

Barnes Farm Infant School



School Prospectus

2021 - 2022



Barnes Farm Infant School Prospectus

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WELCOME TO BARNES FARM INFANT SCHOOL

“Teachers have high expectations of themselves and pupils. They make sure that pupils of all abilities learn well by providing work at the right level of difficulty” OFSTED 2014

Our prospectus is a brief introduction to Barnes Farm Infant School for prospective parents, carers, children and other visitors.

If you do not know our school, please come and visit and see for yourself what a friendly, welcoming, safe school we are - a place where your child can be happy and achieve success. Barnes Farm Infant School is a happy, safe and caring community where high standards and positive behaviour are expected by all. The education, care, happiness and well-being of your child are priorities for us and we have much to offer in the way of stimulating, exciting, fun learning experiences that take place in a superb, well-resourced learning environment. Everyone in school is committed to the inclusion of every child. Starting school is one of the major events in your child's life and we aim to make a truly exciting and memorable experience. We will do our utmost to ensure your child has a happy, secure start to school life. We will cater for your child's educational, physical, emotional and social needs, giving a firm foundation in learning, laughter and love on which your child can build their future. We treat every child in a fair and equal way and respecting every child's uniqueness.

Our School

Barnes Farm Infant School opened in January 1988. The main building houses five class bases, a school library within learning hubs outside of the classrooms and an activity/intervention room. Around the playground, there are also four demountable classrooms and an activity room called 'Owlets'. In total, the school can accommodate 270 pupils in 9 class groups of 30 children. There is a hall that is equipped for physical education, assemblies and serves as a dining area. The school has its own kitchen which prepares lunch for both the Infant and Junior schools. There is an extensive all-weather playground, a fenced area for the Foundation Stage outside activities including outside climbing equipment, a wildlife area with a pond and the school shares a large playing field with Barnes Farm Junior School.

Barnes Farm Infant School Aims

- To provide a secure and happy environment where all members of the school community will have the opportunity to develop to their full potential.
- To encourage all children to be self-motivated, independent learners in order that they will strive for the highest possible standards of learning and behaviour.

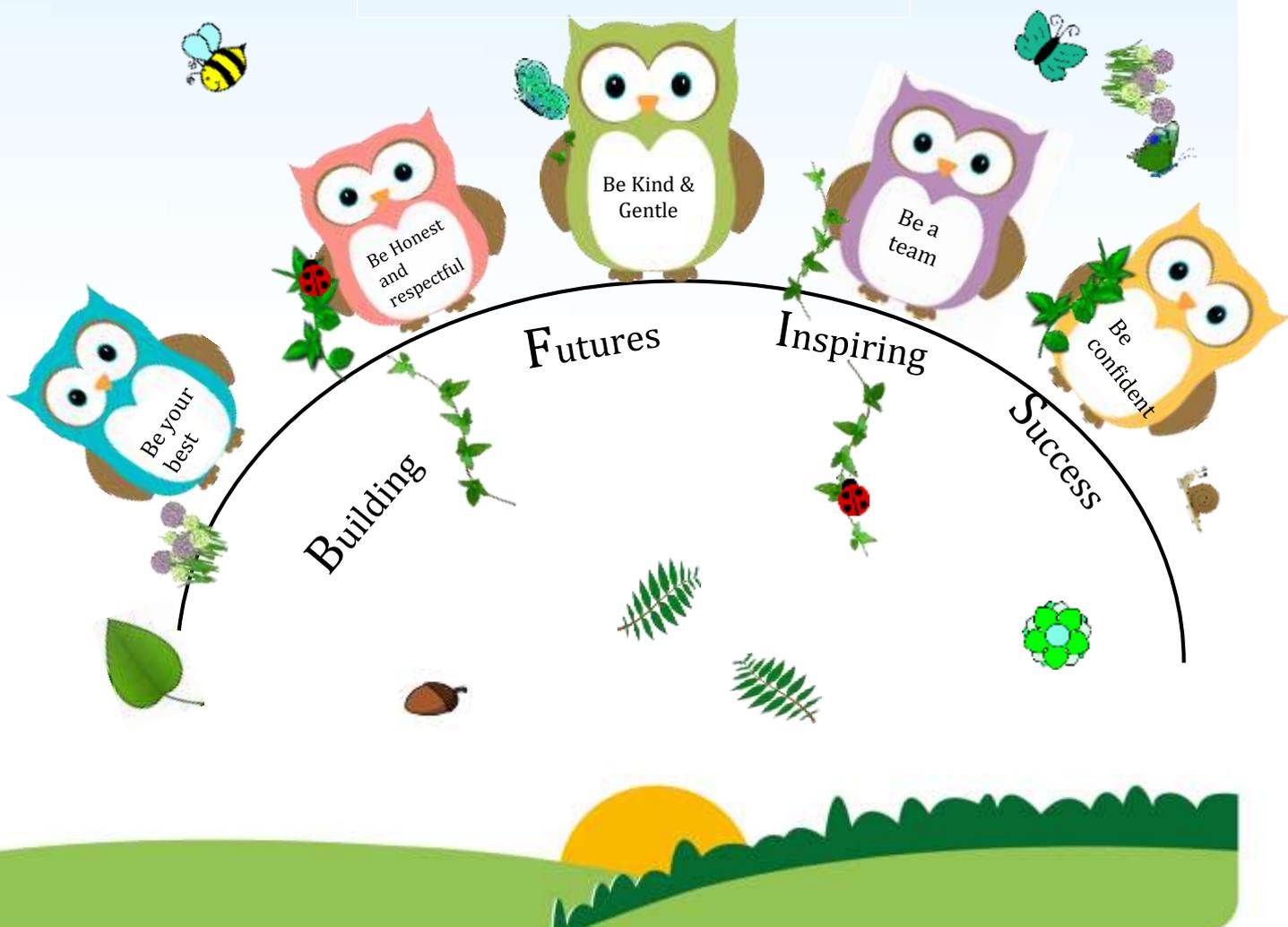


Barnes Farm Infant School Prospectus

- To ensure that every individual is valued for their contribution, and to celebrate the learning and achievements of all children.
- To develop lively, enquiring minds with the ability to question and discuss, and to appreciate the world in which they live, both past, present and in the future.
- To enable children to make choices enabling them to live a healthy lifestyle and take an active role in their community.
- To create a welcoming atmosphere where we recognise that everyone is unique. We are tolerant of other peoples' beliefs, differences and ways of life.

Our Mission Statement

At Barnes Farm Infant School
We provide a safe, welcoming and engaging place to learn.
Each child is unique.
Each child is special.



WHO'S WHO AT BARNES FARM INFANT SCHOOL

Headteacher	Mrs Z Farmer
Assistant Headteacher and SENCo	Mrs K Robinson
Assistant Headteacher	Mrs S Merrick
School Office Manager	Mrs C Sandiford
Class Teachers	Mrs E Bentham (EYFS Leader) Miss J Dick Mr J Williams Mrs C Hanson Mrs S Gilbey Mrs E Day Miss C Hook (KS1 Leader) Mrs S White Miss N Talbot Mrs K Shelsher
Special Educational Needs Co-ordinator	Mrs K Robinson

Non -Teaching Staff

Administrative Assistants	Mrs S Godfrey Mrs K Jukes
Senior Midday Supervisor	Mrs J Rodgers
Learning Support Assistants and Midday Assistant	Mrs M Andrews Mrs J Baker Mrs J Elliott Mrs G Whitehead Mrs A Meldrum Mrs J Page Mrs M Parkhurst Mrs J Rodgers (HLTA) Mrs S Skippings Mrs M Stevenson
Family Support and Wellbeing Mentor	Mrs J Collins
School Site Manager	Mr R Meldrum



Early Birds and Night Owls
Staff

Miss P Betty
Mrs M Parkhurst
Mr D White
Mrs H Coxon
Miss J Bauld

Governing Body

Mrs Z Farmer
Mrs Katie Corbett
Mrs Elizabeth Keeley
Mrs Heidi Hards
Mrs Rebecca Pascoe –Youell
Mrs Yvonne Spence
Miss C Hook
Mrs K Robinson
Miss D Jukes

Headteacher
Chair of Governors
Vice Chair

All correspondence to Governors may be sent via the school or through the Governors email:

Chairofgovernors@barnesfarm-inf.essex.sch.uk

ADMISSION ARRANGEMENTS

The admission arrangements are in accordance with the Education Authority's policy as set out in the booklet entitled "Primary Education in Essex".

For admission to Barnes Farm Infant School in the academic year 2022 - 2023 applications must be received by **15th January 2022**.

All children who have their fifth birthday between 01.09.22 – 31.08.23 will be invited to start full time education in September 2022.

Please see details on our website - www.barnesfarminfants.co.uk



Arrangements for Parents/Carers to Visit the School

There will be open events for parents/carers to visit the school during the Autumn and Spring term in line with our Covid Risk Assessment. Our risk assessment aims to keep our school community safe. There is also a joint Open Evening with Barnes Farm Junior School in the Summer term, where both schools share work with the school community (to be confirmed). Arrangements can be made to visit the school, by appointment with the Headteacher, who will be pleased to meet parents and carers, show them the school and provide further information. To register interest for tours, parents/carers can complete the Microsoft FORM by following the below link:

<https://forms.office.com/Pages/ResponsePage.aspx?id=hCgnbbdj802qXj4Y1BtIQndrnDdjNvRMvIYB6kGPA-IUNE81VIIzSVZLV1FWV1pEWjc2RoxSTk9JSS4u>

Parents Evenings are held twice a year as well as progress reports and a written report at the end of the year. The school offers an open-door policy which allows parents to make appointments to discuss with teachers the education and welfare of their children or to discuss any worries they might have, in a timely fashion. Class assemblies are held to allow the children the opportunity to share their curriculum with their parents and carers. Other information evenings/workshops are held regularly, particularly in the first term.

Parents and carers of new entrants will be invited to bring their children to a meeting during the Summer term prior to their admission to school. Further transition meetings are arranged closer to the admission date to enable parents and carers to receive information about the school, meet the teacher whose class their child will be joining and for the child to spend some time in their new class. Other opportunities to visit the school for assemblies and open evenings are also available. We use an online tool called Tapestry and use this to create home school links from the moment we know children are joining the school.

Length of Stay in the Infant School

All children attend this school for three full years.

Transfer to Junior School

All children who have their seventh birthday on or before the 31st August transfer to KS2 in the September following. Our children usually transfer to:

Barnes Farm Junior School
Henniker Gate



Chelmsford
CM2 6QH

Head Teacher: Mr R McTaggart

We have strong links with the Junior School. There are a wide variety of transition events between the two schools to ensure a smooth transition.

THE SCHOOL ORGANISATION

Our school is an Academy Infant School for children between 4 and 7 years of age. We are a three-form entry, admitting up to 90 children each year. We are very proud to be part of the Chelmsford Learning Partnership (CLP). Information about our trust can be found at <http://www.clptrust.com>.

We are proud of our school environment both inside and outside. The children are divided into classes according to age. Children will progress through the Early Years and KS1 National Curriculum on an individual basis with appropriate individual educational plans being provided for children with special educational needs and for more-able pupils.

Although children are grouped according to age, the range of ability and interest is very wide. The staff are very aware of this and structure their work accordingly. Much of the work is, therefore, completed individually or in small groups. The Class Teacher is responsible for the majority of the teaching for their class and for general well-being of each child.

We work closely as a team and all the teachers share planning, ideas and expertise so that we can ensure continuity and progression in all areas of the curriculum. This is something that we are proud of.

Children with Special Educational Needs

The school promotes an inclusive policy. It has a positive approach to all children, recognising that every child has individual needs, which in certain situations will require extra support.

Early identification of a child's special needs whether learning, speech, language and understanding, social and emotional, physical and neurological impairments and sensory needs, or exceptional ability, enables the provision of a suitable education plan.



Children who have special educational needs are identified as needing additional supported interventions within school (SEN Support), or those with higher needs that may need an Education Health and Care Plan (EHCP). Parents/carers are kept informed of their children's progress by termly review meetings and are welcome to contact the Special Educational Needs Coordinator (SENCO) at any time.

The SENCO is responsible for managing the educational plans for all pupils whose needs are identified.

Full details of the school's Special Educational Needs Information Report and Policy are available on request including any amendments made in the last year.

If you have any questions, please feel free to arrange to meet with the SENCO prior to your child starting at Barnes Farm Infant School.

Medical Needs and Medicines

Some medical conditions can affect a child in school. It would be helpful if you could let us have any relevant information when your child starts school. This can be discussed prior to your child starting school in September. All information is confidential to the staff who are working with your child.

Teachers do not administer medication in school because of the possibility of error, unless formally agreed by the Leadership Team. If your child suffers from a long-term condition or disability an Individual Care Plan will be created. If your child needs to take a short course of medication or is finishing a course of antibiotics, you can arrange for a staff member to administer this medication at the allotted time. A consent form will need to be completed.

For children with asthma, inhalers should be clearly marked with the child's name and instructions for use and handed in at the school office. Individual reliever inhalers are always accessible to children. A care plan will be created for each child and updated on a yearly basis.

Staff are trained in the administration of EpiPens for children with severe allergies. Staff attend training when appropriate to meet individual children's medical conditions as necessary.



Extended Services

The school can facilitate access for parents and carers to a variety of professionals to support parents if needed. We can help with referrals to health professionals; speech and language provision; a counselling service and parenting classes. The school has a Family Support and Wellbeing Mentor who works with individual families to give ideas for emotional and behaviour support. Full details of these extended services may be obtained from the SENCO (Special Educational Needs Co-ordinator) or the Headteacher.

Equality Scheme

At Barnes Farm Infant School, we are committed to ensuring equality of education and opportunity for all pupils, staff and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. Our admissions policy does not discriminate against pupils with a disability. The achievement of all pupils is monitored and we will use this data to raise standards and to ensure inclusive teaching. We will make reasonable adjustments to ensure that the school environment is as accessible as possible. We will not tolerate harassment of people with any form of impairment.

The school has carried out an Accessibility audit which has informed our Accessibility Plan.

Reasonable enquiries are made at admission or transition stages to find out whether pupils or existing pupils have additional needs.

GENERAL INFORMATION FOR PARENTS AND CARERS

School Times

Doors are opened at 8.45 am and this gives parents and carers the opportunity to see that their children are settled and to have a short discussion with the teacher if necessary to give information concerning the child that is relevant to that day. The school day begins with registration at 8:55am. Parents and carers requiring a longer discussion time should be asked to make an appointment at the end of the day. Children are encouraged to take responsibility for their belongings and enter school independently as soon as possible.

Lunch is from noon to 1pm for Reception children and 12.15pm - 1.15pm for Years 1 and 2. During the lunchtime period, pupils can participate in games using the fixed outdoor apparatus on the playground, field and the hard play surface or by using equipment stored



in the lunchtime shed. Games are supported and led by the Midday Assistants and a sports coach. There is a designated quiet area for those children wishing to draw or read etc. during the lunchtime period. The field is available to the children when the weather permits.

The School day finishes at 3.15pm. All children are collected from their outside classroom door. If you pick up your child by car, you are asked not to bring the car into the school carpark, and to ensure that it is parked well away from the school entrance and double yellow lines, in a safe place. The safety of our pupils is paramount. Cycle/scooter stands are provided at the entrances to the school site for children to secure their bicycles safely and we strongly encourage children to walk, cycle or scoot to school. We ask that children who cycle to school wear the appropriate safety helmet.

Extra Curriculum Activity

Barnes Farm Infant School offers a range of clubs both before and after school. We are always looking to develop these clubs further. Morning clubs start at 8am and after school clubs finish at 4pm or 4.15pm. There are a range of clubs and those offered by the teachers at the school are free. Reception pupils are invited to attend clubs in the Spring Term.

Extra-curricular and enrichment clubs may include the following:

- Lego
- Science
- Art
- Maths
- Choir
- Gym Trail
- Choir
- Gym Train
- Board Games
- Drama
- Gardening
- Sports Clubs led by external providers

Before and After School Club (Early Birds and Night Owls Club)

Barnes Farm Infant School opened its own Early Birds and Night Owls Club in April 2017. It is available each day from 7:30am-8:45am and 3:15pm-6pm. This provision, run by the Infant School, is also available to the KS2 pupils to allow siblings to start and end their day together. Further information and price lists can be found on the school's website:

[Barnes Farm Infant School - Early Birds and Night Owls Club](#)



Attendance

Attendance levels are high at Barnes Farm Infant School and we ask for parents and carers co-operation to maintain this level.

Term time absence forms are available from our Office Reception and should be completed at least four weeks before the proposed absence.

Following government guidelines requests for absence for a holiday will **NOT** be authorised by the Headteacher unless it is for religious reasons or for exceptional reasons given on the term time absence form. Once learning has been missed, it is difficult to catch this up. One day absent, is equal to two valuable sessions in school.

Mid-Morning Break

Following consultation with parents/carers a “Healthy Eating” policy was reviewed in 2016. All full-time pupils receive a piece of fresh fruit daily at no cost and water is available to all children throughout the day. Children under the age of five also receive free milk daily. We ask that a clean, sports style water bottle, containing water only, is provide daily for all pupils.



School Dinners

Cooked meals are provided at no cost to parents under the UIFSM (Universal Infant Free School Meals) scheme for all children in Reception and KS1. School meals are cooked on site by our external catering company, Pabulum. The Pabulum menu allows the children to make a daily choice within a dining experience similar to restaurant. A packed lunch, brought in from home, may also be eaten in school.

Illness – First Day Contact

When a child is unwell and cannot attend school the school office must be notified before **9.30am by telephone or by our online reporting tool Studybugs**. If we do not receive a message on the first day of absence the school will telephone for an explanation of your child’s absence.

If a child has a medical/dental appointment during school time parents/carers may collect their child from school. Parents and Carers are asked to report to the school office when you drop off or collect your child at any time other than registration and departure times (8:55am and 3.15 pm).



A child may return to school after an appointment at any time except during the lunchtime period when the office may not be available. This is a health and safety precaution as in the event of fire children would not appear on any register. Please ensure that you provide a letter confirming an appointment to the class teacher/office.

If your child becomes unwell during the school day, a member of staff will contact you if your child needs to be sent home. The child must be collected by a parent/carer or their representative. We keep a record of each child's parents/carers or their representatives' emergency telephone numbers. It is much appreciated if you can notify the office of any change in your emergency arrangements.

If a child bumps their head, you will receive a courtesy call from the office along with a bumped head note.

School Communication

Every Friday, we distribute a school newsletter detailing all the week's activities, class awards, attendance, notices, and other interesting news from our school community. These can also be found on our school website (www.barnesfarminfants.co.uk). We also regularly use email for reminders of up and coming events as well as our website. Most of our communications are sent via ParentPay which parents are asked to sign up to when their child joins the school.

School Uniform

We believe that the school uniform sets the tone for the school day and we encourage parents and carers to send their child in the correct school uniform as outlined below. Sweatshirts, cardigans, polo-shirts and book bags have the school logo on them and are available to purchase online. However, we would ask that you at least purchase the schoolbook bag which is the appropriate size to fit into the children's school tray.

- Grey skirt or pinafore dress
- Grey trousers or grey shorts
- White polo shirt, shirt or blouse
- Green sweatshirt, cardigan or jumper
- Green and white dress (in the Summer)

PE Kit

- White t-shirt
- Black shorts
- Black socks



- Trainers (Plimsolls are not suitable)
- Track suit for cold weather (black trousers with green sweatshirt/dark colour)
- Children should be provided with a hair band to secure long hair

All items of clothes and equipment are to be named clearly

Jewellery

Only small studs should be worn in pierced ears. A watch may also be worn but remains the responsibility of the child. We suggest that items of jewellery should not be worn. As a safety precaution all items of jewellery should be removed for PE newly pierced ears will NOT be covered and therefore children will need to sit out of PE lessons until they are able to take their earrings out unaided.

Footwear

Suitable shoes must be worn for school. Any child wearing unsuitable shoes can be asked to change into their PE shoes or, if necessary, the parent/carer contacted to bring a suitable pair of shoes to school.

Help to make our school, happy safe and secure

We ask the children to leave their toys at home to avoid the disappointment of them being lost or broken at school.

At playtime all children are expected to go outside, weather permitting. Please make sure your child is suitably dressed for the weather.

For the security of your child, the school gates will be locked at 8:55am in the morning. Any visits to school after this time will need to be made by the main office. The bottom gate will be locked at the end of the day at 3.25pm to allow the playground and field to be prepared for after school clubs. Children attending after school clubs are collected from the main office/Reception Playground.

Safeguarding

“The school’s work to keep pupils safe and secure is outstanding.” OFSTED 2014

“Pupils know how to stay safe in different situations.” OFSTED 2014



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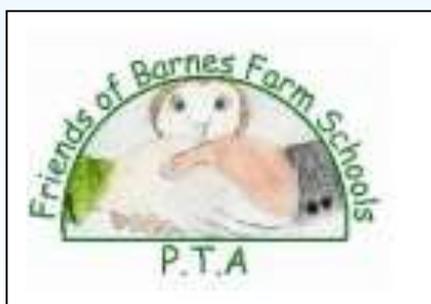
Barnes Farm Infant School has stringent measures for the safeguarding of everyone in the school community. Safer recruitment procedures are in place, security measures are reviewed carefully and the health, safety and well-being of every individual in the community is paramount. Disclosure and Barring Service (DBS) checks will be undertaken as necessary.

Online safety is taught to children across all three years and in addition to this, yearly training sessions are available for parents and staff to attend and keep up to date with current issues which might face families.

Pupil Voice and School Council

The children are very proud of their school and are encouraged to take positions of responsibility such as School Councillor, Play-ground Leaders, Eco-Council Members or Friendly Owls (helper of the day). This is an important part of developing the children's independence, encouraging them to think about wider school and working together to make their school a great place for everyone to be. We actively seek the opinions and ideas of the children and consider this a vital part of the school's self-evaluation process as well as contributing to our improvement priorities.

Home School Association (PTA)



Barnes Farm PTA

There is a PTA group which supports fund raising activities for the benefit of the school.

Educational Trips and Visitors

The curriculum is enriched by visitors from community members such as a school nurse, fire brigade, guide dogs for the blind, and visiting professionals such as story tellers and authors. An exciting range of educational visits is designed to support the curriculum. For example, recent visits have included trips to Chelmsford Cathedral, Braintree Museum and Boydells Farm.



Contributions

No charges are made for materials or excursions made in school which are part of the curriculum. Parents/Carers are asked for voluntary contributions towards the cost of items or trips from time to time, as without them these activities could not take place. Payment for trips is made via ParentPay. A copy of our Charges and Remissions Policy can be found on our website.

Parental Concerns and Complaints Procedures

Because of our emphasis on partnership, we hope that all problems will be dealt with speedily by informal means. The first person to consult is the child's teacher, followed by the Leadership Team and then the Headteacher. If necessary, appointments can be made via the school office.

The Headteacher, Leadership Team and class teacher are always willing to discuss concerns which Parents or Carers may have about their child's education to avoid anxiety for both the child and the parents. However, should concerns not be resolved by informal discussion, a formal complaint can be made to the Headteacher or by following the steps in the school's complaint procedure. The Complaints Procedure is available on the school website or can be obtained from the school office.

Developing a Love of Learning

As a truly inclusive school, everyone in the school works together to ensure that every child is recognised and treated as an individual. We want to foster a love of learning that the children will take with them as they go through life.

We all learn by experience and have different learning styles. Our teachers know this and provide a wealth of learning activities and teaching strategies to accommodate these. Learning takes place both inside and outside. Our classrooms are stimulating and resourced to a high standard and our grounds are a wonderful place in which to experience the joy of learning.

We all believe that children learn best by doing things they really enjoy and we make learning first hand, practical, exciting and fun. Our children are taught through a programme of structured teacher taught and independent activities. These activities take account of all children's needs and allow children to learn at their own pace ensuring every child is treated as an individual. All children are encouraged to be independent and take responsibility for their learning from the beginning of their education at our school. Our classrooms are



organised into areas which take this into account and it is important that the children have the opportunity to work, play and explore these areas and cooperate with others in the activities offered. All classes are of mixed ability but children may be taught in groups and/or individually and are supported by qualified, skilled teaching assistants.

CURRICULUM ORGANISATION

“Teachers enable pupils to use their knowledge, skills and understanding in a wide range of interesting and, often, real-life situations” OFSTED 2014

Foundation Stage

“Children in the Reception year make rapid progress because teaching is consistently good and sometimes outstanding” OFSTED 2014

Children are admitted full time at the end of the first week of the Autumn term. This first year is designed to help each pupil feel a very valued member of their new community and to help them develop learning skills which will support them throughout their education. This year group follows an Early Years Foundation Curriculum which uses Early Learning Goals and leads towards the early requirements of the National Curriculum. Children are assessed within their six weeks in school following the Reception Baseline Assessment (statutory assessment). In addition to this, we also complete our own school assessments with the children and this process provides an individual baseline for each pupil and contributes to their teaching and learning requirements. A Foundation Stage profile is completed for each child by the end of their time in the Foundation Stage. Their learning journey is captured in books as well as on Tapestry which is an online platform which allows us to share and communicate learning with our parents/carers.

The Foundation Stage Curriculum gives a high priority to the following 7 areas of learning:

- Communication and Language
- Personal, Social and Emotional Development
- Physical Development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design





Our bespoke curriculum embraces the philosophy of Mantle of the Expert. Much of the work is practical and investigative; children will be learning through a range of structured and play based activities both inside and outside the classroom. The children will be encouraged to inquire, problem solve and explain their thinking to their friends.

The children will be developing literacy skills within specific English teaching and within the broader curriculum. The children will be encouraged to develop their communication skills orally and on paper and will be introduced to a cursive joined style of handwriting. They will follow a programme of 'Letters and Sounds' phases to support both reading and writing. They will have considerable experience with a wide range of books, both fiction and non-fiction, the emphasis being on the enjoyment of reading.

The children will have experience of specific maths teaching and participate in activities in a broad maths mastery curriculum. They will be encouraged to develop an investigative approach in a range of practical mathematics, problem solving and science activities and to talk about their discoveries.

The children will have access to a wide range of equipment and resources to support their learning. They will use a laptop/tablet and develop skills in Computing. They will use a variety of materials and media and develop skills with simple tools. They will begin to develop an appreciation of art and music and will enjoy regular physical education sessions.



Mantle of the Expert

'Mantle of the Expert catches the children's imagination and makes learning meaningful and exciting.'
www.mantleoftheexpert.com

'Mantle of the Expert works by the teacher planning a fictional context where the students take on the responsibilities of an expert team. As the team, they are commissioned by a client to work on an assignment, which has been planned to generate tasks and activities that will involve them in studying and developing wide areas of the curriculum.'

At Barnes Farm Infant School, we deliver some of our curriculum through Mantle of the Expert which is a child-led drama philosophy based on learners getting first-hand experiences through the Mantle. In Reception we work on an island of dinosaurs. In Year 1, our client is Percy the Park Keeper and in Year 2 we explore the Amazon jungle. Children 'step' into the represented reality to gain a rich and meaningful context in which to learn.

This is a child-led approach as learners are inspired by their own experiences of being in the Mantle. Once 'in the Mantle' children work as experts in a team to solve problems. This approach to teaching and learning in our school is developing our curriculum further, ensuring that it is ambitious, based on knowledge and skills and encapsulates the cultural capital that all children need for their future.

Key Stage One - Year 1 and Year 2

"Pupils achieve well, whatever their starting points, and reach above average standards by the end of Year 2." OFSTED 2014

"Pupils learn well because teachers provide interesting and exciting lessons that fire their imagination." OFSTED 2014

The whole curriculum is planned by the teaching teams to incorporate appropriate themes and the subject requirements of the National Curriculum. Every classroom is organised to enable the children to operate individually, in groups and as a whole class where appropriate. The emphasis in all curriculum areas is on the attainment of an independent approach to learning and self-motivation towards quality work.



CURRICULUM

Reading

Reading is at the heart of everything we do and we approached it in a systematic way with organised co-operation between teachers and parents/carers. The school is very well resourced with a wide range of fiction and non-fiction books and children are actively encouraged to take books home daily. These include our Big Cat Letters and Sounds for Phonics scheme and books selected by the child from our beautiful library area.

Parents/carers are asked to play a major supportive role in their children's reading development. All children follow an individual path towards fluency and are encouraged to expand their reading choices and appreciate quality in literature. All children extend their reading skills and love of books in a variety of ways. We actively encourage parents to read with their child daily.



Speaking

Children are encouraged to discuss ideas and communicate clearly with others in both speech and writing and through Computing. Opportunities are made available for performance both in class and at parent and carer class assemblies.

Writing

A variety of stimuli is provided to encourage children to write freely. They may record from direct experience and write about themselves, their families and their own discoveries. They will be writing simple imaginative pieces, stories and poems, factual and descriptive accounts of activities, observations or experiments. All children experience a range of opportunities to write each week. This develops their knowledge of phonics, the alphabet and the formal structure of written language which has been taught. Children will be taught the skill of using 'Talk for Writing' to support and improve their writing.





Mathematics

The mathematics teaching in school is cumulative - each school year begins with a focus on concepts which is then applied and connected throughout the school year to consolidate learning. This enables the children to really master the conceptual understanding of an abstract number system. This will help the children to have a deep understanding which can then be applied fluently to other areas. This mathematical fluency is what we call 'Mathematics Mastery'.



Each session is taught in six parts, with an emphasis on talking in full mathematical sentences, as this helps children to practise and understand mathematical vocabulary. Children get the opportunity to work in mixed ability groups when developing their learning, so that they can teach and learn from their peers. They are given the opportunity to 'dive deeper' in order to really explore concepts and show their understanding in several ways, including pictorial representations and explaining to others. Children participate in daily 'Mathematics Meetings' where they practise counting and other key skills together.

Children will have home learning challenges in Year 1 and Year 2 in a home learning book. We also encourage children to complete home learning on



online learning platforms. Home learning in Reception is to encourage children to count and recognise number in their daily lives. 'Challenge Me' cards are sent home to help consolidate recall of number facts. The children also have the opportunity to practise their times tables at home, with a log in for the 'Times Table Rock Star' website.

Science

The children study living things, where possible in their natural habitat, and learn about their care and their effects, changes and differences. The children will investigate the properties of non-living materials, energy sources and natural forces through observation and experimentation. The school environment and the wider community will be used as a source of information and exploration. The similarities and differences between communities and changes in time will be explored. The beliefs and morals of different cultures and times will be investigated and respected.

Computing

The children use a range of software within the curriculum for Computing. Children are given specific teaching in the use of computers, recording machines and cameras. The school has a policy for pupils' access to the Internet. Each classroom has an interactive whiteboard and iPad to support innovative curriculum ideas.

Physical Education

Physical Education, including Dance, is an integral part of the school curriculum. Children derive a great deal of pleasure from movement. They are given the opportunity to respond to simple movement tasks to a variety of stimuli. They have the chance to explore large and small apparatus and can gain confidence whilst being taught appropriate skills.

The children are taught simple competitive games and learn the value of exercise as a medium for a healthy lifestyle. We also have access to hard and grassed areas which may be used for all physical and sporting activities when appropriate. All our teaching staff are qualified to teach PE as part of their qualified teacher status. We are a Healthy School and hold the Key Stage 1 Active Schools' Quality Award in PE.





Art, Design and Technology

The creative experiences offered in school aim to develop the children's co-ordination, their powers of observation and an ability to present their ideas using a wide variety of materials. Choosing appropriate materials for the task is an important aspect of art, design and technology work.

Music and Drama

Children will have the opportunity to listen to and enjoy a variety of music. They will take part in group singing, singing games, music and movement and drama. Singing traditional songs and nursery rhymes helps to extend speech and language skills. They will use a range of tuned and untuned percussion instruments for investigation, composition and performance. The children learn through an online music system called Charanga. There are also weekly opportunities for children to take part in paid guitar, violin and recorder lessons.



RE and Collective Worship

Religious Education is non-denominational and seeks to develop appreciation and awareness of the world we live in, to encourage self-awareness and self-discipline and to foster the attitude of care and consideration for others in the community. Assembly for the whole school community, regular open assemblies for parents and carers and invitations to people within the larger community reflect these aims. An Act of Collective Worship is often included in assembly. This generally takes the form of a thinking/reflection time and frequently a song. Parents/carers may withdraw their children from Religious Education and Collective Worship if they wish. Children who are withdrawn spend the appropriate time in private study.

Forest School

Forest School is an approach to learning that involves regular sessions outdoors preferably in a woodland setting. It connects children with and develops an appreciation of the outdoor environment. Through challenging activities, children are enabled to take responsibility, manage risk, foster resilience and develop confidence in order to become independent and creative learners. Although at Barnes Farm Infant School, we do not have access to a forest or even a woodland, we do have some trees and can use the ethos and approach to learning that Forest School promotes. Forest School offers a child-led approach where they learn through their self-directed play. It supports the development of the 'whole' child and supplements the learning that takes place in the classroom.

Personal, Social, Health and Economics (PSHE) (including Relationships and Sex Education Policy)

Our PSHE curriculum, aims to provide the children with opportunities to learn life-long skills to support their health and wellbeing, relationships and how to live in the wider world.

The key concepts, skills and attributes taught in our PSHE Curriculum and Relationship and Sex Education Curriculum, fulfil our statutory responsibility to safeguard children, support their spiritual, moral, cultural, mental and physical development and prepare them for opportunities, responsibilities, and experiences of life.

Emotional wellbeing and mental health are at the heart of everything we do in school. We want to ensure that our children are taught how to recognise and self-regulate their emotions through the Zones of Regulation, and this is embedded in our school ethos.



Our curriculum follows the suggested PSHE Association programme of study for PSHE Education and incorporates lessons using the SCARF Scheme, BFIS bespoke planned lessons to deliver the Zones of Regulations, NSPCC PANTS lessons and The Children's Health Project.

PSHE and SCARF lessons support and contribute to the EYFS framework's Early Learning Goals, Characteristics of Effective Learning and Development Matters statements, particularly Personal Social, Emotional Development (PSED), and Communication and Language.

Home Learning

At parent/carer teacher consultation evenings, or at other times by appointment, teachers can advise parents/carers on how to help their children at home, thus ensuring that parents/carers and teachers work together for the benefit of the children. Books are taken home daily to encourage shared reading in all year groups. Home Learning is a vital part of the Foundation Stage curriculum and children are regularly encouraged to complete a range of home learning activities. Learning books for Mathematics and English are sent home across Key Stage One along with a 'takeaway menu' of activities to support the current topic or theme. In EYFS, children are given key words and handwriting tasks to practise at home in addition to sharing reading and school library books.

Home/School

We are keen to foster a partnership between home and school to support life-long learning. Your support with any home learning activities is much appreciated and an active involvement in your child's education will have a positive impact on progress.

It is not usually possible to talk with a teacher during the day when they are involved with the class. If you need to speak to someone urgently, please call the school office which is located at Barnes Farm Junior School and we will endeavour to address any important issues for you and to make an appointment with the class teacher in the first instance. Class teachers will always be happy to meet with parents after school to discuss concerns or difficulties which may arise from time to time.

All newsletters are emailed out to parents and carers weekly as is other relevant information.

Home School Agreements

There is a Home School Agreement, which reflects the partnership that has always been an important element of the school. This will be completed on entry to school and will be kept on the child's personal file.



Pastoral Care and Discipline

The school is a community in which behaviour is based on mutual respect and consideration for others. The class teacher, who knows each child well, is responsible for the care of the children in her class. Concerns are referred to a member of the Leadership Team, the Headteacher or SENCO.

The values, standards and attitudes of the school community are made clear to the children by example and discussion so that they are absorbed by them and made their own. Anti-social behaviour is openly discouraged, but if a child persists, consultation between the teacher and parent/carer is arranged so that an attempt can be made to improve the situation. If it is felt that a child's behaviour requires support the Special Educational Needs Co-ordinator and class team will manage the process in conjunction with parents/carers, including a Consistent Management Plan where appropriate. We have a clear Behaviour Policy which can be found on the school website.

Behaviour Expectations (Rewards and Consequences)

To live and work in a community needs self-discipline as well as rules. We expect a high standard of behaviour from all our children.

At Barnes Farm Infant School, we have an Owl Code which is our **Code of Conduct**:

- Be your Best
- Be Kind and Gentle
- Be a Team
- Be Honest and Respectful
- Be Confident



Good behaviour is constantly reinforced by praise, stickers, certificates, celebration assemblies, Capes of Success and Headteacher Awards. Behaviour which breaks our rules is dealt with through a series of agreed sanctions/consequences appropriate to the action. Parents/carers of children who persistently misbehave will be asked to join the class teacher/member of the Leadership Team to work out solutions to the situation.

At the beginning of each year the children learn the school rules. These include:

- ❖ We show good listening
- ❖ We use kind words, hands and feet



- ❖ We care for our school environment
- ❖ We are respectful
- ❖ We treat others how we wish to be treated

Assessment

Teacher Assessment of children's work is carried out on an ongoing basis to inform their individual learning needs, and to monitor children's progress. Throughout the year, there are opportunities for you to meet with the Class Teacher and discuss the development and progress of your child.

Progress reports are shared during the year followed by a more comprehensive written report at the end of each school year.

Reception children take part in the Reception Baseline Assessment in their first six weeks at school. Year 1 children undertake a Phonics Screening Assessment set by the Government at the end of the school year. Standard Assessment Tasks (SATs) are administered at the end of Key stage 1 (Year 2) and used to support the teachers own assessments. Teacher assessments in Year 1 and 2 are reported to both the authority and to parents/carers.

More Able Pupils

Pupils are assessed on entry to school and regularly throughout their time in school. Identification of talents or skills result in the child's inclusion on our More Able Pupils Register. Differentiation for such pupils is included within class planning and/or through specific education plans. There is a school leader responsible for provision for More Able Pupils.

SCHOOL RESULTS

Barnes Farm Infant School Performance at Key Stage 1 Summer 2019
(last published results due to COVID impact on schools reporting teacher assessments)

EYFS Results 2019	
% Pupils achieving Good Level of Development at the end of Reception	77%



Year 1 Phonics Screening 2019		
% passing Year 1 phonics		81%
Year 2 End of KS1 Results 2019		
% at least expected	Reading	72%
	Writing	63%
	Maths	65%
	Science	87%
% at greater depth	Reading	20%
	Writing	8%
	Maths	16%

**% have been rounded to the nearest whole number*

Privacy Notices

Information as to how we process data in school can be found on the school's website under the GDPR tab:

[Barnes Farm Infant School - GDPR](#)

AVAILABILITY OF INFORMATION – PUBLICATION SCHEME

Under the requirements of the Freedom and Information Act 2000, all relevant documents of interest to parents are available on the school website or by contacting the school office.

N.B. - Please note that the information given above on Barnes Farm Infant School was correct at October 2021 it should not be assumed that there have been no subsequent changes affecting the relevant arrangements or some particular matter before the start of or during the academic year 2021 - 2022.

Information in this prospectus and some pictures of our school may also be found on the school website www.barnesfarminfants.co.uk and you can also read the latest newsletter.



DATES FOR THE ACADEMIC YEAR 2022 – 2023

The school term dates are published for the academic year 2022/2023 and can be found by following this link:

[School terms and holidays: Academic year 2022 to 2023 - Essex County Council](#)

Each year, we plan additional teacher training days where pupils will not be expected to attend school. These are as follows for the academic year 2022 - 2023:

- Thursday 1st September 2022
- Friday 2nd September 2022
- Friday 21st October 2022
- Monday 20th February 2023
- Friday 26th May 2023

