

Heronshaw School



School Prospectus
2020-2021

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WELCOME LETTER

DANIELLE CHAPMAN, CHAIR OF GOVERNORS

On behalf of the Governing Board and all Staff of Heronshaw School, I want to welcome you and your child to our school.

I have been a Governor here at Heronshaw for nearly 4 years as a Governor, vice-Chair and now as Chair of Governors. I have two children, both of which have been at, or are currently completing their school journey at Heronshaw. I have always been very impressed at the progress my children have made over their 3 years at Heronshaw and the exceptionally good start this has given them in their academic lives. I am very proud of the school; the dedication, enthusiasm and commitment of the staff to continue the development of all children and ensure that a warm and welcoming atmosphere is experienced by all who attend or visit Heronshaw.

I was involved as a Governor during the academy conversion and the conversion has been a very positive move as we are seeing increased cost savings, access to other learning and teaching resources as well as more support and ability to benchmark our performance against other sister schools.

The Governing Boards role with the Executive Head and Head of School is to ensure that Heronshaw continues to provide an outstanding education to all our children. Part of being an Outstanding school is having an active and involved Governing Board and we are always keen to welcome new members or provide more detail about what we do. If you would like to know more about being a member of the Governing Board please ask at the office as we are very keen to bring new members on board.

The Governing Board and every member of staff are very proud of Heronshaw and the excellent education that we provide for your children, every child matters to us and our aim is for every child to achieve their full potential. We hope that you will support us as your child begins their educational journey into Heronshaw life and that you will be able to share with us some of the many exciting adventures your child will undertake.

We pride ourselves on our open and friendly approach and hope that you will always feel comfortable talking and engaging with us. We always like to hear from parents on how their child is progressing and enjoying life within our school community, likewise if you think we can improve anything at the school or for your child please talk to a member of staff.

I look forward to meeting you and want to wish you and your child every success at Heronshaw School.

Danielle Chapman



INTRODUCTION LETTERS

JAMIE AINSCOW, HEAD OF SCHOOL

Heronshaw School is an infant school for pupils aged 4 to 7 years. There are three year groups, Foundation, Year 1 and Year 2. Parents then have the opportunity to apply for their child's Year 3 place at schools in Milton Keynes: most selecting Heronsgate School or Kents Hill Park Primary School.

Heronshaw is a small, open-plan school with a family community feel. There are 9 classes, each named after animals. The classes are equipped with *Clever Touch* interactive whiteboards and each class links to the two 'shared area' spaces where children access small group work, art and design activities, reading areas and additional computing resources. In addition to the classes the school there are two additional spaces for specific pupil support provision: the rainbow room and chameleon room. We have a large multi-use room that homes our school library, speech and language area and facilities for meetings and training. Our large multi-purpose hall is used for breakfast club, lunch, whole school assemblies and PE sessions.

Heronshaw School is part of the [Inspiring Futures through Learning](#) (IFtL) trust. IFtL is based centrally in the rapidly expanding Milton Keynes. We have schools in Milton Keynes and Corby. Each school has their own unique identity and personality. However, we all share the same core goal: to strive to provide a world class education provision for all children.

Our catchment area includes Walnut Tree, south of Walton Road, Hindhead Knoll, Fyfield Barrow, Walton Park, Caldecotte and Browns Wood. Children are admitted to the school in accordance with Milton Keynes Lol Authority admission policy. In-year admission follows the guidance of IFtL, our trust.

The children are taught in year groups in nine mixed ability classes. In Foundation, the children follow the Early Years Foundation Stage (EYFS) curriculum. In Year 1 and 2 (known as Key Stage 1) the National Curriculum is taught through separate subjects: English, maths, science, geography, history, art, design technology, music, computing, physical education (PE), social moral spiritual and cultural education (SMSC) and religious education.

The governors are committed to school improvement and work closely with the staff to ensure that policies and procedures are continually updated and improved through the school strategic plan.

Foundation children start with a carefully planned induction into school. This process starts for most children before the summer break, when visits are carried out to pre-school settings and other care providers. For some children a visit is not possible and we endeavour to make contact with adults who know those children to gather vital information.

We benefit from a number of voluntary helpers who come into school and help in so many ways, such as supporting children with their reading, helping in the library and joining us on school visits. We are very grateful to support from helpers as the children benefit so much from their time. If parents or grandparents are interested in joining our team of helpers, then volunteer application packs are available from the school office. Any adult wanting to support as a volunteer or student will have all necessary safeguarding checks carried out in the form of a DBS.

We work closely with [Two Mile Ash Initial Teacher Training](#) (MKITT) and the University of Bedfordshire and University of Hertfordshire to support the next generation of teachers with their training and experience. We also support local colleges in Milton Keynes with students wishing to carry out work experience placements in school. All trainees and students are subjects to rigorous checks and whilst they are in school, they are mentored by a staff member.

Jamie Ainscow

SCHOOL DETAILS

Heronshaw School

Lichfield Down

Walnut Tree

MK7 7PG

01908 608380

www.heronshawschool.co.uk
office@heronshawschool.co.uk

SCHOOL DAY

Breakfast club: from 07:45

Gates open: 08:40

Registration: 08:55

End of day: 15:10

COMMUNICATION WITH PARENTS

Our school website contains important information that parents and visitors will find useful, such as holiday dates, forthcoming events, newsletters and curriculum summaries. Some information is posted in the windows around school and on noticeboards by classrooms. We recognise that not all parents have the option to drop off and collect their children, so in addition, we operate a text message service to your mobile phone with important updates and messages. School letters are emailed out to parents with additional updates and information.

Heronshaw School also has social media accounts with Facebook, YouTube and Twitter. These forms of social media are used to promote the learning that takes place in school and to showcase special days and events. By accessing these social media accounts, all users agree to the strict code of conduct.

BREAKFAST CLUB

A breakfast club is run on site from our school hall each morning. Children may attend daily or ad-hoc depending on parental needs. Children at breakfast club can choose from a small selection of options and activities are also provided to enjoy.

A charge operates for breakfast club as it operates outside normal school hours and is part of our extended childcare arrangements. Please see the website for details of charges. Any parent requiring their child to attend our Breakfast Club needs to read sign and return the agreement available from the school office.

AFTER SCHOOL CLUBS

After school clubs also form part of our commitment to extended school hours. These run from 3.10pm and are run by external providers and the children are taken off the premises at the end of the day. Parents need to make arrangements directly with the after-school clubs themselves. Details of these are kept in reception and are available on request.

There is also a range of extra-curricular activities, details of which can be found in this prospectus.

ATTENDANCE

It is the responsibility of all parents to ensure that their child is in school for registration in the morning and collected on time at the end of the day. The school has a duty to follow up continued lateness, absence and late collection of children. Regular lateness impacts considerably on a child's education and is to be avoided please. Please note that if we are unable to contact you then we will carry out a home welfare visit.

If your child is absent from school, please ring the school office every day so we can record your child's absence. Failure to do so may result in the absence being recorded on your child's records as unauthorised.

TIMEKEEPING

ARRIVAL & COLLECTION

Being on time is a good routine and having a settled start to the day is very important for young children. Please ensure that your child arrives at school by 08:55 at the latest. We record all incidents of lateness and report these figures to the appropriate authorities, therefore punctuality is essential. Occasionally families may be delayed and arrive late. Access to the school from 08:55 will then be via the main entrance where parents will be requested to sign their child in via our digital system at reception.

It is equally important that you collect your child promptly at 15:10. If you are detained for any reason, please try to arrange for someone else to collect your child and let us know in advance who this person will be to avoid delays. If you are delayed and cannot arrange for your child to be collected, it is essential that you inform the school office. We will do our best

to supervise your child until you arrive, but we do not have the resources to do this except in exceptional circumstances.

OPEN DOOR

The school has an 'open door policy' first thing in the morning where parents and carers can drop children at the classroom doors. During this time access is available to change reading books and to hand over children to the class teacher. At this point the class teacher takes over responsibility. Please do not leave children to arrive at school without full supervision. If you are accompanied by younger children, please make sure that they stay with you and do not allow them to wander off on their own.

Parents can exit the school building via the doors from the shared areas in Foundation and Key Stage 1. Should parents need to visit the school office then it is accessible via the main entrance. Please ensure that the school is vacated by 08:55 when registration and lessons begin.

We do ask that pushchairs are not brought into the school building for safety reasons as space is limited.

The parent and staff relationships are placed at the heart of what we do. The contributions made by parents to the school are valued and we want to hear from parents immediately if they feel that something has gone wrong, when we can improve something or if parents are pleased with something. Please do speak to any member of staff and they will always listen carefully to what you have to say.

AIMS

INSPIRE – GROW - ACHIEVE

Main text from the aims here

HERONSHAW VALUES

At school we focus on our 7 'Heronshaw values' to support children when learning about themselves and others. All schools teach British values, so with that in mind and considering the needs of our young children our own values are used to focus on them. Our values underpin the way that we work in school and are referred to daily both inside the classroom and out on the playground. Each term we focus on a new value to the children and theme our assemblies around this. We teach the children the meaning behind each value and promote that throughout the school.



BRITISH VALUES

Teaching children British values provides strengthened guidance on improving the spiritual, moral, social and cultural development of pupils to ensure that they leave school prepared for a life in modern Britain. The values underpin what it is to be a British citizen in a modern and diverse Britain and promotes moral and cultural understanding to celebrate the diversity of the UK.

The four main British Values are Democracy, The Rule of Law, Individual Liberty and Mutual Respect and Tolerance of Those with Different Faiths or Beliefs.

BEHAVIOUR

We have high expectations of children's behaviour here at school so that everybody is able to enjoy school, focus on learning and feel safe and happy. Positive behaviour is extremely important to us and underpins everything that we do. We have a positive approach in which the children are able to achieve success and we aim to develop positive self-esteem. We plan for and reward good behaviour using *Trackit lights*, which is an online reward system where the children earn points. All incidents of unacceptable behaviour, whether reported by children or adults, are taken seriously and followed up. Wherever possible, parents will be informed at the end of the school day if their child has not

ENROLLING YOUR CHILD

For new starters to Foundation – parents are advised to go to Milton Keynes council website and follow the admission process. School applications are made centrally (admissions cut on date annually is mid-January). Council then communicate the list to schools.

As part of the Inspiring Futures through Learning, we manage our own in-year admissions. For families wishing to transfer their child or children to Heronshaw the following process is followed.

- Family contact the school office on 01908 608380.
- An application form will be sent from school for completion by parents and the child's current school/childcare provider.
- When completed and stamped this should be brought to the school office along with proof of ID and address.
- The school office team will then manage the transfer and will confirm a start date with the family.

HEALTHY SCHOOLS

Our aim is to support schools to help their children and young people to grow healthily, safely and responsibly. The school encourage healthy eating habits and focus on eating balanced diets, including fruit and vegetables. Snacks and lunches provided from home should be balanced and sweets and chocolate are to be avoided.

School snacks are also available for the children to enjoy. Milk for Foundation children is available. It is free for 4 years olds and a small charge is made for children aged 5.

SCHOOL DAY

Here are some examples of a typical day at Heronshaw school.

Timings	Foundation Stage
8:40	Gates open – arrival
8:55	Registration and welcome
9:10	English
10:00	Phonics
10:30	Continuous Provision
11:20	Magic Minutes of Reading
11:30	Lunch
12:20	Afternoon sessions begins
12:20	Magic Minutes of Reading
12:30	Math
13:20	Continuous provision
14:30	Magic Minutes of Reading
14:40	Get ready for going home
14:45	Assembly
15:10	End of school day

During continuous provision in the Foundation Stage some children will be involved in intervention groups and the children will have a PE lesson once a week.

Timings	Year 1 and 2 (Key Stage One)
08:40	Gates open - arrival
08:55	Registration and welcome
09:10	English
10:00	Phonics
10:30	Break time (<i>including snack</i>)
10:50	Maths
12:00	Lunch (Year 1) Guided reading (Year 2)
12:20	Lunch (Year 2)
12:50	Year 1 lunch finishes. Non-core subjects (Year 1)

13:10	Year 2 lunch finishes. Year 2 Relax Kids
13:30	Non-core subjects (Year 2)
14:15	Afternoon break time
14:30	Get ready for going home
14:45	Assembly
15:10	End of school day

Non-core subjects for Key Stage 1 include two PE lessons every week.

UNIFORM

The expectation at Heronshaw is that all children come in uniform, this creates a feeling of community within school. Our school uniform is a yellow polo shirt with a navy cardigan or sweatshirt. Grey, navy or black skirt, pinafore, trousers or shorts and shoes need to be flat and not trainers or opened toed sandals.

On your child's PE day, they come into school PE ready in their kits. Our PE kit is a navy t-shirt and navy shorts or navy joggers when it is cold and suitable trainers. A warm navy top is a good idea when it is colder and the children are doing outdoor PE.

Our school uniform is available from www.kedaphschoolwear.co.uk and they have a shop at Lennox Road, Bletchley, MK2 2HH. Telephone 01908 417142. School clothing without a logo can be purchased from most supermarkets. If you are having any trouble with uniform, please call the school office and let us know.

JEWELLERY

To help keep all the children safe in school small studs are the only type of jewellery that children are allowed to wear. Children are not allowed to wear bracelets, necklaces, rings or other kinds of earrings. Exemptions due to religious reasons may be made through agreement with the Head of School. This will prevent damage and loss of jewellery and will protect children and staff from any injury they may cause.

HAIRSTYLES

At Heronshaw School we ask that children have their hair styled in a sensible and appropriate way for school with no extreme hairstyles. The extreme hairstyles we do not allow at Heronshaw include patterns shaved on children's heads, Mohican type styles and dyed hair of any kind. If you are thinking about a new hair style for your child and would like to know if it will be allowed please contact the school office.

HOW SCHOOL IS ORGANISED

Heronshaw School is organised in mixed ability classes according to children's age. The sizes of the classes may vary and are dependent on how many children are in each year group. All classes in Foundation Stage and Key Stage 1 are restricted to 30 children by

Government legislation. Children may move around during the school day and be taught by other teachers. Our phonics sessions are taught in ability groups to ensure children are getting the support they need, on these occasions children may be taught by another member of staff. Some children will be identified as benefitting from small intervention groups, at these times children will be taught by other support staff, teachers and student teachers. Intervention groups are usually small groups or sometimes children will work on a 1:1 basis.

CURRICULUM

The curriculum of the school is what is taught and how it is taught. Below you can find out more about each individual subject that is taught here at Heronshaw school. The Early Years Foundation Stage and National Curriculum is followed to ensure that there is a broad and balanced approach. Children are supported in developing their skills and understanding in each subject as well as stretching their thinking and deepening their understanding. At Heronshaw we also offer enrichment activities to make children's experiences both challenging and rewarding. Some typical activities include visits from theatre groups, musicians and sport specialists.

Children are all unique and they have very different starting points on the learning journey. We recognise this and that children also have their own needs, personalities and behaviour patterns. All of this is taken into account when we support children in making progress and reaching their full potential.

Within each class, a range of teaching methods is used to address the various needs and learning styles of different children and to ensure diversity in the curriculum. Work may be presented to the whole class, to small groups or to individual children. At different times and for different subjects, there will be opportunities for practical activities. We often refer to these as 'experience lessons'. We believe in providing children with opportunities to participate in a broad and enriched curriculum, whilst recognising the importance of the basic skills of reading, writing and mathematics.

The subjects that we cover are outlined below to give you a view of the sorts of things that are taught.

ENGLISH

Vitally important to the whole curriculum, children's skills of reading and writing are formally developed through English lessons. We give a high priority to the teaching and development of English skills through carefully planned and structured programmes of work based on 'The Write Stuff' by Jane Considine.

Our reading books are levelled following the 'book banding' approach to support our children in becoming successful readers. Books are banded by their difficulty level based on the individual words, phonetic challenge and comprehensive complexity. Children develop

their skills and consolidate at each level before achieving targets and moving on to the next level. Much of the reading is done in small groups, with a teacher or a support assistant, but we also try to hear individual children as often as we can. We are very keen for children to have access to many different books and they are allowed to take any book home from our school library to share with you at home.

We use a comprehensive system to teach phonics, following the Read Write Inc scheme throughout the school in addition to reading and spelling. It would be very useful if you could help your children to learn to read and share their success when these RWInc books are sent home. RWInc books are sent home weekly and are to be returned each Friday.

Our partnership with parents is vital in the development of children's reading. Parents are encouraged to help their children change their reading books when they come into school, but also to read with them at home on a regular basis. Regular practice is the key to achieving high standards in read from an early age. The more you share books with your child at home the better as it will enhance their development as readers enormously. Please don't worry about what level your child is on. Remember your child will also develop as a reader the more that you read to them too. Early readers need to hear text read to them and have the opportunity to engage with texts that would be beyond their own reading capability at any one time.

The children have writing targets which have been designed to help the process of writing by breaking it down into small, measurable units. The children are helped and encouraged to work towards these targets which are constantly reviewed and include spelling and handwriting in addition to grammar and punctuation.

Mathematics

All classes have maths lessons based on the Early Years Foundation Stage and National Curriculum for mathematics. There is a strong emphasis on the understanding of number and making rich connections across the mathematical ideas to develop fluency, mathematical reasoning and competence in problem solving and increasing difficulty. Our teaching programme contains practical activities and games with recording work gradually introduced as appropriate. The children explore shape, space and measure, number, calculations and in Year 2, data. Children are encouraged to discuss their strategies, express their ideas and explain what they are doing as this helps to further their understanding, promotes an engaging and interactive approach and helps them to become independent learners able to select appropriate mathematical strategies.

Science

Right from the start, when our children are in Foundation, they are encouraged to develop an interest and fascination in the world around them. We want the children to ask questions and wonder why and what if...? We teach them how and why things work and happen and place great emphasis on the development of investigative skills. The children learn to make observations, devise fair tests, make predictions and draw conclusions; they communicate

their ideas and findings using scientific language, through drawings, tables, diagrams and graphs.

Physical Education (PE)

PE is vital to children's well-being and health and we aim for all children to experience a sense of achievement from PE; we want them to develop their enthusiasm for a healthy and active lifestyle. The children participate in dance, gymnastics and games activities to develop skills, improve coordination and fitness and develop their ability to work cooperatively with others. In Year 2 children will take part in swimming lessons to help them achieve the requirement to swim 25 metres by the end of Year 6. Please ensure that your child is provided with the correct swimwear for these lessons. Some PE lessons are taught by specialist providers who have designed programmes especially for young children.

Geography

Geographical study inspires children to think about their own place in the world. There is an emphasis on investigative skills based on the local setting and the wider environment. We draw on a range of resources and recognise the importance of first-hand information in developing geographical skills.

History

We endeavour to encourage a curiosity about the past and much of our work in history centres on learning how and why things happened and how things compare with today. Children are asked to consider historical evidence and discuss what this tells us about the past. The children are taught these skills through a range of different historical programmes of study in each year.

Art

Art heightens a child's imagination and develops their perception of the world. The children are encouraged to make choices, to experiment and discuss their work and that of others. A wide range of materials are used and we aim to teach the children the necessary technical skills appropriate to their age to enable them to express themselves creatively. The children have the opportunity to appreciate different art forms from different cultures and learn about the work of well-known artists.

Design Technology

Through design technology (DT) we provide the children with the opportunity to develop a range of practical skills, using a variety of tools and materials. They will learn to design and evaluate their work, consider safety implications and develop skills associated with other curriculum areas.

Computing

The world of technology is ever-changing, so we have invested in different technology to give the children the best possible introduction. The children are taught to use computers and

iPads to access different programs and to learn about being responsible digital citizens. They focus on how and when to use technology to enhance their learning and to recognise the importance of this technology in the world around them. We have a class set of laptops, 6 iPads per class and additional computers around the school. Each classroom is equipped with an interactive whiteboard (Clevartouch boards). We are committed to providing the best resources for our children and to training staff to learn new technologies as they arrive to make the best use of the excellent facilities that we have.

We have a school website, www.heronshawschool.co.uk, that we hope you will use to find out more about the school. We use the website as well as our social media accounts to share learning, celebrate success from across the school community, inform of upcoming events and to signpost essential information. Currently, the social media includes Facebook, YouTube and Twitter.

SMSC

In this area, we discuss issues such as friendships, relationships and keeping healthy, both physically and mentally. We also deal with more complex issues such as teasing and bullying as well as looking at our place in the wider community of a multiethnic society and how we can all play and work together to the benefit of us all. We seek to foster positive attitudes, reinforce our school values, emphasise the importance of individuals and their responsibilities within society and boost confidence and self-esteem. We also encourage a sense of community throughout the school. Every day children participate in circle time during class time, but also on the playground following playtime. This is a whole school meeting; topics discussed include feelings, like, dislikes, experiences, ideas and beliefs. We have links with the wider community such as Kent's Hill church. Children also participate in charity events to encourage a sense of empathy and respect for others. Another area of SMSC is restorative practice. All members of Heronshaw community, children staff and parents, consider the way we speak to each other using respectful and restorative dialogue. Children display this through support from staff and parents. Playground buddies and excellent role models of restorative practice.

Music

Music includes listening, singing, playing and composing. Children learn about music from different periods and cultures and are encouraged to discuss their opinions. We aim to foster an interest and enjoyment of music and hopefully engender and lifelong interest in listening to music; hopefully we can also foster a desire to play musical instruments and to sing. Some music is taught by teachers from the School Music Service who have great expertise and provide the children with enhanced activities.

RE

Heronshaw is a non-denominational school and our work in RE is based on the agreed syllabus for Milton Keynes. Children share knowledge and understanding of Christianity and other world religions. We teach the children about religious traditions and beliefs and give them the opportunity to reflect and develop personal values. Very importantly, we encourage

a caring attitude to one another, respect for all and a tolerance and understanding towards all faiths and beliefs. Our assemblies aim to develop the philosophy of caring for, understanding of and respect for others. Visitors to the school, such as theatre groups, also help us to reinforce the concepts of caring and sharing.

Special Education Needs and Disability (SEND)

We are committed to inclusion and giving every child the opportunity to success. Work is planned to cover the diversity of needs and give additional support to children who may need it. Through assessments and observations, we try to identify any individual child's difficulties as early as possible and plan how these can be overcome. Whenever possible, we meet these needs within the context of the classroom. Parents are involved and consulted at all times, and we have strong links within the IFtL trust and the local authority support services. We make good use of their advice and resources.

Any children with specific strengths are identified and are challenged at an appropriate level through extension tasks and differentiated programmes where appropriate. Parental support is always encouraged and highly valued.

HOMEWORK

Between the ages of 4 and 7 years old, we believe that it is extremely important for children to read as much as possible at home and to learn to read and spell some key words. All children will have a reading book to take home. There is a reading record where we ask that parents write a brief comment about your child's reading.

We strive for any homework activity to be useful and relevant to what the children are currently doing in class. Children in Foundation receive an 'Early Reader' book with sounds and simple words to focus on. In Year 1 and 2, the children have a homework book with 6 suggested maths tasks to focus on during the half term. Parents are able to share the work that has been happening in the classroom and it gives the children a little more practice to reinforce this learning. Spellings also form part of the weekly homework. We do not believe in giving young children excessive amounts of homework.

ASSESSMENT, REPORTING & RECORD KEEPING

We aim to reflect the whole development and success of each children at school. We set targets in different subjects areas and share these targets with the children and parents. We mark work sensitively using 'live marking' to show children what they have done well and also what could be improved next. Not all mistakes are corrected in a piece of work, but rather the work is marked and discussed with the children in accordance with the learning intention for that particular lesson. We assess the children continually and we aim for parents and the child's next class teacher to find information clear, relevant and useful. Parents receive information about their child's progress and attainment during parent teacher consultation meetings (autumn and spring terms) and through a written report in the summer

term. However, we ensure that our school and parent links are strong so any concerns will always be shared early to ensure that the support is there.

Your child's first year in school is part of the Early Years Foundation Stage. The children are assessed throughout the Foundation year against the Early Learning Goals (ELGs) criteria.

Year 1 children are formally assessed in phonics and they complete their phonics screening check in May.

Year 2 undertake the statutory assessment tests (SATs) in reading, writing and mathematics each May. The results of these tests are used together with the teacher assessments to determine the level that the children are working at.

The language for assessments across the school is 'working towards the level expected' (WT), 'working at the level expected' (WA) and 'greater depth' (GD).

These levels will be reported to you at each parent teacher consultation meeting and then again on the end of year report. The Foundation children will receive a report with their ELGs.

We recommend that you arrange to see your child's class teacher at any time if you have concerns or queries about progress and attainment.

EXTRA CURRICULAR ACTIVITIES

At Heronshaw School our curriculum is enriched through additional extracurricular activities that run before and after school. Our clubs are provided by school-based staff and in addition to this we are supported by several external agencies. Our clubs cover sports, the arts, STEM themes and lots more. We welcome parental involvement with our programme of clubs as a support or in a leading capacity.

At the start of each year our extra-curricular brochure is shared and half termly clubs are made available for parents to sign up to electronically. Clubs are assigned by a first-come, first served basis. Please do sign up quickly to secure a place for your child. Prices for clubs vary depending on the nature of the activity and to cover the costs of materials or external coaches. Payment for these is to be made before the place is secured. If your child changes their mind and no longer wants to attend a club, no refund will be given as clubs are very popular and another child could have used their space.

BREAK TIMES

Time outside is extremely important to children and regular breaks are essential in their development. We aim to make break times an enjoyable, social and relaxing time for both children and for staff. We provide a variety of small play equipment during lunch breaks and the children are taught and encouraged to share and play together. We do expect that they will care for this equipment. We ask that children do not bring their own toys and games from home in case they get lost or broken.

When the weather permits, we use the field behind Heronsgate school for various activities and lunchtimes and for PE sessions. Foundation make use of the open space each week as part of their 'Forest School' approach to learning.

HEALTH AND SAFETY

We have a comprehensive Health and safety policy. As with all our school and trust wide policies, you may ask at the school office if you would like to see a copy.

We ask that children remove any items of jewellery for PE lessons. The only jewellery allowed in school is a named watch and small stud earrings (see *Jewellery* section). If parents wish, they can send tape for their child to cover studs with; however the child must do this themselves as staff are not allowed to.

There is a strict NO SMOKING policy within the school and the school grounds. Smoking at events such as Sports Day on the field behind Heronsgate is **not** permitted. Adults will be asked to leave if they do not adhere to this.

Dogs must not be brought or carried into the school grounds at any time. If you have a dog, we would ask that you do not bring it near to the school gates at all when children are arriving or leaving because many children (and some adults) are frightened of them and we want to ensure the safety of everyone using the school. Please do not bring dogs to school and tie them up outside as they become distressed.

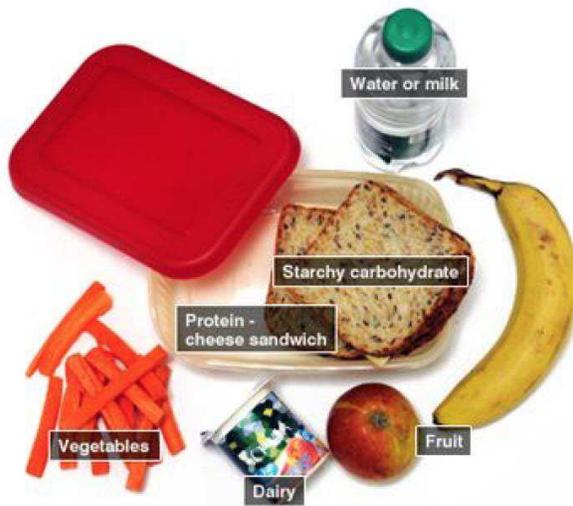
LUNCHTIMES

The children may have a hot dinner (provided by Chartwells) which is prepared on site. Hot school dinners are free of charge for all children attending Heronshaw school as per government guidelines. Some parents select for their child to have a packed lunch provided by school or to bring in their own packed lunch. Please ensure that lunchboxes are named and that drink containers do not leak.

The children are supervised while they eat and have reasonable time to eat. They are all encouraged to eat at this sociable time of the day. We are a 'Healthy School' so please try to provide your child with a healthy and balanced meal.

"Healthy"

A healthy packed lunch should include



"Unhealthy"

A packed lunch should avoid



Source: Food Standards Agency

If you wish for your child to receive a school dinner then please complete a dinner form, available via the website or from the school office. The order forms must be completed in advance, so look out for the cut off dates.

In December, a Christmas dinner is served for those parents wishing for their child to participate.

In the interests of health and safety we do not allow fizzy drinks, glass containers, sweets or nuts. There are children in school with a variety of nut allergies, so we ask for all parents to be aware of this.

It is important for children to have access to water to drink at any time. We are happy for children to bring their own named water bottled to school. They will have access to this throughout the day. Please only fill these bottles with water (not juice or fizzy drinks).

MEDICAL MATTERS

SICKNESS

If your child falls ill, we care for them until adults listed on their emergency contact sheet have been called during the school day. It is essential that the office has four contact numbers and that any changes are immediately shared so that our records are accurate.

Please inform us by telephone on the morning that your child is sick or as soon as possible so that we can record the absence in the register. Failure to do so may result in the absence being recorded as unauthorised.

If your child is sick or has diarrhea they must not return to school until 48 hours after the final bout to help prevent the condition from spreading to other. For infectious diseases such as chicken pox, please consult your GP. There are some other conditions that may require your child to be kept at home during the infectious period and we will inform you if your child

should be kept at home during their illness. Please call and ask if you are unsure whether to keep your child at home. If your children is unwell at school, we will call you to come and collect them.

We do not actively search for headlice, although should we see them, we will inform you and ask you to initiate treatment. Headlice are common in schools, especially amongst younger children. It is better for children with long hair to have it tied back to avoid close contact. Regular combing is best done when the hair is wet and is the best long-term treatment and prevention.

Cuts, bumps and other minor needs are dealt with by a trained first aider on site. A record is made of any medical treatment given and a note will be sent home with the child at the end of the school day. In the event of any bumps to the head or other more serious injuries, a telephone call will be made to inform parents.

If you need to take your child out of school during the day then the electronic sign out system must be used at the school office. Upon returning to school we ask that you sign your child back in.

HEALTH CHECKS

Each term the school nurse visits to carry out health checks on our younger pupils. You will be informed if your child is affected by this and you will be invited to attend if you wish.

You may also request sight or hearing checks to be made by the school nurse on the visits. Staff may also make this requests in response to events in the classroom, although staff will inform you of this in advance.

MEDICATION

We can administer prescription medication to the children if required to do so. If your child requires this then we have a medical folder at the school office where parental permission is granted each day. Medication must always be signed in and out each day.

Named inhalers are kept in the medical room and are available on demand. Please ensure that these are kept in date.

JOURNEY TO SCHOOL

Lichfield Down and the surrounding streets get very busy at the beginning and end of the school day. Wherever possible, we ask that parents walk their child to and from school in order to reduce the congestion. This is the healthier option, and it is better for residents who live nearby as well as being more environmentally friendly. There are bike and scooter racks available at the school entrance. Please remember to lock any items.

If you do bring your child to school by car at any time, please be mindful of the busy roads. We provide a 15-minute window to drop off in the morning to ease this issue. The car parks are for school staff only and parents are not permitted to drop off inside the car parks, unless agreed by the Head of School. There are car parks across the road, near the shops (2 minute

walk from school). Please do consider our neighbours and other parents when dropping off and picking up.

Please, never park in a dangerous or illegal place. Our school priority is the safety of our children and families and will report to the police any registration plates or adults who put others at risk. We ask that parents do not walk children across the car park. There is a pedestrian path to the school entrance.

SAFEGUARDING

CHILD PROTECTION

We pride ourselves on our partnership with parents and carers to support your children in school. Safeguarding and Child Protection is paramount and we are fully committed to ensuring the welfare and safety of all our children and expect all staff and volunteers share this commitment.

We believe that all pupils have a right to learn in a supportive, caring and safe environment which includes the right to protection from all types of abuse; where staff are vigilant for signs of any pupil in distress and are confident about applying the processes to avert and alleviate any such problems.

Designated Safeguarding Lead – Maddie Boothroyd

Deputy Safeguarding Leads – Jamie Ainscow, Penny Meehan and Jess Elford

SCHOOL STAFF

2020-2021

SENIOR LEADERSHIP TEAM (SLT)		
Executive Headteacher: Melanie Saunders Head of School: Jamie Ainscow Assistant Heads: Maddie Boothroyd & Jessica Elford		
FOUNDATION	YEAR 1	YEAR 2
Kate Nichols Gemma Langford Maddie Boothroyd Chloe Wilson	Momtaz Begum Emma Ravilious Natalie Guntrip	Nicole Zastron Anne Andrews Sam Savage
TEACHING SUPPORT		SCHOOL SUPPORT

Marnie Bruce (*Learning Mentor*)
Lynn Funnell (*Speech & Language*)
Faye Rozzier
Emma Bloxham
Helen Pearce
Michelle Tyler
Charlotte Thomson
Suprita Singh
Emma D'Costa

Jennie Smith (*Office Manager*)
Penny Meehan (*School Parent Liaison
Coordinator*)
Marc Parker-Lynn (*Caretaker/Lunchtime*)
Sophie Lake (*Breakfast Club Lead/Cook*)
Marta Bobrowska (*Mid-day supervisor*)
Lesley Agar (*Mid-day supervisor*)
Kylie Johnston (*Mid-day supervisor*)
Val Craig (*Cleaner*)
Emma Parker-Lynn (*Cleaner*)

GOVERNANCE

The Governing Board's role with the Executive Head and Head of School is to ensure that Heronshaw continues to provide an outstanding education for all our children. Part of being an Outstanding school is having an active and involved Governing Board and we are always keen to welcome new members or provide more detail about what we do.

GOVERNOR CHARGING POLICY

In general, no charge can be made for admitting pupils to academy trust schools. Where education is provided wholly or mainly during school hours, it must be free. However, the school may charge for activities outside of school hours where these are not a necessary part of the national curriculum.

OUT OF SCHOOL ACTIVITIES

There are a number of additional providers for out of school activities. Please refer to our breakfast club provision and extra curricular activities. Some external providers collect children from the end of the day. The school office can pass on contact details for providers that are commonly used by families.

BREAKAGES AND DAMAGES

If, in exceptional circumstances, something was to be damaged or broken then school would contact the family to make them aware of such incident. The cost of replacement would be communicated from school.

COMPLAINTS PROCEDURE

We want all pupils and their families to be happy with the education we offer and the policies and procedures we follow. The school aims for all concerns raised to be dealt with promptly, openly, fairly and without prejudice. Most queries or concerns can be resolved satisfactorily through discussion or by providing clarification or further information. However, when a more serious concern is raised, the school has adopted a procedure that explains how to complain and what to expect in response.

The purpose of this procedure is to ensure, for all parties, a fair and consistent approach to dealing with complaints.

TERM DATES

	TERM DATES 2020-2021	
TERM	TERM STARTS	TERM FINISHES
AUTUMN TERM 2020	Thursday 3 rd September 2020	Thursday 22 October 2020
	Monday 2 November 2020	Friday 18 December 2020
SPRING TERM 2021	Monday 4 th January 2021	Friday 12 February 2021
	Tuesday 23 rd February 2021	Friday 26 March 2021
SUMMER TERM 2021	Monday 12 th April 2021	Friday 28 May 2021
	Monday 7 June 2021	Friday 16 th July 2021

BANK HOLIDAYS/ INSET DAYS (NO CHILDREN IN SCHOOL)

TYPE OF DAY	
INSET DAYS	Tuesday 1 st September 2020 Wednesday 2 nd September 2020 Friday 23 rd October 2020 Monday 22 nd February 2021 Monday 19 th July 2021
BANK HOLIDAYS	25 th and 28 th December 2020 1 st January 2021 2 nd and 5 th April 2021 3 rd and 31 st May 2021 30 th August 2021
Holidays (staff)	Autumn half term break 2020 Monday 26 th October 2020 - Friday 30 October 2020 Christmas break 2020 Monday 21 December 2020 - Friday 1 January 2021 Spring half term break 2021 Monday 15 February 2021 - Friday 19 February 2021 Easter break 2021 Monday 29 March 2021 - Friday 9 April 2021 Summer half term break 2021 Monday 31 May 2021 - Friday 4 June 2021 Summer break commences Tuesday 20 th July 2021

SCHOOL DATA/SATs RESULTS

Full details are available on the school website under 'Performance Reporting'.

LATEST ADDITIONAL INFORMATION

CAN BE FOUND VIA OUR SCHOOL WEBSITE

www.heronshawschool.co.uk

- Latest Ofsted report (2016)
- Pupil Premium spending and outcomes
- Key documents
- School policies
- IFtL trust policies