

Learning is fun at

Park Hill Infants' School



All different, All equal, All achieving

Stanhope Road, Croydon, CR0 5NS

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E-mail: enquiries@parkhill-inf.croydon.sch.uk

Website: www.parkhillinfants.co.uk

Headteacher: Ms J Charman

Deputy Headteacher: Mrs N Parry

Caretaker: Mr P Trawczynski



2021-2022

A Welcome from the Head

Dear Parents / Carers,

Welcome to Park Hill Infant School! If your family is joining us for the first time, I hope we can look forward to a happy and successful partnership over the coming years. If you have had a child go through our school in the past, or currently have a child attending our school, we are pleased to renew the link between us.

This prospectus contains important information about the school. Please keep it in a safe place for reference. If it should fail to provide any information you consider essential, let us know, so that we can amend any future edition.

Having confidence in a school comes from knowing what is happening within the school and from understanding what we are all striving to achieve. It is important that understanding and trust should be the basis of our shared responsibility, for the care and education of your child. Together we can help each child achieve their maximum potential in all areas of development. We are committed to providing exciting, creative and stimulating learning experiences for every child at our school.

We hope that the relationship we establish will form the basis of a mutually rewarding experience for all concerned. We look forward to working in partnership with you to ensure the best possible learning opportunities for your child.

Yours sincerely,

Ms J Charman
Headteacher



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Our School

All Different, All Equal, All Achieving

Park Hill Infants is a popular, over-subscribed school, admitting 90 children each year into three Reception classes. There are 270 children on the school roll and all classes are of mixed ability and are balanced by age, gender and ethnicity. We serve a diverse community with 42 different languages spoken amongst our whole school community.

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We are in partnership with Tunstall Nursery School in Addiscombe, which is also led by our Headteacher, Ms Charman. Both schools are outstanding and provide high quality, exciting learning opportunities across the Early Years and Key Stage One.

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We share our site with Park Hill Juniors, and work closely together for the benefit of all our families. Currently our infant children are given priority when applying to Park Hill Juniors in Year Three. Partnership working between the two schools is strong to enable a smooth and successful transition from the Infants to the Juniors.

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Parental involvement is valued and encouraged through family curriculum workshops and weekly morning sessions, which provide opportunities for parents/family members to work alongside their own child during the school day. Educational visits into the local and wider community and a wide range of visitors to the school, further contribute towards the provision of a 'hands on', creative and 'child led' curriculum for all our pupils.

~

We are a forward thinking and innovative school, with a wide range of expertise within our staff team. We are always looking for ways to further enhance and develop the learning opportunities that are available for our children. We work closely with parents, other schools and a range of different agencies to both share our outstanding practice and to learn from others. Pupil, parent and other stakeholders 'voice' is of the utmost importance to us and we regularly use consultation to further improve our provision. Pupils, governors, staff and parents are proud of our school and work together to create a climate where all members of the school community are encouraged to be the best they can be in a happy and stimulating environment.

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There is a Breakfast Club and After School Club available, run in the adjacent Junior School, which offer parents onsite provision which is convenient and secure.

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Park Hill Infants

Our children say:

"I love being at the school everyday because we learn lots of exciting things like drama, karate and gardening"

"I feel happy at school because my friends are around to care"

"Teachers help us to learn and they are very kind to everyone"

"Our school is the happiest school ever!"

"My school is the best because classes can ask for things in School Council to make learning fun and grown ups listen to us"

"My school is colourful and unique because there is nothing else like it!"

~

When asked what it is like to be a parent, our parents say:

"I love the school's structure and work ethic"

"Park Hill Infants gives my child confidence and support that makes her have big ambitions."

"I'm happy because I've seen my daughter progress and every morning she's happy to go to school."

"All children go forward with the ethos of inclusion that the School promotes. It is heartwarming to see."

"They make sure the child is the centre of learning. The teachers understand the individual, therefore the progress they make is amazing!"

"Teaching is of a high standard. When I go to the school there is a friendly and warm atmosphere."

"We are happy that [our child] attends PHI. He's safe and well looked after, constantly shows progress in his learning. We receive all necessary information."

~

Our staff say:

"An innovative, exciting place to work where children are at the heart of all we do"

"Excellent opportunities for career development"

"Park Hill Infants is a unique place to work - it is great to have the opportunity to work in such a happy environment"

"The Headship Team encourage staff to explore new and exciting ways to inspire children's learning"

"There is a high achieving, aspirational team spirit"

"High standards ensure all pupils make excellent progress"

Our Vision Statement

All Different, All Equal, All Achieving

We achieve our vision by ...

- ◇ Promoting the school's five key values: **kindness**, **respect**, honesty, **courage** and **positivity**.
- ◇ Encouraging children to be independent in their learning and develop and apply the school's ten 'Superskills for Learning'. An effective learner is someone who: **makes connections**; **collaborates**; **communicates**; **perseveres**; **is reflective**; **is confident**; **is creative**; **is a risk taker**; **is resourceful**; **is curious**.
- ◇ Developing an 'I Can' philosophy and environment in which learners are encouraged to take risks and lead their own learning. We encourage children to develop a 'Growth Mindset', teaching them that talents can be developed through hard work, good strategies for learning and by collaborating with others.
- ◇ Creating a happy, stimulating and vibrant learning environment, where all learners, (children and adults), are encouraged and motivated to be the best they can be.
- ◇ Ensuring children develop a broad skillset, an interest in the world around them, and a range of life-long learning experiences which will inspire them throughout their future education and beyond, contributing positively within our community.
- ◇ Recognising individual needs, and enabling all learners to achieve success, by providing an inclusive school community, which gives equality of opportunity to all.
- ◇ Expecting and encouraging all members of the school community to work collaboratively towards a shared goal.
- ◇ Helping children to develop lively and enquiring minds, the ability to question and make connections, to discuss rationally, and to apply their knowledge to learning tasks and physical skills.
- ◇ Helping children to develop positive and resilient attitudes and respect for self and others. We help children to manage their emotions and self-regulate.
- ◇ Encouraging children to develop an understanding of the world in which we live, and an appreciation of diversity in race, religion, culture and beliefs.

The Governing Body

The role of our Governing Body is to provide a strategic view for the school, ensure accountability and act as a critical friend to the Headship Team. The Governing Body (GB) consists of 13 people. The GB is made up of parent, staff, Local Authority and co-opted governors. Parent and staff governors are elected. All governors are volunteers and contribute to the work of the GB in ensuring high standards of achievement for all children and young people in the school by:

- Setting the school's vision, ethos and strategic direction;
- Holding the Headship Team to account for the educational performance of the school and its pupils;
- Overseeing the financial performance of the school and making sure its money is well spent.

The full GB meets once a term and there are committees in finance, premises and progress and attainment which also meet and report to the full GB. There are also 'ad hoc' committees to deal with urgent matters.

HOW TO CONTACT THE GOVERNING BODY

If you wish to contact the chair of governors or a particular governor please email the usual school email address [enquiries@parkhill-inf.croydon.sch.uk], marked 'Governors for the attention of ...'

OUR CURRENT GOVERNORS

Co-opted Governors

Shariffa Mubarak -Chair of Governing Body , responsible for Pupil Premium, English and Science

Jane Cleall-Smith - Responsible for Safeguarding & Child Protection, Looked after Children, Early Years Foundation Stage and E-Safety

Natasha Parry – Deputy Headteacher

Georgina Smith - Chair of Progress & Attainment Committee, responsible for PE & Sports Premium, Inclusion & SEND and Science

Stephen Collingwood - Responsible for English, and Health & Safety

James Brotherhood – Responsible for RE, PSHE (including SRE) and Assessment

Adrian Ham - Responsible for Assessment and Maths

Local Authority Governor

Ann-Marie McLoughlin - Vice Chair of Governing Body, responsible for website compliance, GDPR, Mental Health and Humanities

Parent Governors

Prachi Chaturvedi – Chair of Finance and Personnel, responsible for Pupil Premium, Design and Technology and Art and Design

Nick Bourne – Responsible for Music, Inclusion and SEND

Priya Namjoshi – Mental Health, Computing

Staff Governors

Jane Charman - Headteacher

Charlotte Clarkson - Assistant Headteacher

Clerk to Governors

Anna Jaye

The Staff

Teaching Staff

Headship Team

Headteacher—Jane Charman

Deputy Headteacher—Natasha Parry

Supported by Assistant Headteacher / Inclusion Manager / Curriculum leader

Year Group / Middle Leaders

Class Teachers

Class Groups

Three Reception Classes

Three Year One Classes

Three Year Two Classes

Learning Support

There is Learning Support across all year groups and also to supervise the children during the midday lunch break.

Non-Teaching Staff

- ◆ School Business Manager
- ◆ Administrative Assistant
- ◆ School Finance Advisor
- ◆ Site Manager and Cleaners
- ◆ ICT Support
- ◆ School Counsellor / Nurture Support Mentor
- ◆ Education Welfare Officer

Uniform

Please encourage your child to develop a sense of pride in their appearance.

Experience has shown that the wearing of school uniform helps to develop a sense of pride in the school as a whole and contributes towards the working atmosphere. The school uniform is available from Hewitts, Church Street, Croydon, although similar items are also available through many well-known stores and supermarkets.

The school colours are grey, royal and light blue.

- Grey pinafore dress / skirt or trousers / shorts, light blue shirt / blouse, school tie, royal blue cardigan / V-neck jumper. A light **blue** checked dress may be worn in the Summer months
- Grey / white socks, or grey / navy tights.

All children should have a clearly named coat/jacket appropriate to the season. A royal blue reversible waterproof / fleece school jacket is available and we recommend that all children should have a pair of named gloves, hat and scarf for the winter months. Children should bring a summer hat / cap in the hot summer months.

All clothing must be clearly named, with a marker pen or name tags

Shoes - Conventional, flexible soled, black or navy 'School Shoes' without laces. Reception pupils may bring a pair of clearly named, plain coloured wellington boots if they wish, to be kept on their peg for their daily 'outdoor learning experience'.

Sportswear - Please provide plimsolls, in a clearly labelled PE bag, (trainer shoes do not provide sufficient flexibility), a pair of navy blue shorts and a light blue T-shirt, (for outdoor activities, a long sleeved top and long tracksuit bottoms will be required).

Swimwear will be required when pupils receive swimming lessons in Years One and Two. (This should consist of a blue swimming costume / trunks, along with a named towel).

The wearing of any jewellery is discouraged. However, if earrings are worn, they must be **stud** earrings only, as hoop earrings raise health and safety concerns. The school can not be held responsible for any injuries caused from earring wear. If your child chooses to wear a watch to school, it should be for educational purposes only and be clearly marked with your child's name. The school is unable to accept any responsibility for loss or damage to the watch.

Admissions Arrangements

Children are admitted into our school according to agreed guidelines, laid down by the Croydon Education Authority. Modifications may prove necessary from time to time in order to comply with both local and central government legislation.

Parents who wish to express a preference for their child to attend Park Hill Infant School should complete the online admission form through Croydon Council's website — www.croydon.gov.uk

Unfortunately, we must stress that completion of this form in no way guarantees a place at the school. Croydon Council are usually able to inform parents whether or not they have been successful during the month of April, preceding the beginning of the educational year, (September to August), in which their child will become five.

When your child is offered a place, you will be sent a 'Welcome Pack' with school admission forms to complete. We ask that you bring these, together with either your child's birth certificate or passport to the school office by the date specified in the letter in order for your details to be registered on our system.

Many factors influence exactly when a child will be admitted to school. All children start on a part-time basis initially, dependent on the child's date of birth. Your child's individual start dates and times will be given to you prior to their admission.



Attendance Policy

It is a legal requirement that children should attend school regularly.

Persistent Attendance which falls below 90% in any half-term is referred to the Education Welfare Officer and brought to the attention of parents/carers.

95% and above is our School's minimum attendance expectation.

If your child has to be absent from school due to illness, please telephone the school before 9.30am daily in order to keep us informed. If we do not hear from you we will attempt to contact you to obtain an explanation about your child's non-attendance. If no contact is made, the absence will be marked unauthorised. If the absence is unavoidable and planned in advance, the school should be advised by letter. Absences without explanation and/or not sanctioned by the Headteacher, are deemed unauthorised and are recorded as such in national and local statistical returns. Parents are reminded that the imposition of financial penalty notices (FPNs), even legal action, now relate to school/pupil attendance as well as unauthorised absence/holidays. Please arrange dental and medical appointments out of school hours. If this is not possible, please inform the school office in advance.

School starts at 9.10 a.m.

School finishes at 3.30 p.m.

Punctuality is extremely important, as a child who is late for school misses learning time and causes disruption for the rest of the class.

If your child **arrives late** for school you need to take them to the School Office, in order for you to sign your child in and give an explanation for their late arrival. Your child will be marked as 'late' on the class register. A similar procedure applies at the end of the school day, where parents are required to sign for their child and give a reason for their lateness if they collect after 3.40pm. (These names are monitored regularly). A charge may be incurred for any child that is picked up later than 3.45pm.

In the event of an **emergency** and/or the possibility that you will not arrive in time to collect your child, please make alternative arrangements with a friend, relative or After School Club and then telephone the school so we may explain the new arrangement to your child.

There is a clear link between good attendance and good attainment/progress. Poor attendance which falls below 95% is proven to impact negatively on a child's learning.

There is no automatic entitlement for any child to be granted leave of absence from school for the purpose of a family holiday. It is not acceptable to take your child out of school, during term-time, for occasional or family holidays as they interrupt a child's learning. We place a high priority on children acquiring a sense of commitment towards regular attendance at school. The child whose parents encourage poor punctuality and condone absence from school for occasional days or holidays, whilst their child is in their early years of education, is more likely to become a truant in the future, when they are responsible for getting themselves to school. In addition, we are required to record all absences on the child's Annual Record of Achievement.

The Department of Education will only allow a Headteacher to grant a leave of absence if there are exceptional circumstances.

Attendance Information for the Educational Year 2020/21 up to 10th June 2021 for all pupils

Whole School Summary	Sessions	%
Possible Attendances	58511	100.0
Actual Attendances	56911	97.27
Authorised Absences	1030	1.76
Unauthorised Absences	570	0.97

Together we can make this attendance even better! Attendance of 95% and above during a term, will be recognised by awarding an Attendance Certificate to the child. 100% attendance will be rewarded with a special gift, at a Celebratory Assembly.

Preparing Your Child for School

On entry into school, young children will already have made major steps in learning, although some will already have progressed further than others in a number of areas of development. Parents play a crucial part in early learning and will continue to be a strong influence on their young child's development for many years.

Prior to your child's admission into one of our Reception classes, and at your invitation, the class teacher and learning support will usually make a visit to the child's home address. We have found this further helps to ease a child's entry into school and gives you and your child an opportunity to have a 1:1 discussion with the teacher. You will also receive some information about our school, some of which we ask you to discuss with your child.

Children should arrive at school fit, well and refreshed, having had enough sleep to be ready for learning and the busy day ahead. It is vital that they have eaten a good breakfast in order to equip them for a morning of learning.

To help children adjust to their new school life, we stagger the dates of entry and gradually extend the period that they are separated from parents or carers. Consequently, we hope that your child will adjust to the new environment and quickly feel secure and happy working alongside their new friends. A partnership between parents and school staff, in helping children come to terms with this transition stage, is essential to the individual child's well-being, as they each have different levels of confidence and competence.

At school, purposeful play features strongly in a child's early education. Play is the route through which young children discover new things about the world, develop new skills and build relationships with their peers. It allows them to be creative, to explore and investigate materials, to experiment and to draw their own conclusions through a variety of carefully structured activities, which the class teacher has planned. Your child, through play, can enjoy the process of learning in a practical, meaningful and stimulating environment.



Starting School

HINTS AND ADVICE

This is by no means a comprehensive list, but gives a few practical suggestions on ways to help your child adapt more readily to school life.

- ♥ Encourage reading, by looking at a wide variety of interesting books and reading them together on a daily basis.
- ♥ Listen to them and ask questions about what they say.
- ♥ Familiarise your child with the phonetic alphabet—the ‘sound’ each letter makes.
- ♥ Teach nursery rhymes, read lots of stories and play simple games such as ‘I spy’ using the sounds of the alphabet.
- ♥ Help them to learn the names of colours.
- ♥ If your child is naturally left handed do not try to change this.
- ♥ Provide them with the opportunity to paint, cut and colour.
- ♥ When your child plays with their toys, encourage them to talk about what they have built, put together or rearranged.
- ♥ When your child ‘dresses up’ enter into the spirit of their imagination and help them to develop their play character further.
- ♥ Show your child how to hold a pencil correctly.
- ♥ All children should be independent in the use of the toilet and should take responsibility for leaving it clean and tidy for other children who follow. They should be used to washing their hands afterwards.
- ♥ All children should be encouraged to handle a knife, fork, spoon and beaker correctly.

INCLUSION

All pupils at Park Hill Infant School, whatever their previous experience, gender, special educational need, disability, medical need, talent or ability will have access to genuine equal opportunities, which will enable them to experience and benefit from all aspects of school life. Our ethos 'All Different, All Equal, All Achieving' applies to everyone in our school community and permeates all aspects of school life. We have high expectations for all pupils in terms of attitude, behaviour and demonstrate high standards, due respect and understanding for pupils' social, cultural, linguistic, religious and ethnic backgrounds. We actively promote and celebrate spiritual, moral, social and cultural diversity in our school, through the use of books, displays, assemblies and special events, with particular reference to issues of equality and diversity. Our equalities policy is available on our website: <https://www.parkhillinfants.co.uk/our-school/policies/>

We value the individuality of all of our children and are committed to giving them every opportunity to achieve the highest of standards. We do this by taking account of pupil's varied life experiences and needs. We actively seek to remove the barriers that can hinder or exclude individual pupils or groups of pupils from learning and participation.

Children with communication, learning, physical, or social, emotional and mental health needs are identified early, so that they can be supported effectively. Parents are kept fully informed if it is thought that their child would benefit from additional support such as group/individual interventions or an SEN Support Plan. We strongly encourage parental involvement in the process.

When addressing a child's special educational needs the school's own financial, material and human resources are initially used, and if these are not sufficient then outside expertise is sought. We also receive specialist support from a range of external agencies. Our Inclusion Leader, Laura Hulet, is always pleased to discuss any worries or concerns parents may have.

We also provide additional support for children who are more able in a particular area of the curriculum. This may be in an academic subject, such as English or Maths, or a child may have a particular talent in music, art or PE.

In our school, a wide number of languages are spoken by our pupils. Some children are in the initial stages of learning English and for them we provide additional support in class.

Provision Mapping is in place across the school to ensure that the individual and differing needs of all children are met. Interventions are carried out by senior leaders, class teachers, learning support and specialist teachers.

The 'Pupil Premium Grant' is allocated to schools for children of statutory school age from low-income families who are known to be eligible for free school meals (FSM) in both mainstream and non-mainstream settings, to children who have been looked after continuously for more than six months and to children whose parents are currently serving in the armed forces.

Schools are free to spend the Pupil Premium Grant as they see fit. In our school we aim to use the Pupil Premium Grant to diminish the difference in achievement and to heighten 'cultural capital'. It is also used to provide social/emotional support for pupils and families and to improve the attendance for all pupils, but specifically those from low income families. In order to achieve these objectives we are currently using funding to help staff a range of intervention programmes and to supplement the services of an Educational Welfare Officer. We also subsidise school trips, activities, uniform, toast bar and provide a home learning pack for each pupil. The way in which we have decided to spend our allocated funds is published on the school website annually, alongside the impact of this spending.

We update our Accessibility plan regularly so that all members of the community can access the building easily. There is ramp access to all areas of the school.

Medical Information

If any pupil has a serious or recurring medical problem, it is **essential** that parents inform the school, so that details may be entered in their child's school file and the class 'Medical File'. In some cases, an Independent Healthcare Plan will be written for the pupil and reviewed annually. Should any change occur to the medical information given to the school when your child first started, the school **must** be informed.

Should any child become ill or have an accident whilst at school, parents will be advised, immediately after we have contacted the Emergency Services if it is a serious occurrence, and at the end of the day for minor concerns. If your child has received any medical treatment from the neck up, by school staff, we will call or text to advise you of this. You may be contacted and asked to collect your child if they are unwell during the day. It is **essential** that the school has correct contact telephone numbers for all parents and carers and **at least three contacts to use in an emergency**. Please ensure that you keep the information up-to-date via the school office.

Medicines

There may be instances where a pupil with a health issue is able to attend school but may be required to take medication. In such cases it should be determined whether the interval of dosage can allow the medication to be taken outside normal school hours. However, if the medication needs to be administered in school time, staff may be able to do this following the completion of the relevant form, obtained from the office.

In some cases the school will require information from the child's doctor. In all cases a school form must be completed containing written instructions from the child's parent/carer/doctor regarding the administration of the medication. The medication itself, must be **correctly labelled**, with the child's name, the dose to be given, within the recommended date, to ensure that it will be effective. (Parents will also be required to state the last time and quantity of dosage given to the child).

To cover **very** exceptional and urgent circumstances for some individual children, written consent must be given to allow the Headteacher to act 'in loco parentis' to arrange for the administration of medication by an on-site First-Aider.

School Nurse

It is intended to offer height, weight, hearing and vision checks to all children during their first years in school. If you have any particular concerns you would like to discuss with a school nurse, they can be contacted at Lennard Road Clinic on 020 8274 6391.

Medical Information

Sickness

The following information is intended to be a brief guide on the minimum recommended time that your child should stay at home if they have any of the conditions mentioned. Advice of a medical practitioner, however, should be followed in all circumstances.

If your child has:

Covid 19

Chicken Pox

German Measles (rubella)

Measles

Scarlet Fever

Whooping Cough

Vomiting or diarrhoea

Keep them at home :

Follow NHS isolation guidelines

Until all blisters are dried out and have scabbed over

For four days from onset of rash

For four days from onset of rash

For 24 hours after antibiotic treatment has started

For 48 hours days after antibiotic treatment has started

For at least 24 hours after the last episode of vomiting or diarrhoea

Antibiotics

If your child is taking antibiotics, they are still able to come to school unless they have a contagious illness. Please try to administer the doses out of school hours. If this is not possible please contact the school office and arrangements can be made to administer the medication during school hours by school staff, once you have completed the appropriate paperwork.

Head Lice / Threadworm

If you should discover that your child has an outbreak of head lice or threadworm, please inform the school immediately. Your child will not be made to feel embarrassed and won't be identified by the teacher. However, a generic letter will be sent to the class so that treatment can be given if necessary to prevent a further outbreak.

Verrucas

These should always be covered with a treatment. This is particularly important if you child has PE or swimming during an outbreak.

Conjunctivitis

If your child suffers an outbreak of conjunctivitis please consult your local pharmacist or G.P. Conjunctivitis is highly contagious when untreated however, your child will be able to return to school once they have commenced treatment.

Personal, Social, Health Education

Young children take time to develop new relationships, particularly with those they may at first see as different from themselves. The quality of relationships in a child's life are important in shaping their regard for themselves and others. These attitudes will, in turn, affect their approach to learning and all aspects of school life.



Teachers are increasingly focussed on helping young children develop appropriate attitudes, for example, a sense of fairness, justice, honesty, truthfulness and care and respect for each other and for living things. Group discussion, role play and circle time are used at least weekly to help young children to come to terms with emotions such as joy, sadness, fear, anger and anxiety.

Our long term aim is for the child to become a responsible, caring and tolerant person with a strong sense of self respect and self discipline. We believe this is best achieved by creating a school environment in which the values of kindness, respect, honesty, courage and positivity flourish. We use the 'Jigsaw' PHSE approach to ensure these values are embedded.

We also praise and encourage life long skills for learning such as, perseverance, confidence and curiosity, (our 'Superskills for Learning'. We adopt the Carol Dweck 'Growth Mind-set' approach to ensure that all of our pupils build self esteem, self confidence and resilience. Children are role models, experts, mentors and special helpers. 'Stars of the week' assemblies and 'Headteacher Awards', promote and celebrate our school values and 'Superskills for Learning'.

We promote whole school values, with each class deciding how they will apply these values to their life in class.

Relationship Education

From September 2020, all primary schools are required to deliver 'Relationship Education'. At Park Hill Infants, this curriculum will be delivered through the 'Jigsaw' programme, as it meets all the statutory requirements. Relationship Education at primary level is being introduced "to put in place the building blocks needed for positive and safe relationships of all kinds. This will start with family and friends, how to treat each other with kindness, and recognising the difference between online and offline friendships" (DFE 2019).



Child Protection

Occasionally, information is brought to our attention which may mean that a child is/has been the victim of physical, sexual or emotional abuse and/or neglect. In line with the Department for Education's statutory guidance, 'Keeping Children Safe in Education', it is our duty to inform Social Services if we have significant doubts or concerns about a child in our care and Social Care may then investigate. The school has a legal responsibility to report all concerns in the first instance.

Working Together

Many families are affected from time to time by circumstances, outside of their control, which can cause children to feel upset. This may be a bereavement, family break up or loss of employment. These circumstances can affect your child and may have an influence over their learning at school.

Please inform us if any situation occurs within your family which may affect your child. This information will be treated with the strictest of confidence, with tact and discretion. The sharing of information will enable us to work together to support your child through these difficult times. If you are in need of confidential support please contact the Headship Team via headshipteam@parkhill-inf.croydon.sch.uk or call the school office.

Our Nurture Support Mentor, Paula Mascarenhas, offers support and/or advice to families in need. She also works with children in a small group or 1:1 basis. Paula is also able to signpost to external agencies in times of difficulty. She can be contacted via the school office. We also have a trained counsellor on site, who works 1:1 with children experiencing difficulties.

Our Education Welfare Officer, Simon Dilley, is happy to support you with any difficulties you may be facing in relation to your child's attendance and / or punctuality. His contact details are available from the school office.



PARENTAL INVOLVEMENT

We believe that it is vital that we join together in helping your child to develop and grow. We particularly value a strong partnership between home and school; to help us achieve this objective, parents are provided with Curriculum Information during each educational year. This will enable you to work in partnership with the school to support your child's learning. Parents are also invited into school to participate in weekly morning sessions and termly Curriculum Workshops.

Parents, governors, local retired citizens and friends of the school are invited to our annual Nativity and Christmas Musicals. Parents and Governors are also invited to our annual Maytime Dance Event, Sports Day, Talent Show and our special 'Headteacher's Award' assemblies.

If you have a skill or interest that you think we could find useful, please let us know.

Park Hill Schools Association

The Park Hill Schools' School Association is a charity (Registered Charity Number 288263) which encourages parents and carers across the schools to come together through social and a variety of other events, to enrich the school experience for the children of both Park Hill Infant School and Park Hill Junior School.

As parents and carers of children at Park Hill Infants, you are automatically members of Park Hill Schools' Association (PHSA). Our four key events are the following: Fireworks Display (November), Christmas Fair (December), Summer Fair (July) and the AGM. We also have smaller events such as the after school Playground Snack Shop, Bag2School recycling and serving refreshments during the school's Sports Days and the Maytime Country Dancing.

As well as showing your support by attending and helping with our events, you can also raise money through the following companies.

Amazon Smile

You can make donations to Park Hill Schools' Association (PHSA) through Amazon Smile. By selecting the PHSA as your chosen charity Amazon will make a small donation every time you order through them. Simply open up <https://smile.amazon.co.uk>, search for, and select, 'Park Hill Schools' Association'.

Stikins Name Labels (<https://www.stikins.co.uk>)

Need to buy name labels for your child's new uniform? Please try Stikins name labels that need no sewing or ironing. We will earn up to 30% commission for our schools.

Please quote our special code when buying labels: **15355**

Or, use this link: <https://www.stikins.co.uk/?NAME-LABELS=15355>

Business schemes

Matched funding and charitable donations enable us to make up to twice as much money on an event, which really helps us reach our fundraising targets. Many companies have schemes whereby they contribute to charities like the PHSA.

PHSA committee

Chair: Emily Adams (Year 2 parent)

Treasurer: Irena Silina (parent in Year 6 and Year 3)

Please contact us at phsa.croydon@gmail.com

Facebook: <https://www.facebook.com/parkhillschoolsPHSA>

Twitter: @park_schools

Milk and Lunch Breaks

Lunch Break

Children are served their lunchtime meal in two sittings, starting from 12.00pm. Children from the same class sit at the same lunch table, under supervision, whether they have a school meal or a packed lunch. Water is provided for all children.

School Meals

School Meals are free for all Infant aged children and are provided by the Folio Education Trust. The sample menu overleaf, gives an indication of the choice available in one particular week. Children whose parents are in receipt of Income Support or Income-Based Job Seeker's Allowance may be entitled to free milk and Pupil Premium Funding to offer assistance with other areas of school life. Please see a member of the School Office for more information on how to apply.

Packed Lunch

A packed lunch menu is available, through the school, for those children who prefer this type of meal. Parents may also take advantage of this service when their child requires a packed lunch for an educational visit.

Alternatively, your child may bring into school a packed lunch from home. Please prepare all food so that it is ready for your child to eat, (peel oranges for example), and do **not include nuts or nut products such as peanut butter or Nutella sandwiches**, (as these are extremely dangerous for some children), or sweets (chocolate biscuits are acceptable). Please do not provide a drink as all children have water provided. Food containers should be clearly marked with both your child's name and their class teacher's name. (There are no cooling facilities for the packed lunches so please think carefully as to what to give your child and include a 'freezer pack' in the lunchbox if necessary).

Special Diets

Children who require a vegetarian or special diet for health, custom or religious reasons carry identification to ensure they are served the correct meal. Please ensure that you clearly state dietary needs on our 'pre-school' information form, given to you when your child starts at our school. Halal and/or vegetarian options are offered daily on our school menu.

Milk

Arrangements have been made for milk to be available, to all children, through a distributor, 'Cool Milk'. Up to the age of five years this is provided free of charge. Children of five years and above may also receive milk but at a small cost through 'Cool Milk'. However, if you are in receipt of Income Support or Income-Based Job Seeker's Allowance, and wish your child to receive milk, on request, the school will subsidize this using our Pupil Premium funding. Please enquire at the school office.

Fruit

All children have the opportunity to eat a piece of fruit mid morning, which is provided by the school. Please ensure that you have informed the school if your child has any allergies.

Healthy Schools

We have Healthy School status and encourage all children to eat healthily and take physical exercise. Some parents ask if they can send cakes / sweets in for birthdays, however we do not allow this due to our policy.

All children have ready access to drinking water, both at lunchtime and during the school day.

Sample Menu

Menus are rotated on a three week cycle and are available on the school website.

An example of a weekly menu is shown below.

Park Hill Infant School Summer Menu 2021

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Main	● BBQ Chicken Pizza	● Lamb Pasta Bolognaise	● Roast Chicken With Mixed Herbs	● Beef Lasagne	● Fish Fingers
Vegetarian	Pizza Margherita	Spanish Vegetable Frittata	Vegetarian Sausage Jambalaya	Roasted Vegetable Lasagne	Vegetable Chilli Non Carne
Carbs & Veg	Potato Wedges & Mixed Salad	Croquette Potatoes Mixed Salad	Roast Potatoes Cabbage & Sliced Carrots	Mixed Salad	Rice or Chips Beans or Peas
Option	Pasta in a Tomato & Basil Sauce	Jacket Potato with Beans or Coleslaw	Pasta in a Roasted Vegetable Sauce	Jacket Potato with Beans or Cheese	
Dessert	Water Melon or Yoghurt	Eve's Pudding (apple sponge)	Fresh Fruit Platter, Yoghurt, or Cheese & Crackers	Milk Rice Pudding	Strawberry & Vanilla Swirl
Main	● Chicken in a Bun	● Beef Chilli Con Carne	● Roast BBQ Chicken Dinner	● Braised Chicken Sausages in Onion Gravy	● Breaded Baked Fish Fillet
Vegetarian	Sweet Potato, Chickpea & Spinach Curry	Broccoli & Cauliflower Cheese with Sweet Potato Mash	Jacket Potato with Cheese or Coleslaw	BBQ Red Lentil & Chickpea Wrap	Vegetarian Shepherds Pie
Carbs & Veg	Potato Wedges Sweetcorn & Peas	Rice or New Potatoes Mixed Salad	Roast Potatoes Baton Carrots & Broccoli	Mash Potatoes Peas or Mixed Salad	Chips Peas or Baked Beans
Option	Jacket Potato with Beans or Cheese	Pasta in a Tomato & Basil Sauce	Asian Noodle Stir Fry With Soy & Honey Salmon	Pasta in a Roasted Fresh Vegetable Sauce	
Dessert	Peach & Pear Pot	Apple & Peach Oatie Crumble	Fresh Fruit Platter, Yoghurt, or Cheese & Crackers	Pancakes with Fruit Compote	Carrot Cake
Main	● Chicken Masala Curry	● Minced Lamb Biryani	● Roast Lemon & Thyme Chicken Dinner	● Beef Meatballs with Italian Pasta Sauce	● Cod Bites
Vegetarian	Asian Noodle Stir Fry	Mac & Cheese	Vegetarian Sausages in a Yorkshire Pudding with Onion Gravy	Nasi-Goreng (Stir Fried Vegetable Rice)	Vegetable Samosas With New York Deli Slaw
Carbs & Veg	Rice Sweetcorn & Peas	Mixed Salad	Roast Potatoes Baton Carrots & Sauteed Cabbage & Onion	Mashed Potatoes Mixed Vegetables	Chips Peas or Baked Beans
Option	Pasta in a Tomato & Basil Sauce	Jacket Potato with Beans or Cheese	Pasta in a Roasted Vegetable Sauce	Jacket Potato with Beans or Cheese	
Dessert	Fruit Platter or Yoghurt	Apple Crumble with Custard	Fresh Fruit Platter, Yoghurt, or Cheese & Crackers	Lemon & Honey Drizzle Slice	Vanilla Ice Cream Pot

Fresh Fruit and Yoghurt are available every day. We use locally sourced ingredients when available and in season. All our menus are nutritionally analysed to ensure they meet and in most cases exceed The School Food Standards.

● Halal Suitable

School Code of Conduct for Pupils

In any society it is necessary to comply with certain rules for safety purposes or the general good of all.

We have a comprehensive Self Regulation - Promoting Positive Behaviour Policy from which we have drawn this School Code of Conduct for Pupils. Helping children to identify and manage their emotions and to self regulate is at the heart of our policy. It is intended to provide an easily understood framework for their day-to-day behaviour. It recognises that unacceptable behaviour is often a child's way of communicating something is wrong. They are finding something difficult, rather than being manipulative or controlling.

Initially, the class teacher will support children who are finding things difficult and who may display unacceptable behaviour. They will support the child, acknowledging their emotions, to understand why their behaviour was inappropriate and discuss ways to improve their behaviour. Positive praise will be used to comment when a child's behaviour has shown a marked improvement. Behaviour that has been particularly thoughtful or kind will be acknowledged.

Persistent difficulties resulting in unacceptable behaviour will be brought firstly to the class teacher, then if it continues, it will be addressed by the Year Group Leader, then a member of the Headship Team and finally by the Headteacher. Staff will aim to make a connection with the child, supporting them to understand and manage their emotions, helping them to find better solutions for dealing with their feelings in the future. In extreme circumstances the behaviour will be brought immediately to a member of the Headship Team who may request to see the child's parents, in the hope that by working together with a consistent approach we can support the child to self-regulate and improve their behaviour.

RESPECT

Treat everyone with respect and consideration – This means that we should always be polite to each other, and not use unpleasant language, nor make unkind or hurtful comments of a personal, racial, homophobic, social or religious nature. We should also try to be kind and helpful whenever we can, especially when someone is hurt or unhappy.

Respect the classroom as a place for work and learning – We should be punctual and ready to begin work at the start of lessons. We should not waste time or distract others from getting on with their work. We should always listen attentively to each other. Everyone should have the chance to have their say, and we respect our friends' opinions.

Respect Our School Environment (ROSE) – The school is our home for over six hours a day. It is a pleasant place to be if it is kept clean and tidy. We make sure that coats, bags and sandwich boxes are left tidily and never leave our work areas in a mess. There are visual reminders around the school to reinforce this. If we see coats which have fallen off pegs, we should **not** walk past and leave them for someone else to pick up.

We should never take or borrow other people's property without their permission. We should remember to mark our belongings with our name so that lost items can be easily returned to their owners.

Move safely and quietly around the school – We must never run or push inside the school building. We hold doors open when someone is close behind. We play nicely with our friends in the playground. Unacceptable behaviour at playtime includes fighting, kicking, throwing stones and other dangerous games.

KINDNESS

Sort out disagreements and arguments peacefully – From time to time we all get involved in disagreements and arguments. Problems are never solved by shouting, calling names or fighting. If necessary we should ask an adult to help sort it out. It is not ok to deliberately hurt another person in school. Any incident of fighting, bullying or other hurtful behaviour must be reported to a teacher or other adult at once and it will be dealt with immediately.

POSITIVITY

Congratulate people when they do well – Everyone likes praise and encouragement. We should all remember to praise and encourage each other when someone has made a special effort. In Key Stage One, over the course of a school year, children from each class are chosen to be 'Stars of the Week', in order to have their achievements recognised by their peers. Certificates are distributed weekly in front of the whole school community at a Celebratory 'Stars of the Week' Assembly. We also have a special 'Headteacher' award which is distributed each half term. During these special celebrations, we reward children for using our **Values** and '**Superskills for Learning**'.

HONESTY

We tell the truth at all times. Sometimes we may make mistakes, we need to own them in order to learn from them and move on. Learning from our mistakes is an important message we promote in our school.

COURAGE

We are brave and take risks in our learning, even if we are unsure, in order to be the best that we can be.

OUR CURRICULUM

We believe in more than just the development of subject-based skills, language, knowledge and understanding. Our curriculum is centred on the development of the 'whole child'.

The school complies with the statutory requirements of the Early Years Foundation Stage and The National Curriculum. At Park Hill Infant School, we ensure that through our school vision, "Super-skills" for learning and five key values; kindness, courage, respect, honesty, and positivity, we promote tolerance and respect for all cultures, faiths and lifestyles.

Our curriculum is also designed in order to enhance cultural capital for all, with a broad range of opportunities and experiences which many pupils may not usually have exposure to. We enable students to develop their knowledge, self-esteem and self-confidence and provide equal opportunities for all.

The Early Years Curriculum



In the Early Years children learn through a combination of play, whole class teaching and small group activities. Our curriculum develops the whole child through clearly sequenced learning that builds on prior knowledge, understanding and skills. It is flexible and allows children to shape their own learning based on their interests or events that occur during a school week.

Running through the centre of the Early Years Curriculum are the three characteristics of effective early learning. These are: Playing and Exploring, Active Learning and Creating, and Thinking Critically. These characteristics are embedded throughout all areas of learning in the Early Years. The areas of learning in the Early Years are divided into two parts:

The Prime Areas of Learning - of 'Personal, Social and Emotional Development', 'Communication and Language' and 'Physical Development' are fundamental and work together to support development in all other areas.

The Specific Areas of Learning - of Literacy, Mathematics, Understanding of the World and Expressive Arts and Design include essential skills and knowledge for children to participate successfully in society.



Key Stage One Core Subjects include:

English:

Speaking and Listening, Reading: decoding and comprehension, Phonics,

Writing: Spelling, Grammar and Handwriting, Drama and Role Play.

Maths:

Number: Place Value, Addition, Subtraction, Multiplication, Division and Fractions, Measurement, Geometry: Properties of shapes and Position and Direction.

Science:

Working Scientifically, Plants, Animals including Humans, Everyday Materials, Seasonal Changes, living things and their habitats.

Foundation Subjects include:

Physical Education, History, Geography, Art, Design Technology, Computing, Music, and Religious Education.

OUR CURRICULUM

OUR CURRICULUM INTENTION

Park Hill Infant School offers a broad and fully inclusive curriculum for all young children. With a high percentage of learners with English as an additional language, we ensure that reading and vocabulary acquisition are at the heart of our curriculum and that every child has equal opportunities to achieve their full potential in a 'hands on', challenging and stimulating learning environment. Our curriculum is ambitious and progressive; sequenced towards clearly defined end points for every pupil, in every subject. We offer more than just the development of subject-based skills, language, knowledge and understanding; we ensure that our curriculum is developed around the needs and interests of the 'whole child' where all learning is memorable, focused and personalised for our pupils' individual needs.

We aim to equip the future generation with the knowledge and cultural capital they need to succeed as educated citizens in modern day society with sound judgement and strong core values which will enable them to thrive, be safe, and be the best that they can be. Our intention is for every child to leave us well prepared with a broad skillset, interest in the world around them, and a range of life-long learning experiences which will inspire them throughout their future education and beyond, contributing positively within our community .

IMPLEMENTATION

Leaders at all levels ensure that our Curriculum is pupil-centred, developed and personalised by the whole school team and adapted each year. Our Curriculum is therefore unique to our school and comprises many different approaches. Pupils begin their journey in EYFS and embark upon a trajectory towards expertise; through a joined-up curriculum. Regular review and assessment is an important part of the process, in order to monitor whether knowledge is retained in the long term memories of the children. Over time all pupils embed and use knowledge from a range of subject areas fluently.

Long term objectives from the National Curriculum are coherently planned by leaders and teachers to ensure sufficient coverage and progression across the Year Groups. Half termly contexts for learning are then developed from review by our teachers, and from suggestions pupils have made in termly curriculum questionnaires. Each context begins with pre-learning challenges (Sometimes set as half-termly home learning) ensuring that all learners are engaged and immersed in the context for learning from the beginning. The context for learning often begins with a creative 'hook' and will include connections across the full range of subjects studied at KS1 as well as planned additional workshops for parents, and a variety of school trips, experiences and visitors for each year group. These are all adapted half termly in order to meet the needs and interests of each cohort. Children in KS1 also take part in regular 'STEM' challenges which connect Science, Maths, DT and Computing skills and encourages investigative reasoning and questioning. Opportunities for pupils to develop their Computing skills are integrated and designed to equip children with the understanding and skills to live in a technological world alongside a clear understanding of the importance of e-safety. At the end of each context for learning there is time for reflection. The final learning challenge is often given to the children as a 'key question' which helps them to streamline and review their work and progress, presenting what knowledge and skills they have learned.

Our Curriculum Values

At Park Hill Infant School, we ensure that our school vision, values, "Super-skills", Curriculum planning and teaching promote tolerance and respect for all cultures, faiths and lifestyles. We value the backgrounds of all pupils and families and undertake a variety of events to celebrate and explore these alongside other cultures in the UK. This is particularly important as our school represents such a diverse community with over 43 different languages spoken. Our curriculum is also designed in order to enhance cultural capital for all, with a broad range of opportunities and experiences which many pupils may not usually have exposure to. We enable students to develop their self-knowledge, self-esteem and self-confidence and provide equal opportunities for all.

Mental Health, Mindfulness and Well-Being

In order to nurture the 'whole child' across the curriculum our pupils and staff are taught ways to ensure that they keep themselves, their minds, thoughts and feelings healthy and have time to discuss their worries and time for relaxation including meditation exercises and quiet time for thinking deeply.

TEACHING AND LEARNING

At Park Hill Infant School we adopt a learner focused approach to delivering the curriculum. We ensure that teaching is planned and adapted appropriately to ensure that pupils learn new things and embed key concepts and knowledge in their long term memory. We present new information, making explicit links to prior learning with regular opportunities for rehearsal and practise, alongside monitoring and assessing their understanding. Pupils are provided with effective modelling and scaffolding in order to progress and develop their understanding and retain knowledge from their individual starting points.

Superskills for Learning

Children are encouraged to be independent in their learning and develop and use the school's ten "Superskills for Learning".

An effective learner is someone who... makes connections; collaborates; communicates; perseveres; is reflective; is confident; is creative; is a risk taker; is resourceful; is curious.

Children are rewarded for using these skills in their learning and are able to recognise these skills both in their own and others' learning.

Growth Mind-set

Children are encouraged to develop a growth mind-set attitude towards their own learning. Children learn:

- Talents can be developed and great abilities can be built over time
- Mistakes are an opportunity to develop
- To be resilient (they never give up)
- To believe that effort creates success
- To think about how they learn

Through this learner focused curriculum we aim to :

- ☑ Enable children to experience a broad and balanced curriculum that is relevant to their particular needs and interests
- ☑ Recognise the individual characteristics of children as learners
- ☑ Meet these needs through a differentiated and personalised approach to learning
- ☑ Encourage, value and celebrate individual progress and achievement
- ☑ Develop an "I Can" philosophy and environment in which achievement can be celebrated and children can enjoy learning and become confident learners, attaining high standards
- ☑ Develop skills, knowledge and understanding through direct experience, guided discovery, investigation and instruction
- ☑ Use the interests of the children, where practicable, to provide motivation for learning

TEACHING AND LEARNING

We deliver the curriculum through a topic/thematic approach with some aspects taught as distinct areas in their own right.



Our aims for topic/thematic work are:

- ☑ To give children the opportunity to learn, develop and use a range of skills in the study of something that captures their interest and enjoyment such as ‘Space—Out of this World’, ‘Wild Things’ and ‘Walking with Beasts’.
- ☑ To widen their knowledge of the topic itself and through its study develop conceptual understanding
- ☑ To give the children experience of learning in different ways, from a variety of sources and through different media
- ☑ To create opportunities for all children, within their capabilities, to work independently, purposefully and with self discipline



Teachers at Park Hill Infant School use a range of organisational strategies in their teaching with an emphasis on encouraging all pupils to work collaboratively and to explain their thinking and reasoning:

We believe effective teaching depends on thorough planning and organisation. We have an agreed system of planning which is consistent and carefully structured, thus helping to ensure continuity and progression. Teachers plan collaboratively in their year groups and across the whole school, allowing them to share expertise and workload.

Teachers at Park Hill Infant School use a range of techniques and teaching procedures which include:

- Beginning a lesson with a short review of previous learning
- Presenting new material in small steps with student practise after each step
- Giving clear and detailed instructions and explanations
- Encouraging questions and checking for understanding
- Providing a high level of active participation for all pupils
- Thinking aloud and modelling processes and ideas
- Providing consistent, systematic feedback and addressing misconceptions
- Providing a range of examples in different contexts
- Pre-teaching and re-teaching to embed key knowledge and content
- Supporting pupils to develop feedback to their peers and providing regular self assessment opportunities
- Time for independent practice and application
- Identifying strengths and next steps for learning for individual pupils

ASSESSMENT

Assessment of pupil's attainment and progress is directly linked to our ambitious, progressive curriculum, designed by pupils and teachers of the school. Assessment provides information on individuals and groups of children which is clear, reliable and free from bias. Assessment analysis is central to all groups of pupils making at least good progress across the school, from their own starting points. This analysis informs planning for further enrichment / challenge for the more-able and supportive intervention for those who need to 'catch up' or require additional support.

Teaching is structured towards individual needs as far as possible and work in the classroom is matched to a child's ability level, providing challenge enabling all children to make progress from their own starting points. Information about individual / groups of children to identify any who are not on track to make the expected progress to meet the end of year group expectations, is used to signpost these children to the relevant intervention according to their need.

Teacher assessment is a continuous process, using Early Learning Goals in Reception, and Assessment against National Curriculum Learning Outcomes in Key Stage One. We also encourage the children to assess their own learning and that of their peers.

STATUTORY ASSESSMENT

The Early Years Foundation Stage Profile is completed in June of each academic year and records the children's achievement in Reception.

During the Summer Term, Year One children take the National 'Phonic Screening Check' to assess their ability in Phonics. Any children not meeting the threshold will complete the check again in the Summer of Year Two.

Year Two children take the end of Key Stage One Tests known as SATs, (Standard Attainment Tasks/Tests). These are completed in their classrooms with their peers. Children are not aware that they are taking the tests, as it is built into the class routine.

Keeping you informed

At Park Hill Infants' School we are committed to involving parents in their child's life at school. We hope that you will feel welcome and feel part of the school community.

- ◆ We ensure that you are kept fully informed of your child's progress and attainment in all areas of the curriculum. Consultation meetings are arranged on the basis of ten minutes for each child during the early part of the Autumn Term and towards the end of the Spring and Summer Terms. Your child's achievement and next steps are shared in order for you to support your child's learning at home. You will receive a comprehensive written report each July.
- ◆ Each Monday, after school, parents may pop in to have a brief discussion with the teacher—if necessary. It is not necessary, on these occasions, to make an appointment.
- ◆ There are several occasions throughout the year when parents are invited into school for 'open classroom' straight after the end of the school day to view their children's work both in their workbooks and on the walls. There are also weekly morning sessions for a family member to work alongside their child in each year group.
- ◆ Please do not engage the class teachers in lengthy discussions **before** the morning session. Any urgent messages may be conveyed through the School Office. Staff are quite happy to receive quick messages or enquiries after the school day.
- ◆ Arrangements can always be made for parents to discuss any area of school life with the teacher / middle and senior leaders, or the Headteacher if necessary.

2019 National Assessment Results

Due to Coronavirus there is no published data for 2019/20. The latest data is shown below.

YEAR TWO SATS

At the end of Year Two, the attainment of all children in Reading, Writing, Maths and Science is reported, compared and analysed locally and nationally.

Children complete two reading comprehensions to contribute towards a reading judgement. In Mathematics, there is an arithmetic paper and a reasoning paper. The questions cover all areas of mathematics taught in Key Stage One.

There is no 'test' for Science and writing. A judgement is made using teacher assessment only.

2018/2019 School SATs compared with National

2018 / 2019	Percentage reaching the expected standard				Percentage reaching the higher standard		
	Reading	Writing	Maths	Science	Reading	Writing	Maths
Park Hill Infants	92	94	91	96	55	37	47
National	75	69	76	82	25	15	22

Children are assessed as to whether they met the 'Expected Standard' in Reading, Writing, Mathematics and Science, or whether they have reached the 'Higher Standard' in Reading, Writing and Mathematics.

YEAR ONE PHONICS SCREENING CHECK

In 2019 94% of Year One children met the benchmark in phonics screening check compared to 82% Nationally.

RECEPTION GOOD LEVEL OF DEVELOPMENT

At the end of Reception, children are assessed as to whether they have achieved a 'Good Level of Development' (GLD). In order to achieve this they need to have met all Early Learning Goals in Communication and Language, Physical Development, Personal, Social and Emotional Development, Literacy and Mathematics. In 2019, 73% of our Reception cohort achieved a Good Level of Development (GLD) compared to 71.8% Nationally .

ENGLISH

We believe that the early acquisition of language skills is vital to future success.

Reading, speaking, listening and writing are heavily emphasised in the children's work across the whole curriculum.

Across the school, children take part daily English / Literacy lessons which vary from day to day and incorporate the key areas of English / Literacy in a range of different contexts, genres and activities. Every week there are focused writing sessions where children develop their written skills and sessions which may involve drama, speaking challenges and presentations. In addition to a daily English / Literacy session, there are also daily opportunities for shared or guided reading, (known throughout the school as our daily 'Book Club'), regular spelling and handwriting practice, and daily phonics sessions for all pupils, following Letters and Sounds.



In English / Literacy sessions, skill based learning objectives (WALTs) and clear success criteria are shared with all children so that children are aware of what they need to achieve and can progress through the levels of challenge within the lesson. A wide range of teaching and learning strategies are used to enable children to achieve the learning objective, including the use of engaging texts, paired and group work, drama, story mapping, word games and the use of interactive and digital resources. All children are encouraged to assess their own work and that of their peers, in relation to the learning objective and their own targets and next steps. This happens at different points throughout their writing process, with children learning how to proof read, edit and improve their own work by the end of Key Stage One.

We greatly value regular opportunities for speaking and listening, role play, oral rehearsal and pupil presentation as language needs to be learnt in multiple and various contexts in order to become memorable. The early acquisition of vocabulary is key for our young pupils to become independent thinkers and learners. Talk for Writing, Power of Reading, Helicopter Stories and Letters and Sounds are research based programmes which are incorporated within our English curriculum in order to develop effective communication skills for all pupils. Story and text based planning is arranged progressively to ensure that our broad Curriculum is connected through literature and that at the heart, children are exposed to high quality, inclusive and challenging text structures with rich language.

Reading for pleasure has a high profile across the school, with inviting book corners and reading areas in every classroom, and a dedicated Learning Library where pupils can choose texts which interest them. We use a phonic-banded, decodable and progressive reading scheme in order to expose all pupils to stimulating texts within their appropriate phonics phase. The school's main reading scheme is 'Collins Big Cat for Letters and Sounds'. From the beginning of the Early Years, each child takes 2 weekly reading books home to practise their phonics and reading skills, and alongside this, the children may choose additional books from our library to share with family, parents and guardians. The school encourages the children to choose across the breadth of quality texts of both fiction, poetry and non-fiction with a large number of phonics based books for early readers, and also chapter books to extend our fluent readers and to develop reading stamina. All children are issued with a 'Reading Diary' giving their parents or guardians guidance on how to support their child's reading at home, and an opportunity for the children to express their own views about what they read.

ENGLISH



When teaching writing, we demonstrate and encourage children to compose their own sentences and to write for a purpose. We plan for and teach the children through a vast range of writing styles such as: writing stories for others to hear and to entertain them, writing poetry, reporting real events, writing for the school website and newsletters, recording investigations and experiments, writing letters, lists, book reviews and book making, to name a few. We teach handwriting through the Nelson Handwriting Scheme within regular, focussed sessions to ensure that all our pupils develop good letter formation, progressing into joined handwriting which is taught explicitly in Key Stage One.

As we are fortunate to have a large number of iPads, tablets and other devices in school, all children are provided with opportunities to develop their word processing and computing skills so they may produce their work in different formats, such as leaflets, posters and word documents.

Children are encouraged and taught to spell accurately during class spelling sessions and weekly 'spell checks'. We encourage the children to check their spelling independently using our school Word Cards, dictionaries and thesauruses. Each year group works through a list of common spelling words and the children are expected to independently find and use the correct spelling patterns in their writing and when editing and proof reading. Pupils are encouraged to spell new words using their phonetic knowledge, during the early writing process, and move to the use of visual and memorable spelling strategies such as mnemonic rhymes and patterns and the use of LOOK, SAY, COVER, WRITE, CHECK'. The children take these spelling words home for practise.

Children in the Early Years are given a 'wipe-board' and pen at the start of the year with weekly handwriting inserts which are sent home in order to continue to practise the phonics and letter formation they have learnt in class that week at home (in the order of 'Letters and Sounds').

Children in Year One take home weekly 'Words of the Week' to memorise common words and words with phonemes and patterns relating to their phonic learning for the week. They are encouraged to use these words in their own writing independently.

Children in Year Two have weekly 'Spelling Checks' which contain common exception words, topic related words and tricky spelling patterns outlined in the 2014 National Curriculum, and those words which help make their creative writing more imaginative. Children are often encouraged to answer open ended questions or topic based tasks in their weekly home learning challenges using these spelling words.

Every class has their own 'Class Mascot' (special cuddly toy) and 'Class Diary' which is taken home by one child a week for the whole weekend when they have demonstrated super effort in their writing. All children get to take this home at some point in the year and record their 'Weekend News'. The children love to share this with their friends when they return to the class on Monday!

MATHS

Children's mathematics lessons are planned using the 'Early Years Foundation Stage (EYFS) Framework', Development Matters (Reception) and the National Curriculum objectives (Key Stage One). The objectives taken from these are expanded upon into daily learning objectives where key skills, knowledge and vocabulary is taught.

As an infant school we aim to equip our pupils with strong foundations in mathematics, allowing them to thrive throughout their education. A strong understanding of number, (place value and order), is developed from the onset to ensure that children have the skills to further develop their knowledge. Our curriculum is fully inclusive, allowing all learners to make progress. It aims to build on previous learning, teach knowledge, methods and skills, apply knowledge to problems and promotes children to make connections across the subject through its clear sequence of learning.

All children in a year group will be taught the same learning objectives; however, activities are differentiated to ensure each child is challenged at their own level. Activities are challenging, engaging and practical, with the primary focus on children using and applying their mathematical skills and methods in a range of problem solving contexts.

Where possible, Maths is linked with other subjects in order to further support pupils understanding of the mathematical skills taught, and to demonstrate how Maths is used in the real world.

Children have full access to a web based Maths program, 'Mathletics', which the school funds for every child. Children use their own account where they can access a range of games linked to class objectives.

All children also have access to our school 'Maths Challenges' which can be found on the school website.

Maths in Reception

In Reception, we follow the 'Early Years Foundation Stage (EYFS) Framework' and also use Development Matters to shape our mathematics lessons.

Children learn through playing, exploring and being active, and much of the learning in the EYFS is child initiated based on their interests and discoveries. All children have access to a range of learning activities both inside and outside the classroom that support their own progress.

Maths is classified as one of the specific areas of learning. The children take part in a daily Maths session which has a weekly focus. Throughout the week children build on their vocabulary, knowledge and skills. Activities that allow the children to apply their new skills are part of the continuous provision. Each lesson begins with quick recall of prior learning and a basic mathematical skill, for example one more one less.

All children are given opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures. By means of adult-supported, practical and child initiated activities, children become familiar with sorting, matching, ordering, sequencing and counting activities which form the basis for early mathematics.

Maths in Key Stage One

Each Maths session will start with a quick recall task lasting around five minutes. This will focus on developing mental Maths / number skills such as counting in 2s, 5s or 10s.

Following this, a starter will be used to engage children, introduce the lesson and promote peer to peer discussion. During this time, teachers are able to address any misconceptions for individual children before the new learning starts.

A teacher led input will introduce the learning objective and teach the children the knowledge or skill for that lesson. This may take place as a whole class or in groups.

Through a variety of differentiated practical activities, children are challenged to move forward in their mathematical understanding. The children have the opportunity to choose their own level of challenge from 'hot, spicy or sizzling'. This is to encourage children to challenge themselves and take a risk!

'Superskills' for learning and the 'Growth Mindset' initiatives are at the heart of all mathematics teaching. This encourages the children to become confident problem solvers and to extend their thinking skills.

SCIENCE

At Park Hill Infants, Science / Understanding of the World is seen as a way of learning about the world, whilst developing in the child their natural sense of curiosity. Children are required to think, observe, 'have a go' at problem solving and make predictions.

In Reception, science makes a significant contribution to developing a child's understanding of the world, e.g. through investigating what floats and what sinks when placed in water.

In Key Stage One, work is planned using the National Curriculum for Science. Children will learn scientific concepts including materials and their uses, plants and animals (including humans), living things and their habitats. Children will also be taught to ask and answer scientific questions and to work scientifically to plan and carry out investigations.

From the beginning of your child's time at Park Hill Infants they will experience the scientific skills of observation, prediction, measurement, fair testing, investigation, evaluation, explanation, risk assessment and recording. They will learn and develop these skills through hands-on, exciting scientific experiments.

We have a wide range of resources available, both in the classrooms and in a central science resource area. In addition, we invite individuals with specialist knowledge into the school, to help support pupils' learning. Our school grounds, gardening program and local environment gives the children opportunities to explore the natural world in safe and secure surroundings.

The children are also given opportunities to use a range of resources and data, including ICT based resources and to look at the part science has played in the development of many things which are useful in our everyday lives and contribute towards our lifetime experience.

In addition, your child will also have the opportunity to be involved in a wide variety of exciting, stimulating and 'hands-on' scientific activities during our annual Science Week.



RELIGIOUS EDUCATION

The school follows the Croydon Agreed Syllabus for Religious Education 2018 which encourages raising children's awareness of the multi-faith community in which we live.

The children are given the opportunity to:

- handle artefacts and explore sacred texts,
- use imaginative play or drama to express feelings and ideas,
- respond to images, games, stories, art, music and dance,
- meet visitors from local religious communities,
- make visits to religious places of worship where possible,
- participate in moments of quiet reflection.



We organise special days relating to different celebrations that communities within our school celebrate. These days are dedicated to educational activities including stories, cooking, dancing and role play / dressing up. Parents are invited into school to share their customs with the children. Religious Education plays an important role in the moral development of the children, through story, discussion and the consideration of other people's opinions. It also makes a major contribution towards the promotion of harmonious social interaction and understanding between the children, other individuals and the school community as a whole.

In Reception the children talk about similarities and differences between different religious and cultural communities in this country, drawing on their own experiences and what has been read in class.

The children learn about special places and special times for different religions in our school community using persona dolls.

The key aims for religious education in Key Stage One are reflected in the two attainment targets:

Attainment Target 1- Learning about religion

Attainment target 2- Learning from religion and human experience

Croydon's Syllabus requires children in KS 1 to learn about Christianity, Islam, Judaism and Hinduism. Each of the religions to be studied has been divided into four themes, which are as follows:

- Authority and Worship
- Sacred and Inspirational Writings
- Lifestyles and Celebrations
- Challenge Units 'Why are we thankful?' and 'Why are some times special?'

COLLECTIVE WORSHIP

Through our daily act of collective worship, we introduce children to the aims and values of our school and the concept of spirituality. The aims and values involve creating a learning environment, in which learners' best efforts are valued; recognising individual needs by providing an inclusive school community; helping children to develop positive attitudes, respect for self and others, an understanding of the world in which we live, and an appreciation of diversity in race, religion, culture and beliefs; and finally, develop an environment in which learners are encouraged to take risks and be independent in their learning.

Whilst parents have the right to withdraw their child from Religious Education and collective worship, we hope you will appreciate the value of showing respect for everyone's practices and beliefs, and of exploring the world in which we live together.

SCHOOL TRIPS





ART & DESIGN



Art and Design in our school, inspires and encourages children to develop and extend their creative skills and to express their individual interests, thoughts and ideas through appreciation and reflection of their own work and that of others. Topics of interest which the children study provide many opportunities for the use of materials and equipment in a creative way. Through drawing, painting, modelling, cutting and sticking, designing and constructing, children can develop their skills and perceptions and make a personal response to what they see, touch and feel. Teachers encourage and guide the children's efforts, identifying their next steps and help them work towards them. The children are encouraged to comment on each others work constructively and build on shared ideas.

Our Art Curriculum meets the needs of all pupils, valuing all children's creativity with a focus on the process, skills set and outcome of work. Young children also enjoy painting patterns and will often incorporate these into their pictures. Detailed pictures of people, natural objects, living things and artefacts often demonstrate good observation skills. They will experience and develop skills in drawing and painting and sculpture through the use of a range of techniques such as colour, pattern, texture, line, shape, form and space.

The children are also encouraged to acknowledge and appreciate the work of other artists and artistic movements and to imitate their style and techniques to achieve certain artistic effects. In the Summer Term we have an 'Arts Week' where we host many kinds of workshops for the children to participate in. Art Club and Mindful Art Clubs are available as an extra-curricular activity during Spring and Summer term.



DESIGN & TECHNOLOGY



Design and Technology (D.T.) is a creative, cross-curricular subject which encourages children to think and intervene creatively to solve problems, both as individuals and as members of a team. Children will develop the creative, technical and practical expertise needed to successfully participate in the ever increasing technical world.



Excellent provision for play and exploratory activity offers children opportunities to design and make things and choose materials which are appropriate for particular purposes. The provision of materials with varying attributes, such as size, shape, colour, rigidity, plasticity, hardness or other properties, gives children the chance to cut, measure and fit different shapes and sizes together. For example, in constructional activities such as making models, pupils will plan a design prior to construction and part of the process will involve solving problems as they go along and making modifications to the original design. They rely on resourcefulness to achieve goals.

As children become more involved in finding out information useful to their designing process, they use first hand experience of products and applications as the stimuli for ideas with the use of 2D and 3D models. Children develop ideas as they become more reflective about their designs. Once children start combining and shaping materials to create products which meet their intentions, they are able to use tools safely and with increasing accuracy.

Pupils often play with constructional apparatus which include simple machines, such as pulleys, water-wheels and cranes. They then discuss amongst themselves, and with adults, what machines do and how they work. In Year Two children follow instructions to make specific models using pulleys and draw a plan of the model they have constructed, and then evaluate it.



D.T. promotes thinking skills and is often thought of as 'making things', but it is important that children understand 'how' and 'why' something works before designing, evaluating and further improving the end product. Children will be confident to design, make and evaluate for a range of purposes. They will be able to effectively innovate, find solutions and generate new ideas.

Children are given ample opportunity to understand and apply the principles of nutrition and how to cook basic recipes. All year groups have access to cooking facilities and a range of tools. They learn how to use them safely while acquiring basic cooking and food preparation skills.



MUSIC



Young children enjoy singing rhymes and action songs and rapidly develop a repertoire that they know by heart. They actively listen to a range of quality music and respond with their options and talk about the features of the piece e.g. instruments and style. They create sounds and rhythmic patterns with their voices and a range of percussion instruments.

Children engage in group and whole class learning, focusing on performing, listening and evaluating a range of musical genres and instruments. Children are introduced to musical vocabulary to describe music they hear and create. They will be taught about tempo, rhythm, dynamics, and beat/pulse.

As a school we use the Charanga Music Scheme to support our curriculum. This provides children with a broad range of music from different cultures encouraging them to develop a love and interest in music. This also give children the opportunity to use a instruments and voices expressively and creatively. The scheme is organised into 6 units over the year. Each Unit of Work comprises of the strands of musical learning which correspond with the national curriculum:

- Listening and Appraising
- Warm-up Games
- Singing
- Playing instruments
- Improvisation
- Composition
- Performing

Children create their own music on a variety of tuned, un-tuned and 'body' instruments, both improvised and written composition. Children are also encouraged to appreciate and respond to the music of famous composers. Arrangements are made for children to listen to live music as part of their musical education.

Parents are offered the opportunity for their child to receive keyboard lessons, on a fee-paying, non-profit making basis once a week for up to 30 minutes. Payment is made directly to the Croydon School of Music and Arts. All children are given the opportunity to attend an after school percussion club, led by Croydon School of Music and Arts. Rock Steady have also visited Park Hill Infants to work with small groups of children. Your child can choose from the electric guitar, keyboard, drums or vocals and enjoy playing in a happy, supportive environment with their friends.

In Year Two there is a lunchtime club for children to learn to play the descant recorder.

All pupils participate in whole school performances each year at Christmas.

In addition, we hold a talent show in the Summer term. We encourage the children to perform by singing, dancing or acting on these occasions.

PHYSICAL EDUCATION

In P.E. lessons, children are given the opportunity to develop fundamental movement skills (running, jumping, throwing, catching, balance, co-ordination and agility), as well as a chance to create, experiment and evaluate skills. Children build on their movement skills throughout their time at Park Hill Infants by applying them to a number of games and sports. PE takes place both indoors and outdoors, using a wide range of resources which promote physical challenge for all abilities.

Physical Education provides opportunities for children to enhance their own development and helps develop their growth mind-set and gain a sense of achievement. Social and cultural development are also promoted through the development of social skills, in activities involving co-operation, collaboration, next steps for learning and team work. Sporting activities promote the physical development of the child and provide them with a knowledge of their body in action.

Through PE lessons and participation in Sports Day, Get Active Week, Race for Life and other competitive activities, children are taught the British values of sportsmanship, competition and teamwork.

Children in Years One and Two have the opportunity to attend swimming lessons at a local pool. Details about the pool and transport arrangements are distributed prior to the first session.

Our school has a wide variety of different sports professionals, to provide specialist tuition and targeted sports sessions for all children, either during or after the school day, e.g. Ballet, Tap, Gymnastics, Golf, Football, Multi Skills and Modern Dance. Staff incorporate five minute, '5 a day' dance routines into the children's day, designed to revitalise the brain in a quick session!

This academic year, the government has continued to provide additional funding (Sports Premium), to improve provision of physical education (PE) and sport in primary schools. This funding (provided jointly by the Department for Education; Health and Culture, and Media and Sport), is ring-fenced and therefore can only be spent on raising the profile of PE and sport across the school.

As a school we chose to involve the children in the planning of the spending, using a child friendly questionnaire to ensure that we target suggested improvements based on pupil voice. The children suggested many ways that they wanted to further enhance PE in our school, including: experiencing new sports, keeping fit, developing their own skills, meeting athletes and learning from skilled professionals. These have been addressed throughout the year.



Proposed spending for this year, alongside the impact of previous years funds, can be found on our website.

COMPUTING

E-safety is of paramount importance to our school and our pupils are taught how to use technology safely and respectfully, keeping personal information private. They learn where to go for help and support when they have concerns about content. This is done through regular sessions, whole school assemblies and raising awareness with parents. All children sign an E-safety contract which is displayed in each classroom to ensure that they all confidently understand the fundamental rules of E-safety. Internet access is under strict adult supervision, once consent forms have been signed and returned to the school office.

There are desktop computers in each classroom which are networked, enabling children to access their work from all areas of the school. There are a wide range of technological resources available for the children to use freely such as, Ipads, computers, bee-bots, story phones, recordable pegs and more.

The core of the computing curriculum is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Computing also ensures that pupils become digitally literate, and are able to use, and express themselves and develop their ideas through, information and communication technology. Computing is taught across the curriculum through a range of topics.

In Reception, children are taught computing skills such as, logging in to a device, navigating age appropriate programmes and beginning to develop their understanding of algorithms.

In Key Stage 1, children learn to use technology purposefully to create, store and retrieve digital content by using a variety of hardware and software . For example, they learn to create a presentation on PowerPoint and save it.



GEOGRAPHY



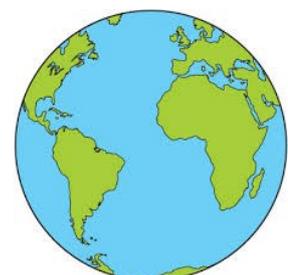
In Reception, Geography is covered within the 'Understanding of the World' area of learning. Learning opportunities include collecting postcards from different places and discussing similarities and differences, singing songs from around the world and exploring the school and wider environment.

In Key Stage One, Geography enables the children to build upon their understanding of the world, by learning about; diversity, people, resources, natural / human environments, their locality, the United Kingdom and the wider world. The children also start to think about environmental problems at a local, regional and global level.

Children use a range of educational resources such as atlases, photographs, simple maps, videos and the use of ICT to extend their learning. We encourage children to develop their analytical skills by comparing and contrasting different home lands.

Rich learning experiences such as educational visits to places of interest, within the immediate locality and beyond provide opportunities for pupils to make comparisons between different communities and the complex relationships between people and their environment. We also invite visitors into school to enrich our curriculum such as an orienteering expert and a mapwork consultant.

Children learn about the seasonal and daily weather patterns in the United Kingdom, identifying characteristics of the four seasons and understanding their cycle throughout the year. By the time they leave us, children have a strong contextual knowledge of countries and continents and have developed the ability to utilise geographical skills.



HISTORY

In Reception, History is covered within the 'Understanding of the World' area of learning. Learning opportunities include remembering and ordering significant events that have happened within their life time.

Through our Key Stage One History curriculum, children develop a knowledge and understanding of Britain's past, as well as reinforcing Modern British Values and life in modern Britain today. Pupils acquire an understanding of the past and present with chronological awareness up to the present day. The children's understanding of the past and present, is initially developed through discussion about events that have happened during the current day, week or year and putting them into a sequential order. The children also gain an understanding of the passing of time by thinking of their own lives and the milestones they have reached as they get older.

This understanding is then developed further by learning about what it was like in the past, beyond their living memory. Through exciting topics such as 'The sinking of the Titanic' and the 'Great Fire of London', children learn to compare and contrast aspects of life in different periods to their own and to think about events beyond living memory that are globally significant. Children also learn about the neighbourhood in which they live, and how Croydon has changed over time.

In addition, children learn about significant events in British history, internationally, and how it has affected people in present day. They also learn about important people from diverse backgrounds, throughout time and discuss why we remember them to this day. Children use a variety of sources and evidence such as books, newspaper articles, paintings, diary entries, photographs, video clips and the use of ICT to research and learn about History. Through this, they gain an understanding of how we learn about the past and its importance.



Home Learning and Helping Your Child at Home

Your child's progress and development will benefit in many ways from your support. Below are a few ways that you can help your child to get the most from school:

- ☺ Share the enjoyment of reading with your child and let them read to you regularly. For a small cost, we provide each child with a book bag to carry the reading books which we loan to them. Please ensure that these books are treated with care, and spend time listening to your child read from their individual book for approximately 15 minutes each day. Always discuss what the book is about, as well as breaking up and reading the words, as this will help your child to understand what they read. Please also read aloud to your child from a variety of books to help them to develop their listening skills and to develop their own reading style.
- ☺ Take your child on outings to places of interest. This does not necessarily have to be an expensive activity. Take them to the park, the countryside, museums, concerts for children at the Fairfield Halls, to a puppet show, outdoor theatre or to watch dancers. Look out for special arts or sports events organised by Croydon.
- ☺ Support your child in completing the weekly 'Home-School Learning' tasks and topic based projects set by their teacher.
- ☺ Help your child to find out information about the topics they are learning about at school. Topic webs detailing the planned learning for the half term are sent in the first few days of each half term, and are available on the school website. There is also a provisional list of 'School Diary Events' (on the school website) at the start of the year. Additional information about Curriculum workshops, parent meetings and other events are distributed as appropriate.
- ☺ Encourage your child to ask questions about things which are new or interesting and about things which they do not understand. If they do not know the answers, use this as an opportunity to model how to research either on the internet or using a book.
- ☺ Join the library if your family are not yet members. Encourage your child to participate in events which are run by the local libraries such as the summer reading 'Book Trail'.
- ☺ Show an interest in any work/certificates brought home from school, for example a drawing, painting, model etc. If the child sees that the work she/he brings home is valued by parents and teachers alike, motivation will increase and this can only help.
- ☺ Home learning also includes giving your child every opportunity to play, in a variety of contexts. To a child their idea of 'work' is what we, as adults, think of as 'play'. It is through play that a young child develops their own interests and individuality, to explore and come to terms with the complex range of materials and experiences which they encounter.
- ☺ We use a 'growth mindset' approach at school, (as explained previously), and we promote resilience in all areas of school life. Please reinforce this at home by encouraging your child to persevere and to understand that it is 'OK to make mistakes' - that is how we learn!

Home Learning Challenges and Online Learning

Our current home learning challenges are as follows:

Reception:

Daily reading including the child reading their current, levelled, decodable school reading book.

A weekly phonics and handwriting practice activity carried out using 'wipe-boards' and erasable pens which are sent home for each child at the beginning of Reception.

Year One:

Daily reading including the child reading their current, levelled, decodable school reading book.

Differentiated weekly word/spelling practice and an additional, short writing experience based on the current learning within the classroom.

Year Two:

Daily reading including the child reading their current, levelled, decodable school reading book.

Weekly differentiated spelling practice lists and a writing experience based on the current learning within the classroom. Year Two children take part in a weekly 'Spell Check' session and spellings which they need to practise further are highlighted in order for them to consolidate further at home.

Each half term, the children are sent home a list of essential Mathematics 'Key Instant Recall facts' (KIRFs) which are differentiated according to their Year Group. These should be practised regularly for short amounts of time to support the mental recall of number facts. There are additional Maths Challenges available on the school website for pupils to practise their reasoning and problem solving skills.

Online-Learning Platforms

We regularly set online-learning challenges to be completed at home. The children are familiar with using these websites and platforms and use them often within their classroom. Our current online learning packages include: *Mathletics*, *Purple Mash*, *Busy Things*, *Reading Eggs* and *Fast Phonics*. Activities on these websites are given as additional learning challenges as directed by your child's class teacher. Your child will be given passwords for these platforms which must be kept safe for future reference.

We have developed a home learning system should pupils be required to undertake periods of self-isolation due to the Covid'19 pandemic. During these times, learning is uploaded daily to the platform *Google Classroom* by your child's class teacher, including instructional videos and resources. We also provide a personalised home learning pack to ensure that your child does not fall behind during their time away from the school.

The teaching staff are always willing to discuss with you ways in which we can work together to promote an enthusiastic and resilient attitude towards learning and life in general.



Educational Visits and Charging Policy

During the school year, various educational visits are arranged in connection with topics and projects. This is an important extension of the curriculum and allows practical experiences to consolidate the learning that takes place in school. The local environment is also an important resource. Sometimes, classes may collect information, sketch etc. outside of school and in the locality of Croydon.

Appropriate, high quality supervision by teachers and support staff is maintained at all times. Information about any proposed visit is sent to parents in advance, including details concerning clothing, transport etc. We only use coaches fitted with seat belts.

It is necessary for you to sign a form giving permission for your child to be included.

You may be asked to contribute towards the cost of an activity in the following instances:-

- ◆ For activities that take place wholly or mainly within school hours. These may include educational visits outside the school to a museum, special exhibition, concert or theatre. This is payable through 'Parent Pay'.
- ◆ For activities that involve expensive materials with which the children make things to take home e.g. cookery. Here again the school may ask for a voluntary contribution. However, we are usually able to purchase these materials through our school funds.

No child will be prevented from taking part if their parents/carers are unable to contribute. If full payment towards any activity should be problematic, please telephone or make an appointment to discuss the situation, in confidence, with the Headteacher or member of the Headship Team. Unfortunately, in certain circumstances some activities may have to be cancelled if we do not receive sufficient voluntary contributions.

As you are likely aware, schools are facing increasing demands on their budgets. We will make every effort not to compromise the outstanding educational provision available here and ask if parents and carers would make an annual voluntary contribution to School Fund. We ask for a contribution of £30.00 per child or £45.00 for parents of more than one child in attendance at Park Hill Infant School. This is payable through Parent Pay. This will enable us to continue to provide a wide range of enrichment activities for children, such as visitors to the school, theatre groups and in house workshops etc. In addition, we do ask for voluntary contributions to our 'Arts', 'Science' and 'Book' weeks which take place annually.

We aim to keep requests for money to a minimum but valuable educational visits do cost money particularly to cover transport costs, and we rely on parental support to plan future events.

Thank you for your continued support.

Working in Partnership to Resolve Issues

Procedure to follow if you want to resolve an issue.

We find that talking things through usually resolves the majority of concerns.

(Please see Complaints Policy available on our website)

Stage One: Informal expression of concern made to the school. All Stage 1 complaints will be dealt with by the class teacher. A senior member of staff may be informed at this stage.

If you are not satisfied...

Stage Two: (i) Arrange a meeting with the Deputy Headteacher and/or Headteacher to explain your concerns.

Complaints rarely reach this next formal level—but if you still feel that your complaint has not been resolved then ...

(ii) Address a formal complaint to the Headteacher. The Headteacher acknowledges the written complaint within 3 school days and carries out an investigation of unresolved issues OR delegates this to a senior member of staff. The timeframe for Stage 2 is no longer than 20 school days during which an investigation is completed and the Headteacher communicates the decision/outcome in writing to the parent

If you are still not satisfied...

Stage Three: Write to the Chair of Governors within 10 school days of the Headteacher's decision. The Chair of Governors will then make their decision and write to you within 20 school days.

ROAD SAFETY

The car park entrances to both the Infant and Junior Schools should **not** be used by parents to park their cars, or to enter or leave the premises by foot. Staff cars and delivery vehicles make these areas very hazardous.

Parents must remember that traffic moves in both directions along Cotelands and Stanhope Road.

Parents must also remember that they must NOT under any circumstance park on the pavement or across residents' driveways / garages, as we wish to maintain our positive relationships within our local community.

Parking is a problem. If at all possible, parents should walk their child to school. There is storage for your child's scooter/ bicycle inside the bottom gate. The bikes and scooters are left at your own risk but are equipped with the facility to lock them in place.

School Grounds Etiquette

NO dogs are allowed on the premises other than guide dogs and, by invitation, police or security dogs.



For Health and Safety reasons the School buildings and grounds are No Smoking Areas.

The use of 'e-cigarettes' is also forbidden within the school grounds.



Term Dates and School Session Times

AUTUMN TERM 2021

Open	-	Monday 6th September (for Years One and Two)
Close	-	Friday 22nd October
Open	-	Tuesday 2nd November
Close	-	Thursday 16th December

SPRING TERM 2022

Open	-	Tuesday 4th January
Close	-	Friday 11th February
Open	-	Monday 21st February
Close	-	Friday 8th April

SUMMER TERM 2022

Open	-	Monday 25th April
Close	-	Friday 27th May
Open	-	Monday 6th June
Close	-	Thursday 21st July

* The school will be closed on Monday 2nd May 2022 for the BANK HOLIDAY.

MORNING BELL

The buzzer rings for children to come into the school building at 9.10 a.m.

SCHOOL SESSIONS

Morning	9.10 a.m. – 12.15 p.m.
Afternoon	1.30 p.m. – 3.30 p.m.

All children should be taken to their class between 9-9.10am each day. Please ensure that **no** child arrives at school unaccompanied at any time.

To avoid any undue anxiety, children should be collected promptly at 3.30 p.m. If a parent arrives later than 3.40 pm they are required to sign their child out 'late' at the school office. If a child is recorded in the book more than three times, the parents/carers will be contacted by letter / telephone to arrange a meeting to discuss alternative collection arrangements.

Under **NO** circumstances should any infant aged child arrive or depart from school unless they are accompanied by either a parent or a person designated as a responsible carer by the parent.

In exceptional circumstances, if you anticipate that you may be late and/or have made alternative arrangements for the collection of your child, please give us a telephone call to inform us, so that we can pass the message to your child and reassure them.

May we also remind you that the **car park** entrances to the Infant and Junior Schools should **not** be used by parents and children at the beginning or end of the school day. These are very hazardous areas and vehicles need access at all times.

We hope that you have found this prospectus informative and useful.

We are looking forward to working in partnership with you for the benefit of your child.

Park Hill Infant School Team 😊

All Different, All Equal, All Achieving