

# Welcome to Halfway Nursery Infant School

## PARENT/CARER HANDBOOK 2023-24



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**Caring, Sharing, Learning for Life.**

# From the 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!

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 21<sup>st</sup> 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.

# Our Aims

As a school community we will strive to:

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

**H**arness an atmosphere of harmony, happiness and friendship throughout school.

**I**nspire children through an innovative and creative curriculum which encompasses outstanding teaching.

**L**earn together and work as a team.

**D**evelop high self esteem and high expectations within every child.

**R**espect the values and beliefs of every member of our learning community and the wider world.

**E**ngage, enthuse and excite children in a safe, but stimulating environment.

**N**urture 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:**

- Handle resources and equipment with care and respect
- Put resources back in the right place when finished with them
- Hang up our own coats and bags
- Bring our book bags to school everyday
- Wear the correct PE kit to school

## **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

### **We stay safe:**

- Tell a grown-up if we see a stranger around school
- Stay with a grown-up from home when 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 and snacks
- Walk in school
- Stay active at school
- Drink water everyday

### **We are kind and helpful:**

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

### **We always try our best:**

- Perseverance
- Work hard and giving our best effort
- Follow targets to improve our learning
- Complete homework and handing it in on time
- Learn spellings/words sent home
- Read each night at home
- Be an active learner in class
- Join in during assemblies
- Come to school every day/have good attendance

### **We are polite:**

- Always say 'please' and 'thank you'
- Listen when others are talking
- Respect others and make 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. We do this in a variety of



ways, including immediate verbal praise, earning stickers for their badges, star of the day certificates and learner of the week certificates.

Should a child break golden rule, this is dealt with promptly by a member of staff, 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 suspend children from school for fixed periods of time for the most serious disciplinary concerns.

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

# Our Staff

## Teaching Staff

Mrs Debbie Shepherd	Executive Headteacher (shared with Halfway Junior School)
Mr Peter Walker	Head of School (shared with Halfway Junior School)
Miss Rebecca Hughes (part-time)	Deputy Headteacher/Early Years Leader/Reception teacher
Miss Alicia Clewes	Year 2 teacher
Mrs Lucie Hibberd	Year 2 teacher
Mrs Amy Thorpe	Year 1 teacher
Miss Tahlia White (part time)	Year 1 teacher
Mrs Vicky Briggs (part time)	Year 1 teacher
Mrs Adele Timmons	Reception teacher
Mrs Emily Bettinson (part time)	Reception teacher
Miss Harley Maloney	Nursery teacher
Mrs Joanna Lomas (part-time)	SENCO

## Teaching Assistants

Miss Sara Wylie	Teaching assistant/ HLTA
Mrs Alison Dyche	Teaching assistant/HLTA
Mrs Nicola Hunter	Teaching assistant
Mrs Gillian Line	Teaching assistant
Mrs Teresa Barker	Teaching assistant/ HLTA
Mrs Tracy Farnen	Teaching assistant
Mrs Kara Allsopp	Teaching assistant
Miss Mey Brookes	Teaching assistant
Miss Sarah Charnley	Nursery teaching assistant
Ms Chris Gregg	Nursery teaching assistant/HLTA



### **Office staff**

Mrs Lindsay Tatham	School administrator
Vacant	Nursery/Extended Services (Superkids) Manager
Mr John Beazer	School Clerk/Business Manager/Web site manager

### **Superkids (Extended Services) staff**

Mrs Zoey Thickett
Mrs Teresa Barker
Mrs Mey Brookes
Ms Donna Brown

### **School Meal Supervisory Assistants**

Ms Donna Brown
Ms Sarah Hebblethwaite
Mrs Andrea Clayton

### **Buildings Supervisor**

Mr Shaun Larkings
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# Our Governors

Catherine Taylor-Best (Chair)	Parent
Debbie Shepherd	Executive Headteacher
Pete Walker	Head of School
Rebecca Hughes	Associate
Leanne Moore	Co-opted
Natalie Jackson	Co-opted
Mey Brookes	Parent
James Rolston	Local authority appointee
Laura Eastwood	Co-opted
Evie Harman-Thomas	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. Any offers by parents and carers to volunteer with the children in school are most welcome (subject to the relevant safeguarding checks). 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.

## **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 weekly to share with their parents. Parents help to monitor their children's reading development through a home reading diary. Parents can also volunteer to work as a reading volunteer in our 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. A full, written report, is shared with parents in the summer term.

### **HIP Group**

The HIP (Halfway Infant Parent) Group, meet informally (usually with lots of refreshments!) each half term to discuss ways in which the group can support the school, including organising fundraising events. All parents and carers are welcome to join. It is a great opportunity to be actively involved in our school and help to provide wider opportunities for our pupils.

The money raised by the HIP 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

## 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.	8.40 a.m.	to	12 p.m.
Morning Break	10.45 a.m.	to	11.00 a.m.
P.M.	1 p.m.	to	2.55 p.m.

**Classroom doors open at 8:40am. To support families dropping off at Halfway Juniors as well, children can be dropped off between 8:40am and 8:50am.**

**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 to help us to keep all children safe.**

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, please be mindful of our neighbours and ensure they can access their driveways at all times.

## Assemblies

We use assemblies to cover a variety of learning opportunities, from singing together and celebrating successes to learning about world events and issues, local issues and an opportunity to discuss differing opinions.

	Monday	Tuesday	Wednesday	Thursday	Friday
	<b>Golden Rules and Characteristics of learning</b> KS1 in hall EYFS in class  10.20-10.45am	<b>Let's Chat</b> <i>Topical/Class focus/British Values</i> In class  10.20 - 10.45 with Teacher or TA	<b>Singing Songs for Every Assembly/Season</b> EYFS in class KS1 in hall  10.20-10.45am	<b>World and Local Community</b>  <b>EYFS in class</b> KS1 in hall  10.20-10.45am	<b>Celebration</b>  EYFS in class KS1 in hall  9am

# 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 reading and homework and any 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.
- Be open and welcoming at all times and offer opportunities for you to become involved in the daily life of the school.
- Provide weekly reading 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 94% - 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 will be contacted by school, so that support can be offered. 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 2023). The letter will be colour coded - green where attendance is 94 or higher, amber where attendance is between 90% and 94%, 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.

### **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**

You can purchase school uniform with the logo from Pinders or School trends. School uniform without the logo can be purchased from our local supermarkets. We also sell pre-loved uniform for £1 an item, which can be purchased from the school office.

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 (HIP 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/trainers.

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 in the visitors' lobby of the main school office. 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. All children in Reception and KS1 are entitled to Universal Free School Meals. Children who would like a hot meal in nursery will need to pay for this (currently this is £2).

Children in nursery eat their lunch in the nursery setting. Children in Reception and KS1 eat 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 before 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.**

## **Free Fruit and Vegetable Scheme**

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.

Milk is free for children under the age of five.

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](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 electronic 'bump' notes directly to parents/carers. We may also call you to inform you of the accident if our 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.

## **Administration of medicines**

School will only administer medication that is prescribed by a doctor or medical professional and that needs to be taken 3 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 text message to parents/carers of children in 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.

## **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 on the school website.

The designated teacher for child protection is the Executive Headteacher, Mrs Debbie Shepherd. 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.

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 of 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.

We use Smoothwall to monitor and filter web searches. When Smoothwall is activated the DSL and online safety co-ordinator are sent immediate reports which highlight the device used for the search.

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.

## **Your child's learning**

Half-termly Curriculum maps are shared with parents/carers. These documents tell you what your child will be learning that half-term in all the different subjects, as well as ways in which you can help them at home.

## **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. Copies of newsletters are available to download from our school website. Hard copies are also available from the school office, on request.

## **Website**

Halfway Nursery Infant School has its own extensive website at:

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 and forms to download. If in doubt, check out the website!

## **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.



## **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 SENCO, 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 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 Intent



### Our Curriculum Intent

At Halfway Nursery Infant School, the children and our community are at the forefront of our curriculum. We provide a bespoke and inspiring curriculum, designed to spark our children's interests and provide opportunities to develop a deep love of learning. Our passionate and talented staff encourage and nurture the children of Halfway Nursery Infant School to develop their understanding and knowledge of the ever-changing world in which we live.

The curriculum at Halfway Nursery Infant School provides a breadth and depth of skills and knowledge whilst also motivating our children's curiosity. Our innovative and inspiring curriculum encourages our children to take risks, understand that learning is a journey and that mistakes are stepping stones to a bright and successful future.

Every child should have the opportunity to thrive, therefore we provide well planned learning opportunities designed to overcome any learning barriers. We also understand that a range of enrichment opportunities are key to a child's development and this is interwoven into our curriculum in order to develop each child to become a well-rounded member of society.

Collaborative learning is used to ensure that children are self-motivated whilst being challenged effectively. Children will be given the tools they need to be independent learners with the freedom and safety to express and reflect on their ideas and opinions. Our curriculum provides this through the use of critical thinking, analysis and reasoning.

## 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 21 <sup>st</sup> 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.

## **Key Stage 1 (KS1)**

Our KS1 curriculum is based upon the primary National Curriculum. Each half term has a distinct key concept, underpinned with key subject drivers that are clearly mapped out throughout the year/ key stage to ensure coverage, as well as progression within the key knowledge and skills.

In Key Stage 1 we teach English and Mathematics each day including phonics and reading sessions, and focus on the wider curriculum subjects each afternoon (though our timings are flexible), sometimes 'blocking' certain subjects to cover a unit discretely when appropriate. For example, it may be much more beneficial to teach a whole unit of Design and Technology in a series of afternoon sessions, rather than shorter and less frequent sessions over the course of a half term.

Subjects taught in KS1 are -

- English
- Maths
- Science
- Physical Education
- Computing
- History



- Geography
- Art and Design
- Design and Technology
- Music
- RE

We also teach RSHE, PSHE and citizenship

## **Phonics, reading and spelling**

At Halfway Nursery Infant School, we believe that all our children can become fluent readers and writers. This is why we teach reading through *Little Wandle Letters and Sounds Revised*, which is a systematic and synthetic phonics programme. We start teaching phonics in Nursery/Reception and follow the [Little Wandle Letters and Sounds Revised progression](#), which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

As a result, all our children are able to tackle any unfamiliar words as they read. At Halfway Nursery Infant School, we also model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lesson and across the curriculum. We have a strong focus on language development for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects.

At Halfway Nursery Infant School, we value reading as a crucial life skill. By the time children leave us, our aim is that they read confidently for meaning and regularly enjoy reading for pleasure. Our readers are equipped with the tools to tackle unfamiliar vocabulary. We encourage our children to see themselves as readers for both pleasure and purpose.

Further information and detail about our Early Reading Programme can be found in our Early Reading Policy.

## **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 daily mathematics sessions, as well as discreet fluency sessions 4 times a week.

## **Personal, Social and Health Education (PSHE)**

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. Relationships, health, physical and mental wellbeing are taught within our weekly RSHE lessons.

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 collective acts of worship and the celebration of events and achievements in the lives of the children.

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 and looking at and sharing 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.

Across each year group, the following homework is set:

**Nursery**: Sharing their 'love of reading' books, practising dressing and un-dressing, learning to recognise and write their name, suggested home learning activities on their half-termly Curriculum maps.

**Reception (F2)**: As above, as well as daily reading with a parent of their school phonetically decodable book and sharing their 'love of reading' book. Suggested home learning activities on their half-termly Curriculum maps.

**Year 1**: Daily reading with a parent of their school phonetically decodable book and sharing their 'love of reading' book. Suggested home learning activities on their half-termly Curriculum maps.

**Year 2**: Daily reading with a parent of their school phonetically decodable book and sharing their 'love of reading' book. Suggested home learning activities on their half-termly Curriculum maps.

# How We Assess Children

Assessments help to measure progress and attainment and shape future learning.

The Statutory Framework for the Early Years (2023), as well as the non-statutory Development Matters and the National Curriculum for KS1 makes expectations for all learning and attainment explicit to pupils, parents/carers, teachers, governors, employees and the public. These frameworks establish national standards for the performances of all pupils in the stated subjects/key stages. These standards enable schools to measure progress and attainment.

The national standards and the criteria for each national Curriculum year group are used to measure performance and achievement. These standards are also used to set targets for improvement, measure progress towards those targets and monitor and compare performance between individuals, groups of children and other schools.

## **Formal national assessments**

These are done at each stage of a child's education:

- **EYFS** - Reception Baseline Assessments are completed for each child when they first start F2 and the EYFS profile is completed during the Reception year, ending in July with a summary of the child's achievements and whether they have met GLD (Good Level of Development).
- **Year 1** - The phonics screening check is completed in June each year and assesses the children's ability to decode and read a list of 40 words. 20 of the words are pseudo words and the rest are real words.
- **KS1 (Year 2)** - Y2 SATs are no longer compulsory. However, as a school we will continue to use them to support our teacher judgements and transition to year 3.

# 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 spend a transition day moving to the year group and class in which they will be taught from the following 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:**

- During the year children in year 2 get the chance to visit the Junior school, such as to watch performances.
- Y3 teachers spend a day in our Y2 classes to get to know the children as well as meet parents/carers.
- Staff handovers between Y2 and Y3 staff. Including teachers, SENCO and Safeguarding leads.
- Opportunities for parents and carers to meet staff of Halfway Juniors through meetings and tours around school.

## **Y2/3 Transition Week:**

- All children spend the allocated transition days during the last few weeks of term at Halfway Junior School to settle in and feel at home before the summer break.

# After School Activities

Our School 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. 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.

# 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 are limited, and on a first come, first served basis. So, to ensure you have a place, please book in advance. We use ParentPay as a way of booking for and paying for all our extended services.

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.

## **Opening times**

Breakfast club - 7:45am - 8:40am

After school club - 2:55pm - 6pm

# 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 2023-24

## SHEFFIELD CITY COUNCIL

### SCHOOL CALENDAR FOR THE 2023/24 ACADEMIC YEAR For community and voluntary controlled primary, secondary and special schools

<b>September (20 Days)</b> 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	<b>October (17 Days)</b> 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	<b>November (22 Days)</b> 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
<b>December (16 Days)</b> 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	<b>January (18 days)</b> 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	<b>February (16 days)</b> 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
<b>March (20 Days)</b> 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	<b>April (12 Days)</b> 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	<b>May (17 Days)</b> 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
<b>June (20 Days)</b> 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	<b>July (17 Days)</b> 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	<b>August</b> 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

 Denotes INSET day

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:

Monday 4<sup>th</sup> September 2023

Tuesday 5<sup>th</sup> September 2023

Monday 8<sup>th</sup> January 2024

Monday 22<sup>nd</sup> July 2024

Tuesday 23<sup>rd</sup> July 2024

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.