



Great Bardfield Primary School
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Welcome

Great Bardfield School is a lively, happy, and successful school of which we are proud. Our chief aim is to provide creative, child-centred learning in a happy, safe, and caring learning environment.

In May 2013 Ofsted recognised that Great Bardfield is a good school. They found that the pupils made good progress as they move through the school. That standards in maths was regularly above average in Year 6 and that the teaching of reading is strong.

Ofsted also commented on pupils' behaviour, saying that the pupils behaved well and grow up as mature learners. It was recognised that the school is a harmonious community, with pupils who are polite and courteous who get on well with learning in lessons. Our pupils were also praised for their strong sense of responsibility.

We provide all pupils with a broad, balanced curriculum, which is rich, varied, challenging, exciting, and enjoyable. Our effective curriculum according to Ofsted, offered our children a range of worthwhile, often memorable experiences promoting good levels of motivation and enjoyment.

We promote high standards and celebrate achievement as well as aiming for our pupils to become independent, self-sufficient and to be able to respect others.

We give our pupils opportunities to make a positive contribution to the local and wider community

We are committed to seeing each child as an individual and will endeavour to offer each child the opportunity to fulfil his or her full potential both socially and academically, so that they can develop a life long love of learning in the future.

We believe that a close partnership between home and school will achieve the best for every child and look forward to the involvement and committed partnership between school and home.

This information can only begin to give you an idea of what our school is like. The best way to learn about our school is to visit us and see for yourself.

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Our School

Great Bardfield Village School opened in 1861 to serve the local children. The main part of the building was added to in the 1950's and has since been subsequently remodelled and extended with further remodelling planned.

The school is set in pleasant surroundings and this includes a large playing field, three hard play areas, two agility equipment areas, a small garden area, and a conservation area with pond. There is also a new heated outdoor swimming pool with changing rooms.

There are six classrooms, a shared SENCO & music room, a small library area, office, staffroom, and a hall with a kitchen attached.

All classrooms are equipped with interactive white boards, projectors, and visualisers. Wireless broadband is available across the whole school site. There are over 45 laptops, iPads and Kindles available for daily use as well as stand alone computers in each classroom.



School Aims

- To enable our children to achieve high standards in the subjects of the National Curriculum, in their personal and social development.
- To enable our children to work effectively and make good progress towards their individual targets.
- To develop the confidence and self-esteem of each child.
- To promote respect and understanding of all people.
- To provide a caring, enjoyable and safe environment.
- To maintain the School's position in the community by working closely with parents and local groups.
- To promote a high standard of behaviour throughout the School.
- To provide high quality, challenging and stimulating teaching matched to the differing needs of our children.
- To enable children to take increasing responsibility for aspects of their own learning, use and apply developing skills and work together.
- To provide our children with a broad and balanced curriculum that promotes their interest in a wide range of cultural, social, spiritual, and moral issues.
- To enable our children to set themselves high standards, take pride in their work and strive towards excellence.
- To provide clear leadership and effective management that takes the School forward.
- To make best use of the School's staff, accommodation and learning resources.

Great Bardfield Primary School provides all children with the opportunity to achieve their full potential within a caring environment.

Admission

Great Bardfield is a school for boys and girls from the age of 4+ to 11. We are a one-form entry school with a published number to admit each year of 24. Should this number be exceeded, we will follow the Local Authority guidelines for admission when offering a place. Places are allocated according to the published criteria

We welcome all foundation children in the September of the Year that are 5 years old.

How the School is organised

Currently, our school is organised with five classes in a 7 year age range.

The school is arranged in mixed ability year grouped classes. Throughout the school there are mixed aged classes for example Foundation /Year 1, Year 3/4, Year 4/5 and Year 5/6.

At Great Bardfield, we aim to instil children with an enthusiasm for learning

We want all our children to experience success and enjoy their learning at school.

During the course of a year, our children will encounter a variety of teaching methods and strategies, ranging from whole class to individual personalised programmes; these are chosen to meet the task or skill being focused upon.

Our pupils are mainly taught by their own class teacher, but there will be times when teachers are exchanged enabling us to best use their individual expertise e.g. in science. French and music is taught by a specialist teacher.

In response to a Government initiative which gave every school the opportunity to develop its own curriculum, we have planned a curriculum which is creative, and focused upon skills. We have called this our 'Creative Curriculum'. Our curriculum strives to ensure breadth and balance within a thematic approach and therefore it is difficult to work within the parameters of separate subjects for all of the school day. We know our children learn faster and more effectively when concepts are linked between subjects at the same time. For example, a theme on the local environment will include history, geography, and maths as well as art and design technology work.

To add the 'wow' factor to these themes/ topics, each year group also plans a hands-on experience to introduce the topic or an exciting visit to bring their learning to life. This may be in the form of visits to museums, castle, farm or stately home or a visit from the local fire engine to enactment days such as when our children learn about the Victorians everyone dresses in costume and the school day mirrors a day in the life of a Victorian child.

The creative curriculum has made a huge impact upon the way the children learn in our school. They are excited by their learning and are able to develop a wide range of skills that they will be able to carry with them throughout life.

Ofsted, parents and governors have also commented upon the impact that this curriculum has had upon the children.

We plan our themes carefully so continuity and progression aid development. Themes also enable us to identify specific skills, concepts, knowledge, and ideas from individual subjects which are brought together in a cohesive way.

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What will my child learn in the Foundation Class?

The Foundation class follows a play-based curriculum, with emphasis on the children being active learners who think learning is fun; where the children learn to feel confident in themselves, and learn to work in groups as well as on their own.

It is our aim to create a safe, exciting, and challenging environment where all children are supported to being active learners who think creatively about solving problems

We offer

- provision for the starting point your child is at, so that they can develop their learning, building on what they can already do;
- relevant and appropriate content that matches the different levels of young children's needs;
- planned and purposeful activities that provide opportunities for teaching and learning, both indoors and outdoors.

The Curriculum is divided up into six equally important parts:

- Personal, Social and Emotional Development
- Communication, Language and Literacy.
- Mathematical Development
- Knowledge and Understanding of the World
- Creative and Musical Development
- Physical Development

Personal, Social and Emotional Development

The children are provided with experiences and support which help them to develop a positive sense of themselves and of others: social skills and a positive attitude to learning.

Language, Literacy and Communication

We focus on the children becoming effective communicators with a strong emphasis placed on speaking and listening skills. Phonics is taught in regular multi-sensory sessions following the 'Letters and Sounds' strategy. The children have their individual reading books to take home in addition to guided, individual and whole class reading completed within school. Writing is developed throughout the year with the children focusing on more formal handwriting skills in the summer term.

Problem Solving, Reasoning and Numeracy

Teaching mathematics is split into three areas: Numbers as labels and for counting, calculating and shape, space and measure. The lessons focus on learning practical mathematics skills and less on formally recording their ideas. Children will use role-play, games, counting rhymes and hands on activities to develop their mathematical awareness.

Knowledge and Understanding of the World

This strand of the curriculum broadly covers science, history, geography, design and technology and ICT. In class, children have the opportunity to design, create, and evaluate their creations.

ICT is taught in a cross curricular way with the children having the opportunity to use programmable toys, tape recorders, digital cameras, laptop computers and interactive whiteboards to enhance their learning.

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Creative Development

Children's creativity is extended by the provision of support for their curiosity, exploration, and play. The creative development curriculum strand fosters skills in art, music, and drama.

Physical development

The children have formal PE lessons twice a week; however, the children have the opportunity to learn inside and outside every day, as well as swimming lessons in the school pool in the summer months.

Planning, Observation and Assessment

We record the children's progress by assessing work produced, taking photographs, and observing throughout the day. These records enable us to plan appropriate learning experiences based on individual children's interests and aptitude and the range of starting points and pace of development varies greatly from child to child.

We ask that parents do not judge their child's progress in relation to their classmates but in relation to what they can do now that they could not do before.

We do not have predetermined targets, however we expect all children to reach and fulfil their individual potential and make good progress.

What do we teach in Key Stage 1 and 2?

A new curriculum will be in place in 2014. Parents will be informed of any changes for example the new spelling expectations.

Literacy

Literacy consists of reading, writing, spelling and grammar, handwriting and speaking and listening.

We believe in life long learning and that a strong foundation in literacy is integral to this.

We maintain that the acquisition of literacy skills should be an enjoyable and enriching experience.

We aim to equip children with the skills, knowledge, and understanding necessary to foster a love of literacy which will stay with them.

With parental support, we want our children to:

- speak clearly and confidently in any situation
- listen actively and respond appropriately
- read fluently for both pleasure and information
- write clearly and with confidence in any given format
- use a joined cursive script when presenting their work
- learn and apply phonics and spelling rules.
- be able to proof read their own work and work of others in order to make amendments and improvements.

We follow the Letters and Sounds program for early phonics.

Mathematics

Maths is used every day in many situations; therefore, we aim to provide children with a wide mathematical experience taught in an enjoyable and relevant way

We use 'real life' experiences so children begin to understand the importance of applying maths skills in order to solve problems and engage them for future learning.

Children move through the school on existing skills and developing their knowledge and understanding. The children have the opportunity to explore all four number operations and are encouraged to try different strategies that best suit their learning. Priority is given to discussing the methods used and the children are encouraged to use the appropriate mathematical vocabulary.

Our children have the opportunity to explore shape and space and develop their measuring skills.

The children are mainly taught in ability groups but also have the experience of mixed ability lessons.

With parents support we ask that our children be involved in real life opportunities at home for example, cooking, shopping, using timetables, and measuring.

We want our children to feel happy and enjoy using mathematical concepts so that they can apply and communicate them in a confident way.

Information and Communication Technology

We aim for our children to confidently and independently use and apply information technology skills to support and extend their learning; therefore ensuring they are ready and able to embrace the technological advances of the future.

Our children need to learn how to get hold of information, evaluate its suitability, store it, share it with others, and adapt it for their own needs. The children learn how to safely navigate the internet and communicate through emails, as well as develop digital photography skills, use sound and video recording equipment and access a wide variety of software. We do this with our bank of over laptops which are used by all children throughout each day.

Our standards in Information Communication Technology have been recognised by Ofsted as being high.

A set of laptops go home to support the learning of identified groups of children. We also have Kindles to support groups with reading as well as i.pads.

Each classroom is fitted with interactive whiteboards, which the children learn to use. Each class also has a visualiser, digital cameras, and voice recorders. Also available for the children are digital microscopes and sensor equipment. Ofsted recognised the good use of modern technology which enhances both teaching and learning.

Science

Every child has a natural curiosity about the world and how it works and we wish to build on this natural curiosity and sense of awe of the natural world.

Our aim is to encourage our children to ask questions and enable them to find out how they can get their answers through first hand experiences and a planned range of investigations and practical activities about the physical, chemical and biological aspects of the world.

The children will be able to develop their ability to plan fair tests, make predictions, record results using ICT, diagrams, graphs, tables and charts and to generalise about what they have learnt. We promote the use of scientific vocabulary and encourage them to use it to explain scientific thinking.

We ask our parents to support their children by encouraging their interests in plants and animals in their garden, on walks and through TV and accessing support information from the library or from the internet.

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Geography

Our aim is to develop the children's knowledge of people and places and to understand the physical, social, economic forces which shape those places and the lifestyles of the people who live there.

The world of today is a much 'smaller' place, so themes are planned around studies of wider world communities such as those in India, Africa, Europe and South America.

The children learn through a series of skills about how to use maps and locate countries, cities, mountain ranges, rivers, seas, and oceans. They use atlases, photos, and the internet to explore the local environment and those of the wider world. They use the skills they have developed in literacy, maths, and ICT to record and report their findings.

We hope that through the studies of our world, children will become well-informed caring adults of the future.

We ask our parents to support our work by talking about landscapes when visiting different places, and by taking photos so as to be used as a discussion point when back at school.

History

History is taught through a thematic approach, where we give the children a chance to explore a wide range of sources from which the past may come alive.

Through these research opportunities, the children learn how to compare and contrast; examine how things have changed, as well as find out about historical characters as well as their effects on events and countries.

Through this way of learning, we want our children to be open minded, encouraged to ask questions and understand about how people lived and shaped their world in the past and begin to make links between then and now.

We encourage first hand experiences wherever possible with visits and visitors enhancing the children's learning.

We ask parents to support our work by taking their children to museums and places of interest as well as visiting a library to get additional books on the subject.

Design Technology

We aim to encourage the designers and innovators of the future by giving our children opportunities to become problem solvers through practical tasks using their imagination and creativity.

Children have the opportunity to examine how products are designed to fulfil a purpose or function and then work with a wide variety of materials by learning new skills to design, make, and evaluate a range of products of their own

Design and Technology gives our children opportunities to work individually and as a part of a group or team.

We ask parents to support our work by providing materials so that the children can make things and to help them without doing it for them.

Art

We give our children many opportunities through art design in order to stimulate their imagination and creativity.

Children are taught the basic skills and are then encouraged to communicate their ideas through the use of colour, texture, form, pattern, and materials. Children use paint, print, fabric, as well as clay to express their ideas and thoughts.

Parents can support their children by providing crayons, paints, fabrics, and paper at home and encourage them to try things. Opportunities to visit art galleries are also a good idea.

Modern Foreign Languages

We teach basic French skills in a fun and enjoyable way throughout the whole school. Interesting and relevant topics often linked to class themes are chosen to engage and stimulate learning and develop children's curiosity of language.

Parents are asked to help when on holiday abroad by encouraging their child to learn and speak a few words in the local language.

Music

Our children have the opportunity to explore and actively perform, compose, listen to, compare and appreciate different styles of music from the past to the present or from different cultures.

Children enjoy singing during music lessons in assemblies or as part of the school choir.

Members of the County peripatetic staff provide lessons for a fee in a variety of instruments. Our children are given opportunities to perform within the school to groups, or the whole school as well as to local events and at the Albert Hall.

We promote other professionals working with our children e.g. Indian and African drumming, junk music percussion, as well as our Year 5 children attending Stanley Hall opera each year.

Religious Education

We use the Essex agreed syllabus as our basis for our teaching. As stated in the 1988 Education Act, parents' may request to withdraw their child on religious grounds.

The children learn about the values of Christianity, the bible and Christian beliefs as well as other religions, especially what it means to be a Jew, Hindu, Buddhists or Muslim

Children are able to consider the influence of these faiths on their followers and society in order that they can develop tolerance and respect to the beliefs of others.

Parents can help by sharing family beliefs and showing positive views towards other faiths.

Children have the opportunity to visit places of worship and handle artefacts. As part of theme on celebrations, our youngest children have taken part in a wedding and a christening at St Mary's Church. Visitors from other denominations are invited to the school from time to time.

Assemblies

Whole School assemblies are held on Monday and Tuesdays using specific themes as a focus. On Thursday's we have a singing and praise celebration whereas on a Friday, parents

are invited to share and celebrate the life and work of the school for that week. Major religious festivals are celebrated through assemblies and we may visit the local church at special times in the year such as Christmas time to celebrate special times in the Christian Church's year.

Physical Education and Games

The school has a hall which is fully equipped for gymnastics and agility development.

All children receive a range of PE and Games activities in order to develop skills techniques and rules so that by the time they leave the school they have a good understanding of football, Tag rugby, cricket, tennis, rounders, High Five netball, and athletics.

Through these experiences the children are able to compete with each other or at inter school competitions and tournaments.

The school has an outdoor heated swimming pool which is used in the summer months where every child has the opportunity to learn or develop their strokes as well as playing a variety of aqua sports and learning water survival skills.

The school offers a range of clubs for the children to join using both the skills of the staff and Sport Xtra staff as well as other sports coaches from a range of sources.

We have been accredited as a Healthy School and 'Activ' school which show we are meeting the Governments targets for keeping our children fit.

Parents are asked to support the school by ensuring their child has the appropriate clothing for sport activities and by supporting the inter school activities.

Personal, Social Health and Citizenship

We aim to promote healthy, independent and responsible members of society.

We encourage our children to pay a positive part in the life of the school and the local and wider community in line with the Every Child Matters guidance.

During PSHCE lessons, our children are given an opportunity to develop their self confidence as well as understanding their rights and responsibilities within our society. PSCHE is taught in a variety of ways, e.g. through other subjects in literacy, or history, through 'circle times' science topics e.g. drugs, healthy eating and lifestyle and educational visits and activities.

Parents are asked to help by encouraging healthy eating and exercise and explaining the dangers of smoking, alcohol, and drugs.

School Council

Our School Council is made up of two representatives from each class. These members have to give election speeches to their class before formal voting takes place, just like a real election. A new School Council is formed during the autumn term every year.

Our elected chair's job is to run the meetings and make sure everyone has a say from reception to year six children. During the meetings, the council discuss, amongst other things, any issues which have been placed in the Suggestion Box.

The School Council make decisions about school dinners, playground games, play leaders and charities they wish to support.

Sex and Relationship Education

We use the Social and Emotional Aspects of Learning (SEAL) units to support work on developing relationships and social skills throughout the school. This gives the opportunity for our children to consider the different relationships they have with others.

We use the Channel 4 Living and Growing programme for our Sex Education for pupils in Key Stage 2. Pupils are shown DVD programmes are shown in year groups with follow up sensitive discussions with teachers afterwards. Parents are notified and invited to view the content taught prior to its commencement in the summer term. If they wish, parents may withdraw their child from any aspects of the programme.

Additional Educational Needs

All children are valued, respected and welcomed to the school whatever their additional educational need. We will support their learning and ensure they are fully included in all school activities, making full use of externally provided support where appropriate.

Special educational needs

The Special Educational Needs Code of Practice 2001 recognises that there are four broad areas.

- Communication and interaction (language and autism spectrum disorder)
- Cognition and learning (general learning and specific learning difficulties)
- Physical and sensory
- Behavioural, emotional and social

Our procedure for identifying and assessing the special needs of individual children involves the children, teaching staff, Special Educational Needs Coordinator(SENCO) and parents and if appropriate external agencies.

We also employ a children's counsellor who works with children who we identify need additional support in areas such as raising self esteem, behaviour or anger management.

More able and talented

Our school will have at any time, a number of children who we recognise as being more able or talented. This may show in the child's academic or practical performance or in their outstanding artistic, musical, and creative talent, physical skills, leadership qualities or their ability to process ideas and information. We provide a number of opportunities and activities to support these children.

English as an additional language

Together, with the support of outside agencies we build on the children's cultural and linguistic experiences to develop their understanding and use of English.

Child Protection

The Governors and staff take seriously their responsibility to promote the Safeguarding of all the children entrusted to our care.

As part of the ethos of the school, and with regard to the Every Child Matters Children's Act 2004, we are committed to:

- Providing an environment in which children feel safe, secure, valued and respected confident to talk openly and sure of being listened to .
- Providing suitable support and guidance so that children feel confident to approach

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appropriate adults

- Using the curriculum to provide opportunities for increasing self awareness, self esteem, assertiveness and decision making.
- Working with parents to ensure the welfare of all children which may involve other agencies.
- Ensuring that all staff are able to recognise the signs and symptoms of abuse and are aware of the school's procedures and lines of communication.

There may be occasions when our concern about your child means that we have to consult other agencies before we contact you.

Equal Opportunities and Race Equality

Our aim is for all children, whatever their ability, ethnicity or gender to have the opportunity to achieve their potential in all aspects of the school. We consider any form of racism unacceptable and will act positively to eliminate racial discrimination.

We are also committed to promoting good relationships between people of different cultural, ethnic, racial and religious groups.

Clubs and Extra Curricular Activities

We offer a range of activities outside the usual school day.

Permission letters are sent home at the start of each term offering places for the various clubs.

We run a variety of clubs, for example, Sports Xtra have provided tennis, girls & boys football, Tag rugby, Kwik cricket and multi skills sport. Spots Xtra also run ½ term and holiday clubs.

A very successful club has been 'Let's Get Cooking' where children learn the skills and techniques in order to prepare a variety of tasty dishes. This club is run by two members of staff and parent volunteers. Please refer to our Newsletters for the latest clubs.

Outdoor Education, Educational Visits and Residential Visits

The outdoor classroom is a means of bringing learning alive for many children and we aim to use our grounds to inspire and stimulate our children.

We also use the local surrounding community and try to link our local places of worship, business and residents of the village to enhance the curriculum.

Our residential week for Year 6 children provides an opportunity of building self confidence and increasing independence as well as giving enhanced opportunities to develop team work skills and friendships. The children take part in a variety of activities from fencing, abseiling, climbing to blind trails and raft building.

There is a charge for our residential visit; however, no child will be discriminated against should parents be unable to pay. Those families receiving on Income Support should speak to the Headteacher in confidence who may be able to support with additional funding.

We value the importance of first hand experiences so as to create exciting quality learning experiences. Some of the places visited are:

Our local community	Hatfield Forest
The water treatment works	Stanley Hall Opera
Mersea Island	Colchester Zoo
Colchester Castle	Sandford Mill

We also invite a variety of visitors into school to help enhance our curriculum. Visitors bring with them a variety of expertise which can be used positively to support our children's

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learning. Some of our visitors have been:

Mad Science

History Off the Page

Theatre companies

Music groups

Children's author

Samba drumming

Police, nurse, paramedics, and fire service

Junk Percussion

Barleylands Farm

Planetarium

'Recycle it'

Indian Dancing and drumming

West Stow Saxon Village

Mountfitchit Castle

Transition

We aim to make the transition to secondary school for our children as smooth as possible by equipping them with the skills, knowledge, and confidence in order that they can continue their learning journey.

Our children move to a variety of schools including selective schools in Chelmsford.

We have a close liaison with Helena Romanes School in Dunmow, where they invite our children to an experience day in Year 5. Our children have also been involved in a number of projects with Tabor Science College in Braintree. Many of our parents choose Newport School as well.

All Year 6 pupils spend 1 or 2 days in the school they will be attending at the end of the summer term.

All feeder schools send a member of staff to meet with the Year 6 teacher so that knowledge about each child is shared in order to ensure the needs of the child can be met.

Parents may wish for their child to sit the 11+ selection test; it is advisable you speak to the Headteacher or Deputy Headteacher when your child is in Year 4.

Home School Links

We encourage positive home - school relationships so that we can work together to benefit your child.

We have an 'open door' policy which means that parents can see the Headteacher at any time, however it is helpful if you phone in advance to check availability or check with the school office.

Teachers are involved in preparing for the day ahead before school, so parents may only speak to them if it is of an urgent nature. However, after school, teachers have more time but prefer a prior arrangement made.

All children have a Home School Diary which is a means of communication between home and school, this system works well with our youngest children. Parents are free to write information to the teacher which would be seen first thing each morning.

All children are given a Home School Agreement when they join the school, and we hope that you and your child read the information and sign it to show that we are all willing to work in partnership.

Attendance and Absence

In the event of an absence for any reason it is a statutory requirement that you inform the school; we therefore ask parents/carers to telephone or email on the morning of the absence.

On return, a covering letter explaining the reason for the absence and anything we should be aware of is also requested.

If your child is absent and we have not received an explanation, a member of the office staff will telephone you.

If we do not receive a reason, the absence is recorded as unauthorised.

Holidays in Term Time

The Department of Education states that Headteachers may not grant absence during term time unless there are exceptional circumstances, as it is classed as truancy. Therefore, any holiday requests will not be authorised.

Registration Time /Lateness

It is a parent's legal responsibility to get their child to school on time and collect them on time. Children who live locally must attend school at the appropriate time.

Our registration period finishes at 8:55. If children arrive after this time they will be registered 'late' which can count as a half day unauthorised absence unless an acceptable reason is given.

Children who are late can feel embarrassed about entering the class and learning activities may have already begun.

If you do arrive after 8:50 please enter school through the front door and sign your child in, this for fire safety.

Lateness or absence for medical reasons - visiting a doctor, optician, or dentist counts as an authorised absence.

Homework

Working at home can develop a child's self discipline and promote a motivating attitude towards learning.

We consider it important for homework tasks to be purposeful and matched to the ability of the children. In accordance to Government guidelines, each year group follows homework appropriate to the age of the child. Homework consists of spellings, learning tables, reading, as well as continuing a study or theme within the class. In Year 6, additional work is sent home to support the pupils in their final year as well, so as to prepare them for when they move onto secondary school.

In Key Stage 2, projects lasting over a number of weeks are set which may be of a practical nature.

Pupil Progress Consultations

In order to provide parents with information about their child's progress, we hold three 'formal' opportunities in a year. The first is at the end of October, the second in the spring term and the last at the end of the summer term when parents can discuss their child's annual report. Parents of course can make an appointment to see a teacher at anytime. Teachers will also wish to speak to parents from time to time. A short summary half year progress report is sent home prior to the Progress Meetings in the spring term and lengthy detailed written report is sent home at the start of July to summarise achievement and attainment as well as to highlight strengths and identify 'next step' development areas.

Parent Communication

A newsletter is sent out each week on paper or by email to inform parents of activities happening in school or to celebrate successes.

At the beginning of each term, a 'class letter' is sent out detailing themes and areas of learning for each class.

Parent Teacher Association

All parents are automatically members of the PTA when their child joins the school. The PTA holds a variety of social and fund raising events throughout the year. We are very grateful for the work of the PTA.

Parental Help in School

We welcome parents into school to support our children. There are plenty of opportunities for parents to become involved in school life by:

- helping out in the classroom particularly if you have a special talent or skill
- escorting pupils on school visits
- supervising changing at the swimming pool

and finally, by supporting performances, school events and assemblies.

Other adults in School

From time to time, we may have a trainee teachers working in school, during their placement, they will be responsible for teaching part or the whole of a day, week or term. We also welcome adults who are carry out Pre University or postgraduate experience placements as well as work experience students from our local secondary school or from Braintree College.

Other Information

School Day

The School day starts at 8:50, with lunch between 12:00pm and 1pm. School finishes at 3:05pm for Key Stage 1 and 3:10pm for Key Stage 2.

Uniform and equipment

School Uniform

Our uniform code states the importance of wearing a school uniform. We ask that children wear a sweatshirt or cardigan bearing the school logo. A 'fleece' top to be worn outside is available with the school badge.

All clothes can be bought online at www.tesco.com/ues please speak to the school office.

Girls

White polo shirt with emblem or blouse

School cardigan with emblem

Navy/grey skirt or pinafore dress

Blue gingham or blue and white striped dress

White socks, or navy tights

Appropriate dark shoes suitable for school (**not trainers**)

Navy/grey culottes or knee length shorts

Navy or black uniform style trousers (**not fashion trousers**)

Boys

White shirt or polo style shirt with emblem

Black/grey uniform trousers/shorts

Plain dark socks
Dark coloured shoes (**not trainers**)

For P.E

Navy blue shorts and white round necked T-shirt with emblem

A warm track suit (navy)

Trainers

A small P.E bag and in the summer, a swimming costume, towel and bag.

The children leave their PE bags in school each day.

Other useful equipment

- Book bag or other suitable bag available on line.
- A supply of writing and coloured pencils
- A Berol handwriting pen (black ink) for years 3,4,5&6

School Bus

Transport is available for those children who live a certain distance from the school. Please speak to the staff in the School Office for further details.

School Dinners/ Sandwiches



Lunch is a time children enjoy together- whether packed lunch or school dinner.

We offer an excellent hot meal, with a vegetarian option, which is cooked onsite by our school cook. There is always a wide variety of fresh produce and meat which is sourced locally. There is also a cold lunch where the children are offered baguettes, We have an excellent range of school dinners which are free to all children in Key Stage 1.

There is a hot meal choice, with a vegetarian option, which needs to be ordered, and a 'cold lunch' which is a baguette with a variety of fillings A variety of puddings, fresh fruit or yogurts are available from the menu. Jacket potatoes are cooked each day, the

children can choose their fillings e.g. tuna, cheese, egg, ham sausage or baked beans. There is a fresh salad bar where the children are encouraged to select a healthy salad. There is always a roast dinner each week.

You may also send in your own prepared packed lunch with your child.

If you decide to send your child to school with their own packed lunch, we ask that it is a healthy meal. We do not allow fizzy drink in school. The children choose where they sit at lunchtime, the children may sit with an older child or a child who is having sandwiches or hot dinners. If a child has a packed lunch...all sandwich containers/ boxes/bags must be clearly labelled with their name. Water is always available on each table

Midday assistants and Year 6 dinner monitors are available to help the children cut up their dinner and to encourage the children to eat. We will let you know if your child has any problems with eating lunches.

Parents are welcome to have a lunch with their child in the dining room. Parents just need to order the lunch at the office at the start of the day – cost £3.00.

All food served conforms to the Government's healthy eating guidelines.

Meals must be paid for in advance either by cheque termly, half-termly or weekly.

Alternatively, you may pay cash on the first day of each week. Families in receipt of Income Support are eligible for free school meals and should contact the school office for the relevant forms, all information is confidential.

The cost of dinners is currently £2 per day. Children may bring in a healthy packed lunch. This must be in a plastic container with a lid, and clearly labelled. Sweets, canned or fizzy drinks or glass containers are not permitted in school.

Snacks and Drinks

Children in the Foundation, Year 1 and Year 2 receive a free piece of fruit or vegetable each day as part of the Government's programme for healthy living.

If your child is in the Foundation class, we ask for a small donation to cover the cost of snacks that are provided in addition to the fruit.

We encourage all other children to bring in fruit or vegetables.

There are three water fountains on the school site and children are encouraged to drink freely throughout the day. Each child has their own water bottle.

Medicines

If your child has an on-going medical condition that requires continued medication at school, e.g. asthma, the medication **MUST** be clearly labelled with the child's name, dosage and doctor's name. Before medicines can be administered in school, a form needs to be completed available from the school office.

Rainy Days

If you arrive at school and it is raining, children go straight to the classroom where there will be activities for them to do.

Fire Bells

Every Monday morning between at 8:45 and 9:00, the fire bell is tested.

Within the first week of a new term, a whole school emergency evacuation takes place...children are shown and told what to do in case there is a fire or other emergency.

When the teacher is away....

Supply Teachers

All of our staff have opportunities for professional development and attendance at courses; teachers will have non-contact time within the school so that they can carry out planning, preparation and assessment activities, as well as monitoring tasks. When this happens, the class teacher will let the children know who will be teaching the class.

If of course the teacher is ill, we have to find supply teachers available to take the class. Our aim is always to cause the least disruption for the children.

Preparation Planning and Assessment Time (PPA)

All members of staff have a legal entitlement to PPA time which is time out of the classroom to carry out specific assessment activities. Whilst this is happening, the children will be taught by another member of staff.

School Council

The children are encouraged to play an active part in decision-making through the School Council. The school Council meet regularly and discuss a wide range of issues that will make the school a better place.

Out of Hours Care - Extended School

Breakfast Club is available from 7:30am to 8:45am in the purpose built building adjacent to the school playground. Children have breakfast and play games or read. The cost is £4.50 including a healthy breakfast. At 8:45am, the children are taken to their either class or they line up with the other children.

Parents/carers must book their children into Breakfast Club in advance and walk with the children across the playground to sign them in.

After School Club

After School Club is available from 3:15pm to 6pm, 3pm-4pm £5.50, 3pm-5pm £9.50, 3pm-6pm £12.25. Children enjoy a range of supervised activities in a safe environment. Tea is included in the price for those staying until 5pm or later.

Health and Safety

The safety of the children is very important to us.

Travelling to school

Our travel plan highlighted the need to reduce vehicle congestion at the front of the school and become more environmentally friendly. With this in mind, we ask parents to park away from the school so that the children can walk or scoot to and from school.

Only stud earrings may be worn at school, these must be removed by your child for all PE and games activities.

In line with the national policy, Great Bardfield Primary School is a non-smoking area.

Dogs are not allowed on the school premises at any time including school events except dogs that support disabilities.

Healthy Schools Award

We are very proud of our accreditation, and we are keen to continue promoting healthy lifestyles.

Behaviour and Bullying We have high expectations of behaviour from all children enabling them to be safe and happy whilst at school.

Good behaviour is actively encouraged and positive reinforcements are used by all staff. Each class negotiates their own class code/rules which are linked to the school expectations and policy.

Stickers and certificates are given out during assembly and good news notes are sent home. Our School Code for outside play and lunchtime is

- We play in the right places
- We play safely together
- We let others get on with their own games
- We tell an adult if we feel sad or lonely

Bullying

caring, creating, challenging, celebrating

As with any school, bullying may occur from time to time. We take bullying behaviour very seriously and will act quickly when such a situation arises, involving parents at an early stage. For more information please ask to see the Anti Bullying Policy held in school.

Cyber Bullying is taken very seriously in school and children are reminded of consequences if they are involved. Information for parents can be found on the web site.

Making Suggestions and Expressing Concerns

We are committed to continuous improvement and we actively seek your views on how to make Great Bardfield School a better place.

Parents from time to time may have concerns about their child's education. Many concerns can, and should be resolved at school level particularly as they may have arisen out of misunderstandings about the methods we use to achieve the aims of the school.

Should there be a problem or difficulty concerning your child, we ask parents to talk with the class teacher in the first instance. If you are unable to see the class teacher, you can make an appointment to speak to the Headteacher. If a problem is not resolved, parents should contact the Headteacher; if there is still a concern, parents should follow the school's complaint procedure and contact the Chair of Governors so as to take the matter further.

Further information

You can find out more about the school by reading Parent View online on the Ofsted Web site or go to our school website. www.greatbardfieldschool.com. Our inspection report is also available at www.ofsted.gov.uk or from the School Office

The School Governors

Chair	Mr B Chapman	Parent
Vice Chair	Mrs C Parker	Community
Members:	Mrs M Graham	Local Authority
	Miss Caroline O'Neil	Parent
	Mrs J Way	Parent
	Mrs J Jones	Parent
	Mrs J Brandl	Parent
	Mrs J Tillotson	Community
	Mrs M Clough	Community
	Mrs J Lowe	Community
	Vacancy	Community
	Mrs A Barney	Headteacher
	Dr K Tether	Deputy Head (by invitation)
	Ms C Andrews	Support Staff
	Mrs H Takakuda	Teaching Staff
Clerk to the Governors	Mrs Katie Parker	

The School's Governing Body

The school's Governing Body committees meet at least once each term to monitor and review the management of the school and then submits recommendations to the full Governing Body each term

There are three main functions of the Governing Body:

- To provide strategic direction for the school
- To ensure accountability
- To be a critical friend

Copies of minutes of Governing Body meetings are outside the School office for inspection.

The Curriculum Committee has responsibility for the overall management of curriculum matters within the school.

The Resources Committee has responsibility for reviewing all finance related matters, (day to day responsibility for the management of school finances is delegated to the Headteacher) The committee is also responsible for reviewing all premises related issues including compliance with Health and Safety regulations. The committee has the responsibility for reviewing all personnel related issues and supporting the Headteacher with staff appointments

The Safeguarding Sub Committee has responsibility for reviewing all safety procedures including safer recruitment and child protection.

Useful Contacts

Bardfield After School & Holiday Club	Pat Moore	811580
1st Great Bardfield Brownies	Sylvie Ruck	
Great Bardfield Pre--School	K athy King	811580
Children's Clinic	Finchingfield Surgery	810328
Police	local officer	07791 402113
		01376 551312
PSCO		07791 402113
Braintree Police Station		01376 551312