



Findern Primary School

Prospectus

2018 - 2019

Welcome to Findern Primary School

This Prospectus has been put together by the children, staff, governors and parents of the school. We hope it helps you gain an understanding of how our school is organised, and to appreciate the exciting opportunities on offer to children in our care. All schools have their own distinctive 'feel', which makes each one unique.

We believe that the 'special feel' at Findern Primary is to do with our caring, friendly atmosphere. Our school continues to develop in many exciting ways, providing an even more enriching experience for our pupils. Over the last few years we have welcomed more children each year so that we are now a one form entry school.

I am extremely proud to lead a team that is committed to providing the very best opportunities for the children who attend Findern Primary School. Staff, supported by governors, work hard to deliver a rich and challenging curriculum; to prepare children for future education; and to help them acquire the skills and enthusiasm needed to pursue learning for the rest of their lives.

The best way to find out about our school is to come and visit, to see us in action and meet staff and children. A telephone call to the school office on 01283-702150 is all that is needed to arrange this.

We look forward to welcoming you to our school, and to a happy and successful partnership with all our new children and families.

Michelle Hall
Acting Headteacher

Abby Litting
Chair of Governors

Our School

Our Vision

“Nurture ~ Believe ~ Discover ~ Achieve”

Our vision for Findern Primary School reflects a passionate commitment to learning and recognition of the uniqueness of individual learners. It is driven by our desire to offer the best possible education for our pupils in partnership with parents and the local community.

Findern Primary School will be a Center:

For learning where high standards are pursued with consistency and enthusiasm
Where individuals are valued and helped to achieve their personal best.
Where effective partnerships secure the success of the school.

Our Ethos

Findern Primary School serves its community by working in partnership to provide an education of the highest quality within the context of an understanding of shared values. As a school we celebrate the diversity of the wider community and are committed to the principles of inclusion and equality of opportunity.

Through our aims and values we promote and endorse the Government’s aim for every child, whatever their background or their circumstances, to have the support they need to:

Be Healthy

Make a Positive Contribution

Stay Safe

Enjoy and Achieve

Achieve Economic Well-being

Our Values

Values are fundamental expressions of what we think and believe. As a school we encourage children to think about personal and social values, to become aware of, and involved in the life and concerns of their community and society, and so develop their capacity to be active and effective future citizens.

At Findern Primary School our core values are:

Sportsmanship

Tolerance

Appreciation

Respect

Friendship

Inspiration

Sensitivity

Honesty and Helpfulness

Our Aims

Aims reflect our beliefs and values, and represent our vision and what we want to achieve as a school community. Our aims are translated into priorities to move the school forward and meet the challenges of an ever changing world.

Celebrate Success

Nurture self-esteem through the celebration of children's achievements.

Values Centered

Foster positive attitudes to all people, races, religions and ways of life.

Dynamic and innovative

Deliver a dynamic and innovative curriculum that challenges, excites and inspires children to achieve their best.

Accountable at all levels

Promote collective responsibility for raised standards and improved pupil outcomes by ensuring that everyone understands their role in contributing to the success of the school.

Learning Centered

Create an inclusive learning culture where children and others within the school community are challenged in their thinking, strive for continuous improvement and are committed to life-long learning.

Community Orientated

Help children develop an understanding of citizenship and empower them to make valuable contributions locally and globally. Engage with the school and wider community to enrich and enhance children's achievement and personal development.

High Expectations

Set high expectations to enable pupils to become effective, enthusiastic, independent learners.

Caring and Supportive

Create a happy, caring and supportive environment based on a spirit of co-operation between the school, the Church and the local community. Ensure the safety of every child and promote opportunities to adopt a healthy and active lifestyle.

Inclusion

Treat children and others fairly, equitably, and with dignity and respect, to maintain an inclusive school culture.

Well Organised and Systematic

Embed consistently applied policies and practices that ensure the effective day-to-day running of the school and support strategic leadership and management.

About Our School

Our school was built in 1925 and is steeped in history. The original part of the school building was designed by John Widdows. Today we have the benefit of interactive whiteboards in each

classroom, and an ICT suite. We also have our own school kitchen and cook. We have extensive grounds with hard surface areas, a spacious playing field, adventure play equipment and a woodland area. We are a forest school provider and have a designated forest school teaching area next to our school premises.

Organisation

We welcome children into reception class who are four years old and will be five during the foundation school year.

We have a reception, year one, year two, year three, year four, year five and year six class. Pupils in all classes are taught individually, as a group or as a whole class but always according to their individual needs and to take them forward in their learning.

Staff at Findern Primary School

Headteacher Mrs E Titchener

Deputy Headteacher Mrs M Hall

Teachers

Mrs R Charlton

Mr D Gallen

Mrs A Greenway

Mrs M Hall

Mrs S Johnson

Mrs E Lawless-Jones

Miss Stephanie Moore

Mr Norcross

Mrs C Preston

Mrs H Smith

Teaching Assistants Mr J Gregory, Mrs L Hussey, Mrs J Neild, Mrs R Rimmer,
Mrs C Taylor, Mrs J Taylor, Miss L Wood, Miss D White, Mrs P Howe

Learning Mentor Mrs R Rimmer

School Business Officer Mrs L Chambers

School Business Assistant Mrs A Anderson & Mr S Hawkins

IT Technician Mr. R Eales

Midday Supervisors Mr P Lister (supervisor), Mrs P Howe, Miss D White,
Mrs J White, Mrs A Milne, Mrs D Draper

Midday Play Leader Mrs S Lister

Caretaker/Forest School Mr. P Lister

Cleaners Mrs A Milne

School Cook Miss L Ruston

Kitchen Assistants Mrs. J Pettifer

Parents in Partnership

We welcome parents and carers into Findern Primary School believing we are partners in the education of your children.

There are many opportunities for parents to become involved in the life of the school and to gain a greater understanding of its work. Parents' support and expertise can be used in many

ways and is greatly valued. Police checks and DBS checks are carried out on all adults working in school.

Communication with Parents

We communicate with parents and carers in various ways, for example through our fortnightly newsletter, questionnaires, workshops and informal social events. Parents are regularly invited to assemblies, and to Parents' Evenings each term. Every year parents and others are invited to attend our Annual Open Evening, Sports Day, children's performances, Inspire days, forest school sessions, eco-committee planting days, eco-committee meetings, parent/carers lunch days and parent/carers workshops and information sessions.

Staff will always be happy to meet with parents and carers to share any concerns.

The school has a Home School Agreement to support the partnership between home and school, and foster shared dialogue. Parents and others are involved in policy development through consultation and working parties.

The School's website has a wealth of information including our newsletter, class pages and copies of key policies. We also send text message reminders to parents and carers and all classes use Class Dojo to communicate messages with parents/carers.

Admission Arrangements

Administration of admission arrangements to Derbyshire County Primary Schools is dealt with centrally by Derbyshire County Council. A booklet 'Starting School', setting out the Reception admissions procedures and criteria for each school, together with an application (Common Admission Preference Form) is available from the County Council Admissions Team. Completed forms, or online admissions must be returned to the School Admission Team or first preference school by the submission date in the Spring Term prior to starting.

Parents and carers of children seeking to join the school in other years, should in the first instance contact the school office on 01283-702150 to make an appointment to visit our school. Following a visit to school telephone the Admissions Team of the County Council on 01628-580000.

Appeals

Every effort is made to make a place available for your child in our school. However, schools have a limit on the number of children they can take. In the case of Findern Primary School this is 30 in each year group. This figure is set by the Local Authority (LA) and agreed with Governors and Headteacher.

If the number of children wanting a place is below the set figure, your child will be offered a place. There may, however, come a point when there are too many children of that year group for them all to be given a place. If a place is not available on application, you have the right to appeal to Derbyshire County Council Education Authority. Appeals are heard by an independent panel. A Guide to Admission Appeals can be obtained from the Admissions Team via the County Council website: www.derbyshire.gov.uk

PTFA

Friends of Findern exists to support the life and work of the school and is open to all members of the school community.

The Friends group provides invaluable support to the school through organising many social and fundraising events involving parents and the wider local community. Money raised provides extra facilities and equipment for the pupils. The group holds regular meetings in school, with dates and details published in the Findern Primary School newsletter. Friends of Findern identifies long and short-term projects for its fundraising; which enables us to buy 'special' extras to enhance pupils' school experience.

Friends of Findern needs the support of parents to ensure it is able to continue to enrich the lives of children. As a new member of our school community we hope you will be able to add your support to the work of the Association.

Become a Governor

The Governing Body of the school is made up of people from a variety of backgrounds. The school governors are a group of individuals, who are elected, nominated or co-opted and are representative of parents and staff, the Local Authority and the local community. School Governors work with the Headteacher and are responsible for setting the strategic direction of the school. Meetings are held at least once each half term and committees meet in addition to main body meetings.

If you are interested in becoming a school governor, please contact the school office to find out about any vacancies and ask for a Governor's Information Pack.

Headteacher: Mrs M Hall (Acting)
Chair of Governors: Mrs A Litting (co-opted governor)
Vice Chair of Governors: Mrs R Giles-Grant (LA Governor)
Parent Governors: Mrs R Southeran, Mrs. C Nieuwoudt
Staff Governor: Mrs M Hall / Mr D. Gallen
Co-opted Governors: Mrs E Froggatt
LA Governor: Mr R Giles-Grant

Starting School for the first time

Starting school is a very important time for you, your child and the school. We all need to work together to make the transition smooth and rewarding. Children new to reception are invited from Findern Pre-School, The Forge Day Nursery in Findern and other pre-school providers to spend an afternoon once per week during the summer term before starting school the following autumn, to attend school as part of our transition arrangements. School staff also make home visits or visit children in their current childcare/preschool setting.

This will help them become familiar with the surroundings and routines of school. During this period, there will be meetings for parents to discuss our partnership with you and talk about any concerns you might have.

Pupils will be admitted to Findern Primary School in the September of the academic year in which they are five. The Early Years Curriculum is grounded in active learning. Through practical activities, purposeful play and talk, pupils develop an understanding of the world and the basic concepts they will need for their later learning. Parents can play a major role in fostering good attitudes to learning, developing language skills and promoting good behaviour.

Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.

The Early Years Foundation Stage (EYFS) sets the standards that all Early Years' providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

At Findern Primary School we value the potential of home- school links and make every effort to involve parents in the learning and development of their child, particularly through our electronic learning journey called Tapestry. Tapestry is a system by which we can share videos and photographs with you, that show the work that your child undertakes in school and, where you can upload photographs and videos from home to show us your child's achievements. At the start of each new school year, class teachers run workshops about the curriculum and how parents can help their child at home. We also send curriculum newsletters each term and hold weekly parent sessions for you to share in your child's learning in school. We also hold Inspire mornings each term for you to experience a morning in school with your child.

Joining the School later on

Sometimes children join the school later on in their school life. We make every effort to ensure they are welcomed, looked after, and monitored so that they quickly make friends and can find their way around the school. Teachers give children time to settle in before making an assessment of their academic abilities. This assessment, together with records from the previous school, will enable your child to have the best start in our school. Parents and carers are asked to contact the school if their child has difficulty settling.

Moving on – transferring to Secondary School

At the end of primary school, children transfer to a secondary school.

The large majority of children go on to John Port Secondary School, a mixed comprehensive school in Etwall. We have strong links with John Port through the curriculum and community events. Year six pupils make several visits to John Port during their final year as part of an induction programme. This is seen as a very positive process ensuring a smooth transfer.

The Curriculum

The School curriculum comprises all learning and other experiences that we plan for our pupils. The central aims of our curriculum are to work in collaboration with families and the local community to provide opportunities for all pupils to learn and to achieve; to promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life. The curriculum of the school is organised so that children are stimulated, encouraged and challenged to develop their individual potential and personality to the full. Through a well planned and organised curriculum, effectively taught by qualified and enthusiastic teachers, pupils are helped to:

Gain a joy and commitment to learning that will last a lifetime.

Develop the essential literacy and numeracy skills they need to learn.

Develop the attitudes, understanding and skills to become successful, independent learners.

Foster their creativity.

Develop lively, enquiring minds.

Develop personal values, qualities and attitudes and be respectful of other people and their views and opinions.

Develop appreciation and concern for the environment.

Work co-operatively with others.

Work towards achieving their potential.

Our curriculum is designed to reflect our aims and to meet the requirements of the National Curriculum and other government guidance. We have a strong commitment to outdoor learning and environmentally based work. Through their investigations of the environment, children acquire first-hand knowledge and develop skills across the curriculum. The core and foundation subjects of the National Curriculum, along with cross-curricular themes such as environmental and economic awareness, are thus integrated into a coherent whole.

The school day begins at 8.55 am, doors open at 8:45am, children can begin 'Start of the day activities' prior to registration. The lunch break is from 12:00 until 1pm (Reception and KS1), 12:20pm (KS2) until 1:15pm. The day finishes at 3:05pm (Reception and KS1) and 3:10pm (KS2).

Children should arrive at school at approximately 8.45am, before this time there is no member of staff on duty and no responsibility can be taken for children's welfare or safety.

Teaching during the morning sessions focuses on the development of English and Mathematics skills. Other subjects are taught separately, or where coherent cross-curricular links exist between subjects as part of a thematic approach.

A variety of organisational strategies and teaching techniques operate within each classroom. On occasions it will be appropriate for whole class teaching, and on others mixed ability groups will operate. We also set programmes of work to cater for the learning needs of individual children.

The curriculum is planned in detail by class teachers to ensure that work is matched to meet the learning needs of individuals and that every child is challenged to reach his or her full potential.

Whole-school Theme Days are held over the year, linked to one of the five outcomes in Every Child Matters. These have included Healthy Eating Day, World Book Day, Science Day, Safety week, European Day of Language, Maths Day, Business Enterprise Week and a Culture & Creative Arts Week. The curriculum is further enhanced and enriched through the involvement of outside professional speakers, including artists, authors, health partners and representatives from local churches and religious groups.

Subjects

English

English is a vital way of communicating in school, in public life and internationally. Literature in English is rich and influential, reflecting the experience of people from many countries and times. In studying English, pupils develop skills in speaking and listening, reading and writing. It enables them to express themselves creatively and imaginatively and to communicate with others effectively.

The effectiveness of literacy teaching determines the success of the whole curriculum. Language is cross-curricular - it is an essential element of learning in all areas of the curriculum. We follow the National Curriculum for Literacy and believe the development of literacy skills is best ensured by providing a rich and varied linguistic environment.

Talking is fundamental to a pupil's learning. Pupils are encouraged and helped to talk clearly and confidently and with expression in order to communicate ideas and feelings. Similarly, and just as importantly, is the need to listen to others and respond appropriately. All children are provided with opportunities in all areas of the curriculum to develop skills in speaking and listening.

At Findern Primary School our aim is not only to teach children the skills to read with confidence, fluency and understanding but, also to foster a genuine desire to read for pleasure and purpose. We want our pupils to become enthusiastic and critical readers of stories, poetry and drama as well as non-fiction and media texts. All children are encouraged to take books home each evening to practice and reinforce the skills taught in school. We also subscribe to an online reading scheme, Bug Club with thousands of books available to each child, hand selected by each classteacher. Guidance is provided on how parents can best support their children's learning in this area.

Pupils are helped to develop the ability to express their thoughts and ideas and communication skills through the written word. We believe it is important that children see their writing as having purpose and that they regard themselves as authors of their work. Opportunities are provided for children to develop the necessary writing skills required for different purposes and audiences. The link between reading and writing is strongly emphasised.

Mathematics

Mathematics is important in everyday life. Through teaching and learning in this area we aim to develop children's confidence and enthusiasm in using and applying mathematical skills and knowledge to the world around them.

Our teaching programme is based on the National Curriculum for Mathematics and emphasises practical activities in order to develop the five strands of:

- Number – Number and Place Value
- Number – Addition and subtraction, Multiplication and division
- Number – fractions including decimals and %
- Ratio and Proportion
- Algebra
- Measurement
- Geometry
- Properties of shape
- Geometry, Position and Direction
- Statistics

We subscribe to an online mathematics programme for children to use at home and in school called Mathletics.

We recognise the importance of cross-curricular links with science, technology, geography and other subjects, and opportunities to apply numeracy skills across the curriculum are promoted by teachers.

Science

Science stimulates and excites pupils' curiosity about events and things in the world around them. It also satisfies this curiosity with knowledge. Because science links direct practical experience with ideas, it can engage learners at many levels. Scientific method is about developing and evaluating explanations through experimental evidence and modelling.

Teaching and learning in science reflects our belief that children have a natural sense of awe and wonder in the world around them. We aim to provide the children with a science knowledge base, and encourage them to ask questions, make predictions and then to test these in order to discover more about the world around them. We hope also to foster responsible attitudes towards the environment and all living things.

Computing

Computing prepares pupils to participate in a rapidly changing world in which work and other activities are increasingly transformed by access to varied and developing technology. Pupils use computing tools to find, explore, analyse, exchange and present information responsibly, creatively and with discrimination. They learn how to employ I.T to enable rapid access to ideas, information and experiences from a range of sources, people, communities and cultures. Increased capability in the use of I.T promotes initiative and independent learning, with pupils being able to make informed judgements about when and where to use I.T to best effect, and to consider its implications for home and work both now and in the future. At Findern Primary School we acknowledge that I.T and e-learning makes a contribution to all aspects of school life, for pupils, staff, governors, parents and the wider community, in this ever changing technological world.

We believe that all children should be given opportunities to engage in a broad I.T-rich curriculum that provides motivation, enthusiasm and enjoyment; develops life-long skills; and raises standards in learning and achievement. We are well equipped with ICT infrastructure including iPad, laptops and interactive smart whiteboards in all classrooms.

Geography and History

The teaching and learning of geography and history is through planned themes which are incorporated into an overall curriculum framework.

Through the study of geography, children are given opportunities to develop an awareness of their immediate surroundings, other places and how people have used their environment. Through this they will be introduced to the techniques necessary to undertake fieldwork and geographical enquiries. Children are encouraged to broaden their knowledge of places and environments throughout the world; develop an understanding of maps, and a range of investigative and problem-solving skills both inside and outside the classroom. As pupils study geography they encounter different societies and cultures. This helps them realise how nations rely on each other. It can inspire them to think about their own place in the world, their values and their rights and responsibilities to other people and the environment. Environmental work is an important aspect of the geography curriculum and is further enhanced by our active Eco-School Committee. We are currently working towards the Eco-Schools Green Flag.

History fires pupils' curiosity about the past in Britain and the wider world. Pupils consider how the past influences the present, what past societies were like and what beliefs and cultures influenced people's actions. As they do this, pupils develop a chronological framework for their knowledge of significant events and people. In history, pupils find evidence, weigh it up and reach their own conclusions. To do this they are encouraged to research, sift through evidence, and engage in active discussion - skills that will prepare them for adult life.

Design and Technology

Children love to design and create. We provide a wide range of materials so that children have choices to create their designs. Children have the opportunity to be involved from initial planning through to the finished product – having to make adjustments and redesign where necessary.

There are computers in all areas which children use both to develop computer literacy and support other areas of learning. Children also use a digital camera and video in areas of their work. All classes have fixed digital projectors and interactive whiteboards.

Art

Art and Craft is about individual expression because all children's art has come from themselves. We try to provide as wide and varied selection of materials as possible. Care is taken to mount children's work effectively so that they can see their work is valued.

Religious Education

R.E. in school is delivered as part of a topic or presented as a separate lesson. Although we provide a broadly Christian based approach, we include the richness of our culturally diverse society and learn about the world's major religions.

Parents who wish to withdraw their children from either R.E. or assembly should see the Headteacher.

Modern Foreign Languages

Throughout Primary School we teach French, which is the first language taught at John Port Secondary School. Lessons in French are more informal in Early Years and Key Stage one and become more formal through Key Stage 2.

Physical Education

P.E. enables each child to develop particular skills. Our curriculum offers large apparatus, movement, indoor and outdoor games lessons. Each child needs a P.E. kit – black leotard or shorts and white T shirt and plimsolls. All items should be named and contained in a named bag.

Swimming usually takes place when children are in year four and five. Children in KS2 will also need an outdoor P.E. kit.

Jewelry, including 'friendship' bracelets must not be worn in P.E. – it is dangerous. If your child has pierced ears ear-rings must be removed by the child for P.E. Please ensure that your child only wears 'studs' or 'sleepers' to school and please fill in the proforma at the back of this book and return it to school.

Music

All of our children enjoy music. They have opportunities to sing, play percussion instruments, explore rhythms and pitch and try out their own compositions. We regularly have concerts which provide an exciting outlet for our music curriculum. Later there are opportunities for those children who wish to learn to play a musical instrument.

Sex Education

Sex Education is part of our work covered in Health Education. At KS2 in year five this will be delivered by The Brook Advisory Service, covering personal hygiene, personal relationships and friendships, emotions and feelings etc. Whilst this is part of our curriculum work we do feel that parents would wish to work in partnership with us if sensitive issues are to be covered. We will therefore invite you into school so that you are familiar with the content and context of the work. Currently we employ the Brook Advisory Service to deliver sex education to our year five children.

Please note that parents only have the right to withdraw their children from this if the content goes beyond that required by the Science National Curriculum.

Pastoral Care

The pastoral care for children is with the class teacher and our learning mentor initially but may include the Headteacher and whole school staff where there is a particular need.

School Council

We have a School Council which is made up of two pupil representatives per class. They provide a valuable voice reflecting the thoughts and wishes of their class. Their recent initiatives have included getting more equipment for playtimes and providing new litter bins. They have also led fundraising activities for Rainbow Hospice, Air Ambulance and the Haiti Appeal.

Eco-Committee

We have an Eco-Committee who help us all to be aware of energy saving and recycling. We offer paper and plastic recycling. The next initiative the Eco-Committee are working on alongside community groups is the creation of a nature trail.

Forest School

We are currently a registered forest school. All children from reception to year six take part in forest school sessions throughout the school year. Our sessions take place close to our school grounds during afternoon sessions. Parents and carers are invited to join in with forest school sessions during the academic year.

Findern Anti-Bullying Team (F.A.B)

Children who are interested in being part of the F.A.B team undertake the Princess Diana Anti-Bullying training, and act as our anti-bullying ambassadors.

Extra-Curricular Activities

We offer a variety of extra-curricular clubs including:

Choir
Sewing
Archery
Art
Football
Tag Rugby

Special Educational Needs and Disabilities (SEND)

Many children experience learning difficulties at some time in their education. Our teaching staff are alert to this and make every effort to ensure that such problems are identified early and appropriate action is initiated. Happily, therefore, most of these difficulties are of a temporary nature.

However, for some children learning difficulties are more complex and persistent and in these cases the school will initiate the Special Needs Code of Practice. This is a staged approach. The two stages are:-

School Support

Identification by the class teacher of any cause for concern;

- Discuss the situation with the SEND Co-ordinator, Headteacher and parents.
- The SEND Co-ordinator and class teacher involve specialists from outside school, in conjunction with assessments and reviews.

Education and Health Care Plan

Either by referral from school or at a parents' request, the LA consider the need for a formal assessment, involving all agencies involved with the child. Collection and submission of all information recorded at School Support, including Individual Education Plans and outcomes, involvement of professionals and views of parents and child.

The LA consider the need for an EHCP and, if appropriate provide funding for support, monitor and review provision.

The school has an information pack that parents can have if you would like more information on SEND. The school policy is available on our website, as is the Derbyshire Local Offer.

Absence and Late Arrivals

Changes to the law make it essential for schools to know the reason for every absence because we have to distinguish between absences which are allowed (authorised) and those which are not (unauthorised). A published record of the school's attendance is required by law.

When absence occurs please telephone school before 8:30am so the class teacher can be informed. Should your child have been sick during the night, please keep them off school for 48 hours. We ask that all absences from school are covered by a letter informing us of the reason for their absence that can be used to record the information required by the Education Welfare Officer.

Holiday absences are not permitted under any circumstances in accordance with school policy.

Uniform

Royal blue sweatshirt or cardigan

Sky blue polo shirt

Dark grey trousers - boys and girls

Dark grey skirt/pinafore - girls

Blue/white gingham dress/grey shorts - (summer)

School Book bag

School P.E bag

Black flat sensible school shoes

Black or grey socks for boys

Grey tights for girls

White socks for girls in the summer

Long hair must be tied up

Earrings are discouraged and must be taken out for any P.E lesson by the child themselves

White PE T-Shirt

Blue PE shorts

Black PE pumps

Slippers – children are welcome to leave a pair of slippers in school to wear in class. These must be full slippers (not slip-ons).

Accident and Illness

In all cases of serious accident and illness parents will be notified immediately and appropriate action taken in school to care for your child. A text will be sent out to parents where a child has received a bumped head.

Emergency information, to be used in the case of accident or illness, is filed in the school office, (appropriate forms are available from the school office). This information includes parents' home and business telephone numbers; the name of the child's doctor; allergy and medical information etc. School office staff should be notified of any changes to this information without delay.

Health and Hygiene

The Education Authority organises a programme of checks by their trained medical staff as a matter of routine. Parents will be informed in advance of checks.

Road Safety

In wishing to ensure the safety of our children at all times we will raise and encourage the awareness of road safety as pedestrians, cyclists, car passengers and bus users.

We ask that parents play their part, by adopting good practice and by teaching and practising the Green Cross Code.

The parking of vehicles on the zigzags or verge outside school is a road safety hazard and is illegal. Parents are asked to support the school in this area by making the fullest use of the large car park adjacent to the school field.

Road safety will be promoted throughout the year through topics (where appropriate), a Health & Safety Week, assemblies and through guest speakers i.e. local police officers etc.

A variety of road safety literature is available to parents, courtesy of the Derbyshire Constabulary and Derbyshire County Council. Enquiries should be made at the school office.

E-Safety

We teach e-safety as part of our computing curriculum in all key stages. Children learn about how to stay safe on the internet, how to report a problem and how to use new technologies safely.

Medicines

All prescribed medicines to be taken by a child during school hours must be handed into the school office together with a signed and dated form explaining the amount and frequency of dosage. However, we cannot administer eye drops.

Our administering medicines policy is available through the school office and is also available on our school website.

School Meals

We are very fortunate to run our own cooking kitchen unlike many other schools in Derbyshire which have meals sent in vans. Our school cook prepares delicious and healthy hot meals every day.

The menus are carefully planned by a team of experienced people who consider the popularity of dishes, the season, the work load, cost and quality. An important part of the menu planning is to ensure that the nutritional content meets one third of the recommended daily requirement for children and all the menus are analysed by a Community Dietician before they are sent to schools.

The lunch consists of two courses with a choice of main or vegetarian meal, vegetables or salad and potatoes, pasta etc. depending on the menu, and for pudding, a choice of assorted fresh fruit or pudding of the day. In addition, as part of the meal, children may choose a drink.

Our menu is emailed to all parents at the beginning of each half term. Special diets can usually be catered for but we do ask for a medical letter from either the dietician or general practitioner. The current cost for a school dinner £2.00 per day, all children in reception and KS1 receive a free school meal each day. Payment for school meals is via our cashless school meal system.

Free meals are available in certain circumstances in KS2. Free School Meals forms are available on the school website, or enquiries can be made at the school office. All reception, year one and year two children are entitled to a free school meal.

School meals are ordered every day before 10.00am, therefore children leaving school after 10.00am will be liable for that day's dinner money.

Sandwich Meals

Space and supervision are available for those children who prefer to bring sandwich meals from home with a bottle of water to drink.

As a member of the Health Promoting Schools initiative we encourage children to eat healthily. If your child brings in a sandwich meal, please avoid crisps and chocolate. Fresh fruit and yogurts are a healthy alternative. Any items such as crisps and chocolate will be sent home with your child at the end of the school day.

Meetings with your child's class teacher

The teachers will be pleased to meet parents to discuss their child's concerns, progress etc. Such meetings can usually be arranged at the end of the day between 3:05pm and 3:30pm. Please telephone the school office to arrange an appointment, or email info@findern.derbyshire.sch.uk

In addition, there are two parent's evenings arranged for each year group during each academic year. The first usually takes place during Autumn Term when the teacher has had a few weeks to get to know your child. This interview gives you the opportunity to meet your child's class teacher and pass on any information you feel the class teacher may need to know, as well as find out how well they have started the school year. The second parent's evening takes place during spring term and is more focused on your child's progress and targets.

Annual Reports to parents are sent out in the Summer Term.

An open evening is held near to the end of Summer Term for parents to visit school to share their children's work in books and meet their child's class teacher ready for September.

Homework

Homework is a very important part of a child's education and can add much to a child's development. The government made clear its commitment to homework in the 1997 White Paper, 'Excellence in Schools', where homework was seen as 'an essential part of good education'. We recognise that the time and resources available limit the educational experience that any school by itself can provide; children benefit greatly therefore from the mutual support of parents/carers and teachers in encouraging them to learn both at home and at school. Indeed, we see homework as an important way of establishing a successful dialogue between teachers and parents/carers. One of the aims of our school is one of the main ways in which children can acquire the skill of independent learning.

Homework plays a positive role in raising a child's level of attainment. We also acknowledge the important role of play and free time in a child's growth and development. While homework is important, it should not prevent children from taking part in the wide range of out-of-school clubs and organisations that play an important part in the lives of many children. We are well aware that children spend more time at home than at school, and we believe they develop their skills, interests and talents to the full only when parents/carers encourage them to make maximum use of the experiences and opportunities that are available outside of school.

Equal Opportunities

National initiatives also play an important part in our curriculum. We ensure that our equal opportunities, multi-cultural, anti-racist and anti-bullying policies are adhered to. Emphasis is placed on children developing self-respect as we believe that from this a respect for others will grow.

Anti-Racism

Findern School takes the stand that racist behaviour will not be tolerated in any way. Should there be any form of racist behaviour positive steps will be taken to combat it. All staff are aware of this and will challenge any form of racist behaviour immediately. Incidents of racist behaviour are reported to the Local Authority.

Child Protection

Parents should be aware that the school is required to take any reasonable action to ensure the safety of pupils. In cases where the school has reason to be concerned that a child may be subject to ill-treatment, neglect or other forms of abuse, the Headteacher who is the Designated Safeguarding Lead is obliged to follow the Child Protection procedures established by the Derbyshire Safeguarding Children Board and inform Social Services of their concern.