

Buttsbury Primary School

School Information EYFS and KS1 2024-2025



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Welcome to Buttsbury Primary School-Infant Site

On behalf of all the staff, I take great pleasure in welcoming you to Buttsbury Infant School. At the heart of our school is our commitment to offering our pupils the best learning experiences and pastoral care possible.

This information pack is intended to provide you with useful information regarding Buttsbury Infant School, and provide you and your child with an explanation of what you can expect to experience during your time with us.

Our school is a friendly, exciting place to learn and in which to develop the foundations of important life skills. We value everyone as an individual and take pride in getting to know your child and yourselves. We believe that the first years in school are the most important in your child's education and should certainly be exciting. Our dedicated team are committed to providing the very best education possible and we love being part of the journey.

We are a large infant school nestled in Billericay, with beautiful grounds for your children to explore. We provide an environment which ensures a wide range of opportunities for the academic and personal development of every child; one which stimulates and motivates children to achieve. Our curriculum is exciting extending beyond the classroom to trips, visitors to the school, themed days and weeks.

We value a supportive and co-operative partnership between home and school, for the benefit of all of the children in our care. When your child joins Buttsbury Infant School they join a happy, supportive community.

Childhood is precious. At Buttsbury Infant School it is our privilege to welcome your child and yourselves to our school. We look forward to meeting you.

Mrs Ann Robinson
Headteacher

THE GOVERNING BODY

The Governing Body of Buttsbury Infant School is the school's legally accountable body and must operate in the best interests of the school. The task of the Governing Body is to support and lead the school strategically, focusing on the following three core functions:

1. Ensuring clarity of the vision, ethos and strategic direction
2. Holding the executive leaders to account for the educational performance of the school and its pupils and the effective and efficient performance management of staff
3. Overseeing the financial performance of the school and making sure that its money is well spent

Governors are all volunteers who are either appointed or elected, and have a wide range of backgrounds and experiences. Typically, Governors have an initial term of office of four years. When vacancies for Parent Governors arise, the School Office will advise parents and request nominations. If you have any questions regarding the work of the Governing Body, then please contact the School Office.

INTRODUCTION TO BUTTSBURY PRIMARY SCHOOL PARENTS' ASSOCIATION

The role of the PA is to raise funds to support the school when budgets are under increasing pressure. We hold a number of events for both you and your children which in recent years have included:

Spring Ball at Stock Brook Manor Country Club
Strawberry Fayre
Christmas Bazaar
Mothers' and Fathers' Day gift boutique
Adult quiz nights
Film nights
Discos



We also sell discounted Adventure Island Wristbands and tea towels with the children's self-portraits, organise personalised Christmas cards, and much more.

The money raised is spent in a variety of ways around the school. The focus for fundraising is to purchase resources to enhance teaching and learning.

In 2022 our main project was to install a state of the art sound system and interactive, retractable screen in the school hall.

This year we have raised money to provide interactive workshops for the every class during our 'Science' and 'Arts and Culture'



weeks. We have also provided new benches, boards, painting stands and a reading shed in the EYFS area as well as a new playhouse in the playground.

If you would like more information about the Parents' Association or would like to become a member of the committee or a helper please contact the School Office who will put you in contact with the Parents' Association. Please look out for ParentMail messages which give information about our monthly meetings and other events.

SCHOOL ORGANISATION

The day-to-day organisation of the school is delegated to the Headteacher. The following section gives a summary of information for prospective parents. Copies of current school policies for key areas of school organisation can be found on the school website, including: admissions, attendance, special educational needs, positive behaviour management and charging.



INDUCTION ARRANGEMENTS

Once parents have received a letter from the Local Authority indicating which school their child has been offered a place at, we send out a letter about induction arrangements. Parents fill in a slip to confirm that they will take up the school place offered and need to give written proof of residence. The school then sends out more detailed information about induction visits and meetings for parents.

Whilst the child is under the compulsory school age parents can request that the date their child is admitted to school is deferred until later in the school year. In this event the child will be admitted to school at the beginning of the January term, full time. Under the school's admission policy parents may request that their child attends part-time until the child reaches compulsory school age. Under this option a part time place would be mornings only.

CLASS ORGANISATION

Children are arranged in mixed ability classes according to their age. There are three groups in the Infant School:

Early Years Foundation Stage: 4 and 5 year olds
Year 1: 5 and 6 year olds

Year 2:

6 and 7 year olds

Each class teacher is responsible for delivering the curriculum for their class. Teachers undertake detailed planning with year group colleagues to ensure consistency across a year group and progression between year groups. Early Years Foundation Stage classes have a full time teaching assistant to support the work of the teacher. Teachers in Year 1 and Year 2 classes are typically supported by a teaching assistant for morning lessons.

SCHOOL HOURS AND DROPPING OFF AND COLLECTION OF CHILDREN

8.40 a.m. - 12 noon

(Playtime is from 10.15 a.m. to 10.30 a.m.)

1.00 p.m. - 3.15 p.m.

(Lunch is from 12 noon to 1.00 p.m.)

In the morning, it is the responsibility of parents and carers to supervise their children until the classroom doors open. Parents and children should not arrive on site before 8.25 a.m. While we understand that for some parents who walk to school, the journey may be speeded up if their child uses a scooter, for safety reasons children must not ride scooters or other wheeled vehicles once inside the school grounds. We have a large number of parents and children within the grounds before and after school and the riding of scooters or bikes creates a significant hazard.

The first school bell rings at 8.30 a.m., when the classroom doors open and children begin to enter. A second bell rings at 8.40 a.m. to signal to the teachers to close the classroom doors and complete the attendance register. Children arriving after the second bell when other children have gone into their classroom must be taken to the school office and signed in via the electronic screen. Early morning work commences at 8.30am and lessons begin promptly at 8.40 a.m. We ask parents and carers to leave the school grounds as soon as they have dropped off their child at the classroom door to enable us to lock the gates promptly. This will help us to safeguard children by securing the site without delay.



At the end of the school day, the school gates open at 3.05 p.m. Parents and carers should stand near to their child's classroom door. The school bell rings at 3.10 p.m. to signal the end of the school day. The class teacher supervises the collection of each child, ensuring that they recognise the person collecting the child. This can take some time initially as teachers get to know which children belong to which parents and carers, so please be patient with us. It is helpful to speed up the process of matching children to parents when parents wave to their child only when they reach the front of the line. Teachers will only release a child into the supervision of an adult other than a parent if they have received written permission to do so from the parent.

SCHOOL UNIFORM



All children are expected to wear school uniform. All school clothing should be comfortable, durable and clearly labelled with your child's name. When choosing items, remember that it is important for your child to be able to dress and undress him/herself so please consider the potential difficulty of buttons, zips and shoe laces. All items of uniform are available from the school's supplier www.mapaconline.com. If you do not have internet access, an order form can be collected from the school office.

Boys

- School burgundy pullover, ideally with school logo
- School pale blue polo shirt, ideally with school logo
- Grey trousers or grey shorts
- Grey socks

Girls

- School burgundy cardigan, ideally with school logo
- School pale blue polo shirt, ideally with school logo
- Grey skirt, pinafore dress, trousers or shorts
- Grey or white socks/tights
- Blue checked or striped dresses may be worn in the summer with white socks
- Simple hair bands, bows, scrunchies etc. ideally in school colours



All children will need a school book bag which should be in school every day. The school provides a book bag for each child to start in reception. Children in the reception classes will also need a pair of wellington boots which are kept in a bag on their coat peg throughout the year.

Shoes for boys and girls must be safe and sensible. They should be easy to put on and in the interests of safety have no sharp buckles or over-long laces. Children should only wear lace-up shoes if they can tie the laces themselves. Please avoid open toed footwear in summer. Boots are not suitable wear in the classroom as children find it difficult to sit comfortably on the carpet when wearing heavy footwear. If your child comes to school in boots in the winter, please ensure they have with them shoes to change in to. Please note that children are not permitted to wear nail polish.

Children should always bring a coat or jacket to school as they will play outside all year round. The weather can be very changeable, and the playground deceptively cold.

For PE all children need

- School pale blue t-shirt, ideally with school logo
- Navy PE shorts
- Jogging suit for outdoor P.E. (burgundy ideally with school logo available)
- Plimsolls
- A PE bag (Burgundy with school logo available)



Optional items

- School burgundy reversible fleece jacket with school logo
- School burgundy knitted hat with school logo



Second-hand uniform is available from - 'Buttsbury Schools Buy, Swap and Sell' Facebook group.

PUPIL PREMIUM ENTITLEMENT

All infant children are entitled to receive a daily free school hot meal. Any parents in receipt of benefits, should inform the school about the benefits they receive. This is important as the school receives additional funding for every child in this group. This additional "Pupil Premium" funding enables the school to provide considerable benefits to registered children, including additional teaching support to work on individual learning targets. It is therefore important that you register if you are eligible for benefits.

ATTENDANCE

ATTENDANCE: ABSENCE FROM SCHOOL

It is a statutory requirement of the school that we keep accurate attendance records. The school has to provide the Department for Education (DfE) with information about authorised and unauthorised absence annually. Attendance figures must be recorded on each child's individual school report.

If your child is unwell, please inform the school office, by 9.10am on each day of your child's absence, via the Study Bugs App. For safeguarding reasons we will contact you if we do not hear from you every day of the absence. When your child returns to school please provide us with a letter explaining the reason for absence for our records. If

we do not receive a written explanation of absence, the absence will be recorded as unauthorised.

ATTENDANCE: LATENESS

Regular and punctual attendance is vital if your child is to succeed at Buttsbury. It is extremely disruptive for both the child and the teacher if children arrive in school late for reasons other than medical appointments. Children are marked late if they arrive after 8.40 a.m. Registers will close at **9.10 a.m.** and any child arriving in school after this time, without a medical reason, will be recorded as having an **unauthorised** absence for the morning session. Children who have irregular attendance or consistent lateness will be referred to the Educational Welfare Officer. Parents must sign in children who arrive after the 8.40 a.m. bell using the electronic Inventory system.



ATTENDANCE: LEAVE OF ABSENCE

Taking your child out of school during term time is detrimental to your child's educational progress. Parents should not normally take their children on holiday in term time and have no legal right to do so. Under the 2016 amendment to the Education (Pupil Registration) (England) Regulations, the school is only able to authorise absence during term time in "*exceptional circumstances*." Should you wish to make a request, you need to complete a "Leave of Absence" request form (available from the school office) at least four weeks before the date of the planned absence. Completion of the form will not guarantee authorisation and if the absence is not authorised and the child is taken out of school anyway, the case will be referred to the Local Authority, who may issue a Penalty Notice for £120 (or £60 if paid within 21 days). This penalty will be issued to each parent for each child taken out of school. Essex school term dates for the year 2023-2024 are printed at the end of this document.

MEDICAL APPOINTMENTS

Where possible all medical/dental appointments should be made out of school hours. We ask parents to let the school know in advance of any appointments and report to the school office when collecting or returning a child during the school day. All children must be signed in and out using the electronic system. This is essential for safety and security.

CHILDREN'S WELFARE

CHILD PROTECTION

The safety and welfare of our children is a first priority in school and we hope that parents and carers will support us in our work to keep all of our children safe. It is the **legal duty** of the 'named person', Mrs S. Harris, to inform social services if she feels that a child is being neglected, abused or harmed in any way. Where appropriate she will discuss this directly with parents. Staff and students receive annual safeguarding training to ensure that everyone has up to date information about safeguarding issues and procedures.

Parents and carers can help us to keep our children safe in the following ways:

- Supervising your child at the start and end of the school day on the playgrounds and outside areas, including not allowing children to climb on play equipment, ramps or steps, or ride scooters or other wheeled vehicles.
- In the morning, moving off site promptly when your child is in class so that we can lock the gates to reduce the number of entrances to the school.
- Closing the main school entrance door when you come into the school building.
- Not taking photographs or images during school assemblies, concerts or meetings and not sharing any images of children in school on social networking sites. There are a number of parents and carers who do not wish their child's image to be used by the school for safeguarding reasons. School staff know who those children are and so ensure that their images are not used, but other parents and carers do not.

If you have any questions or concerns about child protection matters, please contact Mrs Robinson who is the designated person for child protection in the school.

PHOTOGRAPHY

Parents have the right to request that their child is removed from all school activities that are photographed. Our admissions forms clearly request parental permission for the use of photography for curriculum purposes, linked to the new General Data Protection Regulations. Parents need to read the forms carefully and only sign if they agree to their child being photographed in the different formats described.



For safeguarding reasons, we do not permit videoing or photography in any school performances, special time assemblies or other school events unless by a member of school staff for internal school display purposes.

MEDICAL AND OTHER SIGNIFICANT INFORMATION

It is very important that parents give us relevant information about their child's medical history. Our first concern is for the wellbeing of the children in school and any such information will be held in confidence. Please therefore provide the school with full information about your child's medical needs, both before the child begins school and if a condition develops whilst the child is attending school. Please also inform the school if you are awaiting any follow up appointments from medical referrals for your child, such as to a paediatrician, educational psychologist, specialist teacher or speech therapist. It is helpful if you inform any medical professionals who are involved with your child that they are due to start school and provide them with the school contact details, so that we can be kept up to date with relevant reports and information.

Whilst most children will need medication at some time during their school life, it is often possible for parents to arrange for medication to be taken outside school hours. For prescription medicines, nominated school staff are able to administer medicines during the school day when parents or carers complete a medicine consent form at the school office. Parents and carers are responsible for delivery of medicines to the office in the morning and collection from the office at the end of the school day. Medication such as inhalers, adrenaline auto-injectors and medication for chronic or acute illnesses, can also be administered by staff if a medical consent form has been completed by parents or carers. For children who already suffer from a chronic or acute medical condition, Mrs Robinson should be notified prior to the child commencing school, so that appropriate support arrangements can be made. For those children suffering from asthma, parents should provide in writing detailed instructions concerning type of inhaler and dosage required. Inhalers are to be kept in the school office and appropriate records will be kept of inhaler use. For children with allergies which may require administration of an adrenaline auto-injector, parents complete a written protocol. This protocol includes information about signs and symptoms of allergies, administration of medicines and possible side effects to monitor. Basic information of allergies and medical needs is shared with relevant staff to ensure that health needs are well-managed, such as the use of pupil photographs held in the medical folder used on the playgrounds at break and lunchtimes to alert relevant staff to potential medical needs. Relevant staff receive regular training on the use of adrenaline auto-injectors for children with allergies, and receive other relevant training from health professionals, based on the needs of current children on roll. Most children will be familiar with taking medicine and should be made aware that they should only take medication prescribed for them. Our drugs awareness policy promotes understanding of safety and making appropriate choices.

Should your child become ill during the day, we will endeavour to contact you or an 'emergency' contact. *An emergency can strike quickly- at home and at school - with little or no warning. Please therefore ensure we have up to date contact numbers in the event that we may need to contact you if your child is ill or has an injury at school.* If your child feels unwell and you suspect they may have an infection, please do not send them to school until they have been checked by a doctor. The school operates a 48 hour sickness rule. You must keep your child away from school for at least 48 hours after he/she was last unwell with sickness or diarrhoea.

ALLERGIES

We ask that on the occasion of your child's birthday you do not send in sweets, cakes (or similar) for distribution amongst their classmates due to allergies, sometimes life threatening, experienced by some children. We also ask that lunchboxes contain no products containing any form of nuts.

FIRST AID

All members of the school office and many teaching assistants are first aid trained and all accidents are recorded in the school's accident book. Parents are notified by means of a phone call of any more serious accidents to their child. We send a 'yellow note' and place an orange wristband on the children to specifically highlight if a child has bumped their head.



Whilst most injuries can be dealt with in school, serious injuries are reported to the Headteacher or Deputy Headteacher. Should it be felt that a visit to the hospital or doctor is necessary then you will be contacted. For this reason it is essential that you keep us up to date with any changes to contact details. If you are unavailable we will contact the 'emergency' number given. It is important that 'emergency' contacts understand that we may contact them to take full responsibility for your child in case of accident or injury.

Should we be unable to contact anyone, the Headteacher or Deputy will accompany your child to hospital. In this instance, the Headteacher or Deputy cannot give consent for any treatment but they will stay with your child until such time as parents or carers arrive.

HEALTH CHECKS

A general health questionnaire is sent out to parents ahead of the Health Check carried out by the School Nurse.

HEADLICE and THREADWORM

Please advise the school office if your child has headlice or threadworms. We will then send out a general information ParentMail to parents in your child's class. We would ask that you keep your child at home until you have commenced treatment.

EQUAL OPPORTUNITIES

Children will be provided with experiences which enable them to succeed and gain confidence in all that they do. As a school, we are committed to the promotion of equality of opportunity for all. Teachers set high expectations and provide opportunities for all children to achieve, regardless of their gender, disabilities, social and cultural backgrounds, ethnic group and linguistic background. We believe in promoting good relations between people of different racial, ethnic, cultural and religious groups. We believe that these commitments are as important in the context of this school with limited ethnic diversity as in schools with a more ethnically diverse population.

Tackling racism has an extremely high priority within the school and any racist incidents on school premises will be taken seriously. Racism is directed at people because of their colour, culture or ethnic origin. A racist incident is defined as: *"Any incident which is perceived to be racist by the victim or any other person."* We have a duty to the victim and alleged victim to investigate any incident which could be perceived as racist.

PROMOTING POSITIVE BEHAVIOUR OF CHILDREN

Good behaviour and discipline are key foundations of quality education, for without them effective teaching and learning cannot take place. Children learn best when they are clear about what they are supposed to do, and when they are continually and consistently encouraged to do it. We encourage children to understand the need for good social behaviour and to be responsible for their own actions.

Our expectations are extremely high and we encourage children to be respectful towards others and well behaved in their learning and play. We promote positive relations between children, parents and staff so that everyone can enjoy a happy, safe environment where children can develop socially, personally and academically. Therefore, at Buttsbury Infant School our Golden Rules mean that everyone in school is encouraged to:

Aspire to be the best they can
Respect ourselves, each other and the school's property

Show resilience by not giving up
Be kind to everyone

Working within our 'Together We Grow' ethos, we ask for your co-operation and support to help children follow these school rules. The school follows a Positive Behaviour Management Policy, which parents can refer to on the school website. All staff adopt a positive approach, where children are praised and rewarded for their good behaviour which follows our school rules. We ask that in the first instance parents with concerns should talk to the class teacher. Parents are also asked to inform us if there is any change of circumstance or if a situation arises at home or in the family which might affect a child's behaviour in school.

HEALTH AND SAFETY MATTERS

SCHOOL SECURITY

The security of children and staff remains a high priority with the school governors. We have various devices around the school, the main one being the entry system on the front entrance. This security system with CCTV cameras in operation remains effective. Visitors are required to co-operate with our security arrangements and report to the School Office on arrival. Children are overseen at all times and contact maintained between responsible adults including while on educational visits. An electronic gate entry system at the front of the school provides enhanced site security. All visitors to the school outside of the normal morning school entry and afternoon leaving times need to alert the school office via the intercom system to gain entrance to the school site. Parents and carers are asked to be patient as office staff may not open the gate immediately if they are responding to a medical emergency.



VALUABLES

Children should not bring valuable objects to school e.g. iPod's, phones, game consoles, smart watches, cameras etc. We do not take any responsibility for loss or damage to any items that have been brought into school



DOGS

Dogs other than guide dogs should not be brought onto the site, as the health and hygiene hazard of canine excrement on site can be problematic and dangerous to children's health. We also ask that parents and carers do not leave dogs tied to the school perimeter fences and near to entrance gates while dropping off or collecting their children.

PARKING

We are a very large infant school and, coupled with the junior school and nearby pre-schools and day nursery, we experience severe congestion before and after school time when parents are delivering and collecting children. This is a problem we experience in common with many schools today, including many of those in the Billericay area.

Can we please therefore ask for your co-operation and bring the following to your attention:

- Parking too close or opposite a junction can be an obstruction, especially if by doing so, vehicles are forced to drive on the wrong side of the road in the face of opposing traffic. This is particularly so with the junction of Bush Hall Road and Springfield Road which is a blind junction and highly dangerous.
- The driving onto and/or parking on the footpath, even with just two wheels on the pavement, is an offence.
- It is an offence to park on the yellow zigzag lines outside the school and at the bus stop next to the Perry Street gates.
- There are no parking facilities available for parents on site.

Police often spot check the parking conditions around the school locality so be aware of the importance of parking both safely and legally. Parents are asked to avoid using cars whenever possible. The main traffic hazards to our children entering and leaving school are caused by parents and their cars. If you live far from school and must use your car, please do not, under **any** circumstances, park on any marked prohibited areas, and always be meticulous in your concern for other people's children and parents on foot. Please be considerate when parking and aware of the consequences should you park carelessly - you should not block access to properties by thoughtless parking. Inconsiderate and careless parking can put your child at risk.

Do not cross over directly from the main Perry Street gate across to Mill Hill Drive, but instead, please use the zebra crossing on Perry Street if you need to cross over the road.



There is a considerable amount of traffic on Perry Street before and after school and parents who choose to ignore the zebra crossing are putting themselves and their children at risk. Please give yourself enough time to use the zebra crossing safely. Our road safety education promotes safe crossing of roads, but we need the support of parents to practise what we teach on a daily basis.

ENTERING AND LEAVING SCHOOL

Children and parents should enter the school by either the Springfield Road gate or one of the pedestrian entrances on Perry Street, near to the zebra crossing or at the main school entrance. The gate to the school car park in Perry Street is for vehicular traffic of staff and visitors to the school only.

Parents may escort their children onto the school playground from 8.35 a.m. in order not to cause congestion at the school gates. When the bell goes at 8.40 a.m., children enter the classroom door while parents should make their way to the far side of the playgrounds and to the gates. Parents should not try to speak at any length with teachers at 8.40 a.m. when they need to be attending to their classes. Teachers may have a brief opportunity to see parents after school when their class is dismissed. As there are a number of staff meetings and training sessions which take place immediately at the end of the school day, it is helpful if parents make an appointment to speak to the teacher. Parents with an urgent problem at the beginning of a school session are asked to come to the school office to leave a message.

At the end of school, parents must wait for children on the playgrounds, well away from classroom windows. All toddlers must be kept with parents and not allowed to play on the school field or play equipment, on classroom steps or near classroom windows until classes are dismissed. Parents of newly admitted children will be expected to collect their children from the outside classroom door directly for the first few weeks.

SUN PROTECTION



Children are particularly susceptible to the harmful effects of the sun and protection is a necessary precaution today. When the weather is sunny children should wear a hat. High factor sun protection is advisable and should be applied before the child is sent to school.

NO SMOKING POLICY

We are a 'no smoking' establishment and we would request that visitors respect this rule by not smoking anywhere on the school site. This includes the use of e- cigarettes and vaping.



JEWELLERY

The wearing of earrings can be a hazard, both for the wearer and others, when taking part in any form of physical activity, e.g. PE lessons and play times. It is recommended that earrings and other items of jewellery should not be worn to school at any time. Very small stud earrings are permitted if the ears are newly pierced, but it is recommended that parents avoid having their child's ears pierced other than at the start of the summer holidays, to enable earrings to be removed before coming to school. On days when PE is timetabled to take place, in line with Health & Safety Code of Practice, appendix 1, earrings are definitely not to be worn. Studs should be removed from pierced ears, and long hair should be securely tied back, before arrival at school. The use of tape to cover earrings in PE lessons is not permitted (Essex Health and Safety in PE). An inexpensive watch may be worn, but no smart watches are allowed. If the watch becomes a distraction in the classroom, then it may need to be removed.

FOOD AND DRINK

LUNCH TIME

The lunch time period is 12 noon - 1.00p.m. Children may have a hot school dinner, bring their own packed lunch or go home for lunch. Usually children go home for lunch only when fitting in with a medical appointment. Children who go home for lunch should be collected from the school office at 12 noon, and returned promptly at 1.00 p.m. ready for the afternoon session.

PACKED LUNCHES

We are keen to promote the health aspects of eating and drinking and would ask that you work 'in partnership' with us and not send in fizzy drinks, sweets or chocolate (items containing or covered in chocolate) in lunchboxes or as snacks. Drinks sent in for lunchtime must be in a leak proof container or a carton. We ask that all lunch boxes and drinks containers are named please. It is advisable to include a small ice pack to help keep packed lunches cool during hot weather. Following Essex County Council advice, we ask that parents and carers who send in grapes or cherry tomatoes for lunchtime cut them in half before putting them in lunchboxes to reduce the hazard of choking.

We do have some children in school who suffer from nut allergies. We fully appreciate that some children can be very restrictive in what they eat, but children must not bring a packed lunch containing any forms of nuts, e.g. peanut butter, biscuits with nuts in the ingredients.

SCHOOL MEALS

School meals, cooked daily on the premises, are provided. All infant school children are currently entitled to receive a free school hot meal. We operate an online booking system for school meals to enable us to order the freshest ingredients for our school cooks to use.

The school menu operates on a three week meal cycle. Sample menus are provided prior to your child staying for the lunch time period and can also be found on our website. The menus are intended as a guide only and particular dishes cannot be guaranteed, owing to occasional difficulties with deliveries, as we use as much fresh meat, vegetables and fruit as possible from local suppliers. Themed school meal days are held occasionally and are very popular with the children. Past themes include *Guy Fawkes*, *Harvest*, *Chinese New Year*, *Book Day*, *Sports Day* and *Christmas* meals. You will be advised separately about these special days as and when they occur.



Whilst we can accommodate most dietary needs, you should appreciate that we may not always be able to assist with some highly specific requirements. It may therefore be preferable for your child to be given a packed lunch whilst at school if there are restrictions due to medical conditions. Please talk to a member of the school office staff who will be able to provide you with advice about dietary needs.

All classes have a designated Midday Assistant to supervise the children during the lunchtime period.

MID-MORNING SNACKS

Under the Government's School Fruit and Vegetable Scheme, each infant child is entitled to receive a free piece of fruit or vegetable each school day. The fruit and vegetables provided are fresh and of good quality. It is an excellent way to promote a positive and enjoyable experience to children and helps us to teach the benefits of healthy eating.



It is essential that you inform us of any allergies your child may have so that we can ensure they are not given anything that may harm them.

DRINKS

The children have access to water fountains throughout the day and are encouraged to drink regularly. Children are also encouraged to bring a plastic water bottle into school. This must only contain cold water and be clearly marked with the child's name. Fruit squashes, juices or flavoured waters are not permitted because this can put children with allergies at risk.

PARTNERSHIP

In order for there to be effective teaching and learning there must be a strong partnership between the school, parents and carers and children. The people involved in the partnership should be jointly responsible for understanding the aims of the school, as well as for respecting the ethos that the school promotes. The partnership is between the staff, the children and parents, the governors, the local education authority and the local community. Central to this is the child's formal education as set out in a variety of documents including

- School policies
- National Curriculum
- Early Years Foundation Stage Curriculum
- Religious Education guidance.

At Buttsbury Infant School we firmly believe that it is every child's entitlement to have equal access to this curriculum.

All members of the school community work towards the school's aims by:

- Valuing children as individuals, respecting their rights and beliefs and nurturing their self-esteem.
- Providing a secure and safe environment.
- Offering equal opportunities and access to all aspects of school life.
- Recognising the importance of cultural beliefs.
- Encouraging and praising good relationships, behaviour and work.
- Working as a whole school team and community, encouraging and supporting one another.

The staff work towards the school aims by:

- Ensuring a whole school approach by working collaboratively with a shared philosophy.
- Recognising the individual needs of each child.

- Providing work that is challenging, stimulating and designed to enable all children to reach their potential.
- Carefully planning differentiated work and assessing the progress of every individual to ensure progression in learning.
- Having a positive attitude towards changes and a commitment to developing their own expertise through engaging in professional development activities.
- Being good role models to children through being punctual, well prepared and organised for lessons and meetings.

Parents can support school staff to work towards the school's aims by:

- Ensuring that children attend school regularly and punctually.
- Informing the school of any matters that may affect children's happiness, progress or behaviour so that they can be appropriately supported.
- Providing support for the school's policies, in particular the school's expectations for behaviour.
- Participating fully in discussions concerning children's progress and attainment.
- Supporting children with opportunities for learning beyond the classroom.
- Taking an active interest in the life of the school.
- Supporting children to develop their independence skills through encouraging them to take increasing responsibility for themselves and their belongings, for example remembering to organise their own books and equipment, putting on their coat, changing clothes for PE lessons, using the toilet and washing hands.

Within the classroom children can show this by:

- Working with increased independence and concentration.
- Being proud of their work.
- Collecting and returning appropriate resources.
- Demonstrating an increased perseverance, including trying hard with activities that they initially find difficult.
- Giving other children praise and encouragement for their efforts.
- Responding to verbal feedback and teachers' written marking positively.

Within the school children show this by:

- Conducting themselves in an orderly way in line with the school's expectations, such as moving around the school safely and quietly, choosing to play appropriate games on the playgrounds and letting adults know if they are unsure or unhappy with aspects of school life.
- Demonstrating respect for each other and for all adults within the school, such as holding open doors for people, saying "please" and "thank you" and listening to the views of others.
- Respecting the school environment, helping to maintain its organisation and appearance through putting litter in the bin, caring for the school gardens and outdoor areas and reporting any concerns they have to an adult.

- Respecting school resources through using equipment safely and sensibly, looking after reading books and library books carefully and helping staff to collect and return equipment to the correct locations.

Children show the link between home and school by:

- Taking letters and messages home.
- Ensuring that all necessary equipment is in school, including their full PE kit.
- Ensuring that reading and library books are looked after and returned regularly.

Children are made aware of their roles and responsibilities within the school and class through discussion in class and assemblies. School and class rules are discussed regularly with children and are displayed in every classroom for children to refer to.

COMMUNICATIONS

Parents complete contact details as part of the school admission form. This includes your address, telephone numbers and email addresses, and also additional information about other people who we would be able to contact in the event of an emergency if we are unable to contact you. It is vital that this information, particularly current telephone numbers, is kept up to date so that we can efficiently contact you during the school day. Please inform the school office of any changes to home, mobile or work telephone numbers.



PARENTMAIL



All parents who have permitted their details to be registered with ParentMail will receive information electronically where possible. Newsletters, containing important information for parents, are sent out monthly. Other information letters, for example those regarding educational visits or parent consultation meetings, are sent out in order to give parents adequate notice of a particular event. We remind parents to look in your child's book bag each day as important letters are regularly sent home via the book bags. Please ensure that you update your ParentMail account with changes to your personal or work email addresses so that you continue to receive important information from us.

PARENTPAY

All parents will be provided with a unique log on in order to pay for School Trips and donations throughout the year.

COMMUNICATION DIARY

Each child will be given a communication diary. Please use this to record reading that children complete at home and for writing any messages for your child's teacher. You should also check the diary each day for messages from the class to you. If you know that someone other than the usual person will be collecting your child from school, this should be recorded in the communication diary. Any notes containing personal or private information should be written in a separate letter and handed to the teacher or placed in the diary.

NOTICE BOARDS

There are school notice boards in the playgrounds, and also Parents Association notice boards by the playgrounds, all containing useful information for parents.

SCHOOL CLUBS

We are a fully extended school and host a variety of school clubs - please see the school's website for further details of current provision. All school clubs are delivered by external providers who make a charge for children to attend. The after school clubs are only available to year 1 and 2 children. Parents should inform class teachers if their child is attending a school club so that we can ensure that children are escorted to the relevant club by a member of staff.

SCHOOL CLOSURE AS A RESULT OF SEVERE WEATHER

The school rarely closes in the event of snow, but if weather is extremely severe and staff and families are deemed as being at risk if they have to travel, information is found at:

<https://www.essex.gov.uk/Education-Schools/Schools/Dates/Pages/Emergency-School-Closures.aspx>

We send messages via ParentMail if your e-mail and/or mobile phone details are registered. Please do not ring the school to enquire about closures as this ties up the telephone lines, which staff will be using to contact other staff about closure.

PARENTAL INVOLVEMENT

VISITS TO SCHOOL

Throughout the academic year there will be a variety of opportunities for parents to come to school. These may include:

- Watching class assemblies (known as "sharing assemblies").
- Seasonal events including harvest assemblies, Christmas productions and carol services.
- Other performances, such as year group plays and musical performances.
- Curriculum based events working with children, such as art and design workshops, maths workshops, visits to Christchurch to learn about Christian ceremonies.
- Curriculum based information sessions, such as workshops and talks to find out how aspects of the curriculum are taught, such as year group curriculum information meetings, phonics, maths workshops, e-safety information sessions.
- School-wide events undertaken as part of curriculum enrichment activities.
- Class and year group activities and workshops.
- Annual summer term open afternoon.

Such occasions give parents the opportunity to see their children within the school and to find out more about the daily life of the school and local community.

PARENT CONSULTATION MEETINGS

Parents are invited to formally meet the class teacher at Parent Consultation meetings. In these sessions, teachers will discuss children's social and academic development and give advice about next steps in learning and how parents can support their child at home. If there are issues which need to be discussed at other times, parents are welcome to come into school to make an appointment to see the class teacher. It is usually not appropriate to try to speak to class teachers before the start of the school day, unless to pass on a very brief message, as teachers are responsible for supervising a class of children, completing registration documents and ensuring that lessons start promptly. The communication diary can be used to exchange written information between parents and teachers. Any concerns about your child should initially be discussed with your child's class teacher. Parents who wish to make an appointment to see the Headteacher should contact the school office.

VOLUNTEERING OPPORTUNITIES

We encourage parents and carers to come into school for a range of workshops and activities as part of our curriculum development. We have a growing team of volunteers who support classes in a range of different ways, including: taking small groups of children to the library bus to change books, supporting class teachers with individuals and small groups of children on different curriculum activities, listening to children read, gardening, art and design activities including sewing, mounting work for displays, accompanying classes on educational visits including walks to venues in the local community etc. We also have other volunteers who make a huge contribution to the school through their work at conservation area working parties to maintain and improve the school grounds, and parents and carers who come into school at the start of the day to tidy reading book boxes and organise library books.



If you are interested in volunteering in school, or think you have a particular interest or skill that might be useful in supporting the work of the school in some way, please contact Mrs Sage in the school office for information. All parents and carers who volunteer for activities which involve working with children on a regular basis need to undergo Disclosure and Barring Service checks prior to coming in to volunteer, which the school can administer for you. Once checks are completed, volunteers receive information to support their role, including notes on safeguarding and confidentiality issues, health and safety awareness including fire drills and working with children.

CONSERVATION AREA



We are very fortunate to have tucked in the corner of the Perry Street playground our very own 'Conservation Area' which has been developing for over twenty five years. Over the years it has grown and matured, providing enjoyment for many children as they look at the changing seasons, search for mini beasts or sketch the trees and flowers which grow there. All classes visit the Conservation Area regularly during the year.

EDUCATIONAL VISITS

Each year the children are involved in educational visits beyond the school grounds. Parents will be advised each time their child is to be involved in an off-site activity. Parents are asked to complete an annual consent form to authorise children to go on local visits, such as walking to Lake Meadows, Queens Park Shops, Christchurch or the Junior School.

For trips further afield by coach, a permission form signed by a parent will be required for each visit to ensure

participation. It is usual that we ask for a voluntary contribution to cover the cost of such trips.



CHARGING AND REMISSIONS

Charges for activities such as educational visits are made as a 'voluntary contribution'. A child will not be left out of these activities because of non-payment, as these activities form part of the school curriculum and are equally accessible to all. However, the success of these activities does depend on parents' financial support and if there are insufficient voluntary contributions some activities may not take place.



FREEDOM OF INFORMATION

We have a wide range of information that can be accessed in line with the publication scheme approved by the Information Commissioner. Information falls into the following four broad categories

- School Information Pack
- Governors' Documents
- Children and Curriculum
- School Policies and other information related to the school

DATA PROTECTION

Buttsbury Infant School is committed to the security of personal information held by the school - for further information see the Data Protection policy on our website. Personal data is held securely at school level and access to it is by authorised personnel only. Personal data may be shared with other bodies that are registered data controllers e.g. Local Authorities (LA), other schools or other



third parties where the law requires us to do so. For further information see the Privacy notice on our website. Requests for access to personal information by parents must be in writing and will be dealt with within one calendar month - for further information see the Subject Access Request procedure on our website.

COMPLAINTS PROCEDURE

It is hoped that any concerns you have about your child can be discussed initially with the class teacher. If the issue is still not resolved, then please contact the school office to make an appointment to see the Year Group Leader. A formal complaints procedure is in place if you still have concerns, a copy of which is available to view on our website.

LOST PROPERTY

We ask that all items of clothing, lunch boxes, drink containers, etc. are named. Parents are welcome to come to the office and look for such items but any unclaimed items are disposed of at the end of each term. Please check that items of clothing retain their name after washing, as names written on labels tend to wash off. Vital teaching time can be lost when trying to match unlabelled items of clothing to the right child.



COMMUNITY LINKS

Schools today play an integral part in the local community and we are proud of our links within the community in which we are situated. We are very conscious of the importance of involving internal and external stakeholders to play their part in the school's success. Parents' and grandparents' involvement is encouraged, from volunteer helpers in the classroom to our very successful Parents Association which raises much needed funds for the school, usually for the purchase of additional resources for the children such as computers and books which we would otherwise have been unable to purchase.



Outside agencies, such as health visitors and representatives from local churches will visit during the year and talk to children, parents and staff, as appropriate. We value the supportive and co-operative partnership we have with parents and outside agencies, working in partnership for the benefit of the children. The children learn about many aspects of the community as part of the national curriculum.

We regularly liaise with our feeder pre-schools and with the junior school when planning the process of transition as children join and leave the school. Staff meet regularly with other colleagues in the Billericay Community Trust to discuss topics of mutual interest. We support local secondary schools and colleges by offering work experience placements in school.

BILLERICAY COMMUNITY TRUST

The school has a long history of close work with other Billericay schools as part of the Billericay Community Trust (BCT). The formation of the Trust strengthened the networked learning community that already existed across Billericay schools.



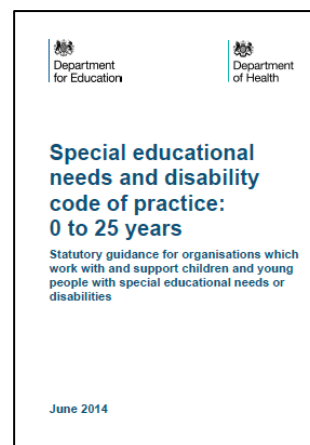
LEARNING AND TEACHING

CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

Each child is unique and therefore special. We recognise that some children may need additional support or extension in their learning. Any child with specific needs will be identified and their needs addressed through adaptations to the curriculum and participation in relevant intervention groups.

Some children will have a significantly greater difficulty in learning than the majority of children of his or her age. This difficulty may be relatively short term or longer term, relating to a lifelong disability which hinders them from making use of the facilities provided for our children. We will give these children individual consideration and make special provision for them, working in partnership with parents and appropriate agencies as necessary, both prior to admission and during their time with us.

Currently, children with Education, Health and Care Plans (EHCs) are admitted to the school named by Essex in the EHC document and the admission of such children is dealt with as set out in the current national SEND Code of Practice. Children with an EHC plan are likely to fall under one of the following broad areas of need according to the *Special Educational Needs (SEN) Code of Practice: for 0 to 25 years*: communication and interaction; cognition and learning; social, emotional and mental health and sensory and/or physical.



Children without an EHC plan who are identified as having Special Educational Needs may be defined as requiring SEN Support. The particular needs of children who may

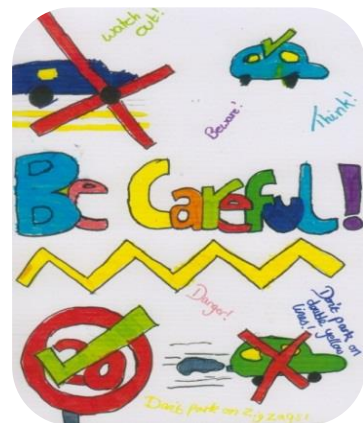
require SEN Support are assessed in school, with a one planning document outlining planned interventions written in liaison with the parents. Intervention programmes are delivered and the success of the programmes is reviewed with parents periodically.

Where a child continues to make limited progress, despite appropriate support from intervention programmes that are matched to the child's area of need, the school will consider involving specialists from outside agencies, such as an Educational Psychologist, a Speech and Language Therapist, Physiotherapist or Occupational Therapist. Parental permission is always sought before a referral is made and any advice given from outside professionals is incorporated into subsequent programme planning. Detailed information about the school's approach to supporting pupils with Special Educational Needs and Disabilities, and the Essex Local Offer is available in the school's SEN Information Report document on the school website at:

<https://buttsbury-infant-school.secure-primariesite.net/children-with-special-educational-needs-and-disabi/>

SCHOOL COUNCIL

The school council is a group of students who are elected to represent the views of all children and to help to improve their school. The school council group meets on a regular basis to discuss both school and community issues. Each class votes for two children to be their school council representatives. Over recent years they have been working on projects with the Junior School to improve road safety. Children have designed road safety posters and monitored parking on roads around the schools. School council members have also made decisions about playground toys and school meals.



RELATIONSHIPS AND SEX EDUCATION (RSE)

Relationships and Sex education is not taught as a separate topic but is embodied within our Personal, Social and Health Education (PSHE) programme. The principle aims of our curriculum are as follows:

- Provide a framework in which sensitive discussions can take place.
- Help pupils develop feelings of self-respect, confidence and empathy.
- Prepare pupils for the changes in their body as they grow, and the importance of health and hygiene.
- Teach pupils the correct vocabulary to describe themselves and their bodies.
- Create a positive culture around issues of different relationships.

STAFF PROFESSIONAL DEVELOPMENT

A full programme of training is planned throughout the year so that school staff are fully aware of current legislation, relevant research and developments in education. The school uses a wide variety of training providers and seeks collaborative training events with other local schools, including schools who are members of the Billericay Teaching School Alliance. Early Career Teachers are inducted and supported by a trained mentor who is a member of the senior leadership team. There may be occasions when your child's teacher is out of school to undertake professional development work in another school or on a course. When teachers are away from their class on development work, we have teachers who work in the school regularly to teach the classes. The class teaching assistant may lead the class if the teacher is out of class for part of the day.

PLANNING, PREPARATION & ASSESSMENT (PPA)

Under the Government's Workforce Reforms, teachers are entitled to 10% of their teaching time to be released from their classroom to undertake planning, preparation and assessment activities (known as "PPA time"). In addition to this 10% PPA time, Early Career Teachers (ECTs) are entitled to an additional 10% non-contact time, which equates to half a day per week. Another member of staff will therefore be supervising your child's class for either one morning, one afternoon or one day a week. This will either be a qualified teacher, a higher level teaching assistant or an experienced teaching assistant. We will endeavour to ensure consistency and have the same member of staff in your child's classroom every week when the teacher is working out of the classroom.

CURRICULUM DELIVERY

Parents receive termly information sheets which outline the main curriculum topics and themes that will be covered in a year group. Below is a summary showing how the curriculum is organised for the Early Years Foundation Stage and Key Stage 1 classes.

THE EARLY YEARS FOUNDATION STAGE CURRICULUM

In EYFS, we follow the curriculum as outlined in the **EYFS statutory framework**
Reference:

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework-2>

This sets standards for the learning, development and care of children from birth to five. This document identifies seven areas of learning, three Prime areas and four Specific areas. The three prime areas of learning are crucial to develop lifelong learning and to help children form relationships.

Three Prime Areas:

Communication and Language

- Listening, Attention and Understanding
- Speaking

Personal, Social and Emotional Development

- Self -regulation
- Managing Self
- Building Relationships

Physical Development

- Gross motor skills
- Fine motor skills

And four specific areas which support and strengthen the prime areas:

Literacy

- Comprehension
- Word Reading
- Writing



Mathematics

- Number
- Numerical Patterns

Understanding the World

- Past and Present
- People, Culture and Communities
- The Natural World



Expressive Arts and Design

- Creating with Materials
- Being Imaginative and Expressive

Through the teaching of the prime and specific areas of learning, we aim to provide a rich and varied environment which challenges and stimulates children's curiosity and imagination. We aim to develop children's independence and responsibility within a supportive and secure environment. This includes using the outdoor environment to promote learning and independence. Three key characteristics of learning, outlined in the document 'Statutory framework for the Early Years Foundation Stage (EYFS)', are promoted throughout the reception year: children's engagement through playing and exploring, including willingness to "have a go"; active learning and motivation through developing concentration, persistence on activities and enjoyment of success; and creating and thinking critically through opportunities to make choices and explore their own ideas.

Our curriculum is thus specifically planned for Early Years Foundation Stage children and emphasises the importance of learning through play and first-hand experience, whilst taking regard of the whole child's development; intellectual, emotional, social, physical and aesthetic. We work closely with parents and feeder pre-schools to provide a carefully planned induction for children into school. We use the information we receive from pre-school providers about individual children's previous experiences and attainment levels to plan our learning experiences.

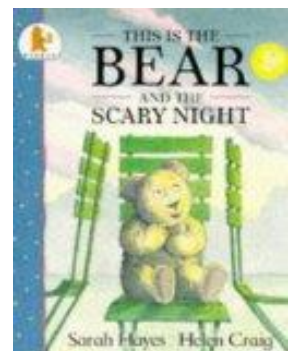
In the Early Years Foundation Stage no one aspect of development stands in isolation from the others as all areas of learning and development are all closely interlinked. Reception teachers plan their curriculum thematically to enable children to make lots of links between what they are learning, both in the classroom and outdoors. Children will have opportunities to explore, make decisions, build, practise skills learnt and challenge themselves, initiate play, use their imaginations and solve problems by undertaking activities which follow a particular theme.

An example might be a topic on bears:

Personal, social and emotional development: children read "This is the bear and the scary night" and talk about what makes them feel scared and how they can help themselves to feel happier, how they can keep themselves safe and avoid getting lost.



Physical development: children dress a bear using clothes with buttons and zips, invent a bear dance, make a simple bear toy using sewing and collage skills, draw and cut around bear templates accurately.



Communication and language: children talk in groups about why a bear they have brought into school is their favourite, use descriptive language to describe their bear, listen to a range of stories about bears and say which is their favourite and why.

Literacy: children read bear stories, sequence pictures to tell a bear story, write a description of their favourite bear, write instructions about how to find their way to the three bear's house, write letters to characters in a bear story, design a poster for a missing bear, write a shopping list for a bear planning to go on a picnic.

Maths: children undertake counting activities involving bears, estimate and check how many small bears can fit into a container, measure and order bears by height, sort bears using their own criteria.



Understanding the world: children draw maps and plans for a bear hunt in the conservation area, compare old and new bears, lay the table for the three bears' breakfast, use the internet to find images of bears to insert onto a poster.

Expressive arts and design: children use careful observation skills to paint and draw their favourite bear, use a range of fabrics to make a bear collage, construct a chair for baby bear to sit on, learn songs about bears, make masks to help them act out the story of the three bears in the role play house.

KEY STAGE 1

For Years 1 and 2, the National Curriculum for Key Stage 1 sets out in detail what must be taught in each curriculum subject area. Detailed information can be found in the Department for Education document "*National curriculum in England: Framework for Key Stages 1 to 4*" reference:

<https://www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4>

We have a thematic approach to delivering the curriculum. We believe that children's learning is enriched by this approach as it enables them to make relevant links to the real world, and learning skills can be developed across different subjects. Examples of this thematic approach include writing a report of a science investigation, writing a diary account from the viewpoint of a historical figure, using the internet to research a geography topic and creating a bar chart to present information about a class survey on favourite playtime games.

NATIONAL CURRICULUM SUBJECTS

The "core" National Curriculum subjects are currently English, Mathematics and, Science, with Religious Education identified as a compulsory subject. The remaining subjects are described as "foundation" subjects as detailed below:

Art and design

Computing

Design and technology

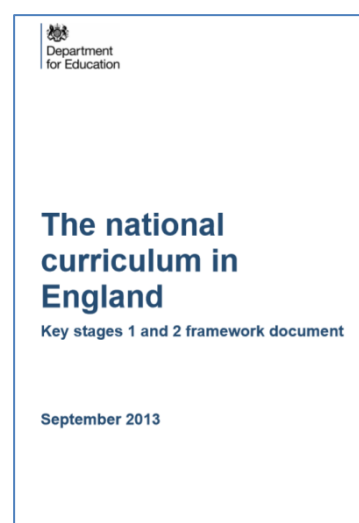
Geography

History

Music

Physical Education [PE]

We also teach Personal, Social and Health Education [PSHE] and Relationship and Sex Education [RSE], which are not currently designated as part of the Key Stage 1 curriculum, but form a valuable part of our broad and balanced curriculum coverage. The National Curriculum subjects may be taught as discrete subjects, but more often are taught thematically so that children develop a broader understanding of a subject area and can apply their skills in one area of the curriculum to show their learning in another; for example to write instructions about how to make a healthy sandwich, linking learning in English, science and design and technology.



Generally, while teachers focus an emphasis on ensuring that pupils are able to read, write and use mathematical knowledge, ideas and operations, we actively promote delivery of a curriculum which is broad, balanced and deep, rather than narrowing the focus to only teach those areas of learning will be formally assessed.

ENGLISH

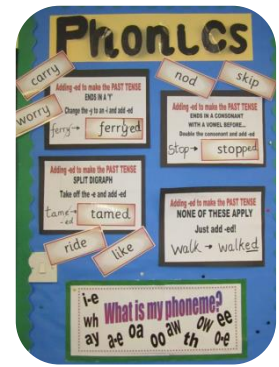
The English curriculum includes three key areas: spoken language, reading and writing.

Spoken language

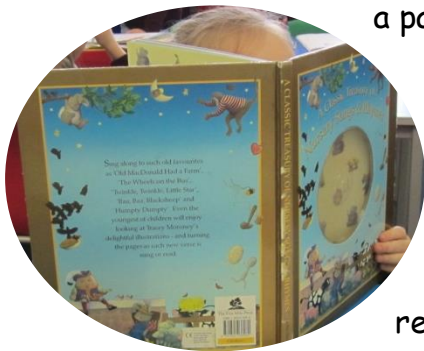
We provide opportunities for children to speak and discuss with each other and adults in formal and informal settings. We do this in an atmosphere of courtesy and respect so that children learn to listen with interest and to make appropriate interactions. To do so we provide a variety of experiences and stimuli in order to motivate good speaking and listening, including a range of role play and drama activities. We follow the National Curriculum programme of study for English, which encourages schools to develop speaking and listening skills as "The quality and variety of language that children hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing (page 14)."

Reading

At Buttsbury we believe reading is one of the most important skills that your child will learn. Our aim is to give every child the skills necessary to be able to read both for enjoyment and to promote learning across the wider curriculum. We teach children to read words using a method known as systematic synthetic phonics, where children initially learn the correspondence between letters and their sounds, then learn to blend letters together to read words. In phonics sessions in the Early Years Foundation Stage and in Key Stage 1, children learn to read and write phonically regular words [such as blending the letters c - a - t to read "cat"], and common "tricky" words that cannot be sounded out [such as "the"].



Being able to read words is only one part of the development of reading skills. We also teach children to think about what they have read and to develop comprehension skills. In guided reading sessions in class, the teacher guides the children to focus on a particular aspect of a text, such as retrieving information, making inferences and deductions, talking about the text structure, considering the author's viewpoint and comparing themes in a range of texts.



Parents play an active part in helping their child learn to read. This involves hearing them read frequently and also reading stories to them. Please encourage your child to take their book home each night to read to you. Reading at home forms part of their home learning.

Reading at home with your child

Sharing a book with your child should be an enjoyable experience so make sure that you:

1. Are both comfortable
2. Sit so that you can both see the pages of the book
3. Have minimal disturbances; this is a special time so try to avoid times when you might be disturbed and be pressured to rush through the session
4. Choose a book with clear print and attractive pictures



When a child shares a book with a parent they are picking up the process of reading, by learning to get meaning from the words. It is helpful to start with paired reading activities, where both of you join in with reading a familiar story. Let your child tell the story from the pictures, and point out where the words that they have used are matched in the print. Always discuss the pictures in the book, initially asking your child to tell you about the pictures. If you show how much enjoyment can be gained from reading, it will be good training for your child. We provide parents with the opportunity to attend a phonics workshop where we explain how we teach early reading, so that you have some ideas about how you can further support your child at home.

Children have the opportunity to borrow books from our school library bus to take home. We also recommend that children widen their reading interests through exploring the facilities at a local library. The Essex online catalogue has an excellent reservation facility where children can request to borrow books by searching for a favourite author or topic.



Writing

Children will be taught the skills to enable them to record their thoughts, feelings and ideas clearly and fluently. Children write for a variety of purposes and audiences using a range of stimuli to promote imaginative and creative work.

Children's early writing involves making marks on a page, to which they can ascribe meaning, such as writing pretend shopping lists or a note to a friend. When they start to grasp the correspondence between the sounds they hear and their written letters, children begin to include those letters in their emerging writing, often using letters from their name and those letters they are working on in phonics lessons initially. With developing confidence, children begin to write the correct initial sounds for words they want to write, and are able to write simple words like "cat" by working out the sounds they can hear and writing those on the page. In phonics lessons, children learn to both read and write phonically regular words. Children are encouraged to practise at home reading and spelling words they have been working on in phonics lessons through teachers sending home half termly phonic sheets.

Children are encouraged to take pride in the presentation of their work. We encourage children to form their letters correctly and promote fluency of handwriting through modelling the use of entry strokes to start writing letters. By starting to use entry strokes right from the start in reception classes, children more readily attempt a joined handwriting, cursive style in Key Stage 1 without having to re-learn the letters they were taught to write in the reception classes.

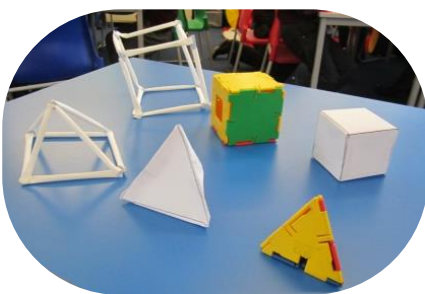
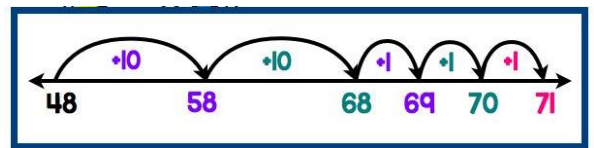
MATHEMATICS

Mathematics is a powerful tool in problem solving and investigation both in school and the world around us. This is achieved by following the National Curriculum for maths, which ensures continuity and progression of knowledge, understanding and skills. The National Curriculum addresses three key strands of mathematical development:



- Developing *fluency* in maths through frequent practice involving increasingly complex problems to enable children to recall and apply maths knowledge quickly and accurately.
- Being able to *reason mathematically* by looking at relationships between aspects of learning using appropriate mathematical language.
- *Solving problems* by applying maths knowledge, breaking down questions into simpler steps and persevering to seek solutions to maths challenges.

In Key Stage 1, the focus in maths is for children to develop confidence and fluency in using mental calculations with whole numbers, counting and place value, using empty number lines to help with calculations including the four operations of addition, subtraction, multiplication and division. Children explore ideas about shapes and a range of measures, including length, mass, capacity, time and money. They gather, record and analyse data from surveys using pictograms, tally charts, tables and block graphs.



Work out the missing values.

(a)

46	
.....	20

SCIENCE

Children develop ways of understanding the world around them during exploration activities, which help them link experiences together and build up concepts and ideas. Our Science curriculum is taught with a 'topic' and there are first hand experiences together with observations from books, pictures and educational visits.



In the Early Years Foundation Stage, science is taught within the area of learning which focuses on understanding the world. Scientific exploration includes investigative activities such as experimenting with sand and water, using a range of construction toys and observing and talking about objects brought into the classroom. Children are encouraged to use all their senses during explorations and to communicate their ideas

through talking, drawing and writing, for example when visiting the conservation area to look for signs of autumn. As they develop their scientific skills, children begin to experiment, plan their tests and make predictions. They continue to observe and discuss what they have found out, thus developing their concepts of the world around them and beyond.

In Key Stage 1, learning in science is based around five areas: developing knowledge and understanding of *plants, animals including humans, living things and their habitats, uses of everyday materials and seasonal changes*. Underpinning all of these areas of knowledge are the skills of working scientifically, where children are taught to ask questions, make observations and measurements when trying to answer a question, plan and carry out simple investigations to gather data to help in answering questions.



Over Key Stage 1, careful curriculum planning enables children's scientific knowledge and understanding to develop. For example, in year 1, children are taught to identify and name a variety of everyday materials and describe their properties. In year 2, children compare the suitability of everyday materials for particular uses, and investigate how the shapes of objects made from some materials can be changed by squashing, bending, twisting and stretching.

ART AND DESIGN

In art and design, we aim to inspire and challenge children creatively, equipping them with knowledge and skills to experiment, invent and create their own works of art. Children are encouraged to respond to first hand experiences whilst experiencing a wide range of media,



including charcoal, pastels, poster paints and water colour pencils. Artistic features, including colour, pattern and texture, line and tone, shape, form and space are explored through 2D work to create images and 3D work to create sculptures, including use of clay, modroc and other modelling materials.



The work of artists, craftspeople and designers in different times and cultures is explored and children attempt to reproduce work in the style of others, in addition to exploring their own ideas. High standards of achievement are fostered whilst giving value to and recognising individual abilities.

COMPUTING

We see computing technology as a creative and exciting tool through which children are encouraged to use their own initiative, imagination, reasoning and investigative skills. We aim for children to appreciate the relevance of computing in our society, as an essential tool for learning, for communication, for finding information and for controlling and understanding the environment. In developing digital literacy, children learn how to use technology purposefully to create, organise, store manipulate and retrieve information: children use and develop skills in creating pictures, word processing, giving instructions and undertaking simple programming, handling data, using the internet to find out information and extend learning, and communication using e-mails.



Computing is taught through all areas of the curriculum, allowing children to become confident users who are excited to learn and explore. Appropriate internet content filtering systems are in place on the school's network and children are supervised at all times when using the computers. We have a progressive e-safety curriculum which teaches children the importance of keeping personal information private, how to safely communicate using internet searches, sending emails and playing online games. Children also have access to a laptops, I-pads, digital cameras and programmable toys to further promote learning across the range of curriculum areas.

DESIGN AND TECHNOLOGY

We teach design and technology practically; using creativity and imagination; children gain experience of designing, making products and evaluating products that solve real-life problems. Children will be given a variety of experiences that will enable them to develop the necessary skills including disassembly and evaluation of products, skill and knowledge-based focused tasks and design and make assignments. Children will be encouraged to work with a wide range of materials and components to make quality products, developing technical knowledge. Children undertake a range of projects, including development of skills in card technology, food technology activities, junk material modelling, sewing and development of the safe use of tools for construction, such as use of saws for cutting balsa wood to implement the design of a frame to construct a simple wheeled vehicle.



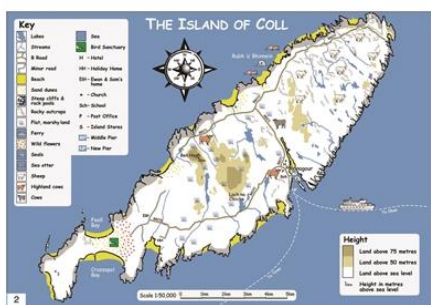
GEOGRAPHY

In the Early Years Foundation Stage, children cover a range of topics relating to their understanding of the world and the people and communities within it. A thematic approach is adopted which links together different curriculum areas in a meaningful way for children, for example when reading traditional stories, children discuss the similarities and differences between story settings and where they live themselves, and when reading a story about penguins, undertaking research to find out about where penguins live and what are the features of their habitat. Children learn about customs and festivals in other cultures, such as learning to locate China on a map, finding out about a day in the life of a child in China and tasting Chinese food as part of a topic on Chinese New Year.



In Key Stage 1 children are taught three key geographical strands: *locational knowledge* where they learn to name and locate continents and oceans and characteristics of the four countries of the United Kingdom, *place knowledge* where they learn about geographical similarities and differences by comparing our local area with a contrasting international locality, and *human and physical geography* where they identify seasonal and daily weather patterns in the United Kingdom, identify hot and cold areas of the world and learn geographical vocabulary to describe physical and human features.

We enable children to experience a wide range of opportunities to investigate their surroundings and the world beyond, showing children the relevance of geography in their everyday lives and experiences.



Children's geographical skills and fieldwork experiences are developed across the geography curriculum, including learning to use aerial photographs, maps, atlases and globes, using compass directions and directional language, and demonstrating observational skills within the school grounds and surrounding local area. Using a thematic approach, we also endeavour to link the

geography curriculum to events in the wider world, such as undertaking a research project on a country as part of work about current sporting events.

HISTORY

We aim to help children develop an awareness of the past, an interest and enthusiasm about the past, an enquiring attitude to the past and therefore the ability to make conclusions about the past based on a variety of types of evidence. In the Early Years Foundation Stage, we begin teaching history by asking children to think about their own lives and those of their families as part of their understanding of people and communities. Children develop an awareness of the past and can talk about the passage of time and think about history in terms of classifying things as old and new.

In Key Stage 1, children learn about changes within living memory and some key historical events beyond living memory of national significance, such as the Great Fire of London and the first moon landing. Children research the lives of some key historical figures and their impact upon society, such as Mae Jemison and Rosa Parks. Children also learn about some key local historical events, people and places. The teaching of history involves developing children's understanding of chronology, and identifying similarities and differences between ways of life in different periods. Using a thematic approach, children undertake writing activities to demonstrate their understanding of a historical event, such as writing a letter as if from Rosa Parks or a newspaper report recounting the first flight made by the Wright Brothers, and are involved in art projects to represent what they have learned about a historical topic.



MUSIC

In music lessons we aim to engage and inspire children to develop a love of music and build their talent as musicians. Children develop the skills of listening to music to understand the dimensions of pitch, duration, tempo, timbre, rhythm, dynamics and structure and use those dimensions to develop their own compositions, using voices, tuned and untuned instruments. At Buttsbury we feel that it is important to develop a sense of community through active participation and performance in musical works. Children participate in a weekly singing assembly. Year 2 children participate in the annual Billericay Infant Music Festival.



PHYSICAL EDUCATION

Buttsbury places a great deal of importance on the teaching of Physical Education (PE), aiming to inspire children to participate, succeed and excel in competitive sports and other physically demanding activities. Children have three PE lessons per week, which broadly cover aspects of gymnastics, games and dance, involving: development of the basic movements of running, jumping, throwing and catching, applying skills in balance, agility and coordination in a range of physical activities.



Children participate and develop their own team games involving tactics for attack and defence and perform dances involving increasingly complex movements and patterns. Central to the teaching of physical skills is the understanding that participation in PE lessons and physical activities outside of the school environment contributes significantly to a healthy lifestyle. Children participate in an annual sports day, which involves a

mixture of competitive races and team activities. Sports coaches from Essex Professional Coaching support the teachers to deliver an exciting PE curriculum for all pupils.

In addition to the National Curriculum subjects, we also teach Personal, Social and Health Education and Religious Education.

PERSONAL, SOCIAL AND HEALTH EDUCATION

Through the teaching of aspects of Personal, Social and Health Education (PSHE) we aim for children to develop self-awareness, positive self-esteem and confidence.

They learn how to adopt healthy lifestyles and how to keep themselves and others safe by examining a range of scenarios, including use of circle times, drama and role play, stories with important messages and problem solving discussions. We want children to develop the knowledge and skills to be prepared to play active roles as citizens, developing a sense of responsibility for themselves, members of their community and beyond, and an understanding of the importance of respect for other people, animals and places.



RELIGIOUS EDUCATION

Through the teaching of Religious Education (RE) we aim to help children acquire an understanding and knowledge about a variety of religions. We give them the opportunity to reflect and evaluate their own experiences, developing their own beliefs whilst respecting the rights of others to have different beliefs from their own. Our curriculum planning for RE uses the Essex agreed syllabus for Religious Education. This syllabus involves learning about the major world religions through the themes of special people, words and stories, symbols and objects, things in nature,

ways of living and places. Children participate in a daily act of collective worship as part of whole school, year and class based activities. Parents are entitled to withdraw their child from all or part of the acts of collective worship or Religious Education provided by the school.



NUMBOTS AND BUG CLUB

The school subscribes to Numbots, an online learning platform to support the development of maths. Each child will have their own login and they are encouraged to play the games at home. The school also uses Bug Club to promote reading. Bug Club gives children access to a wide range of online books to support the reading they do in school together with fun quizzes to complete.

ASSESSMENT

Ongoing assessment is an important part of the learning and development process throughout your child's school life. Continual assessment is undertaken on a daily basis for all children, in all year groups, and information about attainment and progress is shared with parents during consultation meetings each term.

At the beginning of the academic year, the 'Reception Baseline Assessment' is delivered and administered within the first six weeks of a pupil starting reception. This is a statutory, age - appropriate assessment of early mathematics and literacy, communication and language.

Pupils in the Early Years Foundation Stage are assessed across all areas of learning. From these assessments, the particular learning needs of individuals and groups of children are identified and lessons are planned in order to address the next steps for learning, to enable all children to make progress from their starting points. At the end of the reception year, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

The results of the profile are shared with parents and/or carers within an end of year report. The profile is moderated internally and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority. This detailed information is shared with year 1 teachers to enable them to plan from the first day in Key Stage 1 for the needs of individual children.

When children enter Year 1, they begin to work on the National Curriculum for Key Stage 1 and are assessed against the end of Key Stage objectives for curriculum subjects. For key learning objectives in a curriculum subject, children are assessed as "beginning" to demonstrate evidence of learning at an appropriate level, "working within" expected levels of learning for those objectives or working at a "secure" level relative to expectations for those objectives.

The school's assessment leader, SENCo and year group leaders meet regularly throughout the year with class teachers to discuss pupil attainment and progress in the core subjects of reading, writing and maths. A range of intervention strategies with additional adult support from teachers and/or teaching assistants are put in place for any children who are not on track to reach expected attainment levels, or make expected progress, in a particular curriculum area. Children working in intervention groups are carefully monitored to evaluate whether the planned

strategies are having an impact on attainment and progress. Should you have any concerns during the year about your child's progress, you should discuss these first with the class teacher.

At the end of year 2, the teacher assessments are formalised following national assessment criteria:

For **reading, writing and maths**, there are 4 possible assessment bands for pupils. The bands indicate how pupils perform consistently over time in a variety of different learning contexts:

"Foundations for the expected standard" identifies pupils who are currently working to develop the basic skills expected at the end of Key Stage 1 in reading, writing or maths.

"Working towards the expected standard" identifies pupils who do not *consistently* demonstrate the expected standard in *all* of the current criteria for the end of Key Stage 1 teacher assessments in reading, writing or maths.

"Working at the expected standard" identifies pupils who *consistently* demonstrate the expected standard in *all* of the current criteria for the end of Key Stage 1 teacher assessments in reading, writing or maths.

"Working at greater depth" identifies pupils who consistently demonstrate knowledge and understanding *above* the expected standard in *all* of the current criteria for the end of Key Stage 1 teacher assessments in reading, writing or maths.

STAFF January 2025

TEACHING STAFF

Mrs A. Robinson	Headteacher	
Mrs S. Harris	Deputy Headteacher Year 1 Leader	
Mrs D. Lofthouse		Foxes Teacher
Miss C Corr		Hedgehogs Teacher
Mrs J. Coombs	Foundation Stage Leader	Badgers Teacher
Ms L. Kane		Rabbits Teacher
Mr J. Payne		Owls Teacher
Mrs T.Price		Robins Teacher
Miss C. Mower		Woodpeckers Teacher
Miss A. Lawrence		Kestrels Teacher
Miss C. Brown		Oak Teachers
Miss H. Olive		Birch Teacher
Mrs J. Fitzgerald		Elm Teacher
Miss L. Woollard	Year 2 Leader	Willow Teacher
Mrs K. Goddard	PPA	
Mrs M. Rhobat	PPA	
Mrs N. Robinson	SENCo	
Mrs S. Tracey	SENCo Admin Assistant	

SUPPORT STAFF

Teaching and Learning Support Assistants

Mrs D. Elliott	Mrs N. Weston	Mrs A. Powderly	Ms C Ward
Mrs J. King	Mrs A. Hughes HLTA	Miss C. Murphy	Mrs N. Dowson
Mrs G. O'Malley HLTA	Mrs S. Smith	Mrs M. Michaels	Ms J. Beckett
Mrs. G Williams	Mrs C. Field	Mrs N. Stower	Mrs L. Storey
Mrs A. Garrett	Miss C. Harris	Mrs H. Emberson	Miss S. Hardy

Mrs F. Fitch	Miss G Pennell	Mrs K. Harris	Mrs C. O'Sullivan
Mrs A. Joyce	Mrs C. Quirk	Mrs A. Bradshaw	Mrs N. Lepper

Midday Assistants

Mrs N Stower Senior midday assistant

Mrs S. Shirley	Mrs M. Pearce	Mrs L. Dmitrieva	Mrs D. Patel
Miss K. Anderson	Mrs N. Lepper	Mrs C. O'Sullivan	Miss M. Green
Mrs K. Lyons	Mrs R. Soni	Mrs C. Wragg	Mrs S. Tracey
Mrs C. Santos	Mrs A. Bradshaw	Mrs E. Taylor	

Other support staff

Administrative Staff:

Mrs K. Marven	Office Co-ordinator
Mrs D. Phillips	Admissions and attendance Officer
Mrs K. Sage	Welfare and Administration Assistant
Mrs R. Walsh Assistant	Administration

Kitchen staff

Mrs T. Burrett	Catering Manager	Miss S. Springer	Mrs H. Gregory
Mrs R. Lomax	Ms T Clare	Miss M. Jory	

Premises staff

Mr J. Burrett	Site Manager	Mr D. Ellis
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Buttsbury Primary School Term and Holiday Dates - Academic Year 2024 - 2025



September 2024							October 2024							November 2024							December 2024						
M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S
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9	10	11	12	13	14	15	14	15	16	17	18	19	20	11	12	13	14	15	16	17	9	10	11	12	13	14	15
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23	24	25	26	27	28	29	28	29	30	31				25	26	27	28	29	30		23	24	25	26	27	28	29
30																					30	31					
January 2025							February 2025							March 2025							April 2025						
M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S
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27	28	29	30	31			24	25	26	27	28			24	25	26	27	28	29	30	28	29	30				
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May 2025							June 2025							July 2025							August 2025						
M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S
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26	27	28	29	30	31		23	24	25	26	27	28	29	28	29	30	31				25	26	27	28	29	30	31
							30																				

= Schooldays
 = School holidays
 = Bank holidays

= Weekends
 = Non-pupil days

Autumn Term:	Monday 2 September 2024 – Friday 20 December 2024 <i>Half Term 28 October – 1 November</i>	75 days
Spring Term:	Monday 6 January 2025 – Friday 4 April 2025 <i>Half Term 17 February - 21 February</i>	60 days
Summer Term:	Tuesday 22 April 2025 – Tuesday 22 July 2025 <i>Half Term 26 May – 30 May, and May Bank Holiday - 5 May</i>	60 days
		195 days