more and less, doubling and halving. They will explore the mathematics of the world around them by using sand, water, weighing and measuring, shapes, plasticine and dough and use everyday language to describe their discoveries. All mathematical skills will be consolidated and reinforced through problem solving activities.

UNDERSTANDING THE WORLD

The children will talk about where they live, their environment, their families and past and present events. There will be regular opportunities for the children to visit both the local environment and further afield. We will encourage them to explore the world by looking at living and man-made objects, their similarities and differences, patterns and changes. Computers, voice recorders, interactive whiteboards and programmable robots will support their learning throughout the curriculum as is appropriate.

EXPRESSIVE ARTS AND DESIGN

Through the use of scissors, painting, drawing, folding, rolling (plasticine/ dough/ pastry) sewing and cooking, the children will develop their hand control. We also have a large stock of construction materials for the children to handle, build with and develop an understanding of how things work.

Through art, music, imaginative play and stories they will explore their feelings and the use of their senses in a creative manner. Music will be taught by singing, playing simple instruments and listening to a variety of music from our own and other cultures.

We have a wide range of materials for the children to use in an exploratory way in their artwork. Through this exploration and direct teaching they will also be developing the skills necessary to express themselves in a variety of ways.





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