



# **Great Bardfield Primary School**

## **School Prospectus**

**2021-2022**

## School Aims

- To enable our children to achieve high standards in the subjects of the national curriculum and 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 of 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 regardless of their background or abilities.



## **Admission**

Great Bardfield is a school for boys and girls from the age of 4+ to 11. We are a one form entry school. We welcome all foundation children in the September of the year they are 5 years old.

## **How the school is organised**

Currently our school is organised with four classes in a seven year age range. The school is arranged in mixed ability year grouped classes. Throughout the school there are mixed age classes, for example Foundation/Year 1, Year 1/Year 2, Year3/Year4 and Year5/Year 6.

## **At Great Bardfield we aim to foster within children and 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 eg in science. French and music are 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 a museum, castle, farm or stately home, or a visit from the local fire brigade for enactment days. For example, 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.

### **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. 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 be 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;
- Language, literacy and communication;
- 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' programme. The children have their individual reading books to take home in addition to group, 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**

Mathematics teaching 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, digital cameras, laptop computers and interactive whiteboards to enhance their learning.

## **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. The children also have the opportunity to play inside and outside every day, as well as swimming lessons in the school swimming 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, as the range of starting points and pace of development varies greatly from child to child.

We ask that parents do not judge their own 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?**

### **Literacy**

Literacy consists of reading, writing, spelling and grammar, handwriting and speaking and listening. We believe in lifelong 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' programme for early phonics using Phonic Bug as our early Reading Scheme

## **Mathematics**

Maths is used every day in many situations. We therefore aim to provide children with a wide mathematical experience which is 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 to engage them for future learning.

Children move through the school using their 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 and 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 laptops and ipads which are used by all children throughout each day. A set of laptops goes home to support the learning of identified groups of children. We also have Kindles to support groups with reading.

Each classroom is fitted with interactive whiteboards, which the children learn to use. Each class 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**

Each 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 answers through both 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 by accessing support information from the library or internet.

## **Geography**

Our aim is to develop the children's knowledge of people and places and to understand the physical, social and economic forces which shape those places and the lifestyles of the people who live there. The world today is a much 'smaller' places so themes are planned around studies of wide 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 wellinformed, 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; they examine how things have changed, as well as find out about historical characters and their effects on events and countries.

Through this way of learning we want our children to be open-minded; they are 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 Technology gives our children opportunities to work individually and as 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 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, pattern and materials. Children use paint, print, fabric and 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 different 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 the children's curiosity of language.

Parents are asked to help when on holiday 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 Essex County Council 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 or at local events.

We promote other professionals working with our children, for example Indian and African drumming, junk music percussion, as well as children attending Stanley Hall opera.

### **Religious Education**

We use the Essex County Council 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 and what it means to be a Buddhist, Hindu, Jew, Muslim or Sikh.

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. Children have the opportunity to visit places of worship and handle artefacts. Visitors from other denominations are invited to school from time to time.

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

### **Assemblies**

Whole school assemblies are held on Mondays and Tuesdays using specific themes as a focus. On Wednesdays we have a singing assembly and on Thursdays a Fish Philosophy assembly. On Fridays parents are invited to share and celebrate the life and work of the school for that week in a Celebration assembly. Major religious festivals are celebrated through assemblies and we may visit the local church at special times of 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. These are taught by teachers and specialist coaches from Premier Sport.

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 Premier Sport staff, as well as other sports coaches from a range of sources.

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

Parents are asked to support the school by ensuring their child has the appropriate clothing for sports 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. PSHCE is taught in a variety of ways, for example through subjects in literacy or history, through 'circle times' or science topics such as drugs, healthy eating and lifestyle, and through 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 6 children. During the meetings the Council discuss, among 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 in year groups, with follow-up sensitive discussions with teachers afterwards. Parents are notified and invited to view the content 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 need. We will support their learning and ensure that they are fully included in all school activities, making full use of externally provided support, where appropriate.

### **Special Education 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 Co-ordinator (SENCO), and if appropriate, external agencies.

We also employ a children's counsellor who works with children who we identify as needing additional support in areas such as 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, in their outstanding artistic, musical and

creative talent or in their physical skills, leadership qualities or 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 Governing Body and staff take seriously their responsibility to promote the safeguarding of all 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, and are confident to talk openly and be sure of being listened to;
- Providing suitable support and guidance so that our children feel confident to approach 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 a child means that we may have to consult other agencies before we contact the parent(s).

### **Equal Opportunities and Race Equality**

Our aim is for all children, whatever their ability, ethnicity or gender, to have the opportunity to achieve their full 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 with 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. A letter is sent home at the start of each term offering places for the various clubs. We run a variety of clubs, for example Premier Sport have provided football, tennis, Tag rugby, Kwik cricket and multi skills sport. Premier Sport also run holiday clubs at the school.

A very successful club has been 'Let's Get Cooking', where children learn the skills and techniques to prepare a variety of tasty dishes. This club is run by Mrs Kerrell, the Headteacher. Please refer to our website 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. Each year the Year 6 children visit the Isle of Wight. There is a charge for our residential visit, however no child will be discriminated against should parents be unable to pay. Those families receiving Income Support should speak to the Headteacher in confidence as there may be help available towards the cost of the trip.

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, Fitzwilliam Museum, Notley Discovery Centre, Boydell's Farm, Chelmsford Civic Theatre, Colchester Castle and Colchester Zoo.

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 learning.

### **Transition**

We aim to make the transition to secondary school as smooth as possible for our children 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 and Colchester. We have a close liaison with Helena Romanes School in Dunmow, where our children are invited to an experience day in Year 5. Children from our school have also moved on to Joyce Frankland Academy Newport, Saffron Walden County High, Tabor and Hedingham schools.

In the summer term Year 6 pupils attend induction days at the secondary school they will be attending. 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 that the future needs of the child are met.

### **Home School Links**

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

Before school, teachers are involved in preparing for the day ahead, so parents may only speak to them at that time if it is of an urgent nature. After school, teachers have more time available but prefer an appointment to be made if possible.

If your query is not answered or if you continue to have a concern, please make an appointment to see Mrs Kerrell, the Headteacher.

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 will be seen first thing in the morning. It is always better to talk face to face if you do have a concern – this is our preferred method of communication.

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 the school on the morning of the absence. If your child is absent and we have not received an explanation, a member of the office staff will telephone you. On return, a covering letter explaining the reason for the absence and anything we should be aware of should be sent in to the school office.

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

### **Holidays in Term Time**

The Department for Education states that Headteachers may not grant absence during term time unless there are exceptional circumstances, as it is classed as truancy. Holiday requests will therefore not be authorised. Further information can be obtained in our attendance policy on our website.

### **Registration Time/Lateness**

It is a parent's legal responsibility to get their child to school on time and collect them on time.

Our registration period finishes at 9.00am. 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 8.50am, please enter the school through the front door and sign your child in – this is for fire safety reasons.

Lateness or absence for medical reasons, for example visiting a doctor, optician or dentist, counts as an authorised absence but we must have an appointment card or letter with details of the appointment please.

### **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 with government guidelines, each year group follows homework appropriate to the age of the child. Homework consists of spellings, learning tables and reading, as well as continuing a study or theme with 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 on to secondary school.

In Key Stage 1 and 2 projects lasting over a number of weeks are set, which may be of a practical nature. These may be set over holiday periods.

### **Pupil Progress Consultations**

In order to provide parents with information about their child's progress, we hold two 'formal' Progress Meetings in a school year. The first is in November and the second in the Spring Term. At the end of the summer term parents can come to discuss their child's annual report at our Open Afternoon. Parents can of course make an appointment to see the class teacher at anytime during the school year. Teachers may



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. A lengthy detailed written report is then sent home at the start of July to summarise achievement and attainment, highlight strengths and identify 'next step' development areas.

### **Parent Communication**

A newsletter is sent out each week on paper and by email to inform parents of activities happening in school or to celebrate successes. We also operate a texting system if we need to contact parents with important information.

At the beginning of each term a curriculum letter is sent out, detailing themes and areas of learning for each class. Our website, [www.greatbardfieldprimaryschool.co.uk](http://www.greatbardfieldprimaryschool.co.uk) also contains lots of useful information.

### **Parent Teacher Association (FOBS – Friends of Bardfield School)**

All parents are automatically members of the PTA (FOBS) when their child joins the school. The PTA holds a variety of social and fundraising events throughout the year. We are very grateful for the work of the PTA and hope that you will become involved.

### **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;
- By supporting performances, school events and assemblies.

Volunteering parents are chosen randomly to help on school visits to make it fair for all. Parents volunteering in school will be required to undertake a Disclosure Barring Check (DBS).

### **Other Adults in School**

From time to time we may have a trainee teacher working in school during their work placement. They will be responsible for teaching part or the whole of a day, week, or term. We also welcome adults who are carrying out pre-university or postgraduate experience placements, as well as work experience students from our local secondary schools or colleges.

## **Other Information**

### **School Day**

The school day starts at 8.50am, with lunch between 12.00pm and 1.00pm. School finishes at 3.05pm for Key Stage 1 children and 3.10pm for Key Stage 2 children.

### **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. It is important that all items are labelled with your child's name so that we can return any lost property.

All clothes can be bought online at [www.tesco.com/direct/ues](http://www.tesco.com/direct/ues).

### **Girls**

- White blouse or white polo shirt with emblem.
- School jumper or cardigan with emblem.
- Navy/grey skirt or pinafore dress.
- Blue gingham or blue and white striped summer dress.
- White socks or navy tights.

- Appropriate dark shoes suitable for school (not trainers).
- Navy/grey culottes or knee length **uniform style** shorts.
- Navy or black **uniform style** trousers (not fashion trousers).

### **Boys**

- White shirt or white polo style shirt with emblem.
- School jumper with emblem.
- Black/grey **uniform style** trousers or shorts.
- Plain dark socks.
- Dark coloured shoes suitable for school (not trainers)

### **For PE**

- Navy blue shorts and a navy round neck T-shirt with emblem.
- Navy tracksuit.
- Trainers.
- A small PE bag and in the summer, a swimming costume, towel and bag.

The children leave their PE bags in school each day.

### **Other Useful Equipment**

- A book bag with the school emblem or other suitable bag.
- A supply of writing and colouring pencils.

### **School Bus**

Transport is available for those children who live a certain distance from school. Further information is available on the website [www.essex.gov.uk](http://www.essex.gov.uk) or from the school office.

### **School Dinners/Packed Lunches**

Lunch is a time children enjoy together – whether it is having a school dinner or their packed lunch.

We offer an excellent hot meal with a vegetarian option, which is cooked onsite by our school Catering Manager Teresa and her team. There is always a wide variety of fresh produce and meat which is sourced locally.

As well as the hot meal choice, there is a cold lunch option of a baguette with a choice of fillings. We also offer jacket potatoes with a variety of fillings, eg baked beans, tuna or cheese. A choice of a pudding, fresh fruit or yoghurt is offered daily. There is also a fresh salad bar where the children are encouraged to select their choice of healthy salad options. Every Wednesday is 'Roast Day' when Teresa cooks a delicious roast dinner with all the trimmings. All food conforms to healthy eating guidelines.

If you decide to send your child with a packed lunch, we ask that it is a healthy meal. We do not allow fizzy drinks or sweets. Water is always available on every table. We ask that all sandwich containers, boxes or bags are clearly labelled with your child's name.

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 lunch.

School dinners are free to all children in Foundation and Key Stage 1 and to those families on a low income – further information regarding eligibility is available at [www.essex.gov.uk](http://www.essex.gov.uk).

The current cost of a school dinner is £2.20 per day. Payment is made using our online payment system 'Schoolmoney' and can be paid daily, weekly, half termly or termly in advance.

### **Snacks and Drinks**

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

We encourage all other children to bring in fruit or vegetables as we are a 'Healthy' school. 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 ongoing medical condition that requires continued medication at school or if your child requires medication for a short illness, a 'Request to Administer Medication' form must be completed. All medication must be clearly labelled with your child's name, dosage and Doctor's name.

### **Rainy Days**

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

**Fire Bells**

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

**What Happens when the Teacher is Away?****Supply Teachers**

All our staff have opportunities for professional development and attendance on courses. Teachers also have non-contact time within 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 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 music and PE by specialist teachers.

**School Council**

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

**Out of Hours Care – Extended School Breakfast Club**

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. At 8.45am the children are taken to their class or they line up with the other children.

Parent/carers must book their child 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 3.00pm until 6pm (5.30pm on Fridays). Children enjoy a range of supervised activities in a safe environment. Tea is included in the price for those staying until 5pm or later. Children are collected from school by After School Club staff.

Further information regarding the Breakfast Club and After School Club can be obtained from Pat Moore, Supervisor, on 01371 811580.

### **Health and Safety**

The safety of the children is our number one priority.

Only stud earrings may be worn at school; these must be removed by your child and for all PE and games activities. We ask that if children are having their ears pierced that it is carried out during the summer holidays so that they are able to remove them when they return to school.

In line with 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, with the exception of dogs that support disabilities.

### **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 that drive children to school park away from the school so that the children can walk or scoot to and from school.

### **Healthy Schools Award**

We are very proud of our accreditation and 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 policy.

Stickers and certificates are given out during assembly and good news notes are sent home. Our school code for lunchtimes 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.
- As with any school bullying occurs from time to time but we have zero tolerance of bullying. We take bullying behaviour very seriously and will act quickly when such a situation arises, involving parents at any early stage. For more information, please see our Anti Bullying Policy which is available on our website.

Cyber bullying is also taken very seriously in school and children are reminded of the consequences if they are involved. Information for parents is available on our website.

### **Making Suggestions and Expressing Concerns**

We are committed to continuous improvement and we actively seek your views on how to make our 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 their child's class teacher in the first instance. If a problem is not resolved, parents should then contact the Headteacher. If there is still a concern, parents should follow the school's complaints procedure and contact the Chair of Governors to take the matter further.

Our school policies are all available on our school website.

**Further Information**

You can find out more about the school by reading Parent View on the Ofsted website or on the school website [www.greatbardfieldprimaryschool.co.uk](http://www.greatbardfieldprimaryschool.co.uk).

Our lasted inspection report is available at [www.ofsted.gov.uk](http://www.ofsted.gov.uk), on our website or from the school office.

*Alison Kerrell*

Headteacher

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