



Cassiobury Infant & Nursery School Handbook

*Learning together, growing together; inspiring our
children in their journey through life*

Dear Parents and Carers,

Welcome to Cassiobury Infant and Nursery school. We believe your child will have a fantastic start to their learning journey and look forward to working with you. As we are a three-form entry school, we have 90 children in each year group, equating to 30 children in each class. The classes learn closely together and know each other well. We have strong links with Cassiobury Junior School. The school is well regarded in the local community and we aim to build close partnerships with parents and carers for the benefit of the children. We welcome parents into school and hope you will be able to give some time to support our learning.

Our vision of 'Learning together, growing together, inspiring our children on their journey through life' is at the heart of all we do. Each child is welcomed into school as an individual with their own unique talents, abilities and personality. Our experienced, highly committed staff work hard to foster a co-operative approach in and out of the classroom; this ensures a consistent approach to teaching, learning and behaviour throughout the school. With mutual respect and consistently high expectations, we maintain a caring ethos in which every child is encouraged to become independent, enjoy their learning and take risks in an atmosphere of safety and support.

The aims of the school are reflected in the willingness of the children to share, work collaboratively and support one another's successes. They respect one another and are willing to accept responsibility for their self and others. They display a caring attitude, show courtesy and self-control and have high self-esteem. They share the whole school's commitment to high expectations in all areas of their personal development.

At Cassiobury Infant and Nursery School we have developed a broad and balanced curriculum in order to prepare our children for their lives in modern Britain. We are aware of the need to personalise our curriculum so that all children can aspire to be the very greatest they can be. We encourage our children to take risks with their learning by providing a safe environment where mistakes are viewed as learning opportunities and resilience is developed. All learning is geared towards enriching a child's spiritual, moral, cultural and social experiences.

Charlotte Cooper
Headteacher

Patricia Stanbury
Chair of Governors

Values



STATEMENT OF AIMS

Our aims for the whole school community are to: Provide a safe, caring and stimulating learning environment where we learn together. We:

- Educate and equip our children with basic life skills that will prepare them to live in today's changing and multi-cultural society.
- Offer a broad and balanced curriculum built on the National Curriculum and Early Years Foundation Stage, which includes opportunities for moral, social and spiritual development whilst recognising the importance of educating the whole child.
- Develop independence by offering choices and encouraging decision-making skills appropriate to the child's temperament and stage of development.
- Develop a pattern of behaviour which encourages respect, tolerance and sensitivity for all members of the community.
- Motivate each child and adult to use their aptitudes, interests and abilities to fully develop their potential.
- Provide equal opportunities for all our community, irrespective of their gender, religion, disability, race or cultural background.
- Develop aesthetic awareness and the creative talents of everyone in our school community.
- Continue to monitor and review our teaching strategies and learning objectives in order to improve our effective teaching skills and develop school community learning.
- Develop an appreciation of the environment and the diversity of the wider world.
- Promote a positive partnership between school and the community.
- Motivate the school community to live a healthy life through our healthy school programme.

These aims are promoted by the whole school community.

LEARNING POWERS

Building Learning Power (BLP) is an approach to learning that we have begun to implement at Cassiobury Infant and Nursery School. This approach was created by Professor Guy Claxton. It is based on the idea that we are all capable of becoming better learners. BLP applies this idea directly to the work of teachers in the classrooms, to provide a practical framework for fostering lifelong learning in all young people.

Key Principles

- It is a learning culture that encourages children and teachers to become better learners
- It allows children to approach difficulties in learning without fear of failure
- It allows the children to take small steps within learning
- It develops confidence
- It is not additional to teaching but should be grounded within everyday teaching and learning
- It gives clear labels for the children to use to develop understanding of learning processes

The Learning Powers we use:

<p>Resilience</p> <p>Tortoise</p> <p>RESILIENCE</p>	<ul style="list-style-type: none"> • Model / demonstrate sticking at things, even if they are difficult • Talk about how you feel when you are taking on challenges • Praise your child when they persevere but also encourage them to take a break when they have had enough • Help them to find interests and activities that are really absorbing • Talk with them about what helps them to concentrate and manage distractions.
<p>Reflectiveness</p> <p>REFLECTIVE</p>	<ul style="list-style-type: none"> • Encourage questions • Demonstrate making links between ideas • Don't allow your child's imagination to shrivel up! • Help them to find ways of using resources such as reference books, dictionaries and the internet
<p>Resourcefulness</p> <p>RESOURCEFUL</p>	<ul style="list-style-type: none"> • Encourage them to take responsibility for preparing for school • Ask not what they did at school, but what they learned • Help them to think about, and plan, activities • Encourage flexibility and the ability to change a plan if necessary
<p>Reciprocity (Team Building)</p> <p>TEAM BUILDING</p>	<ul style="list-style-type: none"> • Demonstrate / model being a good learner • Work, play and learn alongside your children, enabling them to pick up good habits through imitation • Make expectations of turn-taking and co-operation clear

STARTING SCHOOL

We have a transition programme in place where Nursery and Reception teachers make contact with pre-school providers.

We aim to have Reception children in school full time from the second full week of Autumn term (where appropriate)

ORGANISATION

Children move into our Reception classes in the September prior to their fifth birthday. There are three reception classes. The children will usually continue in these classes into Year 1. Classes may be changed as required to ensure the needs of the children are met and the classes are thoughtfully balanced. At the end of Year 2, children move onto Cassiobury Junior School (Years 3 – 6 inclusive, please note you will need to complete the HCC junior school application process in order to ensure your place).

CLASSES

Our classes are named after woodland creatures:

- Nursery: Squirrel
- Reception: Owl, Rabbit and Woodpecker
- Year 1: Hedgehog, Kingfisher and Robin
- Year 2: Badger, Fox and Heron

Each class has a Class teachers and are supported, at various points throughout the day by a Teaching Assistant (TA).

HOUSE TEAMS

We have 4 house teams within the school to encourage collaboration and working with others. The children will be allocated to a House Team when they join the school. Children can then earn 'house points' for their team for positive learning, following the Golden Rules, being a good friend etc. At the end of every half term the House with the most points receive a special celebration activity.

Our House Teams are:

COLNE (Red)
GADE (Yellow)
UNION (Green)
CHESS (Blue)

SCHOOL HOURS

RECEPTION, YEAR 1 AND YEAR 2

For safety reasons we ask that children are not in the school grounds before class doors open at 8.45am. Parents should ensure their children should go straight in to their class before doors close at 8.55am.

Children who arrive at school after this time must be brought to the School Office and signed in late. Please note this will be recorded as a late mark and may be discussed with our Local Authority Attendance Officer.

Please ensure that your child has everything they need with them for the day including coats, jumpers and water bottles as we may not be able to accept these over the front desk throughout the day.

MORNING SCHOOL 8.50 am – 12.00pm

MORNING BREAK 10.45am – 11.00am (This is for Year 1 and 2 only)

LUNCH TIME: 12pm – 1pm

AFTERNOON SCHOOL 1.00pm – 3.10pm

NURSERY TIMINGS

Nursery times are 9am -12pm for those accessing 15 hours a week or 9am-3pm for those accessing 30 hours a week.

ENTRY TO RECEPTION

In the term before entering school, parents and children are invited in to school. Parents are invited to a meeting to hear information about starting school and to meet other parents. The children are invited in to school to spend time in their new classes.

ATTENDANCE

Regular attendance at school is crucial to enable your child to receive the best possible education in their early life, as well as being ready to move on to their next stage of learning and achieve age-related expectations. Parents do not have the right to take pupils out of school for holidays or recreational activities. All requests for pupils' leave of absence must be made by completing a form obtained from the school office. The Headteacher considers each request and may arrange an interview with parents to discuss the request further. It is up to the Headteacher to authorise an absence. Please refer to the Attendance Policy available on the school website. Absences are reported to Hertfordshire County Council each term.

If children are absent from school or Nursery because of illness, parents should notify the school by telephone or email admin@cassioburyinfants.herts.sch.uk by **9.00am** on the first day of absence and every day of the absence unless otherwise advised. School has a duty of care to know where every pupil is on every school day of the year. Unauthorised may be reported to the local authority attendance improvement officer.

School registers are monitored termly by the School's Attendance Officer.

ARRIVING AND DEPARTING FROM SCHOOL

Children must not be left alone before the school day begins as there is no-one in the playground to take care of them. The school will not accept any responsibility for children before 8.50am or after 3.10pm. Please collect children from outside the classroom doors. Children may not leave the class until parents arrive. If your child is going home with someone else, please inform the class teacher/school office prior to collection. **We will not release any child to a different adult without prior confirmation from the parent or carer.**

Parents/carers have a duty of care to collect their child/ren promptly at the end of a school day/club.

Bikes or scooters should not be ridden on the school site for health and safety purposes and need to be clearly named. A bike / scooter shelter is located at the front of the school; all items are left at the owner's risk.

The staff car park is in constant use by lorries and cars. For safety reasons please do not use the driveway as a short cut.

TRAFFIC AND PARKING

An unofficial one-way system operates in order to ease the traffic congestion outside the school. Cars should enter Bellmount Wood Avenue from Langley Way and exit via Cassiobury Drive. We ask that parents are considerate of local residents and do not park across driveways. We also ask that you are safety-conscious and do not stop or park on the zigzag yellow lines outside the school gates. There is additional parking **for pick up and drop off only** at Sun Sports Social Club with a secured gateway through to the school during school hours. **Please do not park in the Bowls Club.** Permit parking operates on Bellmount Wood Avenue between 10.30am and 2.30pm Monday to Friday.

SCHOOL MEALS

During lunch time, the children are looked after by a team of Midday Supervisory Assistants (MSAs) and Teaching Assistants. A member of staff administers first aid during the lunchtime period.

Our school is a Healthy School and healthy eating is an essential part of our school. School meals are cooked on the premises by staff from our catering contractor Herts Catering Ltd. They are well balanced and healthy. Bread, cakes and biscuits are freshly baked each day. There is a choice of two hot meals, one of which is vegetarian, a jacket potato option or a cold sandwich option; children can help themselves to a daily salad bar. For more information on the menu please see the school website and for more information about Herts Catering Ltd please visit their website <https://hcl.co.uk/>

Drinking water is available every day.

Children may bring in a packed lunch from home if they wish. We monitor the content of lunches to promote healthy eating. Sweets, fizzy drinks, nuts and food high in sugar, salt and fat are not allowed in school.

Children may change from school dinners to packed lunch on a daily basis and no prior notice is needed.

FRUIT TIME

The school is part of the National Fruit Scheme. This entitles every pupil to a piece of fruit every day which the children have during their snack time.

MILK

Milk is provided free of charge for all children attending Nursery. Milk for children in the Infant School is available at a small, termly cost and is subsidised by the European Union under the European School Milk Scheme. It needs to be ordered and paid for in advance. Please register at www.coolmilk.com For children who do not drink milk, water is available in the classrooms. Children are not allowed to bring in cartons of milk unless it is part of their packed lunch. There are drinking fountains in school for use at play time.

ALLERGIES

If there is a particular food to which your child is allergic or may not eat, please inform the school office in writing. If you wish your child to have school meals you will need to complete the online form prior to your child having a meal so they can ensure an appropriate menu is available. Please follow the link <https://hcl.co.uk/allergy-overview> and complete the online form.

Parents must **not** send in any nuts or products containing nuts in lunch boxes. There are a number of children with severe nut allergies in school who could have a reaction to items containing nuts. Please also be aware of this when sending in other items e.g. donating cakes for cake sales.

MEDICAL INFORMATION

Height, weight and vision are recorded on entry by the Hertfordshire Community NHS Trust's school nurses. It is vital we know any important factors in your child's medical history that may affect their day to day welfare. Please inform the Headteacher in writing of any medical condition.

We can administer some prescribed medicines during school hours. A parental permission form **must** be completed prior to any medication being administered—please contact the school office for more information.

Please do not send your child to school if they are unwell. After illness, please ensure that your child is fully fit to return. If your child has suffered from diarrhoea or vomiting they should be kept at home for at least **48 hours** to ensure complete recovery and to prevent cross infection.

Please notify the school of any infectious diseases or if your child has head lice.

SCHOOL UNIFORM

The governors believe that the wearing of school uniform by pupils is essential in promoting the core values of this school. All children attending our school are expected to wear our uniform.

NURSERY: Jogging bottoms (navy) / Grey skirt / Navy or black shorts/light blue checked dress
School polo shirt
School sweatshirt/cardigan

Reception upwards:

School blue polo shirt
School sweatshirt/cardigan
Grey trousers / grey shorts / grey skirts / Grey tunic / grey skirt
Grey socks / grey tights
White socks (summer)
Light blue and white check dress (summer)

PE KIT

It is essential that children are equipped to take part in all physical education activity. PE is part of the national curriculum and is therefore not an optional activity. Children are expected to have their PE kit in school at all times. Kits should be taken home to be washed at least every half term and where kits become particularly soiled or wet they should be taken home for washing and returned before the next PE lesson.

Kit: School white polo shirt
Black shorts (No labels-non branded)
Velcro trainers
Dark coloured jogging bottoms
Dark coloured jumper / fleece (for outside)
Spare socks

Children will not be allowed to participate in the physical aspect of PE without their PE kit. If children continually forget to bring in their kit or bring in unsuitable items of kit then a letter will be sent home to parents asking them to ensure that their child brings in the correct kit in future.

OUTDOOR CLOTHING

Children will be expected to go outside in all weathers, therefore need to dress appropriately. We are a Forest School and children are required to have Wellington boots, waterproof coat and trousers. For the winter, children need a **dark coloured, plain**, warm waterproof coat **with a hood**.

JEWELLERY

The wearing of jewellery in school is not permitted unless it is a necessary reflection of religious beliefs. Ear studs are acceptable but only plain and small in type. Earrings that dangle or hoops are not allowed as they can cause nasty tears to ears in the playground. The wearing of jewellery in PE is prohibited for safety reasons. All children are required to remove earrings before taking part or tape them up with micropore tape to avoid accidents. You will need to provide micropore tape in your child's PE bag.

SCHOOL FOOTWEAR

Plain socks/tights should be worn. Shoes should be of the 'school' type sold in most retailers and should be coloured black. Fashion shoes (boots, multi-coloured, ballet pump style, plimsolls, wellies, slingbacks etc.) are not permitted. Trainers or trainer type shoes are not permitted for everyday use.

HAIRSTYLES

Certain styles of a more extreme nature can become a distraction to the child involved and the other children in the school. For parental guidance, the following list of styles is not acceptable in school.

- Gelled hair- where the hair is spiked or styled into unusual shapes
- Patterned styles, where patterns, words, pictures or logos are shaved in.
- Dyed hair

It is a Health and Safety requirement that all long hair is tied up.

ADDITIONAL INFORMATION

- Nail varnish, make up (including coloured lip balm), transfers/ tattoos are not permitted unless for religious reasons
- Hair bows should be of a small size
- Any sunhat may be worn during the summer season.
- No sunglasses permitted in school
- No umbrellas in school
- Analogue watches only (to be used to support teaching the time). Children must be able to do the straps themselves and the school will not be held liable for loss/damage. Wearable technology eg Apple watches or any watch which has a camera/capacity for data storage are not permitted.

LOST PROPERTY

It is the responsibility of parents/carers that all school clothing (uniform, PE kits, coats, scarves, gloves etc.) should be marked with their child's name so that it can be returned to the owner when lost. All lost unmarked clothing will be placed in the box in the School Office area for parents/carers to look through. The school reserves the right to dispose of unclaimed property if it has been at the school for a considerable time.

CASSIOBURY SCHOOLS ASSOCIATION (CSA)

The Cassiobury Schools Association (CSA) is a vital part of the Cassiobury Schools community. As a registered charity, the CSA's primary function is to help raise funds for key school projects – as proposed by the Headteachers of both the Infant and the Junior schools.

It also acts as a vehicle to unite the school community of parents, school staff and children, through monthly parent and teacher meetings plus numerous social and fund-raising events throughout the school year. The CSA is extraordinarily successful and vibrant. All parents with children enrolled at the Infant or Junior schools are automatically members of the CSA.

There is a steering committee made up of parents, Headteachers and class teachers (and sometimes school governors) that meets at school. Meetings take place on one evening each month, for just over an hour, to agree future fundraising aims and set out an agenda for events and activities to deliver the funding required alongside other benefits to the school community.

Most parents have an active involvement with the CSA, whether it is through direct assistance or simply through attendance at the various events. For details of recent CSA fundraising achievements, current fundraising aims, forthcoming events and to discover how to get involved with the CSA, please visit www.cassioburycsa.org

PARENTAL INVOLVEMENT AND HELP IN SCHOOL

We are always delighted when parents wish to become involved in school activities.

Parents and staff working together have a positive impact on children's development and learning. Teachers welcome help with a large range of activities. These include:

- *Listening to children read in class*
- *Running the library sessions*
- *Sharing experiences and knowledge during focus weeks*
- *Accompanying children on visits to the church, park, outings and trips*
- *Helping out with sewing, art and design, cooking and technology projects*
- *Helping to run information sessions in school and a host of other ways in which parents can help.*

All parent helpers must attend safeguarding training, obtain two references from 'a person of professional standing' and regularly parent helpers will require a DBS (Disclosure and Barring Service) check. If you wish to be a regular parent helper then please contact the School Office.

If you are unable to spend time in school please contact the school office as there may be other ways in which you can help.

SAFEGUARDING CHILDREN

We are a school that follows safeguarding procedures and we are committed to keeping children safe by:

- Providing a safe environment for children to learn in
- Identifying children who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and in school.

We achieve this by having rigorous systems in place to:

- Prevent unsuitable people working with children and young people.
- Promote safe practice and challenge poor and unsafe practice.
- Identify instances in which there are grounds for concern about a child's welfare, and initiate or take appropriate action to keep them safe.
- Contribute to effective partnership working between all those involved with providing services for children.

CHILD PROTECTION

The school works in partnership with parents to support children in every way possible. However, the Children Act 1996 places a clear responsibility on schools to ensure that they work together with other agencies to safeguard and promote the welfare of all children. As a result, if concerns are raised within the School, or a child or parent reports a situation involving possible abuse, we would not be able to guarantee confidentiality. It would have to be referred on to Social Services. **This is in line with the Child Protection Policy which is available on our website.**

INCLUSION

Inclusion is firmly embedded in our policy, provision and practice —providing opportunities for all our school community regardless of gender, religion, disability, race or cultural background.

SPECIAL EDUCATIONAL NEEDS & DISABILITY

Decisions regarding support for pupils with additional are made based on the Special Educational Needs Code of Practice 0-25 (2014). We aim to identify and meet the needs of all pupils in our school. Our classes are all mixed ability and contain children at different stages of learning, varying abilities and a range of preferred learning styles. If a child is identified by the teacher or parent as having an additional need, parents will be invited into school to discuss support strategies for the individual child. This will be recorded and, if necessary, a Passport will be put in place, this will set out SMART targets which aim to enable progress. Parents will be invited to school to review these targets at timely intervals.

If the concern continues the INCO will become involved and may devise and implement a more formal intervention program to support progress.

The school is required to keep a provision list of children who have an identified SEND, this could be physical, academic or social, emotional and mental health related. Outside agencies will be contacted with parent support where appropriate.

Through Quality First Teaching teachers will differentiate lessons appropriately making them enjoyable, achievable and challenging for pupils.

PASTORAL CARE

Responsibility for pastoral care is shared between all staff members, who give constant attention to the needs of the children. Please let us know if any problems are occurring at home as this may affect a child's behaviour at school.

BEHAVIOUR

There is a calm and ordered atmosphere in our school, marked by mutual respect between adults and children. Children are given clear instructions as to what behaviour is expected in school. They are trusted to respect a few simple rules (see below).

Disputes and disruptive behaviour are dealt with by reasoned discussion and parents are always involved if unacceptable behaviour continues. On the rare occasions when 'consequences' are needed; they take the form of loss of privileges or play times. There is no corporal punishment. The school follows the 'Hertfordshire Steps' Behaviour approach which is therapeutic in nature and is the basis of our Behaviour Policy which is available on the website.

PEER MEDIATORS

The school has an anti-bullying policy, and acts immediately on any incidents of bullying. The school supports anti-bullying week each year and we are always looking at ways and new initiatives to promote anti-bullying in our school. In this vein we have adopted a Peer Mediation system to provide added security for children to get peer support and friendship from older pupils. Twelve Year 2 children are trained each year to help resolve conflicts themselves with support from staff.

SCHOOL RULES

We believe rules are based on respect, rights and responsibilities. We follow the Golden Rules within our school which focuses on positive behaviour outcomes and encourages the children to make the right choices.

Our Golden Rules are:

1. We are gentle (we do not hurt others)
2. We are kind and helpful (we do not hurt anybody's feelings)
3. We listen (we don't interrupt)
4. We are honest (we don't cover up the truth)
5. We work hard (we don't waste our own or others time)
6. We look after property (we don't waste or damage things)

Posters displaying the Golden Rules are in every classroom and other areas around the school.

PARENT/TEACHER COMMUNICATION

A 'Meet the teacher' meeting is held in the autumn term to inform parents of the curriculum in the school year ahead and how they can best support their child. There are also parent / teacher consultation sessions in the autumn term and the summer term for KS1, and autumn term and spring term for EYFS. Annual reports are sent to parents in the

spring term for KS1 pupils and the summer term for EYFS. In addition, Nursery and Reception children have their own 'Learning Journey' which is also sent home in the summer term.

Parents are asked to discuss any concerns they may have about their child with the class teacher. Please make arrangements to see the teacher concerned after school.

There will also be an opportunity to attend 'open afternoons' to view your child's learning towards the end of every term and to join in with our 'Learning Together' mornings once a term.

Parents are welcome to talk to the Headteacher about any concerns; she has an open door policy. Parents are advised to make an appointment via the school office.

THE CURRICULUM

The school aims to provide a caring and challenging environment in which children, teachers and parents can work together in an effort to achieve the highest possible standards of work from each individual child. We view the child as central to the curriculum and aim to draw upon their gifts and potential. During these early years, children acquire knowledge, develop attitudes and learn social and personal skills which will affect their future. We aim to make the years the children spend with us fulfilling and happy, so that by the time they move to the next stage, they will be competent, confident learners who take pleasure and pride in their learning and achievements.

EARLY YEARS FOUNDATION STAGE

The Early Years Foundation Stage (EYFS) sets the standards for the learning, development and care of children from birth to the end of the reception year, and gives this stage of education a distinct identity.

The areas of learning/early learning goals are:

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

The EYFS prepares children for learning in Key Stage 1 and is consistent with the National Curriculum.

THE NATIONAL CURRICULUM – KEY STAGE 1 (5-7 YEAR OLDS)

The Education Act 1996 requires schools to provide a balanced and broadly based curriculum for 5-7 year olds, which consists of:

- **Religious Education (RE)**
- **Core Subjects** - English, Mathematics, Science, Computing
- **Foundation Subjects** History, Geography, Design and Technology, Art, Music, Physical Education

The school follows a creative curriculum including various topics covering all subject areas.

We teach the National Curriculum through topics and subjects, using the Hertfordshire Agreed Syllabus for our RE teaching. Design and Technology, Physical Education, Music, Art, Computing and RE are mainly taught separately, but there will be appropriate opportunities to include aspects of these subjects in our topic work.

READ WRITE INC

Our pupils learn to read and write effectively and quickly using the Read Write Inc. Phonics programme (Nursery – Year 2). Read Write Inc. Phonics is a whole-school approach to teaching literacy that creates fluent readers, confident speakers and willing writers. It integrates phonics with comprehension, writing, grammar, spelling and handwriting using engaging partner work and drama. Once they can read with accuracy and speed our Year 2 children progress onto Read Write Inc. Literacy and Language and Read Write Inc. Spelling.

Pupils are streamed by their phonic ability across KS1 and Reception; they are taught in homogenous groups of between 3-20 children.

In **Reception**, pupils are taught a discreet daily RWI phonics Literacy lesson which includes:

Reading

The children will:

- learn to read 44 sounds and the corresponding letters/letter groups using simple picture prompts
- learn to read words using 'Fred talk' (sounding out) and sound blending
- read from a range of storybooks and non-fiction books matched to their phonic knowledge
- engage in partner work
- develop comprehension skills in stories by answering 'Find It' and 'Prove It' discussion questions

Writing

The children will:

- learn to write and form the letters/letter groups which represent the 44 sounds with the help of fun phrases
- learn to write words by using Fred Talk
- learn to build sentences by practising sentences out loud before they write

Talking

The children will work in pairs so that they:

- answer every question
- practise every activity with their partner
- take turns in talking and reading to each other
- develop ambitious vocabulary

TEACHING METHODS

A range of methods are used by all teachers, including individual, group and class teaching. The classes are mixed ability but there may be times when the teacher will group children within the class according to ability; this will vary according to the subject or topic being taught.

FOCUS WEEKS

Each term the school has a Focus Week linked to curriculum areas. We have divided the National Curriculum in to 3 groups **STEM** (Maths, Science and Design Technology), **CREATIVE** (Art, PE, and Music) and **DISCOVERY** (History, Geography and RE). The week focuses on these curriculum area and involves a wide variety of activities promoting those particular subjects. We welcome visitors and organise workshops. The children develop an economic awareness by raising funds for the Focus Week. There is an opportunity for parents to visit the school at the end of the week to showcase share what the children have been learning.

HOME LEARNING POLICY

We believe that Home Learning plays an important part in education and the benefit of doing Home Learning must be instilled at an early age so that independent study can be achieved.

We are also aware that pupils have opportunities and experiences outside of school that are equally important in developing and enriching their lives. We will give careful consideration to ensuring Home Learning is well-balanced across the school.

The school understands that setting, marking and providing feedback on Home Learning is a large contributor to the workload of teachers; therefore teachers ensure that Home Learning only takes place to positively impact pupils' progress.

Teachers explain the school's approach to Home Learning to parents at the 'Meet the Teacher' evening in September:

- Pupils use Home Learning books to complete their Home Learning or are issued with a Home Learning folder to keep their Home Learning neat and organised
- Pupils receive Home Learning on a half termly basis
- Pupils' weekly Home Learning activity is designed to take around 45 minutes – 2 hours, depending on the age of the pupil
- Home Learning is acknowledged by the teacher, marking stamps used and comments made where appropriate and returned to the pupil in the homework folder/book
- The amount of Home Learning set for pupils increases as they progress through their education

Teachers may occasionally set extra Home Learning for the whole class if they deem it beneficial.

The table below shows expected Home Learning. Tasks may be set in addition to the below activities.

NURSERY	RECEPTION	Y1	Y2
Grid activities Home reading activities	Daily reading Grid activities	Daily reading Weekly spellings Grid activities	Daily reading Weekly spellings Maths challenges Grid activities

FOREST SCHOOL

Forest School is a unique opportunity which enables children to initiate and develop their own learning through play in a natural environment. Through regular practical activities, children develop in such areas as resilience, confidence, self-esteem, imagination and independence.

At Cassiobury Infant and Nursery School, we are extremely lucky to have our own forest – filled with lots of different types of trees and even a pond! Every week we put on our wellies and head down to the forest to do some learning and have lots of fun.

Also, by being active in the outdoors all year round, the children will develop their awareness of the changing seasons and weather.

SPORTS PREMIUM

In 2013 the Government announced new funding for physical education (PE) to improve the quality and breadth of PE and sport provision and increase participation in PE and sport so that all pupils develop healthy lifestyles and reach the performance levels they are capable of. This money has funded the following activities which will continue into the future:-

- *Additional resources have been purchased to extend the variety and amount of equipment available, enhancing the teaching of lessons and ensuring there is enough equipment for a full class.*
- *Play equipment is now available daily at break times helping children with more focused play, improving hand-eye coordination and team building skills.*
- *Weekly coaching from a qualified sports coach in either tennis or rugby*
- *Inter and intra school competitions in tennis and rugby*

For more information about our sports premium, visit our website: <https://cassioburyinfants.herts.sch.uk/sports-premium/>

EXTRA CURRICULAR ACTIVITIES/WRAP AROUND CARE

'Xtra time' is an outside provider which runs a Breakfast and After School Club on our site. Please contact George on cassiobury@xtra-time.co.uk for further information. The school has a rolling programme of extra-curricular activities (generally for Years 1 and 2) for which there is usually a small charge. They are: *Tennis, Summer Sports, Ball Skills, Dance, Football, Languages, Art.*

COMMUNICATION AND PAYMENTS

We use the "Schoolcomms" system which has two aspects. We can send information to parents/carers easily and efficiently via email or text. It also allows parents/carers to make payment online via "Schoolgateway". Parents find that this is an easy and convenient way of paying, which gives a record of all payments made and reduces the amount of form filling required. Please pay via School Gateway if you can. To make payments by other methods please contact the School Office.

The system works best via App messaging which you can sign up for if you have any device which uses apps (preferably a Smartphone). It can also be accessed via the school website.

If you have any queries, please contact finance@cassioburyinfants.herts.sch.uk

FUNDRAISING

Like all schools our budgets are under increasing pressure from government cuts, something the Governing body have been monitoring very carefully. One of the key differences between a "good school" and an "outstanding school" is its ability to enhance and enrich the curriculum beyond the norm. As such we do ask all parents to make voluntary contribution to curriculum enriching activities and donations to the school fund via our payment gateway. In addition we also have an 'Amazon wish list' which has a range of resources for parents to purchase to support the school.

As another measure to maximise government funding the school may at times, throughout the school year, ask for voluntary donations of tissues, hand soap, art materials or other such supplies for use by pupils in the school. This frees up funding to go towards other educational resources.

CHARGING AND REMISSIONS POLICY

No charges are made for activities that are part of the school curriculum. However, we ask parents for a voluntary contributions for educational visits to museums, theatres and other sites of interest which support the children's work.

All children will be included in the events, whether or not their parents have made contributions. However, the school may have to cancel a particular visit or event if there are insufficient voluntary contributions. If your family lives in Hertfordshire and has a low income, you may be able to get help with the cost of school meals and other activities. For more information, please visit www.hertsdirect.org/freeschoolmeals or speak with the School Office or the Headteacher, in confidence.

LINKS WITH THE COMMUNITY

We have many links with individuals and groups in our local community. Local religious leaders visit the school to meet and talk with the children and take special assemblies. Figures of authority are invited to talk to the children on special occasions, for example police officers, fire officers etc. Students from the University of Hertfordshire receive teaching experience in the school as part of their training. Local secondary schools send pupils on a week's work experience as part of their Personal and Social Education. Links with local pre-schools are well established and pre-school leaders liaise with the Nursery staff concerning the Early Years' Curriculum. We hold a harvest festival where produce is collected for local charities. We support a variety of local and national charities throughout the year with different fundraising events.

THE OAK ROOM

The Oak Room has enabled us to accommodate various programmes which include baby massage, parenting classes, coffee mornings as well as other community activities that are seeking a permanent, safe and welcoming environment. For groups or individuals wishing to hire the Oak Room, please contact the School Office for more information.

TRANSITION TO CASSIOBURY JUNIOR SCHOOL

There is an admissions procedure for transition to the Junior School. Please see the offices of either school for further details. Year 2 parents and children are invited to attend the Open Evening in the summer term at the Junior School. Year 2 children visit their new class to meet their new teacher before transferring and are also 'buddied' with a Year 5 child in order to make the transition as smooth as possible. Please see the Cassiobury Junior School website, www.cassioburyjm.herts.sch.uk or contact the Junior School for more information. Please contact the Junior School office on telephone 01923 232411 to make an appointment or for further enquiries.

THE GOVERNING BODY

Cassiobury Infant & Nursery School's full Governing Body usually meets once a term. Much of the Governing Body's work is done in Committees comprised of different Governing Body members. There are two main committees which meet approximately once a term:

- *School Development Committee (SDC)*
- *Resources Committee*

Working parties also meet when necessary.

All governors are appointed, or elected, for a four-year term. There is no restriction on the number of times a governor may re-stand for appointment or election. However, parent governors must have a child registered at the school at the start of their term of office. All governors, once appointed, share responsibilities, work as a team to achieve the Governing Body goals and accept collective responsibility for all decisions. There are 14 Governing Body members elected, nominated or directly appointed in the following proportions:

- *LEA Governors (1) – appointed by the Local Education Authority (LEA)*
- *Parent Governors (5) – nominated and elected by the parents*
- *Staff Governor (1) – nominated and elected by the teaching staff*
- *Co-opted Governors (6) – nominated by the governing body*
- *Headteacher (1).*

Individual governors will usually be involved in some of the following activities, usually through working groups or committees:

- *Staff appointments and pay*
- *The financial management of the school*
- *Pupil & staff discipline*
- *The curriculum*
- *Policy review*
- *Special educational needs*
- *Head teacher performance management*
- *Premises management.*

We hope you have found the above information useful. Additional information is shared with parents throughout the year via the Headteacher's weekly newsletter, class Twitter feeds and the school website.