



GILES BROOK SCHOOL

**INFORMATION FOR
PARENTS**

2019-2020

Address: Giles Brook Primary School
Holborn Crescent
Tattenhoe
Milton Keynes
MK4 3GB

Telephone: 01908 507627
Fax: 01908 507332

Email: office@gilesbrook.co.uk

Website: www.gilesbrook.co.uk

Headteacher: Claire Britnell B.Ed (Hons)
Deputy Headteacher: Angie Bailey B.Ed (Hons)

Giles Brook Primary School is a community school serving children aged from 4 to 11 years and funded through Milton Keynes Council

Address: Milton Keynes Council
Saxon Court
502 Avebury Boulevard
Central Milton Keynes
MK9 3HJ

Telephone: 01908 691691

Admissions: 01908 253338

Learning at the Heart of the Community

It is our aim that Giles Brook is the central point of our community. Our children always come first and we want to motivate and equip them with the tools to develop into responsible individuals of the future. We endeavour to inspire confidence in all of our children so that there is no challenge they fear. Providing a nurturing environment along with a stimulating, engaging and creative curriculum, is essential to ensure our children are happy, courteous and respectful individuals who are passionate about learning and always aiming to achieve.

Positive relationships and collaboration between the children, staff, parents and governors are of the upmost importance to us so that our children enjoy the best possible start to their education. Access to the best resources and IT facilities is key in allowing our children to safely embrace the social, cultural and economic opportunities that instant global communication offers.

Pupils will leave Giles Brook ready for the challenges of the modern world - the future is limitless for our children.



AIMS OF THE SCHOOL

1. To ensure that the needs and best interests of children at our school come first in all our decisions: every single child matters.
2. To have an 'open-door' policy and provide a happy, safe, warm, caring and stimulating environment for everyone who enters our school.
3. To achieve high standards in Literacy and Numeracy enabling all children, including those with special educational needs, disabilities or who speak different languages, to participate and succeed in the basic skills across all subjects.
4. To celebrate the abilities, gifts and talents of all children by recognising their creative, physical and academic potential.
5. To develop lively, receptive minds, encouraging independence, self-confidence and a positive attitude towards learning throughout life.
6. To provide high quality teaching and learning and a broad, balanced curriculum, enhanced by extra-curricular activities and opportunities accessible to all children.
7. To provide opportunities for children to work together cooperatively, to develop their social skills and heighten their awareness of others.
8. To promote tolerance and understanding of other people's beliefs, cultures and backgrounds, equality of opportunity and a whole world view of humanity for all children.
9. To foster close links with parents, carers and the local community, and involve them in the learning process.
10. To encourage good behaviour, healthy lifestyles, citizenship and a sense of responsibility towards the environment and develop well balanced, motivated and sensitive human beings ready to take their skills to the workplace.

Our Governing Body

Dr Tracey Bailey
Mr Antony Moore
Mr Tom Welsh
Mr Maneesh Verma
Mr Sunil Maisura
Mr Glen Trowse
Mrs Sarah Kotulecki
Miss Claire Britnell
Miss Angie Bailey
Mrs Sam Summers
Mrs Liz Johnston
Ms Sarah Hilton
Ms Debbie Williamson

Office Staff

Mrs Sam Summers
Mrs Clare Stone
Mrs Helen Alkhalil
Miss Julie Clinch
Mrs Sally Bennett-Mitten

Senior Leadership Team

Miss Claire Britnell
Miss Angie Bailey
Ms Debbie Williamson
Mrs Laura Nichols/Miss Natalie Duke
Miss Nikki Kendall
Mr Alastair Chapman

Teachers

Mrs Jo Horley
Mrs Jenny Holding
Mrs Claire Dinsey
Miss Laura Mackintosh
Mrs Bianca HuntFord (*Maternity Leave*)
Miss Sophie Burgess
Mrs Charlotte Betchley
Mrs Sam Ball
Mrs Liz Jones
Miss Alice Ritchie
Mrs Kelly Rothman
Mrs Liz Johnston
Mrs Sian McCullough (*Maternity Leave*)
Mrs Sam Hawkes
Mr Mark Almond
Mrs Deepa Shah
Mrs Charlotte Wilmoth
Ms Sarah Hilton
Mr Nick Halasz
Mrs Anne Marie Zervos

Teaching Assistants

Mrs Trudie Lyon
Mrs Mandy Walker
Mrs Sarah Kearns
Mrs Maria Cole
Mrs Sarah Long
Mrs Susan Andrews
Mrs Tracey Penny
Miss Michelle Carter
Mr David Johnston

Caretaker/Site Supervisor

Michael Milsom

Governor Type

Parent appointed
Parent appointed
Co-opted
Co-opted
Co-opted
Parent appointed
MKC Local Authority Governor
Headteacher
Deputy Headteacher
Associate Governor
Co-opted
Staff Governor
Associate Governor

Position

Chair
Vice Chair

Position

Business Manager
Office Secretary
Finance Administrator
General Assistant
Reception/Admin Administrator

Headteacher
Deputy Head
Assistant Headteacher/SENCO
Foundation Stage Leader
Lower phase leader
Upper phase leader

Teacher
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Teacher
Teacher
Teacher
Teacher
Teacher
Teacher
Teacher
Teacher
Teacher
Teacher
Teacher
Teacher
Teacher
Teacher
Teacher
Sports Coach
Modern Foreign Language Teacher

NNEBs

Mrs Sam Brown

IT Technician

Mrs Jenny Brown

Breakfast Club/After School Club

Mrs Sharon Schwarzbach
Mr Nick Halasz
Mrs Claudia De Oliveira
Mrs Juliette Herridge

Cleaners

Mrs Tara Ramswell, Ms Faduma Abdule
Mrs Samorn Burton, Mrs Kim Martin, Mrs Aisha Mohammed and
Mrs Nikki Guymer.

Midday Supervisors: Mrs Sue Molloy (Senior Midday Supervisor), Mrs Kim Martin, Miss Julie Clinch, Mrs Manjula Joshi, Ms Faduma Abdule, Mrs Tracey Penny, Mrs Samorn Burton, Mrs Juliette Herridge, Mrs Amritdeep Bhatti, Mrs Parmjit Bhatti, Mrs Aisha Mohammed, Mrs Trudy West, Miss Karen Hooper, Mrs Kathy Stephens, Miss Sammy Harper and Mrs Laila Abdi.

Admissions

The area designated as the reserved area for our school covers Tattenhoe. Children are admitted full time in the academic year in which they are 5 (September 1st – August 31st). The Admissions Office at Milton Keynes Council deal with all our admissions and the allocations of school places. Registration forms will be available from the school and we will be pleased to answer any queries that you may have. Further information on admissions to Giles Brook Primary School can be obtained from:

School Admissions
Milton Keynes Council
Saxon Court
502 Avebury Boulevard
Central Milton Keynes
MK9 3HJ
Email: primaryadmissions@milton-keynes.gov.uk
Tel: 01908 253338

The school will follow the Admissions Policy of Milton Keynes Council. In the Summer Term before children start school, a meeting will be held for parents to discuss school routine and the entry arrangements. There is a morning visit for the children in the Summer Term to help them feel secure about starting school and time when they can come in with parents for some afternoon story sessions. Visits will also be made by staff to local pre-schools in the term before children begin school. Our Foundation teachers also endeavour to offer a home visit in the first 5 days of the Autumn Term; children in Foundation thus start later than the other children in the school so that these home visits can be completed. In line with the policy of MK Council, all our children start school full time.

At the end of the academic year in which they are 11, children from our reserved area will usually transfer to Shenley Brook End Secondary School.

Daily Routine

Foundation Stage children:

Doors open at	8.45 am
Registration at	9.00 am
Break time	10.10 am – 10.25 am
Lunch	12.00 pm – 1.00 pm
Afternoon session	1.00 pm – 3.10 pm

Key Stage 1 and Key Stage 2 children:

Doors open at	8.40 am
Registration at	8.50 am
Break time	10.10 am – 10.25 am
KS1 Lunch	12.00 pm – 1.00 pm
KS2 Lunch	12.15 pm – 1.15 pm
Afternoon session KS1	1.00 pm – 3.15 pm
Afternoon session KS2	1.15 pm – 3.15 pm

In a normal week there will be approximately 24 hours of taught time, and 1 hour 50 minutes spent on registration, assemblies and the daily act of worship.

It is essential that children are punctual in their arrival at school and regular in their attendance. Children arriving at school after the register has been taken will need to be brought to the School Office first to register.

Wherever possible we strongly advise that children walk to school with their parents. There is a dropping off point at the front of our school, but it gets extremely congested before the beginning of school and at the end of the school day.

There are cycle storage facilities at school. The LA Safety Officer advises that no child under 9 should cycle to school unaccompanied. We would therefore recommend as follows:

- Children in years 5 and 6 may cycle to school independently
- Children in year 4 may cycle with an older sibling
- Children in year 3 and below may cycle to school only if accompanied by an adult.

Although cycle stands are provided we can accept no responsibility for the security of bicycles left there. We also insist that any child cycling to school must wear a cycle helmet; children who fail to do so will receive a warning followed by a ban from coming to school on a bicycle for one week if they persistently neglect to wear a helmet. If the problem persists they will be stopped from cycling to school altogether. We will not allow bicycles to be ridden on the school site.

For Health and Safety reasons no dogs or other animals should ever be brought onto the school premises or site. The school operates a no smoking policy throughout its grounds.

Mid-Morning Break

Children are welcome to bring fruit, plain biscuits (not chocolate or salty snacks like crisps) or other healthy snacks to eat during the morning playtime; sweets and crisps will not be allowed at this time. Children under 5 will receive free school milk; parents of children over 5 may find out about ordering milk for their children from the school office (at a small cost). No drinks should be brought in for the morning break as water from the drinking fountains is freely available. Children are welcome to bring in small plastic bottles of drinking water for use in the classroom as research has shown that this improves concentration. Toys such as cars, dolls etc. should not be brought to school for playtime use; skipping ropes may be brought and children are allowed balls in the warmer months of the year when the grassy areas are in use; any footballs brought in must be plastic and not leather. There is a variety of equipment available at break times for children to play with.

Lunchtime Arrangements

Once they are full time, children will have the choice of going home for lunch, bringing a packed lunch to school or all children in the foundation stage and key stage 1 are entitled to a free hot meal. Key stage 2 children will be able to pay for their meal. Lunch Time Supervisors are employed to look after the children during the lunch hour. Children who go home for lunch must be collected promptly at 12.00pm (Foundation and KS1) or 12.15pm (KS2) and should not return to school before 1.00pm. They must be signed in and out at the reception desk.

Packed lunch boxes are stored in the cloakroom areas or in the classroom and it is essential that the name of your child is clearly marked on the outside of the lunch box. Packed lunches should not include fizzy drinks or sweets or any breakable containers.

Organisation

The arrangements and composition of classes will depend on the number and ages of children on roll. We will always try to keep children in the same age group classes. Teachers will group children by ability for Mathematics and English; different forms of grouping will be used at various times for other subjects. In planning the work for their class, teachers will ensure that work is fully differentiated so that children are challenged according to their ability.

Parents are most welcome to contact the class teacher, Key Stage Leader, Deputy Headteacher or Headteacher if there is anything they wish to discuss concerning their child in school. Our school operates an open-door policy and parents are welcome in school at the start of the school day and again when school finishes. If there is something in particular which you wish to discuss with your child's teacher, please could you make an appointment.

Reporting Progress

We are always happy to see you if you have a concern or information to share. The open door policy of the school means that parents and teachers have daily contact. There are consultation evenings in the Autumn and Spring terms, at which you will be able to see your child's work and have an individual appointment to discuss progress with the teacher. You will also receive short termly written reports. An open evening is held in the Summer Term following the annual school report for your child. Should there be any matters arising from the report that cannot be dealt with on that night, the teacher will make a private appointment time for you.

In the Summer Term of Year 6, children will undertake National Curriculum Standard Assessment Tasks and Tests (SATs) for the end of KS2. Outcomes will be reported to parents and included in the written reports. Assessment at the end of KS1 (Y2) will take the form of teacher assessment although SAT materials are also used to support teacher judgement and for moderation purposes.

Breakfast Club and After School Clubs

We aim to provide a high quality service which meets the needs of both parents and children. For parents, this means knowing that your child is safe and happy in a club that is reliable and offers a consistent service. For a child, this means an environment that is safe, supportive, encouraging, nurturing, a place to be with friends and make new ones, to try out different activities, to relax, to have fun and enjoy. Parents are expected to give their support and encouragement to the aim of Giles Brook School breakfast and after school club and to uphold and promote its good name. Giles Brook School clubs will ensure that appropriate standards of behaviour, discipline and hygiene are maintained.

Breakfast club runs daily from 7.45am until 8.40am and children are served a variety of nutritious breakfasts. A weekly menu is displayed in the hall. We do ask parents to ensure their children arrive at breakfast club by 8.15am if they wish to eat breakfast.

The after school club runs an early and a late session. The early session runs from 3.15pm to 4.30pm and the late session runs from 3.15pm to 6.00pm. We also offer a daily after school sports club, which is bookable for each half term. Children will be offered a snack if staying for the early session and those staying for the late session will be offered a light tea.

Registration and fees

The level of fees will be set by the Governing Body and reviewed annually in light of the club's financial position, its future strategic plans and any other broader economic or social considerations deemed relevant.

All children using the breakfast club and after school club must have read the terms and conditions and be registered. Registration forms are available on line at: www.gilesbrook.co.uk or from the school office.

All sessions should be booked and paid for online and in advance

The fees for clubs from September are:

Breakfast Club:	7.45am – 8.40pm	£3.50 per child per day
After School Club	3.15pm – 4.30pm	£4.25 per child per day
	3.15pm – 6.00pm	£9.50 per child per day
After School Sports Club	3.15pm – 4.30pm	Booked half termly

The information on how to access School Gateway will be issued to all new parents once their child has started school or nursery.

Please note:

- Pre-booked slots must be paid for and no refund can be given if the session is cancelled within 48 hours, as staffing is based on demand. If fees are not paid on time, the club will notify the parent/carer in writing with a request for payment to be made as soon as possible

Online Payments

Where possible we try to encourage parents to pay for services using our online payment system. Payments for school trips, breakfast club, nursery, football club, music lessons, book and PE bags, can all be made online.

In order to pay online you will need to register and the information on how to do this is detailed below:-

1. Go to www.schoolgateway.com
2. Please select 'New User' and enter the email address and mobile telephone number you have registered with us.
3. The system will send a PIN code to your mobile phone, please enter this PIN code and your account will be activated for you.

If you have recently changed your email address or mobile telephone number, please let us know so we can update our records.

If you are not registered with our Schoolcomms system and would like to be, please advise the School Office of your email address.

Educational Visits

We believe that children can gain much from making visits to places beyond the immediate school boundary. These visits can add greatly to children's knowledge and understanding of the subject they are studying in school and the world around them. In line with our charging policy, we may ask parents to make a voluntary contribution towards the cost of these visits. We will make every effort to keep these costs to a minimum whilst ensuring that attention is paid to the safety and security of our children.

In addition to short half day or day visits as children become older they will also have the opportunity to make short residential visits. We believe this is important to enable children to become increasingly independent and self-reliant. Every attention will be paid to the safety and security of the children whilst they are away, and all adults accompanying such trips will be fully police checked beforehand. For short half day or full day visits, it is very likely that we will invite parent helpers to accompany our trip to ensure a safe ratio of adults to pupils.

School Rules and Discipline

Our school is a community and we recognise that each individual is important and has a valuable contribution to make towards the quality of life enjoyed by the people within it. The relationships which develop will provide opportunities for children to be honest, tolerant, trustworthy and caring towards others. We will promote self-discipline, mutual respect and self-esteem and encourage and praise good behaviour.

A whole school policy on relationships and behavior, which can be found on the school website, aims to ensure the safety and happiness of every child at our school. A high standard of social behaviour is expected at all times. We promote a school environment where the children are treated as individuals and are taught to respect one another. We aim to build classroom communities through our use of 'restorative principles' which are included in our policy. We will not tolerate bullying or racial harassment and any incident reported will be followed up immediately. Teachers and pupils will discuss rules and standards of behaviour regularly.

The key points of our school behaviour code emphasise positive expectations:

- Treat other people as you would like to be treated yourself
- Be kind, friendly and caring towards others
- Be polite, honest and helpful
- Listen carefully to other people

- Help to keep our school and grounds tidy
- Move quietly around school and respect other people
- Behave sensibly, be happy and enjoy our school

A firm word from a member of staff will be used in the first instance of poor behaviour, whilst children who persistently misbehave will be sent to the Headteacher to be reprimanded. If their conduct does not improve they may be kept in or lose privileges. If problems are sufficiently serious, parents will be invited in to discuss the situation and

work with the school in addressing the problem. In cases of persistent misbehaviour of a serious nature, the school reserves the right to exclude the child from school. In the unlikely event of this being necessary, the child's parents and the Governors of the school will be fully involved.

If parents are having a problem at home with their children (e.g. not going to bed, not getting dressed in the morning), please come in and talk to our staff and we will do our best to help you. Often a word from the Headteacher will cure the problem! We aim to work with you at all times.

Uniform

Our school has chosen to have a uniform as we believe that it establishes a strong group identity and sense of equality and helps to create a purposeful working environment.

The school uniform colours are navy blue, grey and white and is available online at Price and Buckland: pbuniform-online.co.uk/gilesbrook

The uniform is as follows:

<u>Nursery</u>	-	navy blue or white polo shirt
	-	navy blue sweatshirt
<u>Boys</u>	-	navy blue sweatshirt
	-	grey trousers
	-	white polo shirt
<u>Girl</u>	-	navy blue sweatshirt or cardigan
	-	grey skirts, pinafores or trousers
	-	white polo shirt or blouse
	-	dark blue and white checked/striped summer dresses
<u>P.E. kit</u>	-	navy blue shorts and a Giles Brook blue T- shirt.

There is also the opportunity to purchase navy blue fleece jackets with the school logo for outdoor wear, for adults and children.

Children should be sent to school in appropriate footwear, i.e. shoes or sandals, not trainers. In winter, if Wellington boots are worn to school, please ensure that your child has indoor footwear to change into.

Indoor P.E.

Children work barefoot for indoor P.E./movement. Long hair will need to be tied back for safety reasons. We ask that either children do not wear ear-rings to school on the days they have P.E. or that they cover them with a plaster or Micropore tape for P.E. lessons; failure to comply will mean that children cannot take part in the lesson. The school will take no responsibility for accidents directly related to the wearing of ear-rings.

Outdoor P.E.

In addition to the above, plimsolls or trainers will be needed. In Key Stage 1, it is highly unlikely that outdoor activities will take place between the end of October and the beginning of April, so plimsolls will mainly be needed for the summer period. Children in

Key Stage 2 should bring footwear for P.E. throughout the year; older children may bring tracksuits or jogging trousers as some lessons, even in the colder months, will take place outside. Children should bring their P.E. kit in a 'drawstring' type bag. The bag and all items of clothing must be clearly labelled with the name of your child.

Protective clothing

Aprons for art and craft activities and cookery will be provided by the school. Any old shirts suitable for use by the children would be much appreciated.

Personal Property

Children are expected to take care and look after their own things. Items of great value e.g. jewellery etc. should not be brought to school and responsibility cannot be accepted for loss or damage. We will of course make every effort to help locate any missing items. Should an item become missing the normal procedure is first to see the class teacher either just before the beginning or just after the end of the school day, and secondly to ask a member of staff for access to lost property. Our staff will always help you if they can. Children in Years 4, 5 and 6 who bring mobile phones to school should place these in the box provided for each class; these will be stored in the office for safe keeping throughout the day.

Any money brought to school should be for a specific school reason and handed to the class teacher as soon as the child comes into school. Children should not bring pencil cases to school as all writing equipment will be provided (Y6 children have this opportunity in the Summer Term prior to secondary school to support our transition arrangements).

P.E. bags and all personal items should be taken home at the end of each week. Initially, if it helps them settle in and feel secure, Foundation children are welcome to bring a cuddly toy to school.

Pupil Welfare

If a child is unable to attend school, a telephone message is requested by **9.30am** to alleviate any doubts of the child's whereabouts. If your child is late for any reason, they will need to be registered at reception before joining their class. Persistent lateness or absenteeism will be referred to the Headteacher.

If your child is sufficiently well enough to return to school but is finishing a course of prescribed medicine, please complete a medical form available from the office. We will need written instructions including dosage and explicit permission for a member of staff to administer it. An adult must hand the medicine and instructions into reception or to a support assistant. We regret that ear and eye drops cannot be administered and neither can non-prescribed medicines such as Calpol or Paracetamol.

If a child is sick or has diarrhoea they should be kept away from school until **48 hours** have elapsed since the last attack. This helps to eliminate the spread of illness and ensures children are fit when they return to school. Please inform us if your child has head lice. We will then send a letter home to the class concerned asking all parents to check their children's hair to try and eradicate the problem swiftly.

The School is equipped with a First Aid room for the treatment of minor accidents which may occur during school hours. There are no facilities for the care of sick children. Parents are asked to complete an emergency contact form in case their child is taken ill at school. We also ask that you keep the school informed of any changes regarding this information.

If your child has a particular health problem such as the need for an inhaler, a nut allergy etc, please make sure that we know so that we can support your child appropriately.

Special Educational Needs

As a school we recognise the importance of identifying difficulties at an early stage and are keen to support all children in the best way that we can. Children identified as needing extra support with their learning because of a particular difficulty or need are, after consultation with parents, placed on our

special educational needs register. Our provision is that of a graduated approach, which you can find a copy of our policy for SEN on the school website alongside our SEN information report.

Parental Involvement

We are very pleased to have parental help in our school. There are many ways this may be useful and many parents enjoy working with small groups for activities such as cooking, art, sewing or playing mathematical/language or logic based games. If you enjoy reading, listening to individual children read is of great value. There will also be opportunities when we will be looking for parents to accompany classes going out of school on educational visits. If you could offer time on a regular basis or have a particular interest or expertise that you could share, please come and see a member of staff, we would really like to hear from you. Some parents also run after school clubs; if you have a special interest or hobby that would be appropriate do please contact us. All parent helpers in our school have to undergo an enhanced police check; please be aware that no convictions ever count as spent for such checks.

We want parents to feel welcome and valued in our school. Whilst children will always be expected to address their teacher by 'Mr', 'Mrs', or 'Miss', we feel it is important that parents and staff should be on first name terms. We believe this helps remove barriers and leads to friendlier relations and improved communication. We are always happy to see you if you have a concern or information to share. The 'open door' policy of the school means that parents and teachers can have daily contact.

Homework

We have high expectations of children within the school and during the day they will be asked to work hard in all activities. Initially when children start at our school they will be expected to take reading books home daily and should where possible spend 10 – 15 minutes reading or being read to at home each evening. We also send home sound books for you to follow up the phonic work taking place at school. As children progress through the school they will receive increasing amounts of homework. This will include spellings, maths tasks that reinforce work taking place in class, including the learning of tables, work related to literacy as well as areas for research to enhance the children's skills in this area. Throughout their time at our school children will be expected to read regularly at home. When practising spellings with your children please encourage the following process:

- Look at the word
- Say it
- Cover it
- Write it and then check it

The amount of time given to homework is less important than the quality of the tasks given, but the school will follow the Government guidelines, which are as follows:

Key Stage 1 – an average of 1 hour per week, on reading, spellings and other literacy and number work.

Years 3 and 4 – an average of 1½ hours per week on English and maths with occasional assignments in other subjects.

Years 5 and 6 – an average of around 2½ hours per week, with a continued emphasis on English and Maths, but also ranging widely over the curriculum. Regular reading is an essential part of this and should always be encouraged.

Equal Opportunities and Racial Equality

We aim to provide a high quality service, which is effective, efficient and fair. Fundamental to this aim is a belief in equality of opportunity for all pupils and staff working in our school. We believe there should be no discrimination on the grounds of race, gender or disability. Our school building complies fully with the most recent legislation regarding school access and there is 100% accessibility throughout the building for disabled people. Colour schemes have been carefully chosen so that doors etc. are clearly indicated for the visually impaired.

Child Protection

All staff have a responsibility to be aware of any signs of child abuse. This includes neglect, physical abuse, sexual abuse and emotional abuse. In line with Milton Keynes Council guidelines, any concerns will be referred to Children and Young People's Services (CYPS). We recognise our responsibility towards the safety and wellbeing of all children that we come into contact with. Any adult concerned about the wellbeing of a child outside school, should similarly consider contacting Children's Services to discuss their concerns. The designated teacher responsible for child protection is Debbie Williamson.

The Friends Association

We have a thriving Friends Association which has been established with the aim of:

- Arranging social events
- Raising funds for equipment
- Providing assistance with school projects
- Providing links with the wider community

An Annual General Meeting is held each year to which all parents, friends and staff of the school will be invited. Do please get involved.

Governors Charging and Remissions Policy

Governors of Giles Brook have adopted the model Charging Policy set out by Milton Keynes Council in their Offsite Visits and Outside Learning Policy October 2011. This takes account of the legislation set out in Sections 449 -462 of the Education Act 1996 and Education and Inspections Act 2006. The legislation restricts the activities for which charges can be made. However it does make a number of provisions which allows schools to invite parents to make voluntary contributions.

Day Visits/Visiting Providers

Parents will be invited to make a voluntary contribution towards the cost of such visits. Those who are unwilling or unable to make such a contribution cannot be subsidised by other parents. The costs of a visit for pupils whose parents/guardians are unable to pay may not be included in the charge to other pupils. There is no limit on level of voluntary contributions nor is there any restriction on how it is used to subsidise those unable to pay e.g. some parents might contribute more than the voluntary contribution asked for. Voluntary contributions can be paid in instalments for day visits. Children will not be excluded through inability or unwillingness to pay. However, visits of this nature will only go ahead if there are sufficient voluntary contributions to cover costs.

Residential Visits Remissions

All pupils will be charged for the board and lodging element of the visit even when the visit is taking place mainly during school hours with the exception of those entitled to FSM. Section 457 of the Education Act 1996 confirms the list of benefits which qualify for a remission of the board and lodging element of the residential visit:

You can register your child for Free School Meals if you get any of these benefits:

Income Support

Employment & Support Allowance – Income related

Income Based Job Seekers Allowance (**not Contribution Based JSA**)

Child Tax Credit only (with a combined family income of less than £16,190 per annum as assessed by HM Revenues & Customs) **Please note, anyone receiving Working Tax Credit, regardless of income, will not qualify for free school meals.**

Working Tax Credit run-on - paid four weeks after you stop qualifying for Working Tax Credit

Universal Credit - if you apply on or after 1 April 2018 your household income must be less than £7,400 a year (after tax and not including any benefits you receive)

National Asylum Seekers Support (NASS)

Guaranteed Element of Pension Tax Credit

If your child is eligible for free school meals, they will remain eligible until they finish the phase of schooling (primary or secondary) they are in on 31st March 2022

Parents should seek advice from the school office on how to seek remission for these charges. Parents will be asked to make voluntary contributions to the cost of transportation and other educational expenses (e.g. Entrance Fees). Any application for a reduction of charges should be made to the Headteacher. Notification of decisions will be made by letter. Voluntary contributions can be paid in instalments for residential visits. If insufficient voluntary contributions are received to cover the costs then such visits would have to be cancelled.

Other Educational Activities

Voluntary contributions can be invited for activities which support the curriculum and provide important and beneficial educational experience, i.e. day visits, visiting providers and residential visits. Charges may be made for the following educational activities, which take place during school hours. In each case parents will be notified before the activity of the relevant charge.

Cooking, DT, Art

Ingredients and/or materials will be charged for where there is a finished product (i.e. cookery) which the child will keep. Parents have to state that they want the finished product taken home.

Music tuition

Instrumental tuition which occurs during school time either for an individual pupil or groups of appropriate size.

Other charges

Parents will be charged for any activities and visits taking place outside school hours. When that activity is provided by a third party the costs will be passed on to parents.

Breakages and Damage

Parents may be required to meet the costs of breakages or damage to school property and buildings as a result of their child's misbehaviour. Should school equipment be damaged or lost then the school may seek a full or partial contribution to its replacement. Where books are on loan from the School Library Service or elsewhere then the cost will be passed on to parents.

Reviewing the Policy

This policy will be reviewed on an annual basis by the Finance and Personnel Committee.

Complaints Procedure

It is expected that any concerns or complaints expressed by parents about the curriculum or religious worship will be dealt with through informal discussions with the teachers or Headteacher. If a complaint is not dealt with to a parent's satisfaction at an informal then a formal complaint can be made, following the complaints policy (a copy of which can be found on the school website).

Verbal abuse or incidents of threatening behaviour from parents towards our staff, our children or other parents on the school site is completely unacceptable. The police will be called and, in addition to any legal action that might be taken, the parent **may** be banned from the school premises either for a fixed period or permanently, depending upon the severity of the offence.

Ofsted Inspection

Our school was last inspected on 7th June 2016 and I am pleased to say that we continue to be a **good school with outstanding features**

End of Key Stage Outcomes 2018

EARLY YEARS FOUNDATION STAGE		
% of pupils who achieved a Good Level of Development	Giles Brook	National Average
	84.6%	71%

KEY STAGE 1			
		Giles Brook	National Average
READING	Working at or at greater depth within the expected standard	93%	76%
	Working at greater depth within the expected standard	28%	26%
WRITING	Working at or at greater depth within the expected standard	87%	70%
	Working at greater depth within the expected standard	25%	16%
MATHS	Working at or at greater depth within the expected standard	88%	76%
	Working at greater depth within the expected standard	25%	22%

KEY STAGE 2			
		Giles Brook	National Average
READING	% of pupils who achieved the expected standard	87%	75%
	% of pupils who achieved a high standard	30%	28%
	Average scaled score	107	105
WRITING	% of pupils who achieved the expected standard	85%	78%
	% of pupils who achieved a high standard	27%	20%
MATHS	% of pupils who achieved the expected standard	82%	76%
	% of pupils who achieved a high standard	33%	23%
	Average scaled score	106	104
Spelling, Punctuation & Grammar	% of pupils who achieved the expected standard	87%	78%
	% of pupils who achieved a high standard	43%	34%
	Average scaled score	108	106

Single Equalities Scheme

From April 2012, all schools are required to have a Single Equality Scheme that reflects the Public Sector Equality Duty in schools. Our policy shows how the school ensures equality for adults and children with certain 'protected characteristics' e.g. ethnicity, gender, religious belief, special educational need/disability. This can be located on the school website.

The Foundation Stage Curriculum

The children in the Foundation Stage follow the Foundation Stage curriculum based on the Early Learning Goals. The curriculum will build on play based activities, supporting children's social, emotional and developmental needs. The Foundation stage is important both in its own right and in preparing children for future learning.

The Foundation Curriculum at Giles Brook will build to the Early Learning Goals, which establish the expectations for most children to reach by the end of the Foundation Stage. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, called the prime areas, are:

- Communication and language;
- Physical development; and
- Personal, social and emotional development.

We also support children in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

- Literacy;
- Mathematics;
- Understanding the world; and
- Expressive arts and design.

The Foundation area will be set up to allow for independent activity and small group or individual work with an adult. When learning independently, the children will be encouraged to make informed choices about the activities they pursue. The children also have a separate outside play area incorporating large toys, allowing for the development of gross motor skills.

Our Curriculum Offer

At Giles Brook Primary School we offer a **creative primary curriculum** which is imaginative, exciting and actively contributes to the learning experiences of all our children.

Our curriculum is **skills based and enquiry led**. Each half term is based on a curriculum theme which could be anything from a quirky question, famous book, catchy title or an interesting image. Themes begin with an exciting starter to **engage interest** and build through the half term. Children are asked what they know already and what they would like to know allowing them to take ownership of the topic and access a more personalised curriculum. To make the learning relevant, cross-curricular links are made wherever possible and children are encouraged to apply skills from all areas to complete real-life challenges and investigations. A variety of teaching strategies are employed with an emphasis on creativity to motivate and encourage a life-long love of learning. Where appropriate, our themes end with a grand finale to celebrate and 'showcase' the outcomes with family and friends.

Our Foundation Stage provides a rich and enabling environment which encourages children to explore and develop their learning in a variety of ways. Learning is presented under broad themes which encompass the prime areas of communication and language; physical development; and personal, social and emotional development and the specific areas of literacy; mathematics; understanding the world and the expressive arts. (*'The Statutory Framework for the Early Years Foundation Stage' – effective September 2014*)

Our KS1/2 curriculum encompasses the content outlined in the **National Curriculum 2014** (see *individual subject National Curriculum programmes of study for further detail*), the content in the Locally Agreed Syllabus for R.E. and our programme of Personal, Social and Health Education. We have combined content and skills to produce cohesive units of work which build on our children's love of art and history, help to develop an understanding of identity and embrace the qualities outlined in our school ethos.

Spiritual, moral, social and cultural understanding (SMSC) is integral to our school curriculum and ethos and is embedded through day to day classroom activities such as discussion and circle times, though assemblies, curriculum content and skills. We have an expectation of good manners and behaviour and this is evident in the relationships established between children themselves and between children and

adults in our school.

English and Maths skills are taught daily to ensure our children become competent and proficient learners. English and Maths are also embraced through topic work to ensure children have the opportunity to tackle real life relevant situations with increased confidence. Our children are successful users of a range of Information Technology and we aim to build upon their skills through exciting and challenging opportunities which fully prepare them for their future lives. Homework tasks support and consolidate learning as well as providing challenging opportunities to explore, research and investigate.

Yearly curriculum plans show an overview of coverage for each year group (*see year group plans under Year group curriculums*). Our staff produce more detailed medium term plans which ensure progression in both content and skills across or school.

Our curriculum is enriched by the use of visits within the locality, residential visits from Y4, themed learning days/weeks such as science and book weeks and 'dress up' days supporting hands on learning such as The Romans, famous people and their inventions, The Twits (Roald Dahl) and Pirates! We provide a rich range of after school clubs and our sport, music and modern foreign languages provision is enhanced by specialist teachers. As a school we recognise our children's love of the arts and sport. We provide numerous opportunities for our children to be involved in representing our school from swimming galas, football, athletics and cross country through to 'Strictly Come Dancing' competitions and music festivals. We have entered local and national competitions supporting the arts and writing and participate in joint school opportunities for developing writing and maths skills.

We celebrate achievements across a broad and balanced curriculum including reading, writing and maths, sport, art, behaviour and social development. We celebrate effective leadership and successful attitudes to learning and value achievements both within and outside the school day. We do our utmost to boost and encourage self-esteem and a growth mindset through all aspects of learning.

Reading with your child

Remember that people read in different ways and that there are many ways that we use to get information from print. Never insist on one method of reading and don't get annoyed at guesswork; it often helps us all to understand the story more easily.

Also remember that the spoken language that a child has acquired in their first three to five years of life underpins their ability to learn to read. Giving very young children as many practical and interesting experiences as possible and talking to them at every opportunity to develop and expand their vocabulary is an essential pre-requisite for rapid development of reading skills.

- Make sure that your child receives only praise for reading.
- Avoid times when they (or you!) are tired or in a hurry to get somewhere/ to do something else.
- Do not criticise your child's reading.
- Never compare one child with another, we all have a different pattern of reading and develop at a different pace.
- Find somewhere comfortable to sit together.

When your child reads to you, encourage them to use all the cues there are:

Graphic/Word cues

Attempts show knowledge of word shape, letter patterns and word structure.

A child may:

- Substitute a word with similar "shape" (hen for fan or has for his)
- Recognise part of a word

- Identify their mistake when the word is a different length from that on the page.

Prompts:

"Try the first part of this word - you know it. (When reading Sun-day or car-pet)

"Lots of words end like this'. (i.e. swing, thing, sting)

Some words will be known as a whole (remember, if they haven't come across the word before or it is not part of their spoken vocabulary, it will not be recognised by magic, they will need other cues).

Picture cues

If the pictures are any good they will help children guess a new word. It usually helps to have a good look at the pictures and to discuss them before reading.

In this way the child can predict what is coming.

Prompts

"Look at the picture and you will see where she is / what she is doing".

Grammatical cues

Attempts show awareness of how words go together in sentences.

Prompts

"Does that word fit there?" i.e.: the child reads: 'the went out' instead of 'they went out'

Ask, "What kind of word could it be?"

Phonic cues

Sometimes a word can be guessed by listening to the first sound it makes (like "bl for blue). Only ask your child what sound a word starts with, or to build a word up if that will actually help. Attempts show knowledge of the relationships between letters and sounds.

Prompts

'How does this word begin?' 'Does that sound like / look like __a__?'

'Nearly right but look at the middle / last letter' 'Yes, c usually makes that sound, but not in this word.'

Contextual cues

The best guesses are those that try to make sense of the story. Often you only need to ask, "What might it be?"

After Reading

- Discuss the ideas in the story.
(What was the story about? What happened first? Next? Before the story happened? After the story finished?)
- Re-read any parts of the book that you or your child especially liked. ("I really liked this part" "What does this part make you think of?")
- Re-read old favourites e.g. well liked poems, charts, songs or a book you shared the previous week

A few suggestions for making reading fun

1. Reading to your child is essential; read stories poems and jokes with your child. Sometimes use a puppet and pretend it is doing the reading. Talk to them at every opportunity to expand their spoken vocabulary; try and teach them new words each day as you speak with them.

2. Read a simple story; as you read leave out words that would be easy to "fill in". Wait (but not too long) for the child to fill in the missing word. Help with those that they miss.
 3. Decide on one thing to listen for - rhyming words, words that begin with a certain sound, animal words, things around the house, toys, etc. When the child hears what they are listening for, they clap.
 4. Show the child a simple picture and ask them to look at it carefully. Take away the picture and ask them to tell you all the things they remember in the picture. Talk about the things they miss. Use the same picture another time to see what they remember.
 5. Show several small familiar items, have the child cover their eyes and then remove one item. The child has to say which object was removed.
 6. Print the words of a familiar song on a sheet of paper. **DO NOT USE BLOCK CAPITALS.** Let the child run his/her finger along the line as they sing them. You will have to help to begin with - make sure you emphasize left to right and top to bottom.
 7. Scrambled names - make separate cards for each letter of the child's name (Make sure the first letter is a capital and the rest small letters; see handwriting sheet for the correct way to form their name). Make sure they are arranged from left to right. Other names of the family can also be used.
 - 8) Ask your child to call out the names of all the objects they can see in two minutes. Write some of the simple name words and let them draw a matching picture.
 9. Give the child an object they can hold. Tell them to follow your directions and put it where you ask. For example, tell them to:
 - Put the book on the table
 - Put the book over your head
 - Put the book under the table
 - Put the book inside the cabinet
 - Put the book below the chair
- Continue with these: in, out, up, down, around, through, outside, into, across, about, behind, without, above, after, toward, etc.
10. Ask, "What is in the zoo that begins with the sound 'e'?" The child has to name as many different animals as he/she can. Then name another sound. Vary the game by using other themes - Morrison's, Tesco's, sweetshop, bedroom, school, etc.
 11. Have a "sound a day". Write a sound on a card or piece of paper and put it somewhere where the child can easily see it. Call attention to words on tins, in shops, road signs, cereal boxes, books and magazines that have this sound in it. Try a new letter sound each day.
 12. Make a sound scrapbook. Write a sound on a sheet of paper. Cut pictures out of old magazines that begin with that letter and paste them on the paper. As each page is completed add it to the others to make a scrapbook of sound pictures.

Make reading fun!

Updated: June 2019