

# PROSPECTUS

## 2022-2023



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# SCHOOL YEAR 2022-2023



## MISSION STATEMENT

At Chellaston Infant School we believe that everyone will reach their full potential in a safe, fun and happy environment which promotes independence, self-worth and excellence. Everyone is a learner whose values are respected.

**Come In Succeed**

Welcome to Chellaston Infant School. Our school is a co-educational school for children aged from four to seven years and is part of East Midlands Education Trust. The school was first opened in 1878 for the education of children of all ages.

The staff and governors hope that you find this booklet a useful introduction to our school.

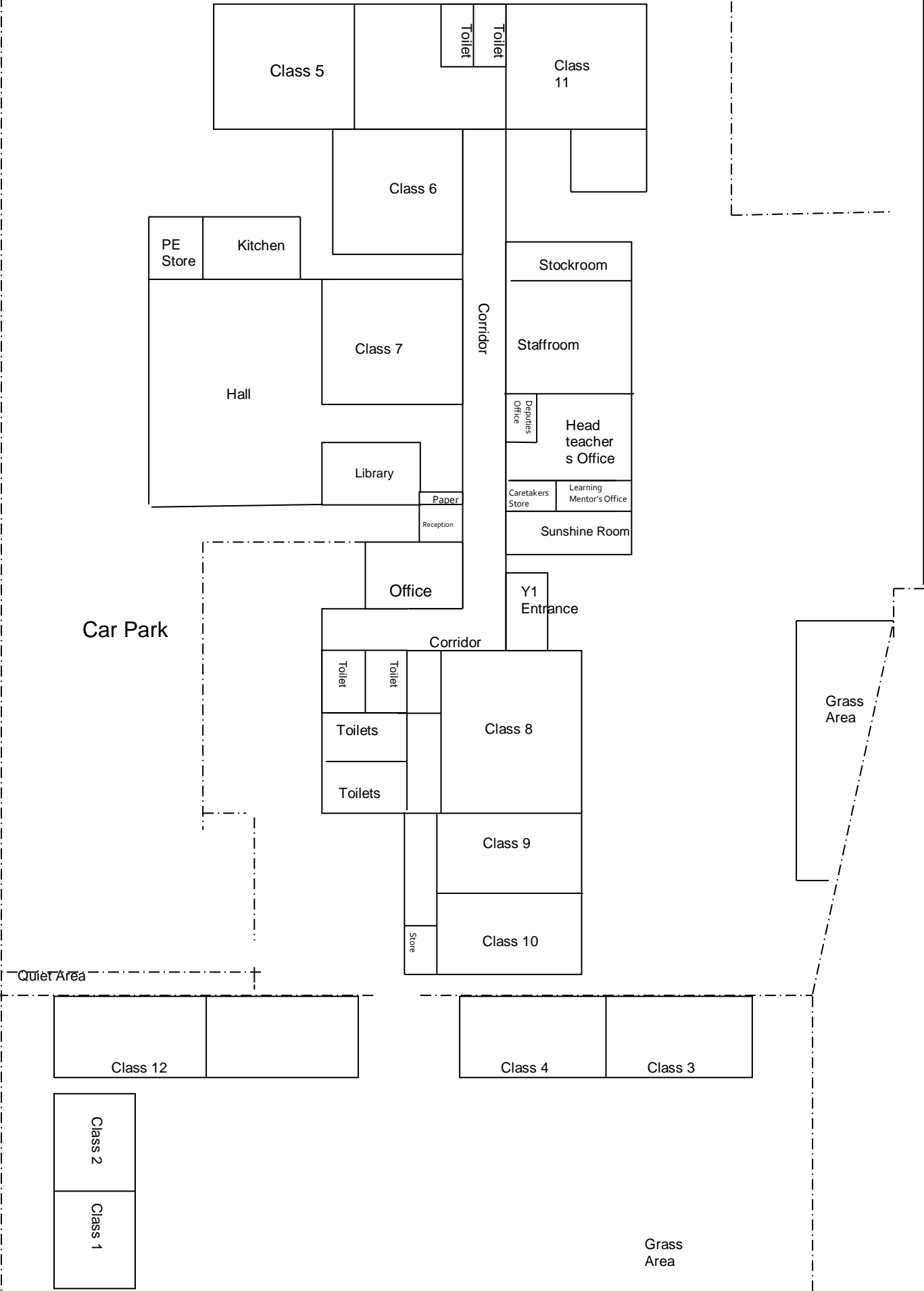
Chellaston Infant School is a successful school that prides itself on its commitment to providing all pupils with a high-quality education, considering individual needs. Our most recent Ofsted Inspection in February 2018 judged us to be a good school. We achieve this through close partnership with parents and carers which we hope begins as you read this prospectus.

We look forward to working with you to ensure that your child's time at our school is a positive, exciting and successful.

If you would like any more information about our school, please do not hesitate to contact us.



**“The school is a calm and friendly place. Pupils conduct themselves well around the school and are polite and well-mannered.” – Ofsted February 2018**



## **ABBREVIATIONS THAT YOU MAY FIND USEFUL**

DfE – Department for Education

ELG – Early Learning Goals

EWO – Education Welfare Officer

EYFS – Early Years Foundation Stage

FS2 – Foundation Stage 2, also known as Reception classes

INSET – In Service Training

ICT – Information and Communication Technology

ITT – Initial Teacher Training

LA – Local Authority

NC – National Curriculum

OFSTED – Office for Standards in Education

PTFA – Parent Teacher and Friends Association

PSHE – Personal, Social and Health Education

SATs – Standard Attainment Tests

SENDSCO – Special Educational Needs & Disability Co-ordinator

TA – Teaching Assistant

T&L – Teaching and Learning

DDSCP – Derby and Derbyshire Safeguarding Children Partnership

## **ADMISSIONS**

The Local Authority is responsible for co-ordinating admissions for our school. For further details ring the Admission Office on 01332 642730. Appeals will be heard within the EMET Academy Trust and forms for applying for an appeal can be requested at the school office, on the website or you can contact the office team to have one sent to you via email.

Our planned admission level is 120 children for each year group.

You will need to come to the school office, before your child's first day of school, and bring your completed admission paperwork and most importantly, your child's full birth certificate as we are unable to admit your child to school until we have seen this.

If your child is to leave our school during the school year, we ask for you to complete our leaver's form which includes your child's new school information, their last day and new address if applicable.

## **ASSEMBLIES - RELIGIOUS EDUCATION**

Our assemblies are predominantly Christian values-based. We aim to make our children aware of the ideas, beliefs and values of other cultures as well as their own. We also cover and discuss moral issues such as kindness, contentment, being friends, a sense of community and citizenship within the school. Religious Education is taught following the Discovery RE curriculum. The vicars of the local churches may conduct an assembly from time to time.

Parents may withdraw their child from assemblies and religious education if they wish to do so - please see the Headteacher about this.

## **PHOTOS AND VIDEOING DURING SCHOOL VISITS**

Some parents of children in our school do not wish their child/ren to be photographed or videoed; because of this **NO** video or photographs are to be taken during visits to school.

## **ASSESSMENT**

We believe the key purpose of assessment is to move children on in their learning. It is important that the teacher knows what knowledge has been retained, what skills have been acquired, and what concepts have been understood. Assessment information enables teachers to reflect on the progress each child is making and informs future planning. The outcomes of our assessments will help children become involved in raising their own expectations. Attainment is compared with the child's previous work, against children in the cohort and against the Local Authority and the national average.

**“Senior leaders are diligent in their monitoring of pupils' progress in their learning. As a result, the majority of pupils make good progress in a range of subjects.”**

Assessment opportunities or activities are built into the learning experience of the children. The term assessment covers activities through which teachers and other involved adults (Teaching Assistants, Special Educational Needs Co-ordinator, Initial Teacher Training students) make judgements about children's progress and attainment. These adults draw upon strategies such as:

- observation
- questioning
- discussion
- marking of work
- specific assessment materials (EYFS, SATs)
- target setting

## **ATTENDANCE**

***Children come to school for 190 days during the school year. This leaves 175 days for holidays and appointments.***

In order to make the required educational progress children should attend school every day.

The number of hours, excluding the daily act of worship, registration and breaks, spent on teaching is 22 hours 30 minutes. (DFE regulations state that an infant child should have at least 21 hours). Our overall attendance rate for 2020-2021 was 96.45%, we had 0.79% unauthorised absence caused mainly because parents didn't send us explanations when their children were absent.

Holidays during term time are not an entitlement and are strongly discouraged by the Government, Local Authority and School; these will not be authorised by the Headteacher.

Amendments to the 2006 regulations that came in to force on 1<sup>st</sup> September 2013 state that Headteachers may not grant any leave of absence during term time unless there are exceptional circumstances.

Examples of exceptional circumstances would be:

- Bereavement
- Serious illness of close family member
- Religious day

Holidays during term time are not considered an exceptional circumstance whatever the reason stated.

Parents who require a leave of absence for exceptional circumstances should complete the leave of absence form at least two weeks in advance. The reason for the request should be given in detail.

Applications should be made before the leave is arranged as absences will not be granted retrospectively – evidence may be required.

Please report all daily absences from school using our telephone system, pressing option 1, as we cannot guarantee emails, or Dojo messages will be read in time for registration.

Medical appointments, where possible, should be arranged before/after school but if unable to, please ensure school is aware and notified if your child is going to be in late or collected early.

**If your child has unauthorised absences and/or low percent attendance, the Education Welfare Officer must be notified by school.**

## **BEFORE AND AFTER SCHOOL CLUBS**

We host a number of after school clubs provided by external clubs and will share more details as these are organised. Most clubs for our Reception children start after February half term. Access to after school clubs is straight from school. Children should **NOT** be collected from these clubs via the school car park; the children will be dismissed from the school gate onto Flatts Path.

## **BEHAVIOUR: School Policy Statement**

We believe that all children have the right of access to a rich, diversified curriculum differentiated to meet their individual needs.

Together with parents, we have a responsibility to create a supportive, positive, co-operative climate of trust where individuals are valued and all children's emotional, spiritual, intellectual and physical needs are met.

To this end, we encourage high expectations of achievement in all aspects of curriculum and behaviour and believe that all children can succeed.

We expect children to behave in a helpful and sensible manner, to co-operate with each other and to follow the instructions of teaching staff, mid-day supervisors and all who work in the school. The children are expected to respect school property - the building, books, furniture, computers etc.

Most children are thrilled to get the approval of their teacher for hard work, helpfulness, kindness, extra effort or high achievement. We encourage this through the use of praise, stickers, Class Dojo points and special activities.

The Governors look to parents to support the school in these matters especially in behaviour and careful use of appropriate language around children at all times.

If we are worried about your child's behaviour at school we will ask you to come to see us.

## **CHELLASTON INFANT SCHOOL RULES**

- Do walk quietly round school**  
Don't run or bang things
- Do look after each other and equipment**  
Don't be unkind or leave things lying about
- Do listen to adults and other children**  
Don't interrupt
- Do put your hand up to answer questions**  
Don't shout out
- Do keep your hands and feet to yourself**  
Don't hit or kick
- Do try your best when working and playing**  
Don't mess about

School, assembly and playground rules are displayed prominently around school and a set of school rules is in every classroom. Children are expected to follow these rules at all times. All staff are actively encouraged to reward children.

## **GOOD TO BE GREEN**



***"It's Good to be Green at Chellaston Infant School".***

We want to always be sure to reward children's good behaviour, especially those children who make good choices each and every day, and we believe the 'Good to be Green' system will ensure that this can happen.

Everyday your child will begin the day on a green card. If their behaviour is good all day and they make good choices and follow our golden rules their card will stay green. Our G2BG system has been well established in school and we feel it works well.

When a child chooses not to follow our school rules there is a sequence of turned cards to show a yellow card and then a red card with appropriate sanctions/consequences.

Children also receive additional reward points for demonstrating positive attitudes towards learning and our school rules.

We hope you will support this system by asking your child whether they've stayed 'green' and talking positively about the importance of our school rules. Each class will also run its own Class Dojo 'reward' system and work towards 'Golden Time' each week.

We are an inclusive school and some children have external factors affecting their ability to conduct themselves like most pupils, ADHD and Autism to name two, and may have a different behavior system in place. Please be assured that these pupils are not receiving 'special treatment' and we work hard with those children's parents and outside agencies to ensure that they can also be successful at school.



## **BOOK BAGS**

Are part of the School Uniform and can be purchased from both of our current uniform providers (see School Uniform section). The bags will hold everything they need. Less expensive versions are available but **all school bags should be this style.**

## **CHILD PROTECTION PROCEDURES**

Our School is required to follow the procedures designed to protect your child by the Derby and Derbyshire Safeguarding Children Partnership (DDSCP) We work closely with Social Care to ensure that your child is always in a safe environment. A copy of our Child Protection and Safeguarding Policy is available in school and on our website.

## **CLASS DOJO**

We use ClassDojo as a way of showing you what's happening in our classes. You'll see photographs and commentary in the class story showing you what is going on in class and the school story will be used to publicise whole school events and special occasions. We use ClassDojo points to reward good learning behaviours. Each teacher will tailor their Dojo points, alongside standard behaviour expectations, depending on what the class need to work on; so, for example a class may need a blitz on tidying up quickly or not shouting out on the carpet and these might appear for a short time as a Dojo reward.

What you won't receive is an individual communication or diary of your child's school day, and we ask that you not message class teachers unless previously agreed with them.

## **CLASS ORGANISATION**

Classes are based on mixed ability, single-age groups as far as possible.

## **COMMUNICATION**

Effective communication is a high priority at Chellaston Infant School. We keep parents/carers informed through regular Class Dojo posts and event reminders, letters/newsletters, the school website and the governors' communication group, who send out an annual questionnaire to parents/carers to seek their views. We also subscribe to a text messaging service, which enables us to send text messages and emails. **Please make sure we have your up-to-date mobile phone numbers and email addresses.** We also send out an annual calendar of events to all parents/carers at the beginning of the school year.

Curriculum overviews and key vocabulary information posted on Class Dojo inform parents about the topics that children will be covering each half term and how parents/carers can support their children.

We are always happy to talk to parents, however, please try not to take up the teacher's time first thing in the morning as it is a very busy time welcoming and settling the children into school – please make appointments via Class Dojo if you need to speak with the class teacher or the Headteacher. Please be aware that the school office is not staffed after 3.45pm. If you find it difficult to come to school, the Headteacher can be contacted by email: [head@chellastoni.derby.sch.uk](mailto:head@chellastoni.derby.sch.uk), during school hours, or call us on 700298 between 8am and 3.45pm.

**“Senior Leaders provide strong and dedicated leadership for the school. Their plans for improvement provide a clear direction for the school.”**



The school has a website with lots of useful resources to help you help your child with school work at home. All letters and newsletters are uploaded on to the website. Sign up to receive email alerts via the icon on the website.

Newsletters and other appropriate information are also displayed on our notice boards, one is situated on the main building wall at the side of Class 10 and the other is situated on the side of Class 11 as you walk through to the Reception playground.

We ask that separated parents connect to Class Dojo so that they receive updates from school. We also ask for both contact numbers to ensure both parents receive text messages.

## **COMMUNITY**

We actively seek opportunities to make a positive contribution to our local community. We support local senior schools in their work experience programmes. Neighbours are invited to the Christmas production and other school events. A community church group visit assembly every week and we visit St. Peter's Church over the Christmas period.

Pupils go for walks around Chellaston to tie in with topic work covered in class.

We support local and National charities i.e. Derby Lions Club Christmas Appeal, Comic Relief, Children in Need, Spring Water Charity food bank for Harvest Festival gifts.

We support our local adult community choir in school for members of the local community and staff to join.

Links with our main pre-schools and Chellaston Junior School are a strength of our school.

## **COMPLAINTS**

At Chellaston Infant School, we undertake to provide a friendly and safe environment in which pupils will be helped to achieve their potential, both academically and socially.

We believe that a close partnership between the school, parents and pupils is essential to ensure pupil progress and well-being. In support of this, parents are invited to enter a Home-School Agreement. This agreement sets out the school's aims and values, as well as the responsibilities of the school and parents, and our expectations of pupils.

Through our programme of meetings between parents and teachers, as well as through informal contact, we provide opportunities for parents to raise matters of concern – about the curriculum or more general issues. If a concern is not resolved through discussion with a teacher, the parent or the teacher can refer it to the Headteacher. Complaints from members of the public should be made directly to the Headteacher.

If the Headteacher is unable to resolve the complaint within 10 school days, or is the subject of the complaint, the Headteacher or the complainant can refer it to the chair of governors and seek guidance via the Complaints Policy on the school website.

## **DATA PROTECTION ACT**

We keep information on children on our computer systems e.g. name, address, and date of birth, attendance and attainment data etc. Please see the school Data Protection Policy on the school website.

## **EAL (English Additional Language)**

Please ensure that our admissions form is completed correctly if another language is spoken at home as well as English. This is extremely helpful for the teaching staff.

## **EQUAL OPPORTUNITIES POLICY**

The school has an equal opportunities policy agreed by our governors, which is available for parents to read at the school office and on the website.

## **FOUNDATION STAGE**

During the first 6 weeks of term, children are assessed in using the DfE Reception Baseline Tool. Records from pre-school providers are used to help inform staff of achievement in different areas of learning.

**“Teachers teach pupils through a curriculum that interests and inspires pupils to learn. It contributes to their personal development as well as their spiritual, moral, social and cultural development.”**

The use of the Early Years Foundation Stage Profile (EYFSP), as a measure of progress at the end of Reception, rests on the assumption that teachers build up their assessments throughout the year on a cumulative basis, from on-going learning and teaching. As judgements are based on observational evidence gathered from a wide range of learning and teaching contexts, it is expected that all those adults who interact with the child in the setting will contribute to the process and that account will be taken of assessments made during the first year of the foundation stage.

### **Progressing from Early Years Foundation Stage to the Primary Curriculum**

Children who have not completed the EYFSP by the end of the year will continue to work with early learning goals (ELGs) during the autumn term of year 1.

### **GOVERNORS' CHARGING STATEMENT**

We do not charge for any educational activities except:

1. We ask for a voluntary contribution from parents towards the cost of school trips. Parents will not be asked to subsidise any other child, but the contribution will include the transport costs of teachers and adult helpers. If sufficient funds are not received then sadly the planned visit may have to be cancelled.
2. A contribution towards the cost of library books, reading books etc that are lost or damaged.
3. Sometimes we ask for a voluntary contribution towards the costs of theatre visits or educational workshops.
4. In rare cases a parent or child may be asked to contribute towards the cost of repairing damaged school furniture, the building or school property e.g. broken window.
5. The governors have agreed that the school cannot be responsible for accidental damage to children's property e.g. coats in school.

### **GOVERNORS' CURRICULUM STATEMENT**

#### **AIMS OF THE SCHOOL**

1. To ensure a high level of achievement for all our children.
2. To help the children to develop their full potential enabling them to live happily in our rapidly changing society.
3. To help them become balanced happy and socially competent with caring and responsible attitudes towards others and towards the environment in which they live.
4. To help them make choices with wisdom.
5. To help them develop a positive self image.
6. To encourage them to value their own culture, to be tolerant of others and their beliefs and to live in harmony with those around them.
7. To encourage parents to participate fully in the education of their children.
8. To welcome pre-school children into school wherever possible.

### **GOVERNORS' STATEMENT ON RELATIONSHIP AND SEX EDUCATION (RSE)**

Relationship and Sex Education (RSE) is an integral part of Personal, Social and Health Education (PSHE). The objective of RSE is to help and support children through their physical, emotional and moral development. At our school, we cover various topics at an age appropriate level:

Feelings;  
Ourselves;  
Families;  
Growing & Changing;  
Health & environmental issues

Any questions a child may ask will be answered truthfully and as simply as possible. Parents who have any questions about this part of the school curriculum discuss these with Mrs Leyland (Healthy Living Team Lead)

### **HEALTHY SCHOOLS**

Our school has been awarded National Healthy Schools status. To promote healthy living, we hold various events throughout the year including a Healthy Living Week. Cycle pods are available in school if your child wishes to come to school on their bike or scooter. Please do not cycle across the playground and please encourage your child to ride responsibly on your way to and from school.

The school nurse regularly visits school and can support parents and families. They can be contacted at Coleman Street Medical Centre on 861193 option 1.

We are proud to have achieved the P.E. AfPE Quality Mark for a third time at a distinction level. Information regarding how we use our additional Sports Funding can be found on our school website.

## HOMEWORK POLICY

As a school we would expect each Reception child to do about ten minutes of **'basic skills'** homework per night with ten minutes more by Year 2. At our school we ask parents to support and encourage their children's education at home in the following ways:

- hear your child read from his/her reading book as often as possible;
- practise any spellings, phonics patterns and "words for writing" that we send home;
- support your child in completing any homework designed to reinforce the work covered in class that a class teacher may send home.
- discuss with, and encourage your child to take part in class topics. This may involve completing a questionnaire, giving information to your child, etc;
- allow your child to take to school articles requested by the class teacher;
- play number, sound, and reading games with your child;

## ILLNESS

- If your child is ill at school we will try to contact you but please let us have at least one other name, address and telephone number in case we cannot get in touch with you e.g. a grandparent living close by.
- **If your child is unable to attend school because of illness, please telephone the school before 9.00am, giving your child's name, class and nature of illness.**
- A text message will be sent to you if we have not been informed of a child's absence by 9.30am requesting you let us know the reason.
- We are ordinarily unable to administer medication during the school day, however, in line with the Disabilities Discrimination Act recommendations, we have made a *reasonable* adjustment to our policy. This will allow school staff to administer **long-term, prescribed** medicines. Such administration (with the exception of asthma or eczema medication) will be part of a distinct care plan written in consultation with the child's parents, class teacher, key workers, the school SENDCO and the Headteacher.
- All medicines must be deposited at the school office, where you will be asked to complete a medicines form. Children must be able to administer their inhalers themselves.
- *If your child is prescribed a course of antibiotics, we strongly recommend asking your Doctor for a 3 dose-a-day course which works better around the school day. School staff do not administer antibiotics.*
- Pupils who have had sickness or diarrhea should not return to school until 48 hours after the last occurrence.

## INCLUSION & SPECIAL NEEDS

We aim to admit all children eligible to attend our school, regardless of ability. If we feel that your child has any special needs we will talk to you about it and act accordingly. If you have any particular worries about your child please let us know. Our Special Needs Policy is available in the school office for parents who wish to read it. Our School Special Needs Co-ordinator (SENDCO) Mrs Barbara Webster can be contacted via [senco@chellastoni.derby.sch.uk](mailto:senco@chellastoni.derby.sch.uk)

## INSET DAYS

We have five inset days that are taken during the year. These are days set aside for whole school staff training. A school closure allows staff to work in school on specific professional development activities and school improvement. The days are determined by the school in consultation with other local schools and are fixed before the new academic year begins. The dates can be found on the school website calendar and further on in this booklet under (see School Terms and Holiday Dates).

## INTERPRETER

By request, school will be happy to book BSL and language interpreters for parent's evening appointments, assemblies etc. However, if school books an interpreter for any event and parents do not attend parents will be asked to pay the cost of the un-attended appointment.

**"Children in the early years make a good start to school life. Good leadership ensures that children enjoy a range of stimulating activities that encourage them to learn in different areas of the curriculum."**

## **INTERVENTION GROUPS**

There may be a time when your child is selected to attend an intervention group. These groups focus on enhancing and supporting your child's learning. Your child's class teacher will let you know.

## **JEWELLERY**

Children should **not** wear jewellery to school as this can be dangerous to the child and to other children. Earrings **MUST** be removed by a parent before school each PE day or if your child is able to do this by themselves please provide a small lidded pot for them to keep their earrings safe in school. If you do not remove your child's earrings then they will not be able to participate in their PE lesson and as a result take a less active role which we would prefer not to happen.

Nail Varnish is also not to be worn.

## **KEY EVENTS CALENDAR**

A detailed calendar will be shared at the beginning of term showing special events that will happen in school throughout the year. This will include things such as:

**Harvest Festival** – children are invited to bring produce that will be displayed in the hall and distributed to elderly members of the local community.

**World Book Day** – a nationally recognised celebration of reading

**Healthy Living Week** – activity week of healthy activities.

**Sports Day** – is held every year during healthy living week. Children take part in a range of games and competitive activities. Dates will be given to parents in advance, and parents/carers are invited to come and support the children.

**Easter Hat Parade** – usually held on the last Friday of the spring term. Children are invited to wear an Easter hat for the parade. The best hats from each class win a prize.

**Christmas Parties, Carol Services, Pantomime, Class Christmas Performances** - all held during December.

## **LEARNING MENTORS**

Our Learning Mentors, Mrs Hateley and Mrs Leeder work alongside our teachers and other staff, addressing the needs of children who require assistance in overcoming barriers to learning in order to achieve their full potential. They work with a range of pupils, but give priority to those who need the most help, especially those experiencing multiple disadvantages.

Our Learning Mentor team can support families experiencing difficulties with children's mental health and well-being, school attendance and punctuality, behaviour strategies and guidance, transition into our school and a new school. Please never hesitate to get in touch if you think you may need support.

They can be contacted via the school office or email

[l.hateley@chellastoni.derby.sch.uk](mailto:l.hateley@chellastoni.derby.sch.uk),  
[k.leeder@chellastoni.derby.sch.uk](mailto:k.leeder@chellastoni.derby.sch.uk)

## **LUNCH TIME**

### **Universal Infant Free School Meals (UIFSM)**

All infant school children are entitled to a free school meal and most children eat a school dinner every day. A small proportion of children bring sandwiches from home. All cooked meals and packed lunches are eaten in the school hall.

Chellaston Junior School cook our school meals on their site and deliver them to our kitchen. Lunch menus are set for 4 weeks and will be available on the school website or for parents to view via the office. Please note that as lunches are not cooked on our site all lunches must be ordered by 9.30am. **If your child is going to be late please let us know if they need a school dinner by 9.00am.**

**Children are unable to switch between packed lunches and school lunches throughout the week.**

## **Packed Lunches**

If you are providing a packed lunch for your child, please do not put too much in their lunch box. Children always want to please their parents and feel under pressure to eat everything even if they are full up. A suggested lunch would be one sandwich or similar, one yoghurt, a piece of fruit, a biscuit bar and a drink. Fizzy drinks, sweets and chocolate are not permitted in lunchboxes. All rubbish and uneaten food are returned in the lunchbox so you know exactly what your child has eaten.

**Please do not include any products containing nuts e.g. peanut butter or Nutella type spreads.**

## **Lunchtime staff**

Each class has a mid-day supervisor. Mid-day supervisors also plan a range of games and activities during lunchtimes that support our positive behaviour policy. During wet lunchtimes they organise activities in the classrooms.

## **Lunchtime Arrangements**

Reception children start lunch at 11.45am, KS1 at 12.15pm. In Reception, initially the class teacher and TA assist the mid-day supervisor in ensuring that the children are settled in the hall. The hall can be a noisy and busy environment and this is the time that some children can find challenging in the school day. If your child does not settle, please be assured that we will speak to you. You will not receive a detailed account of what your child has eaten, but if we feel concerned about what your child eats, we will speak to you.

After the reception children have eaten their lunch they go to the playground to play. Initially they will play as a year group, but they will start to mix with the rest of the school on either playground.

Lunchtime for Reception children ends at 12.50pm and Y1 at 1.20pm and Y2 at 1.20pm when the children return to class and the register is taken by the teacher.

## **OPEN EVENINGS & PARENTS EVENINGS**

During the first few weeks of the Autumn term each class will hold a 'Meet the Teacher' open evening. After October half term and again in the Spring term we hold formal, appointment meetings for parents over a number of afternoons and evenings. Finally, in July, parents have the option to come and discuss their child's report with the class teacher. Teachers are always available should it be necessary to meet, however in line with teachers' terms and conditions there are 2 formal parents' appointments per year.

## **OUT OF SCHOOL ACTIVITIES**

- Football, Jumping Clay©, Dodgeball, Gymnastics, Creative Story Club, Art Club, Music Club, Dance and Stitch and Sew are carried out by out of school providers and run after the school day has finished. Details of these clubs can be obtained from the school office.

## **OUTDOOR LEARNING**

At Chellaston Infant School we believe that well organised and supervised outdoor learning helps all children to find out about themselves and their own capabilities. It helps develop self-confidence, independence and lays the foundations for a healthy life where exploration and enjoyment of the outdoors is a key feature. The opportunity to playfully learn outside throughout the year, in all different kinds of weather is as important as playfully learning inside. Our aim is not to replicate 'indoor' learning but to truly embrace the outdoors for the unique learning opportunities that it can provide; through activities that cannot be replicated indoors or would be wholly inappropriate indoors. Learning outdoors is every child's entitlement.



## PARENTSAPP

ParentsApp is a secure app for parents to download onto phones. Once school has set up all parents and issued link-up codes, parents can access the app to see their child's attendance as well as contact details, permissions, medical/food information etc. If any information needs changing you can request this on the app. The request and change of information will go straight to Miss Frearson, Secretary, who will amend.

## P.E

During the first 2 terms at school our focus in FS2 is on developing physical capabilities through our provision, mostly, but not exclusively, outdoors. Initially your child **will not** need a PE uniform. FS2 children will start more formal PE sessions in the school hall later in the year. Your child's teacher will let you know in advance so that you can purchase PE kits in good time. PE uniform is worn in place of school uniform on PE days.

At this point your child will need:-

For indoor PE – shorts, t-shirt and pumps.

For outdoor PE - dark coloured tracksuits during cold weather, and school would recommend this.

Children cannot go on apparatus unless they are wearing the appropriate clothing.

## PTFA (Parent Teacher and Friends Association)

The school has an active Parent Teacher and Friends Association which meets regularly in school to raise additional funds. Events include an annual Christmas and Summer Fayre as well as a Leavers' Disco for Year 2 children at the end of the school year. Dates of PTFA meetings can be found on the school newsletter. If you would like to become a member of our PTFA, please contact the school office or email [ptfa.volunteers@chellastoni.derby.sch.uk](mailto:ptfa.volunteers@chellastoni.derby.sch.uk). They would love some new members!

## PTFA/SCHOOL LOTTERY

Our PTFA run a school lottery from just a £1 flutter and great odd to win ... go on, give it a try!

<https://www.yourschoollottery.co.uk/lottery/school/chellaston-infant-school>

## PUPIL PREMIUM/UNIVERSAL CREDIT

You may be aware that schools receive extra funding based on the number of pupils that would have been entitled to free school meals/pupil premium. This money enables school to provide additional resources and staff to ensure that all children achieve as well as they possibly can. Pupil premium funding can help to pay for things such as school uniform, school trips, after school clubs etc. If you think you might be eligible for pupil premium, please ask for a form at the school office or download from the school website. Please ensure you input all of the required information in the admission form (pg.2 'Funding' section). Your child qualifies for pupil premium if you are getting one of the following support payments:

- Income Support
- Income-Based Jobseeker's Allowance
- Income-Related Employment and Support Allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- Child Tax Credit, unless you are not entitled to Working Tax Credit, and you have an annual income as assessed by HMRC that does not exceed £16,190
- Guarantee credit element of State Pension Credit

If you would like any help to complete the form, please do not hesitate to ask.

## READING

Parents may find it helpful to note the following points from our reading policy:

- Teaching children to read involves a partnership between home and school; we value the time and effort parents put into supporting their child/ren in reading at home and see this as an **essential** opportunity to consolidate the reading skills they have been taught at school. It is a great help to the class teacher and to the child's progress if parents practice and encourage reading at home. Parents of our Foundation Stage 2 children will be issued with a Literacy Leaflet during the July New Parents meeting which will include advice and hints about helping children to read.
- At the start of their reception year the children learn their sounds/phonics following our school Phonics program.

**“Pupils who have special educational needs (SEN) and/or disabilities receive well-planned support. Teachers work closely with parents and support agencies to ensure that pupils' needs are met.”**

- Your child will read weekly either individually or in a Guided Reading Session. This is when a group of children who are at a similar level all read the same book with the class teacher or TA. The adult teaches specific strategies and helps the children to practice them. Alongside these strategies your child's understanding of the book (it's story or content) will be assessed as the children are encouraged to talk about the story/text. They will also talk about the features of the book; e.g. what type of book it is, how it is laid out and how it can be used.
- Children will be given a reading book once they are ready and able to apply some phonic skills. This is usually around October half term but may be earlier or later depending on your child's progress. This is the book that they then practice reading, using the decoding strategies taught during Guided Reading and phonics teaching, to an adult at home. This book will be changed at least weekly providing it has been read at home and that this is recorded in the reading record book. Sometimes children will read this individual reading book to an adult in school.
- Finally, we want our children to enjoy reading a variety of books - not just their reading book from the teacher. Remember if the teacher doesn't hear your child read his/her book this does not mean he/she has not read that day – there is further information in the Literacy Leaflet about the different types of reading we do in school.

## READING BUDDIES

A small group of parent's volunteer in school specifically to support children with their reading progress. If you feel able, and can offer 30 minutes weekly, and would like to become a reading buddy please contact Mrs Leyland via our school office or email [r.leyland@chellastoni.derby.sch.uk](mailto:r.leyland@chellastoni.derby.sch.uk).

## REPORTS

A written report in line with national requirement is issued each summer, including information on end of year attainment and targets for English & Maths. The results of any statutory tests (phonics screening and key stage 1 SATS) will be reported in the end of year reports. Parents have the opportunity to make written comments on the slip provided and an opportunity to discuss the contents of the report through appointments for parent/teacher consultation. You will also receive targets for your child after each of the 2 formal parent's appointments.

## SAFEGUARDING

The safety of all children and members of the school community is our highest priority. All staff, volunteers and governors are DBS checked. If somebody different is collecting your child from school the school office needs to be informed so we can tell your child's class teacher. It is important that you sign your child in if he/she is late and to sign them out at the school office if they are leaving school before early.

**Children are unable to go home with anyone younger than 14 years old.**

## SCHOOL COUNCIL

Our school council is an ideal opportunity for pupils to get more involved in the way Chellaston Infants is run. It is made up with a representative from each class who are elected by other pupils. The school council benefits the whole school, pupils and teachers. It provides opportunities for pupils to communicate their feelings to teachers and staff as well as influence decisions that are made. It gives pupils the opportunity to develop skills such as confidence, communication and negotiation; it is a great way for pupils to make a change!

## SCHOOL DAY

Children will be collected from their allocated gate (please see separate sheet in admission pack). Please ensure your child is at the gate at the right time. If the gate is locked, due to lateness, then your child will need to be brought round to the school office to be signed in, via the School Lane entrance.

Please make sure that you always meet your children from school or that you have made a satisfactory arrangement to ensure that your child gets home safely. Please note - if your child is to be collected by an older sibling, **they should be over the age of 14**. If you are suddenly delayed please ring the school. If children are not collected by 4pm, and without reason, Social Care will be notified, in line with the DDSCP policy. Please remember that the first couple of months are very hectic for the reception children and teachers at home time. Please be patient if they are late being dismissed.

**Please help us to create for your children an interest and enjoyment in books of all kinds by spending time reading and sharing stories as a family.**  
**LEARN TO READ, READ TO LEARN**

## **SCHOOL DRESS/UNIFORM**

Our school colours are bottle green, red, grey, white and black. Most children wear a white polo shirt with a red or green sweatshirt or cardigan, with black or grey trousers or skirt/pinafore dress. Book bags are part of the school uniform and **must** be provided as opposed to rucksacks etc.

My Clothing and Uniform Direct both sell our logoed school uniform. All uniform orders can be made online with our suppliers. Non-logoed uniform is also acceptable as part of our Uniform Policy.

[www.myclothing.com](http://www.myclothing.com)

[www.uniform-direct.com](http://www.uniform-direct.com) 01332 342569

### **All clothing should be marked with the child's name**

More information on school uniform can be found in our school uniform policy found on our school website.

Lost property can be found by the school office. Unclaimed property is recycled every half term.

Earrings **MUST** be removed by a parent before school each PE day or if your child is able to do this by themselves please provide a small lidded pot for them to keep their earrings safe in school. If you do not remove your child's earrings then they will not be able to participate in their PE lesson and as a result take a less active role which we would prefer not to happen.

## **SCHOOL GOVERNORS**

### **PARENT GOVERNORS**

Charlotte Convey  
Denise Owusu

### **STAFF (Teaching)**

Gemma McKeown

### **HEADTEACHER**

Lindsay Galley

### **COMMUNITY**

Katherine Adamson  
Jane Walker (Vice Chair)  
Ellen Hancock  
Paul Stevenson  
Kieran Howell  
Katherine Johnson  
Ross McCristal (Chair)

### **CLERK TO GOVERNORS**

Liz Fitchett

The governors meet at least once a term and are responsible for the curriculum, management and finances of the school.

<https://www.chellastoni.derby.sch.uk/about-us/governance/>

## **SCHOOL POLICIES**

Copies of school policies are available in the school office waiting area and on the school website here:

<https://www.chellastoni.derby.sch.uk/information/policies/>

**“Good teaching and effective relationships between adults and pupils encourage pupils to be enthusiastic learners. As a enjoy school and get on well together.”**



## **SCHOOL STAFF**

Headteacher	<b>Lindsay Galley</b>
Deputy Headteacher	<b>Rachel Leyland</b>
Assistant Headteacher & SENCO	<b>Barbara Webster</b>
Teachers	<b>Clare Wilkinson Laura Howe Elizabeth Wakeling Joanne Selby Laura Reynolds Heather Parr Leigh Glover Gemma McKeown Natalie Bowen Maxine Brooke Helen Stevenson Rachel Knight Lynsey Rowley Joe Jeffery</b>
Attendance Officer & Secretary	<b>Chloe Frearson</b>
Finance Officer	<b>Mary Tomlinson</b>
Admin Assistant	<b>Donna Harlow</b>
Teaching Assistants	<b>Wendy Falivena Kim Hughes Jayne Steed Michelle Sutcliffe Val Elliott Wendy Barlow Jackie Box Dara Paciolla Debbie Kittridge Ellen Hancock Gill Billington Claire Harrison Lana Bingham Emma Baker Lisa Clark Laura Setterfield Lucy Hanson Marie Levesley</b>
Learning Mentors	<b>Lynn Hateley Kelly Leader</b>
Speech and Language Support	<b>Joe Jeffery</b>
Senior Mid-day Supervisor	<b>Ellen Hancock</b>
Mid-day Supervisors and Classroom Assistants	<b>Gill Billington Jayne Steed Paula Robey Wendy Barlow Lisa Clark Jade Crossley-Gilbank Vikki Marsden Tracy Mitchell Lana Bingham Laura Setterfield</b>
Site Manager	<b>Clint Archer</b>

**“Middle leaders are knowledgeable and motivated. They are a united team, committed to ensuring that pupils enjoy their learning and achieve well.”**

# Chellaston Infant School

## Term Dates and Holiday Dates 2022 - 2023



### AUTUMN TERM (73 SCHOOL DAYS TOTAL)

- Monday 5 September 2022 to Friday 21 October 2022 (35 days)
- Tuesday 1 November 2022 to Thursday 22 December 2022 (38 days)

### SPRING TERM (54 SCHOOL DAYS TOTAL)

- Monday 9 January 2023 to Thursday 16 February 2023 (29 days)
- Monday 27 February 2023 to Friday 31 March 2023 (25 days)

### SUMMER TERM (63 SCHOOL DAYS TOTAL)

- Monday 17 April 2023 to Friday 26 May 2023 (29 days)
- Monday 5 June 2023 to Friday 21 July 2023 (34 days)

### INSET DAYS (STAFF TRAINING; CHILDREN NOT IN SCHOOL)

- Thursday 1 September 2022
- Friday 2 September 2022
- Monday 31 October 2022
- Friday 17 February 2023
- Monday 26 June 2023

### SCHOOL TRIPS

Educational Visits are an important part of enriching our school curriculum. Each year your child will participate in at least one out of school trip.

- Organisers will ensure that risk assessments are carried out prior to all educational visits, all accompanying staff and volunteers will read and sign such risk assessments.
- All children will wear seat belts on coaches.

More information on school trips can be found in our Health and Safety policy and our Charging and Remissions policy.

### SNACKS

All children are given a healthy snack – fruit and water – at morning playtime. **Drinks bottles must ONLY contain water, no flavoured water, squash or fruit juice is allowed. Please ensure children always come to school with their own water bottle everyday as the use of cups can spread germs.**

### SOCIAL MEDIA

As a member of our school community we ask that you please be cautious when using social media to post or comment about our school. Social media websites and pages are monitored. If you have any questions or wish to find out any information about our school please contact the school office and an appropriate member of staff will happily help you with your query.

### STEPS TO SUCCESS

Through our school curriculum we are committed to teaching our pupils about how to learn best ensuring skills such as research techniques, working as a team and personal attributes such as resilience and aspiration are explicitly taught through our daily activities. We'll refer to these as 'Steps to Success'. There are eight skills and attributes which we focus on, and these are:-



**“Pupils benefit considerably from the wide range of sporting opportunities and other wider curricular activities provided by the school.”**

## SUN SAFETY POLICY

This policy has been written in consultation with staff, pupils and parents/carers. It will be reviewed annually.

Our school believes in sun safety to ensure that children and staff are protected from skin damage caused by the harmful ultra-violet rays in the sunlight. We will work together with parents to achieve this through:

### A. EDUCATION

**As part of the Sun Safety Policy, our school will: -**

- Educate children throughout the curriculum about the causes of skin cancer and how to protect their skin.
- Invite relevant professionals (such as dermatologists, school nurses and health promotion officers) to advise the school on sun safety.
- Regularly remind children, staff and parents about sun safety through newsletters, posters, parents meetings and activities for pupils.
- Encourage staff and parents to act as good role models by practicing sun safety.

### B. PROTECTION

#### Shade

- Hold outdoor activities in areas of shade whenever possible, and encourage children to use shady areas during breaks, lunch-hours, PE and trips. Sunbathing is definitely discouraged.

#### Clothing and Sunscreen

- Encourage children to wear clothes that provide good sun protection, and use sunscreens where appropriate.
- ***We would recommend, for ease, an all-day sunscreen product.***

We will regularly monitor our curriculum, assess shade provision and review the sun safety behaviour of children and staff (use of hats, shade etc) to make sure the Sun Safety Policy is working.

### TRANSFER TO JUNIOR SCHOOL

We have close links with Chellaston Junior School and before children transfer there, they will visit with the rest of their class. We also exchange classes, go to each other's concerts, assemblies; have joint staff training days etc. The Year 3 children come to talk to the Year 2 classes as part of their transition.

When your child(ren) is in year 2 you will receive a letter (via school) from the admissions team to prompt you to apply for their junior school place.

### TRAVELLING TO AND FROM SCHOOL

- The children are encouraged to use School Crossing Patrols or Zebra/Pelican crossings where appropriate.
- Parents and other adults collecting children are asked to park away from the school entrance.
- Staff and visitors only will park in the school car park.
- The car park will be out of bounds to all children and to parents meeting and collecting children from school.
- Pedestrian access will be through the Flatts Path gates at the appropriate school start and finish time for each year group. At other times the only access will be through the car park.
- All children should be brought to and collected from school by someone over the age of 14 years old.
- Should you need to change the person who usually collects your child please inform your child's teacher at the beginning of the school day or, if this change is at short notice, phone the school office as soon as possible.

**“Members of the governing body have a good understanding of the work of the school and are ambitious for their future. They are able to provide good levels of support and challenge senior leaders.”**

## USEFUL ADDRESSES

### EMET MULTIACADEMY TRUST CHIEF EXECUTIVE OFFICER

Mr Rob McDonough  
c/o Chellaston Infant School  
admin@chellastoni.derby.sch.uk

### STRATEGIC DIRECTOR OF PEOPLES SERVICES DIRECTORATE

Mr Andy Smith  
[andy.smith@derby.gov.uk](mailto:andy.smith@derby.gov.uk) / 01332 643556

### LEADER OF THE COUNCIL

Councillor Poulter

### CABINET MEMBER FOR SAFEGUARDING OF CHILDREN AND YOUNG PEOPLE

Councillor Evonne Williams

### CHAIR OF GOVERNORS

Ross McCristal  
C/o Chellaston Infant School  
admin@chellastoni.derby.sch.uk

## VISITORS

Throughout the year school welcomes a variety of visitors from all walks of life to enrich our school curriculum.

## WHAT WE TEACH & HOW WE TEACH IT THE PRIMARY CURRICULUM & THE EARLY YEARS FOUNDATION STAGE

We teach a knowledge and skills-based school curriculum. In this way children acquire knowledge and skills that they can apply across their learning. More detail on our whole school curriculum can be found here: <https://chellastoninfants.peakmat.club/curriculum/school-curriculum/>

The curriculum in Key Stage 1 builds upon the areas of learning in the Early Years Foundation Stage, which are:

Communication, Language and Literacy  
Mathematical Development  
Knowledge and Understanding of the World  
Creative Development  
Physical Development  
Personal, Social and Emotional Development

Children are given opportunities to work independently and in groups and are encouraged to develop a variety of learning styles. Teachers plan for children's learning using the National Curriculum programmes of study which identify key knowledge alongside our skills-based curriculum document. Continuity and progression are ensured through careful monitoring and evaluation by class teachers and curriculum teams.

We encourage all parents/carers to take an active interest in their child's education through support at home, and through invitations to support in school in a variety of ways, including, hearing children read, helping during activity weeks, providing artefacts for topics, sharing their own skills. Each half term the curriculum for the term ahead is detailed on Class Dojo pages.

All teachers are entitled to 10% non-contact time for planning, preparation and assessment. During these times the classes are taught by teaching assistants.

Reception classes access the curriculum through areas of provision indoors and outdoors: reading; writing; numeracy; sand/water; ICT; creative; construction; role play; malleable/fine motor; gross motor. They are supported by a teacher and a full-time teaching assistant. The EYFS affirms that young children learn best through carefully planned, play based experiences that start with their strengths, interests and capabilities. It acknowledges that young children are active learners and that they need opportunities to explore and make sense of the world, supported by knowledgeable, interested and sensitive adults. The principle recognises that all areas of learning are interconnected and that while children will need to be taught new skills, these should always be balanced by opportunities for them to independently apply, practice and consolidate their new learning through a richly resourced environment, inside and out. The EYFS places

the child firmly at the heart of the learning experience and demands an informed approach to supporting children's learning and development, gained through observational assessment and genuine partnerships with parents.

In KS1 children are taught English and Maths in the mornings and areas of learning are taught through topic-based afternoons.

**FINALLY**

We want the time that you and your child spend with us to be happy and rewarding. We hope that you have found this booklet useful. The details in it were correct at the time of printing however changes may occur during the school year. Please ask if you are in any doubt.

Learning is a partnership between home and school so please join with us to provide the best possible opportunities for your child in the important early years of education. We will ask you to sign the home/school agreement (see overleaf) when your child is admitted to our school.

If you're keen to be a really active member and involved in our school community, we do have opportunities for you to do so as part of our PTFA, as a classroom volunteer or a reading buddy we'd love to hear from you.

**Above all, remember that you are always welcome in our school.**

Yours sincerely,

A handwritten signature in black ink, appearing to read 'W Galley'.

Mrs Galley  
Headteacher