Welcome to Halfway Nursery Infant School

PARENT/CARER HANDBOOK 2021-22

From
Liz Booth, Chair of Governors
and
Paula Bestall, Headteacher

©All photographs copyright Antony Oxley

Contents

Welcome Letter	Page 3
Aims	Page 4
Behaviour and Golden Rules	Page 5
OFSTED and Awards	Page 8
Our Staff	Page 9
Our Governors	Page 11
Role of a Governor	Page 12
Admissions	Page 13
Parental Involvement and HIP Group	Page 15
The School Day	Page 17
Our expectations	Page 20
Attendance, Holidays and Closures	Page 21
School Uniform	Page 23
Food and Drink Provision	Page 24
Child Welfare	Page 26
Communication	Page 32
Pastoral Care	Page 35
Special Educational Needs	Page 36
The School Council	Page 37
The School Curriculum	Page 38
How We Assess Children	Page 45
Curriculum Enhancements	Page 47
Transition Arrangements	Page 49
After School Clubs	Page 50
Superkids Wrap Around Care	Page 51
Preparing Your Child for School	Page 52
Diary Dates	Page 53
INSET (staff training) days	Page 54

Caring, Sharing, Learning for Life.

From the Headteacher and Chair of Governors

Dear Parents/Carers

Firstly, a very warm welcome to Halfway Nursery Infant School.

This handbook is intended to give you some information about our school and provide you with a flavour of what makes our school stand out from the crowd! **It assumes that all COVID related restrictions will have been lifted by the start of the 2021-22 academic year. If this is not the case, details of any ongoing restrictions will be conveyed to parents/carers through the school website, weekly newsletters, emails and texts.**

At Halfway Nursery Infant School our children and families are at the heart of all we do. We would like our children to enjoy their childhood and be valued for their individuality, culture and heritage. We would like our children to go into the wider world as well rounded, happy, healthy and responsible citizens who care for the world and all the people who live in it. We strive for every child to be aspirational and forward thinking in all they do, and remain life long learners who are reflective, resilient and adaptable to the challenges of life in the 21st century.

At our school there is a very strong sense of family and community. We believe that children will thrive and enjoy their learning when there is a strong and positive relationship with school, parents/carers and the wider community. Hence, the school has a fun, family centred atmosphere where everyone is welcome and where everyone is valued. We hope that the time you and your children spend at our school will be a happy and rewarding experience which will be the foundation for the most exciting adventure of their lives!

Whilst covering most of what you will need to know, this handbook cannot be exhaustive. If it, or the website, does not answer your queries, please just contact us to ask.

Mrs. Paula Bestall and Ms Liz Booth
Headteacher & Chair of Governing Board

Our Aims

As a school community we will strive to:

Care for the children we teach, challenge them to achieve their goals and celebrate all their efforts and achievements.

Harness an atmosphere of harmony, happiness and friendship throughout school.

Inspire children through an innovative and creative curriculum which encompasses outstanding teaching.

Learn together and work as a team.

Develop high self esteem and high expectations within every child.

Respect the values and beliefs of every member of our learning community and the wider world.

Engage, enthuse and excite children in a safe, but stimulating environment.

Nurture the needs and talents of every single child to ensure they learn, succeed and achieve at Halfway Nursery Infants!

These aims are thoroughly embedded throughout our school and form the basis of our school motto:

Caring, Sharing, Learning for Life.

Behaviour and Our Golden Rules

At Halfway Nursery Infant School, we have implemented a positive Behaviour Policy which encourages attitudes of self-discipline, respect, caring and friendliness.

We strive to promote our school's golden rules with the whole school community.

Our Golden Rules are owned, written, reviewed and updated by all stakeholders in our school.

We look after property:

- Handling resources with care
- Putting resources back in the right place when finished with them
- Hanging up our own coats and aprons
- Bringing our book bags to school everyday
- Bringing the correct PE kit to school
- Handling equipment with care and respect

We are honest:

- Always tell the truth, even if we have made a negative choice
- Tell a grown-up about accidents before someone else does
- Never try to get a friend in trouble on purpose
- Accept our friend's honesty and forgive

We stay safe:

- Tell a grown-up if we see a stranger around school
- Stay with a grown-up from home walking to/from school
- Tell an adult if something has upset us or worries us
- Never behave in a way that puts anyone at risk
- Tell a grown-up if we see someone behaving dangerously
- Eat healthy lunches
- Eat fruit at playtimes
- Walk in school
- Stay active at school
- Drink water everyday

We are kind and helpful:

- Respect one another
- Help someone where they need it
- Look after one another e.g. if we are sad or hurt
- Learn together
- Hold doors open for others
- Say hello to grown-ups and friends in the morning
- Tidy our classrooms

We always try our best:

- Perseverance
- Working hard and giving our best effort
- Following targets to improve our learning
- Completing homework and handing it in on time
- Learning spellings/words sent home
- Reading each night at home
- Being an active learner in class
- Joining in during assemblies
- Come to school every day/have good attendance

We are polite:

- Always saying 'please' and 'thank you'
- Listening when others are talking
- Respecting others and making new friends
- Say 'hello' to visitors and help to show them around
- Be a great ambassador for our school when on trips or visits
- Follow instructions from grown-ups

Sanctions

We pride ourselves on the generally excellent behaviour of our children and aim to praise the children for the positive choices they make rather than only sanction if a pupil breaks one of our golden rules. Where this may happen though, this is dealt with promptly by the member of staff on duty in an age appropriate manner.

Whilst very rare at our school, in cases of more serious disciplinary issues, pupils are also seen by the headteacher/senior leaders. We work in close partnership with parents/carers and other agencies to support children who may have specific behavioural needs, for example personalising our whole school approach where appropriate. In addition, the school has the option to exclude children from school for fixed periods of time for the most serious disciplinary concerns, although this is an option our school has had to use very rarely. We have not had any permanent exclusions for a number of years.

You can read our detailed Behaviour and Discipline Policy, and our Behaviour Principles at https://www.halfwaynurseryinfantschool.org/school-policies.

OFSTED and Awards

The school had a full 2 day Section 5 inspection in March 2019 and was recognised as a good school. We were assessed as having outstanding features.

What the Ofsted inspectors said about our school in March 2019 -

- Early years provision - Outstanding
- Personal development, behaviour and welfare - Outstanding
- Effectiveness of leadership and management – Outstanding
- Quality of teaching, learning and assessment, and outcomes for pupils – Good
- The headteacher is an inspirational leader. She has high expectations and a clear vision for the school.
- Subject leaders are highly ambitious for pupils. They have excellent subject knowledge and use this to ensure that teaching is high quality.
- Children in the early years thrive in an exceptionally well-run setting. Through highly effective teaching, they make outstanding progress.
- Excellent arrangements for supporting vulnerable pupils ensure that they thrive and flourish in school.
- Pupils' behaviour is impeccable because the expectations of all staff are high. Pupils' well developed vocabulary and speaking skills enable them to express their thoughts clearly and to appreciate each other's points of view.
- Staff are highly skilled in providing pupils with a warm and caring environment that greatly supports their personal development and mental well-being.
- Pupils enjoy a broad, balanced and engaging curriculum.
- A sense of teamwork permeates the school. Pupils, parents/carers, staff and governors are a united team and are proud of their school.
- Pupils with special educational needs and/or disabilities (SEND) receive high-quality support. The special educational needs coordinator (SENCo), meets the needs of all identified pupils through thorough assessments and comprehensive plans.
- The arrangements for safeguarding are effective. The level of care and consideration for pupils' safety is exceptionally strong.
- Strong relationships between staff and pupils mean that pupils work hard and want to do well. Pupils get excited about their learning and work happily together.
- Reading is high profile throughout the school and is also reinforced during non-formal activities such as at Breakfast Club, where adults listen to pupils read.
- The teaching of the wider curriculum, including music, physical education, art and history, is of a high quality.
- The full report can be accessed at https://files.ofsted.gov.uk/v1/file/50072451

The school has also achieved the following awards in recent years -

Our Staff

Teaching Staff

Mrs Paula Bestall	Headteacher
Miss Rebecca Hughes	Acting Deputy Headteacher/Reception Teacher
Mrs Georgina Jordan	Year 2 teacher
Mrs Lucie Hibberd	Year 2 teacher
Miss Amy Dale	Year 1 teacher
Mrs Vicky Briggs	Year 1 teacher
Mrs Emily Bettinson	Year 1 teacher
Mrs Adele Timmons	Reception teacher
Mrs Laura Hipkin	Reception teacher
Miss Harley Maloney	Nursery teacher
Mrs Joanna Lomas	SENCO

Teaching Assistants

Miss Sara Wylie	Learning mentor
Mrs Alison Dyche	Teaching assistant/HLTA
Mrs Nicola Hunter	Teaching assistant
Mrs Gillian Line	Teaching assistant
Miss Liz Ellis	Teaching assistant
Mrs Teresa Barker	Teaching assistant
Mrs Tracy Farnen	Teaching assistant
Mrs Kara Allsopp	Teaching assistant
Miss Sarah Charnley	Nursery teaching assistant
Ms Chris Gregg	Nursery Teaching Assistant/HLTA

Office staff

Mrs Lindsay Tatham	School administrator
Mrs Jenette Rawson	Nursery/Extended Services (Superkids) Manager
Mr John Beazer	School Clerk/Business Manager/Webmaster

Superkids (Extended Services) staff

Mrs Jane Whiteley
Mrs Zoey Thickett
Mrs Teresa Barker

School Meal Supervisory Assistants

Ms Donna Brown
Ms Kezia Willis
Mrs Zoey Thickett
Ms Sarah Hebblethwaite
Mrs Jane Whiteley
Mrs Tracy Farnan

Buildings Supervisor

Mr Shaun Larkings

Our Governing Board

Liz Booth (Chair)	Co-opted
Paula Bestall	Headteacher
Rebecca Hughes	Associate
Natalie Jackson Richard Beardmore James Rolston	Co-opted Parent Local authority appointee
Catherine Hutton Cassie Machin Leanne Moore	Parent Co-opted Co-opted
John Beazer	Clerk

The Role of the School Governor

The school's governing board is made up from Local Authority appointments, elected parents/carers, members of the local community, teachers, co-opted representatives and the head teacher.

The full Governing Board meets twice a term. Governors have overall responsibility for the effectiveness of the school but the day to day management and organisation is the responsibility of the Head teacher, who is responsible to the Governors.

The governing board provides strategic leadership and accountability in schools. It has three key functions:

- Overseeing the financial performance of the school and making sure its money is well spent
- Holding the headteacher to account for the educational performance of the school and its pupils
- Ensuring clarity of vision, ethos and strategic direction

In order to exercise their responsibility, our Governors:

- Familiarise themselves with the way the school is organised and receive a report from the Head teacher at each termly meeting;
- Ensure that, in terms of resources, the school is getting the best possible deal;
- Monitor what is happening in the school within the framework of the LA, the Government's legal requirements and the school's own initiatives;
- Remain open and sensitive to the views of parents/carers, staff and children;
- Appoint new Head Teachers.
- Governors also have the responsibility for dealing with exclusion appeals, disciplinary and competence procedures, grievances, pay and formal complaints.
- Have responsibility for overseeing one of our School Improvement Priorities

There are a number of places on the governing body for 'Parent Governors', who are elected through a secret ballot of parents/carers. For more information on the role of the governing board, go to https://www.halfwaynurseryinfantschool.org/meet-our-governors.

Admissions

The numbers of new children we can accept each year are 78 into the Foundation 1 Nursery, and 60 into Foundation 2 Reception class.

If there are more applicants than places available, the following over subscription criteria define the priorities for admission into Halfway Nursery Infant School.

The over-subscription criteria for Sheffield Community and Voluntary Controlled Primary Schools are as follows:

Priority 1. Looked After Children

Pupils who are in public care (Looked After) who:

- are looked after at the time of an application for a school is made;
- will be looked after at the time when the child is admitted to school.

Priority 2. Catchment area with Sibling

Children who normally reside with a parent or person with parental responsibility in the defined catchment area, and who will have a brother or sister at the preferred school on the day of admission will be considered next. This means that all catchment/sibling applications are prioritised before catchment applicants, irrespective of distance. The normal distance tie-breaker will apply within each category.

Priority 3. Catchment Area

Children who normally reside in the catchment area of a school, as defined by the Authority, at the latest date for applications, and who apply for a place there will be considered after priorities 1 and 2.

Priority 4. Siblings who were refused a place at their catchment school in a previous year, where parents/carers applied there.
A sibling is defined as a child who permanently or usually lives at the same address as:

- a brother and/or sister (including half brothers/sisters)
- a stepbrother and/or stepsister
- in both cases, will attend the preferred school at point of entry.

Priority 5. Siblings

See above for definition of 'siblings'.

Tie Breakers

For any admission category that is over-subscribed, there are two stages of further consideration.

Where exceptional medical, social or special educational needs are demonstrated, an application may be prioritised by the Admissions Board, but only within the same admission category.

If there are no exceptional circumstances, all other applications will be prioritised, first by the admission category, and then by distance from the home address to the school building. This is a straight-line measurement from the centre of the school building to the centre of the home.

Special Educational Needs and Disabilities (SEND)

In addition to the above categories, a child who has an Education Health Care Plan to recognise additional needs may also name a specific school.

The Admissions Process

Parents/carers wishing to apply for a place at Halfway Nursery Infant School

Admissions into Foundation 1 Nursery will be on a waiting list basis, and places are allocated in the term after the child is aged 3, following the admission policy criteria.

Application forms for a Foundation 1 place are available at the School Office, from the Nursery Office, or on our school website.

Applications for a school place need to be made separately. A child attending the Foundation 1 class does not transfer automatically into the Foundation 2 class at Halfway.

Admissions into Foundation 2 Reception

As a maintained school, the application process takes place through the Local Authority Pupil Admissions Section. Applications can be made online. Contact details are given below.

Tel: 0114 273 5766

https://www.sheffield.gov.uk/home/schools-childcare/apply-school-place

Parental Involvement

Helping in School

We are always pleased to have parents/carers helping in school and there is a wide range of activities in which they can participate - for example, helping with Maths and English activities, cooking with a small group, helping with craft work, reading stories to groups of children, working with the computer etc. Any offers by parents and carers to share a particular skill with the children in school are also most welcome (subject to the relevant safeguarding checks, and subject to this being allowed again once Covid-19 restrictions are lifted). Opportunities are highlighted on the school newsletter, yearly diary, and the school website.

Parent/Carer Welcome Meetings/Meet the Teacher opportunities

These are held at the start of each year and are a good opportunity for parents/carers and carers to meet their child's new class teacher and find out about life in that year group.

Parent/Carer Workshops

The school likes to involve parents/carers in the education and teaching of their children. Throughout the year parents/carers are usually invited to take part in workshops with their child in school. Parent Workshops provide the opportunity for parents/carers to work with their own children in school at a number of activities. Most parents/carers thoroughly enjoy these sessions and feel they help them to gain a better understanding of their children's education. Parents/carers are given more information just before the Workshops start.

Learn Share Mornings

When we are able to offer this again in class, parents/carers are welcome to come into school and into their child's class to look through their child's books/learning, talk about next steps with their children and practise any targets that children have been given.

Classes in Action

Where we can, we also invite parents/carers in to school to experience a day in the life of their child. Parents/carers are able to take part in phonics, English and Mathematics lessons alongside their child and observe how we teach these lessons in school

Out of class involvement throughout the year, through:

Parents/carers and Reading

Parents/carers are also encouraged to participate in their children's reading development. Children take books home to share with their parents. Parents help to monitor their children's reading development in a Reading Diary which is used from Reception year onwards, with the teacher and child in the classroom. Parents can also access family learning courses and Reading Volunteer training to help out with reading in school.

Parents'/Carers' Evenings

Parents'/Carers' Evenings are held every term for parents/carers to discuss their children's progress. In addition, opportunities are available throughout the year for parents/carers to have informal talks with teachers regarding their children's development.

Friends of Halfway Nursery Infants Group

This is a support group (or PTA), made up of parents and staff, which usually meets one afternoon each half term in the Staff Room. The meetings are friendly and informal and they are open to all parents/carers.

We meet informally (usually with lots of refreshments!) each half term to discuss strengths of the school and areas for development our PTA fundraising group may be able to help support through discos, Christmas events, sponsored events etc. All parents and carers are welcome to attend. It is a great opportunity to be actively involved in the 'big' decisions our school makes to improve the education it offers our children and also be part of any change you would like to see.

The money raised by the Friends Group is used, in consultation with the staff, to provide additional resources and equipment for the children. This is particularly important at a time when school budgets are under severe pressure. Coming to the meetings does not commit parents/carers to helping or becoming involved if they do not wish.
The group issues regular newsletters and minutes from the half termly meetings. You can find these on at https://www.halfwaynurseryinfantschool.org/hip-group-pta

School Day

NB – These timings are not currently used due to staggered timings needed to minimise risk of Covid-19 infection in schools, although we hope to return to these in the future. You will have already have been sent information to inform you of your child's protective social bubble's start/end time, but please ask if you have any questions around this.

Times of Nursery Sessions

A.M.	8.30 a.m.	to	11.30 a.m.
P.M.	12.30 p.m.	to	3.30 p.m.

Times of Infant Sessions

A.M.	8.55 a.m.	to	12.10 noon
Morning Break	10.45 a.m.	to	11.00 a.m.
P.M.	1.10 p.m.	to	2.55 p.m.

Children are welcome in classrooms from 8.40am and the day ends at 2.55pm. Always ensure the class teacher is aware of any changes in pick up arrangements as we need parental permission before we release a child with someone other than their parent/carer.

Assemblies (NB – currently all class based to avoid mixing of different classes)

Monday (Singing)	10.25 a.m.
Tuesday (PSHE)	10.25 a.m.
Wednesday (PSHE)	10.25 a.m.
Thursday (usually Whole School)	10.25 a.m.
Friday (usually Special Assemblies)	9.15 a.m.

The school does not have dedicated parking/drop off facilities. It is, therefore, advisable to drop off and collect your child on foot whenever possible. If you have to bring/collect your child by car, you should do so via Rotherham Road North. Please take care when using your car on this cul de sac, as other vehicles will be reversing and there will be small children in the vicinity.

Parents/carers should wait at least 2m outside their classrooms at drop off/collection times please (socially distancing at the present time – please look out for the markings on the floor and fences to help you).

We will only hand over children one at a time to a known adult. If someone other than an expected adult is to collect your child, you MUST inform us beforehand please to help us to keep all children safe.

Special Assemblies

Throughout the year we usually hold special assemblies that have a learning focus, or celebrate special occasions or children's achievements and parents/carers are invited to many of these. Newsletters, and our summary of up and coming events, makes clear which of the assemblies parents/carers can attend (although we may also need to use online platforms this year to make these possible)

Welcome Assembly
This is for new children starting in F2. It takes place within the first few weeks of the children being in school.

Birthday Assembly
This is generally held on the first Friday of each month and is for all the children in school who have a birthday that month. An invitation is usually sent home to invite parents/carers to their child's classroom for the assembly. The children share some special work and are able to share a drink and cake with their grown-ups. Although we may need to do things slightly differently this year, Y2 children usually make the birthday cake with a parent helper.

Well Done Assembly
This is held on the last day of each half term. Each teacher nominates 2 children for Well Done Assembly. This is noted on a list provided by the Headteacher and can be for academic progress, behaviour etc. The child's parents/carers are sent an invitation to attend the assembly.

Talent Assembly
These are held each half term, and provide a chance to celebrate children's achievements outside school. Prior to the assembly, pupils can bring in any certificates or medals they have been awarded. These are then discussed in the full assembly.

Class Assembly
Each class holds one class assembly per year when children show work/sing/say poems etc. Parents/carers of the class are invited.

Harvest/Christmas Assemblies
These are collaborative and involve the whole school.

Our expectations

When children join the school, all parents/carers are asked to sign a Home/School Agreement. This sets out what you can expect from the school and, of equal importance, what we expect of parents/carers – all designed to ensure that children benefit fully from their time at the school.

What we expect of parents/carers:

- Ensure my child arrives at school on time and dressed properly.
- Ensure my child attends school regularly and provide an explanation when they are absent.
- Support the school's policy and guidelines for good behaviour.
- Encourage my child to keep the school rules.
- Attend Parents'/Carers' Evenings to discuss my child's progress.
- Whenever possible attend Parent Workshops or arrange for another adult family member or friend to attend to support my child.
- Support my child in homework and other opportunities for home learning.
- Make school aware of any concerns or problems that might affect my child's work or behaviour.
- Take an active and supportive interest in my child's school life.

In return, the School will:

- Provide a broad and balanced curriculum to meet the individual needs of your child, constantly encouraging a positive attitude to learning.
- Have high expectations to ensure your child develops their full potential.
- Encourage high standards of work and behaviour.
- Ensure a school ethos in which all children are encouraged to have self-respect, respect for others and respect for their surroundings.
- Care for your child's safety and happiness.
- Keep you informed about your child's progress and about general school activities and other matters.
- Provide information about what we aim to teach the children each half-term. This will be displayed in the classroom.
- Be open and welcoming at all times and offer opportunities for you to become involved in the daily life of the school.
- Provide homework and other opportunities for home learning in accordance with the school's homework policy.

Attendance
Holidays and Closures

Attendance Regulations

We strongly encourage good attendance by the children. Good attendance is a key factor in helping your child to achieve well. Poor attendance has a direct impact on your child's education and progress in school. If your child is unable to attend school, please let us know as soon as possible. The current target is 96.1% - this represents 'good' attendance.

If children are absent from school, their parents or guardians should contact school before 9 a.m. with an explanation for the absence. This may be done via telephone or personal visit. If no message is forthcoming by 9.30 a.m., school will contact home.

Family holidays should take place during the school holiday dates. These are published a year in advance. Please be mindful that absence due to a holiday is not, and never has been, a parent's entitlement. Headteachers are no longer able to authorise any leave of absence, including holidays, unless there are exceptional circumstances. Any absences without this agreement are classed as unauthorised, and recorded on students' records. Unauthorised absences and term time holidays can lead to fixed penalty notices from the Local Authority and/or prosecution. If authorised, headteachers can set a time limit on any leave of absence.

"Exceptional circumstances" are defined by the Department for Education as 'unique or one-off events'. These might include family emergencies, a sudden change in circumstances etc. Visits from family members and opportunities for discounted holidays are not allowable as exceptional circumstances. Also, in taking any decision, the headteacher will also take into account other factors such as a student's attendance record, current achievement and time of year.

Any absence other than illness, medical or dental treatment, pre-arranged exceptional leave or religious observance will be counted as unauthorised. We encourage parents/carers to book any medical or dental appointments out of school time.

Our attendance registers are checked on a regular basis and those families whose children are absent from school on a regular basis with no reasonable explanation are referred to the Senior Attendance and Inclusion Officer of the local Multi Agency Support Team (MAST). Attendance below 90% is

classed as 'persistent absence' and can result in penalty notices and prosecution from the LA.

At the end of each half term, parents/carers with children in F2, Y1 and Y2 will receive a letter setting out their child's attendance rate from the start of the academic year (September 2021). The letter will be colour coded – green where attendance is 96.1% or higher, amber where attendance is between 90% and 96%, and red where attendance falls below 90%. Note that ALL absences are taken into account in calculating the attendance rate, including medical appointments and any other authorised absences.

Punctuality

Please ensure that your child is in school at the appropriate time, as lateness counts as unauthorised absence and often causes distress for the child and interrupts the learning of others.

If you are running late, please call school to let us know as soon as possible. On arrival, please report to the school office and fill in the late book, with reasons for the lateness.

School Holidays

We publish dates for holidays on a regular basis to keep you well informed. These are always freely available from our website.

If you do decide to take your child out of school for a holiday, you will be required to complete a Request for Term Time Leave Form, available from the school website or office. Please note that all Local Authority (LA) maintained schools are requested to follow Sheffield LA guidelines for Attendance, and therefore term time holiday leave may result in a Fixed Penalty Notice from the LA.

Emergency Closures

We will inform parents/carers of any emergency closures by SMS text message so please ensure we have your latest mobile phone number on record. Also check our website.

In case of possible closure of the school during severe weather conditions, announcements will also be made on Hallam FM or BBC Radio Sheffield.

School Uniform

The children feel proud to wear our uniform and to be identified as a member of our school community. Our School uniform consists of a royal blue school sweatshirt or cardigan, along with black or charcoal grey skirt/trousers/shorts/dress, white polo shirt or shirt. In the summertime, children sometimes also wear light blue and white gingham dresses. Our rule of thumb regarding shoes and clothing is that they should be sensible and appropriate in a school environment, and that children should come to school with outdoor clothing, whatever the weather – the British weather can be very changeable! **ALL items of clothing must be clearly named please**

Suppliers of uniform:

Supplier:	**Order via:**	**Payment by:**	**Delivery to:**
Glue	www.branded-uniform.com	Debit\credit card	Your home
Pinders	Stall at Crystal Peaks market	See stall holder	n\a
School Trends	www.schooltrendsonline.com	debit\credit card	your home
My Clothing	www.myclothing.com	debit\credit card	your home

We offer a 'Welcome Pack' and a school book bag, given when children start with us in F2 (Reception). These are free of charge to all families, kindly donated by our PTA (Friends of Halfway Nursery Infants Group).

Physical education is a statutory part of the National Curriculum and children must wear correct clothing for safety on PE days: Shorts/jogging suit, T-shirt, Plimsolls.

For Health and Safety reasons children should not wear jewellery to school. The school has no provision for the safe keeping of any jewellery or personal items e.g. toys, mobile phones, and we request that all personal property of this kind is left at home. Only ear studs will be acceptable, and these must not be worn on PE days.

Lost Property

Lost items of clothing are placed in the Lost Property area at the end of the link corridor in the main school. It is vital that children's names are clearly marked on each item of clothing, and please check name tags frequently as they can fade with washing. Due to restrictions on storage space, we retain unclaimed items for a few weeks and recycle any unclaimed and unnamed items at the end of each half term.

Food and Drink Provision

When children stay full time at school they will need to either bring a packed lunch or order a school dinner. At the time of writing, these are still free for infant children of statutory school age.

During lunchtime, the children are in the dining room for half an hour and spend the other half of the lunchtime period in the playground.

All children eat their lunch in the school hall over staggered sittings.

Children having a school dinner make their choices at the start of each day and are given an appropriately coloured wristband to indicate each child's choice to the staff serving the meals. This is designed to ensure that lunchtime works smoothly and that children have plenty of time to eat their meals.

If your child brings a packed lunch, please make sure your child's lunchbox is named and it can be carried and stored easily in their classroom.

We encourage healthy eating in our school through our PSHE curriculum (Personal, Social, Health Education) and ask you to support this by providing nutritious and healthy food in your child's lunchbox. Please also chop 'high risk' foods up in to small pieces before putting in lunchboxes to avoid any risk of choking, including grapes, sausages and cherry tomatoes. **Please note that the school kitchen and dining room is 'nut free', as allergies to some nuts can be very serious. We therefore request that lunchboxes are also nut free please.**

Any food that is not consumed in school is sent home in the lunchbox to enable you to monitor what your child is eating. The lunchtime supervisors support the children while they are eating their lunch, and then supervise them in the playground. These members of staff are also fully qualified in First Aid.

If your child has any medically diagnosed food allergies, please inform a member of staff <u>before</u> your child starts school so the kitchen meals service can meet with you to look over medical evidence and discuss your child's identified needs.

<u>Free Fruit and Vegetable Scheme</u>

Free fruit and vegetables are provided to the school as a snack for the children each day. Children enjoy this in their morning break. We do not accept other kinds of food from home as a snack, unless there are medical reasons for doing so.

Milk

Milk can be purchased by parents/carers for their child/children to drink at school in their morning break.

At the time of writing, milk is free for children under the age of five.

Registration forms are available from the office or school website.

The school will be able to access additional funding to support your child if you satisfy what is still defined as a "Free School Meal" entitlement, which also provides free milk. For more information see https://www.halfwaynurseryinfantschool.org/school-meals.

Drinking water

Research has shown that fresh water is beneficial to the health of the children and can also help with their concentration levels.

Children should bring a named bottle of fresh water into school every day to drink. They will have access to their water bottle throughout the course of the day. Please take these home each day to wash and refill them.

Please note we do not permit drinks other than water for the children to access in the classroom, unless there is a medical reason.

Child Welfare

This section deals with all issues that affect the welfare of children – illness, first aid and medicines, safeguarding/child protection, online safety, sun safety and keeping warm in winter etc.

Children who are ill

If your child is unwell before he/she comes to school and is therefore unable to attend, please notify us as soon as possible. If children are ill for a considerable length of time and are unable to attend school, we will try to arrange for some resources to be sent home to enable them to continue to access learning. Where illness may be ongoing or regular absences occur, we may also need to see documented evidence e.g. doctor's note, medical appointments etc.

Please check with your doctor as to when your child is ready to return to school after an illness, as some illnesses are contagious or infectious for some time. If children are sick or have diarrhoea, please do not bring them back to school until a full 48 hours has passed since their last episode of being unwell. This will help prevent other people becoming ill and give your child a chance to make a full recovery and is in line with HSE guidance to minimise risk of infection in schools.
https://www.publichealth.hscni.net/sites/default/files/Guidance_on_infection_control_in%20schools_poster.pdf

If children become ill in school, we notify parents/carers (or an emergency contact if parents/carers are not available) so they can be collected immediately. We therefore need to have up to date and correct information on how to contact you or another emergency contact.

First Aid in school

In the unlikely event that your child requires emergency treatment during the school day, we will alert the emergency services and inform you as soon as we can. We do inform you if your child has had a bump on the head or if we feel your child has suffered an injury through issuing 'bump' notes directly to parents/carers on pick up from school. We may also call you to inform you of the accident if we first aiders feel your child needs medical attention and after the event of bump to the head.

We have a number of staff with first aid training and who are experienced in dealing with the incidents typically seen in school. Our key first aid trained staff in main school are:

Mrs Lindsay Tatham	Mrs Nicola Hunter

Administration of medicines

School will only administer medication that is prescribed by a doctor or medical professional and that needs to be taken 4 or more times a day (unless at the discretion of the Headteacher). All medication also needs the prescription label intact which details the dosage, your child's name and instructions, expiry date etc.

If children require medication, then arrangements with the Head Teacher need to be made to enable them to receive this in school incl. parents/carers will need to complete an authorisation form first, available from the school office, and staff must be given the medication directly for safe keeping (never put medication in book bags).

Alternatively, parents/carers can come into school and administer the medication themselves if they prefer.

For children suffering from asthma, inhalers will be kept in their classroom for easy access, and parents/carers need to complete an Inhaler Form (again available from the office). Please ensure that these are always in date and that replacements are provided as and when needed.

Head Lice

This is a common problem with young children. Lice are not attracted or associated with dirty hair and anyone can catch them. Lice are passed from head to head contact, and we therefore request that children with long hair keep it tied back.

We will inform you if we notice them in your child's hair; please do not be distressed by this as confidentiality will be maintained. We will also send out a letter to the class, letting other parents know that we have a case of head lice in school. We encourage all children and families regularly to check their hair to combat the problem. The school nurse is able to give advice on this matter by contacting the MAST Team on 0114 2053635.

Safeguarding and Child Protection

Keeping children safe is the most important aspect of what we do. It is our role to be vigilant in making sure children are safe and are protected from harm. To that end, all the staff at Halfway Nursery Infant School have been trained to identify the signs and symptoms of child abuse.

The categories are sexual, emotional, and physical abuse as well as neglect. We try to work with families and, if necessary, social services will be contacted. The school may inform parents/carers prior to contacting them but there will be times when we would not be able to tell parents and carers.

Procedures and policies for Safeguarding and Child Protection Procedures are in place. If you wish to see these, they are available from the school office or available to see on our 'Safeguarding' display board in the link corridor, near the main entrance, or on the school website.

The designated teacher for child protection is the Head teacher, Mrs Paula Bestall. In her absence, the deputy designated teacher for child protection is Mrs Joanna Lomas or Miss Rebecca Hughes.

All staff, governors, and any volunteers who have regular contact with the children, are police checked through the Disclosure and Barring Service.

Providers of After School Clubs are also subject to the same clearance procedures.

Safeguarding Policy Front Sheet

Name of Education Setting:
Halfway Nursery Infant School

We all have a statutory duty to **"safeguard and promote the welfare of children"**, (Working togethe to safeguard children, DfE 2018) up to the age of 18 years.

If you have any concerns about the health and safety of a child or young person at this education settin or feel that something may be troubling them, you should share this information with an appropriat member of staff straight away.

Some issues such as a child's appearance, hygiene, general behaviour, can be shared with any teache or member of support staff in this setting. Do not worry about reporting small matters – we would rathe that you tell us things which turn out to be small than miss a worrying situation.

However, if you think that a child, a young person or an adult who cares for them has been o might be harmed; please talk to one of the people below immediately.

You can ask any member of staff to find them and ask them to speak to you straight away abou a confidential and urgent matter.

The people you can talk to are:

Our Designated Safeguarding Lead is:

Name: Paula Bestall, Headteacher

Her office is located in the main building at the main entrance to school

Her tel. no. is 0114 2482360

Our Designated Safeguarding Deputies are:

Name: Jo Lomas\Rebecca Hughes

Jo and Becky can be located via the main School Office

Their tel. no. is 0114 2482360

An allegation or disclosure of abuse involving someone working with children or adults in a paid or unpaid capacity **must** be reported directly to the Head Teacher, Principal or Senior Manager, unless it involves them and then it should be reported directly to the Chair of the Governing Body or Management Committee.

4

You can access all our child protection and safeguarding policies at:
https://www.halfwaynurseryinfantschool.org/safeguarding

Responsible Use of the Internet – E Safety

The school has computers in school which all have access to the Internet. The internet is an essential element in 21st century life and as such, it is our aim to educate the children to use this resource safely and effectively to enhance their learning.

The use of the internet in school has many educational benefits and can be used to simulate many experiences that could never be replicated within a classroom context e.g. virtual tours of museums, access to experts in many fields and virtual lab experiments.

Ever mindful or internet safety and ensuring children only access appropriate content when at school, we have taken steps, along with the Local Authority, to deal with this.

Our school's internet access has a built in filtering system that restricts access to sites containing inappropriate content. All our computers are in public view and class teachers or teaching assistants are always present to supervise children whilst on the internet. Also it is our school's policy that children will use child friendly search engines, which also filter content and in most cases of internet use the children do not browse freely and are provided with the appropriate website which has previously been inspected by their teacher.

All parents/carers are issued with an 'Online Safety rules permission of use' form. We ask that you discuss the contents of this with your child, and then sign and return the form. If the form is not returned to school, your child will not be permitted to use the internet whilst in school.

Access to the internet at home can present particular challenges for parents/carers e.g. children accessing of unsuitable sites, and communicating using social media sites. Our website contains a range of excellent advice for parents/carers on how to keep their children safe when using the internet.

Parents/carers also have a responsibility to ensure that they use social media in an appropriate way e.g. they should not post photographs of other parents' children, or post derogatory remarks about other pupils, parents, carers or staff. If you have an issue or concern, please come and talk to the headteacher.

Sun Safety

This school believes in Sun Safety to ensure that children and staff are protected from skin damage caused by the harmful ultra-violet rays in sunlight.

As part of Sun Safety, our school will:

- encourage children to wear clothes that provide good sun protection
- try to schedule outdoor activities other than the middle of the day, at times of the year when the sun's rays are most harmful;
- hold outdoor activities in areas of shade whenever possible, and encourage children to use shady areas during breaks, lunch-hours, sports and trips.
- discourage sunbathing;
- work towards increasing the provision of adequate shade for everybody;
- encourage staff and parents/carers to act as good role models by practising sun safety;
- regularly remind children, staff and parents/carers about sun safety through newsletters, posters, parents/carers meetings and activities for pupils;
- invite relevant professionals (such as dermatologists, school nurses, and health promotion officers) to advise the school on sun safety;
- ensure the Sun Safety is working, by regularly monitoring our curriculum, assessing shade provision, and reviewing the sun safety behaviour of students and staff (use of hats, shade etc).

Keeping warm in the winter

During late autumn, winter and early spring, when the weather is cold, we encourage all children to wear hats, gloves, scarves, coats and, sometimes, wellies. Children should bring these to school each day. Whilst we try and retain a supply of spare clothing in school, if children do not have appropriate clothing and the weather is severe, we may restrict outdoor provision to keep them safe and well.

Every day, regardless of the weather, the children need to bring a coat as the weather can be changeable, and our children love to learn outside!

Communication

Information about your child in school

We want the children in our school to feel happy and secure. If you have any worries or concerns about your child in school please talk to his/her teacher. Occasionally children can get anxious about school, and the class teacher is often in the best position to resolve any difficulties your child may be experiencing. Our aim is to resolve problems quickly and effectively in order to minimise any anxiety that may affect your child in school.

Your child's progress in school

We invite you to meet with your child's teacher in the Autumn, Spring and Summer terms. During the school academic year, you will receive a written report about the progress your child is making, including termly targets and assessment summaries. Children who receive additional support in school, or have Special Educational Needs or Disabilities (SEND), will also receive updates each term on all interventions and support their children are receiving, and on written targets. We also hold review meetings each term with parents/carers and other agencies for children with SEND. Should you have any queries regarding your child's progress please do not hesitate to contact your child's teacher in the first instance.

Children are all issued with a pupil planner which they need to bring to school each day. The planner provides useful information on what your child is doing at school, and includes space for you to add your comments and feedback.

Newsletters/Letters

The school emails parents/carers a weekly newsletter every Monday, and sends additional letters informing parents and carers of activities and events that happen in school and the local community. It is important that you check your children's book bags for these letters on a daily basis. Copies of newsletters are available to download from our school website. Hard copies are also available from the school office, on request.

Information Station

You can always find spare copies of newsletters and parent/carer letters in the 'information station' set of drawers in the main school reception area.

Website

Halfway Nursery Infant School has its own extensive website at:
www.halfwaynurseryinfantschool.org

The website is updated daily, and is your first port of call for a wide range of information, including up and coming events, weekly newsletters, school performance updates, holiday dates, school policies, Superkids, forms to download. If in doubt, check out the website!

You can also pay online for Superkids, after school clubs, school trips and milk at **https://www.hnipay.co.uk**.

Teachers 2 Parents/Carers Text Messaging System

Our school has an SMS text messaging service. We use this frequently to communicate a wide range of information such as closures, cancellations, reminders about special events etc. Please ensure the school office has your most up-to-date mobile phone number.

Ensuring we have your current contact details

Please ensure that you tell us whenever you change your address, mobile or landline telephone number, email address etc. so we are able to contact you in case of emergency and also so you receive the latest communications from the school.

Data Protection/Privacy (GDPR)

We collect information relating to your child, and may receive information about him/her from your previous school. We hold this personal data in line with the GDPR regulations introduced in May 2018 and use it only to:

- Support your child's teaching and learning;
- Monitor and report on your child's progress;
- Provide appropriate pastoral care, and
- Assess how well your school is doing.

This information includes your child's contact details, national curriculum assessment results, attendance information, and personal characteristics such as your ethnic group, special educational needs and any relevant medical information.

We will not give information about you to anyone outside the school without your consent unless allowed by the law and our rules. For example, we are required by law to pass some of your information to the Local Authority and the Department for Education (DfE).

If you want to see a copy of the information we hold and share about your child, please contact our Data Protection Officer or Paula Bestall (Headteacher).

Complaints

We are very pleased to welcome parents' and carers' comments and suggestions and will deal with any complaints as they arise.

If you have a concern, please speak to your child's teacher initially, and then, if necessary, to the Headteacher, who will deal with any complaint you may have and, hopefully, reach a mutually satisfactory conclusion.

If at any time you are not satisfied with the way your complaint was dealt with, please see our complaints procedure on the policies page of our website.

School Policies

The latest versions of our school policies are available to download from the school website.

Pastoral Care

Equal Opportunities

The school has an Equality Scheme policy to ensure we provide genuine equality of opportunity to enable all children to gain access to the whole curriculum, develop self-esteem and achieve to the best of their ability.

All children are encouraged to understand, respect and value the differing ethnic, cultural and religious backgrounds of the school community. They are also encouraged to be accepting of each other's abilities, disabilities and needs etc.

We are an inclusive school and challenge any stereotyping or prejudice, and also address issues of underachievement of any groups of pupils.

Every effort will be made, with available resources, to ensure that children for whom English is an additional language are given the necessary support to enable them to become proficient in written and spoken English.

Collective Worship

At Halfway Nursery Infant School we recognise that Collective worship promotes the spiritual development of the children. We provide a programme of collective worship that is suitable to the age and aptitude of the children and link this to aspects of the school's curriculum.

Collective worship is broadly Christian in character but does also take into account other religious faiths represented in Great Britain. If you wish to withdraw your child from a specific act of worship, please contact the Headteacher.

Special Educational Needs

At Halfway Nursery Infant School we take great care to uphold the principle that "Every Child Matters". Our Inclusion and Special Educational Needs policy and procedures amplify this, and we follow the guidelines set out by the Code of Practice for special needs.

We aim to identify any difficulties the children may be experiencing regarding their learning as early as possible and offer support. Our objective is to ensure that all children have equal opportunities in their learning through the provision of programmes to match their needs.

Many children have a special need at some stage in their education and we support and meet most of these needs in the classroom.

Every child on the special educational needs register will have individual reviews and termly targets. Where support services are involved, they will advise and help us to plan targets for individual learning programmes.

Children achieve more when parent/carers and schools work in partnership with one another and this is vital when supporting children who have special needs or disabilities. The school therefore always seeks the consent and full support of parents/carers and aims to involve parents/carers at every opportunity.

We are aware of the importance of raising the self-esteem of all children - particularly those experiencing difficulties - and we are committed to working in positive ways with children.

We are always happy to discuss your child's progress and to help with any problems. If you have concerns, please see your child's teacher, our Inclusion Lead, or the Headteacher.

School Council

We have a school council, elected by their peers, that has representatives from each class, and which meets on a regular basis.

The children bring to the school council any concerns that pupils in classes may have expressed. The school council considers ways to improve the school environment and any issues concerning rules, safety and relationships between pupils.

The school council reports to the Headteacher and aims to provide a forum for pupils to express ideas and opinions, and to advise and support the school governors in a variety of ways.

The School Council also leads on the school's 'Children's Improvement Plan'.

The Curriculum

It is the aim of the school to create a happy, varied and lively learning environment suited to the individual needs of the children, encouraging the development and growth of the 'whole' child.

Our Curriculum Aims

TO DEVELOP A SENSE OF COMMUNITY.	To ensure children understand, value and actively participate in the local, national and global community as citizens who are caring, confident and responsible.
TO VALUE OTHERS' BELIEFS.	To provide children with exposure to and experience of religion, music, art and traditions from a range of cultures and beliefs thus giving children a greater awareness and appreciation of our multicultural society.
TO BE HAPPY, SAFE AND HEALTHY.	To ultimately keep children safe in school so they feel confident enough to express themselves and be happy. Alongside this, children will be encouraged to lead healthy lifestyles and have a growing understanding of personal protection.
TO BE RESILIENT AND ADAPTABLE WHEN FACED WITH CHANGES.	To offer challenge, enquiry and problem solving opportunities for children in order to allow them to build perseverance and resourcefulness skills. Children will be taught the skills needed to ensure they are flexible learners ready for their lives in the 21st century.
TO CONSERVE THE WORLD WE LIVE IN.	To appreciate all the wonders our beautiful world has to offer. To gain a greater knowledge of how to preserve what is special about the world we live in and how we can keep our world safe from harm for generations to come.
TO LEARN TOGETHER AND WORK AS A TEAM.	To work collaboratively with children and adults from across our community to learn together and share knowledge and skills. To value and respect the efforts and input others make to our lives.
TO COMMUNICATE EFFECTIVELY WITH OTHERS IN DIFFERENT WAYS.	To communicate with others to develop the arts of oracy and English so that relationships and friendships may be built and forged throughout our school and the wider community.

The following two sections outline the differences in the curriculum focus as children progress through the school.

Foundation Stage (Nursery and Reception)

In our Foundation Stage we aim to provide the children with a solid grounding from which they can grow both emotionally and academically.

We follow a play-based curriculum that we believe is developmentally appropriate for the children in Nursery and Reception. Children work around 3 prime areas of learning (communication and language, physical development and Personal, Social and Emotional Development) and 4 specific areas of learning (English, Mathematics, Expressive Arts & Design, Understanding the World).

We have incorporated aspects of the Building Learning Power Programme to support the children in becoming independent learners and to encourage social and emotional development and problems solving skills towards becoming confident learners.

As in KS1 the children work within topics exploring and developing their new and existing skills.

The Topic Based Approach – Key Stage 1 (KS1)

Our staff have developed a thematic based curriculum appropriate for the age of the children. This curriculum is topic based, encouraging cross-curricular links between the subjects. Each topic begins with a 'hook' to engage and stimulate the children's curiosity and interest e.g. a trip, a visitor, an exploratory session. This is then followed by a variety of activities linked to the topic in which the children learn and apply new and learnt skills. At the end of each topic, children are given the opportunity to review and evaluate their learning and experiences and celebrate this through a special event to round off the topic.
The following skills are developed throughout their time with us:

English	Mathematics	Science	Religious Education (RE)
History	Geography	Music	Physical Education (PE)
Personal Social Health Education (PSHE) including Relationships Education	Information and Communication Technology (ICT)	Art and Design	Design and Technology (D&T)

Language and English

Language and English skills, including reading, writing, speaking and listening, are taught through specific English activities in which children are engaged for a regular time each day. These activities are also woven into the whole of the curriculum. Parents/carers are often informed of the English skills that their child is working on, and sent materials to support their child at home.

You will find lots of useful information about the way we teach language and English skills, including phonics and reading, at:
https://www.halfwaynurseryinfantschool.org/reading

Information on our approach to the teaching of spelling, punctuation and grammar (SPAG), and how you can help your child at home with these, can be found at:
https://www.halfwaynurseryinfantschool.org/spag

Phonics

Phonics teaching is taught explicitly in our school. Each day, all children in school receive a minimum of 20 minutes direct phonics teaching where they learn about sound-spelling relationships. Within this they play fun, active, fast paced games and undertake a range of activities with opportunities to blend, or sound out, words and applying learned sound-spelling relationships to actual reading and learning phonics rules.

The school follows the Letters and Sounds Phonics Resource to structure the daily phonics session, which was published by the Department for Education and Skills in 2007, and the Phonics Bug scheme. This scheme aims to build children's speaking and listening skills in their own right as well as to prepare children for learning to read by developing their phonic knowledge and skills. It sets out a detailed and systematic programme for teaching phonic skills for children starting by the age of five, with the aim of them becoming fluent readers by age seven.

More information on how we teach phonics can be found at
https://www.halfwaynurseryinfantschool.org/phonics

Mathematics

Maths skills are developed through computation and practical experiences. Children are also involved in mental and oral maths activities to develop their

confidence and competence in maths. They also develop knowledge, skills and understanding within the areas of shape and space, measures and data handling. All aspects of maths are taught through regular mathematics sessions.

You can find full information on how we teach mathematics, and tips on how you can help your child at home with their maths work, at https://www.halfwaynurseryinfantschool.org/maths

Science

Children experience experimental and observational science through home economics, exploration of the school, playground, the local environment, simple experiments and investigations of the natural world. Through these a child acquires the scientific skills and understanding in observation, discrimination, ordering, comparing, classifying, describing, predicting and explaining.

Opportunities are provided to experience problem solving which involves designing, making and evaluating. In addition, experience is provided in the use of the computer and other information and communication technology, thus enabling children to investigate and control their environment, explore ideas and communicate in words, images and sound.

Creative Activities

A wide range of activities are provided, which include art, craft, music, dance, drama and physical education, together with a wide selection of structured play situations. Through participation in these activities, a child learns to discover, explore, reason, solve problems, interact with others, be inventive, imaginative and enjoy the satisfaction of achievement through use of his/her own inner resources and individual strengths.

Personal, Social and Health Education

Emphasis is placed on developing children's understanding of their place within their family, class, school, local and world communities through the encouragement of attitudes of respect, caring, sharing, cooperation and helpfulness and the development of the appropriate skills.
The Relationship Education incl. Health Education objectives will also be taught from September 2020 incl. physical health and mental wellbeing.

Sex Education is not specifically taught in our infant school but the foundations around healthy relationships are laid for its subsequent coverage.

Religious and Moral Education

Religious Education is taught in accordance with the Sheffield Agreed Syllabus. School Assemblies are held daily as communal acts of worship and the celebration of events and achievements in the lives of the children.

Parents and carers are invited to Class Assemblies where possible when the children prepare a short assembly and share their work with the rest of the school. They are also invited to join us for Special Assemblies to celebrate birthdays as well as the main religious festivals.

Religious Education is non-denominational. Parents/carers who wish to exclude their children from religious activities should contact the Headteacher. However, through Religious Education and School Assemblies, an awareness of other cultures, faiths and peoples as part of the world community is developed as well as encouraging the themes of love, care and respect for others. These themes subtly pervade the whole work of the school.

Our policies on the teaching of all the above subjects can be found at: https://www.halfwaynurseryinfantschool.org/school-policies

Homework

The Purpose of Homework

- to help to develop an effective partnership between school and parents or carers in pursuing the aims of the school
- to help to consolidate and reinforce skills and understanding, particularly in English and Mathematics
- to exploit resources for learning, of all kinds, at home
- to extend school learning, for example through additional reading
- to encourage children as they move to Junior School and get older, to develop the confidence and self-discipline to study on their own and so prepare them for the requirements of secondary school.

Type and Amount of Homework

The main focus of homework and home activities for our children is on English and Mathematics. Homework does not just mean formal exercises done by children without adult help, it is the involvement of parents/carers in joint activities, (these could be very brief) which is most valuable in promoting children's learning.

Regular reading to and with parents/carers is vital, right from Nursery to Y2 and beyond! For our children homework should very largely consist of regular reading with parents/carers, looking at books together. It is recommended that all primary school age children should read to their parents/carers or listen to them reading for at least 10 to 20 minutes a day. This may be done in the context of homework or it may be done separately.

We also want to ensure homework is balanced across the curriculum and offers something for everyone. All year groups, as part of homework, are encouraged to undertake the National Trust challenge '50 things to do before you're 11 and ¾'. Please see appendix 1 at the back of this policy. This encourages children to learn and explore in the outdoors and visit places of awe and wonder with their families.

Across each year group, the following homework is set:

Nursery: Sharing books, practising dressing and un-dressing, learning to recognise and write their name, National Trust challenge.

Reception (F2): As above + daily reading with a parent of their school or library book

Year 1: Daily reading with a parent of their school book, National Trust challenge, weekly spellings, Story map (to re-tell stories/texts used in class with parents/carers).

Optional: CGP (Coordination Group Publications Ltd) Year 1 maths targeted study and question book and CGP Year 1 English SPAG (spelling, punctuation and grammar) targeted question book (on request and purchased by the school on behalf of parents/carers who wish to use these materials at home with their child)

Year 2: Daily reading with a parent of their school book, National Trust challenge, weekly spellings, Story map (to re-tell stories/texts used in class with parents/carers).

Optional: CGP Year 2 maths targeted study and question book and CGP Year 2 English SPAG targeted question book (on request and purchased by the school on behalf of parents/carers who wish to use these materials at home with their child)

To purchase: We also sell CGP SATs (statutory assessments) study books to parents and carers of Year 2 pupils at a discounted rate. These include:

- KS1 Maths Study Book
- KS1 Spelling, Punctuation and Grammar Study and Practice Book
- KS1 English reading Study and Practice Book

These can be purchased, on request, from the school office. A bulk order is usually undertaken in the autumn term.

How We Assess Children

EARLY YEARS (Nursery – F1, and Reception – F2)

We analyse and review what we know about each child's development and learning, and then make informed decisions about a child's progress. This enables us to plan the next steps to meet their development and learning needs. All adults, both in and out of school, who interact with the child, contribute to the assessment process. The way in which these assessments are conducted are described below.

Formative assessment:

This informs everyday planning and is based on on-going observation of each child's achievements, interests and learning styles. Formative assessment may take the form of anecdotal observations between staff or more focused observations recorded in a specific format. Each child has a special profile on an online learning journal called 'Tapestry' which is shared with their parent/carers on a regular basis and contains annotated examples of learning, photographs, and detailed observations etc. Children can also review this with staff in school and talk about what they enjoy and what they would like to learn about next/find tricky and so on. In F2 children also have English and Maths books which are quality marked with the child, with next steps being discussed and responded to immediately in the lesson.

Summative assessment:

Children are assessed in the Foundation Stage using the Early Years Outcomes and the EYFS Profile. The Profile data is submitted to the local authority at times specified by them.

Teaching and learning in Communication and Language and English and Mathematics is monitored by the English and mathematics Curriculum Leads through learning walks, lesson observations and pupil interviews. Other areas of learning and development in the Foundation Stage are monitored in this way by the respective Curriculum Leads

KEY STAGE 1

All children are assessed at least termly in Key Stage 1. This is a summative assessment which reflects knowledge skills and understanding at a specific point in time. Teachers use this information to analyse gaps in learning and inform future teaching.

Children are more formally assessed in Reading, Writing, Maths, SPAG (spelling, punctuation and grammar) and Phonics.

Children are assessed daily using the school's marking and feedback policy. This is an ongoing, formative assessment which provides instant next steps for children to progress in their day to day learning.

We believe no child should be left behind and provide tailored, bespoke additional support for children who need extra help to meet expected standards or to challenge children to deepen learning to a mastery standard.

A short guide for parents/carers on how we assess children can be downloaded at:

https://www.halfwaynurseryinfantschool.org/how-we-assess-children

Curriculum Enhancements – What Makes Our School Special!

In addition to our exciting and engaging curriculum we also have some very unique and innovative projects and initiatives which we think make our school that extra bit special! Below is a summary of curriculum enhancements which help build children's skills, accelerate their progress and promote personal skills (i.e. self-esteem, confidence, aspiration, problem solving and reasoning).

ENGLISH GOES MADD WEEKS:
English Goes Music, Art, Dance and Drama weeks promote valuable reading, writing and speaking & listening skills through creative pathways. Each half term the children will study a chosen book and explore opportunities to develop their creative writing through the music, art, dance and drama.

MATHS THROUGH STORIES WEEKS:
In addition to their usual maths work, each half term the children will develop 'real life' maths skills by using a book or story as a stimulus. For example, the children might read the story of Jim and the Beanstalk and complete work on measuring height and length (measuring the giant's or beanstalk's height), money and spending (the giant's gold) or time (how long it takes to climb the beanstalk or run away!)

CONTINUOUS PROVISION:
All classes operate specific areas of learning within their classrooms e.g. creative area, reading corner, writing table, investigation area. These areas are there to provide children with continuous learning opportunities or CONTINUOUS PROVISION. This ensures that children have opportunities to develop independent learning skills, learn through play and take risks. Every group within a class will access continuous provision during the week and any leaning that takes place in continuous provision is always shared with the class. At Halfway Nursery Infants we never like to waste a minute, we provide opportunities for learning to take place anytime, anywhere!

THE PLAYPOD:
The Playpod is used primarily at lunchtimes, but also throughout the day by classes. It is a large scrapheap store filled with 'clean' scrap and junk. The children can access these resources at dinnertime play and are able to use them to build, make and do! It's good, old fashioned play with a purpose. It

helps children problem solve, communicate and share, whilst having lots of fun. It makes our dinnertimes a learning time too!

THEMED DAYS AND WEEKS:
Every half term we also have a special themed day or week of learning based around a cultural event, or topical issue. These have included Chinese New Year, Grandparents day, Olympics week and multicultural week.

FOREST SCHOOLS:
The school also has its own designated woodland classroom and a forest school's trained teaching assistant who runs activities in the woods like den building, caring for nature and conservation work.

BIG P.E. DAYS:
Each class has its own 'Big P.E. Day'. On these days, children can come dressed in their P.E. kit instead of their uniforms, thus alleviating any need for children to get changed for P.E (this doesn't need to have the school logo/badge on it – it can be whatever PE kit you already have at home). On your child's BIG PE Day, please send him/her to school wearing:

- Jogging suit
- Trainers
- Shorts (under their joggers)
- T-shirt (under their sweater/top)

EDUCATIONAL TRIPS:
The school organises occasional educational trips for the children – from nursery through to Year 2. Pupils can only go on these with your written permission. Unfortunately, the school does not have a budget to fund these trips – we have to ask parents/carers to make voluntary contributions to ensure that the trips can go ahead. There are often opportunities for a small number of parents/carers to help supervise the children on our trips.

PARENT WORKSHOPS
We lead drop-in workshops for parents and carers providing advice and help on how best to handle issues with, for example, children's behavioural and sleeping patterns. Information about workshops will be shared with you on our newsletters etc.

Transition Arrangements

We have well developed arrangements for helping children when they move from Nursery to Reception, between year groups whilst at our school, and from our school to Halfway Junior School.

In the final week of the summer term, children move to the year group and class in which they will be taught from September. This helps them adjust easily to the transition between year groups.

The following gives you a feel for our arrangements for ensuring children move comfortably between the Infant and Junior Schools. There are corresponding transition arrangements when children move from nursery to main school, and between year groups within school.

Y2/Y3 Pre-Transition Week:

- Y2 children and staff visit the Junior School together to attend an assembly and meet the team
- New Y3 teachers spend a day in our Y2 classes at Infant School with a focus on phonics, writing and calculation strategies. Y3 teachers also available to meet and speak to parents/carers at drop off time.
- Staff handovers between Y2 and Y3 staff
- Opportunities for parents and carers to meet staff of Halfway Juniors through meetings and tours around school etc.

Y2/3 Transition Week:

- All children spend the week/allocated days within the last week of term at Junior School to settle in and feel at home before the summer break.
- Parents'/Carers' Open Evening at Infant School. A chance, if you would like, to come and talk to staff about your child's annual report.

After School Activities

Although these will not be taking place in the Autumn Term 2020 due to strict measures needed to limit the contact between groups of children due to Covid-19, our School usually offers a range of After School Clubs. These are open to all children and include dance, cookery, gardening, Karate, art etc.

Towards the end of each term (or at the very beginning of the autumn term) parents/carers receive a letter setting out the forthcoming offerings. This also has a form for parents/carers to complete indicating their children's choice(s). This needs to be returned to the school office by the given deadline.
Note that some activities can be oversubscribed – when this happens, we select names from a hat. Once the allocation of after school club places has been completed, we send a letter to you confirming whether your child has a place on his/her chosen club(s). If so, you will then be asked to make any payments due. You can do this online at www.hnipay.co.uk. There is a charge for most clubs, as they are run by outside providers or involve the purchase of resources e.g. for our gardening club.

After School Clubs/Courses that have taken place in recent years include:

- Superhero Story Book Club
- Street Dance
- Woodland Activities
- Zumba
- Party Fun and Games
- Drama
- Football
- Cheerleading
- Gardening
- Cooking
- Tennis
- Musical Theatre
- Art Club
- Karate

SuperKids Wrap Around Care Services

We offer a range of charged-for 'Superkids' wrap around care services. These include a breakfast club, after school care and nursery lunch club. Places for these will be limited, and on a first come, first served basis. So, to ensure you have a place, please book in advance.

We also offer our after school club service to Halfway Junior School which gives parents/carers with children at both schools the opportunity to access the service.

Current prices can be found under the 'About Us' tab on our website at **http://www.halfwaynurseryinfantschool.org/**

We also now offer additional nursery sessions. Please call 0114 247 0564 and speak to Jenette in our Nursery Office.

Preparing your child for school

- Encourage your child to draw, paint, colour, cut out, trace, and help him or her to talk about their achievements.

- Share as many books as you can and model the importance of reading and a love of stories.

- Help your child to develop listening skills – tell them stories and use story tapes, books and music.

- Learn nursery rhymes and action songs

- Play games together like ludo, snakes and ladders, snap and jigsaws to encourage counting and the recognition of shapes, colours and numbers. Games also help to develop concentration, language and social skills.

- Let your child help you cooking, shopping, tidying up, gardening, washing up – and help him or her to develop rich language that will help reading and writing skills.

- Model positive attitudes to learning and school.

It would help us if your child could:

- dress and undress and tidy away.

- take off his or her own coat and hang it up on a hook

- blow his or her own nose

- use the toilet independently, including cleaning themselves, flushing and pulling clothes up and down

- Wash and dry their own hands well

Term Dates 2021-22

Sheffield City Council

People Services

SCHOOL CALENDAR FOR THE 2021/22 ACADEMIC YEAR

For community and voluntary controlled primary, secondary and special schools

September (22 Days)

M	T	W	T	F	S	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October (16 Days)

M	T	W	T	F	S	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November (22 Days)

M	T	W	T	F	S	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December (13 Days)

M	T	W	T	F	S	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January (20 days)

M	T	W	T	F	S	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February (15 days)

M	T	W	T	F	S	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March (23 Days)

M	T	W	T	F	S	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April (10 Days)

M	T	W	T	F	S	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May (19 Days)

M	T	W	T	F	S	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June (19 Days)

M	T	W	T	F	S	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

July (16 Days)

M	T	W	T	F	S	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

August

M	T	W	T	F	S	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Denotes Bank Holidays

Denotes School Holidays

195 days – including 5 days to be taken as professional development days for teaching staff

An additional closure day (due to the Bank Holiday for the Queen's Platinum Jubilee falling in a school holiday) has been set for 6th June 2022

In addition to the closures for school holidays and public holidays shown above, school and nursery will also be closed on for the following staff training (INSET) days:

Wednesday 1st September 2021
Friday 22nd October 2021
Tuesday 4th January 2022
Monday 21st February 2022
Friday 27th May 2022

These dates have been set with, and are shared by, Halfway Junior School to help parents/carers with children at both schools to arrange childcare on school closure days. There may also be an additional closure day that needs to be set by schools next year (due to the Bank Holiday for the Queen's Platinum Jubilee falling in a school holiday) - once we have clarification from the Local Authority about this we will let you know if/when it needs to be scheduled.