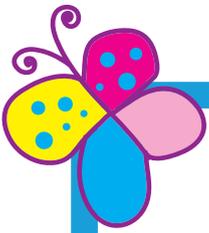


Prospectus





The Wensum Trust

The Wensum Trust is a not-for-profit sponsor of Primary and Secondary education providing continuity of experience from Early Years to Sixth Form. The Trust has the highest aspirations for all children in our Academies, regardless of their background and works tirelessly with our partners to help students reach their full potential. We believe that education is far broader and deeper than the national curriculum and examination programmes of study.

The Trust is committed to providing high quality continuing Professional Development for the whole learning community.

The Wensum Trust already has a track record of bringing about rapid and sustained school improvement and is a growing and well respected Trust both locally and regionally.

Our Academies are arranged in three geographical hubs across Norfolk, are free to attend, non-selective and open to all. The hubs are arranged as follows celebrating their unique place and culture within the county and providing the opportunity for children from each of the three hubs to experience a range of activities in a different setting:

- City Hub – Hellesdon and Old Catton
- Rural Hub – Acle and surrounding villages
- Coastal Hub – Wells and Burnham Market

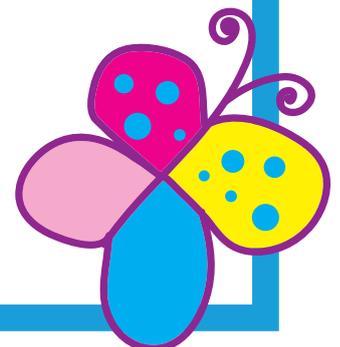
The hubs work closely together so that the children in all our Academies can have an outstanding experience which sets them up for the future through:

- An inspiring and meaningful curriculum and a range of experiences that will develop students for life in the 21st century
- The development of positive relationships to prepare our young people for learning and life
- Using our scale and collective experience to develop effective partnerships and services for the benefit of all our communities
- A clear focus on our Core Strategic Aims in everything that we do

Our children are on a learning journey.....

“In working with young people, do not try to call back to where they were and do not call them to where you are, as beautiful a place as that may seem to you. You must have the courage to go with them to a place that neither you, nor they, have ever been before.”

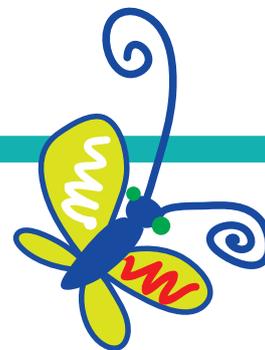
The Wensum Trust staff will share this journey with each and every child in all our Academies.





Welcome to
Garrick Green
Infant School

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WELCOME



Hello and welcome to Garrick Green Infant School, part of the Wensum Trust family of schools.

Whether your child is already a pupil at our school, they are about to start or you are just having a look, I hope that our prospectus will give you an insight into the friendly, welcoming and fun world of learning at Garrick Green.

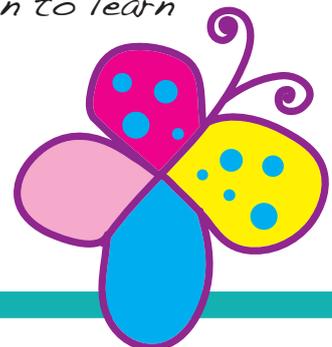
At Garrick Green we pride ourselves on our high standards, warm atmosphere, community spirit and on the children's highly positive and enthusiastic approach to learning and to achieving their potential.

We treat all children as individuals, recognising that they all start school with differing strengths, attitudes and experiences. We know that they all learn and progress at different rates and in different ways, and challenge ourselves to move each child on from their social and academic starting point.

Above all, we want all of our children to enjoy school and to develop a thirst for learning.

At Garrick Green our vision is for children to learn to be happy and be happy to learn - please come along and see for yourselves what our school has to offer!

Rebecca Dewing Head Teacher



Staff

HEAD TEACHER
MRS REBECCA DEWING
DEPUTY HEAD TEACHER
MISS LIZ BANNER

TEACHING STAFF
MRS RACHEL ELLIS
MRS SAM MORGAN
MRS JANINE PERKINS
MRS HELEN PROPHET
MRS LISA HERRON

SUPPORT STAFF
MRS CAROL CHAPMAN
MRS JANE ELLIS
MRS SANDRA ELLIS
MRS SUE HAWKINS
MRS NICKY MORRIS
MRS MICHELLE MUNDFORD
MRS YVONNE POND
MRS SANDRA TINK
MRS LYNNE WADE
MRS JAY WILLIAMS
MRS DI WILSON

SUPPLY STAFF
MRS MANDY KING
MRS SAM MORGAN
MRS JANINE PERKINS

SCHOOL ADMINISTRATOR
MRS JUDY DAVENPORT

MIDDAY SUPERVISORY ASSISTANTS
MISS MELANIE CHRISMAS
MS NATALIE DUNNELL
MS JOANNE HALL
MS SHARON HARDINGHAM
MRS CATHERINE TIDD
MRS CLAIRE WARNER

BREAKFAST CLUB SUPERVISORS
MS NATALIE DUNNELL
MRS SANDRA TINK

AFTER SCHOOL CLUB SUPERVISORS
MISS MELANIE CHRISMAS
MS NATALIE DUNNELL
MS SHARON HARDINGHAM
MRS ANGIE STEWART

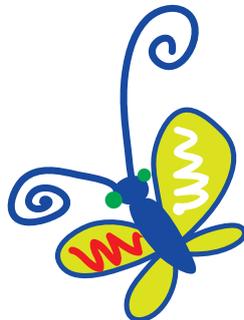
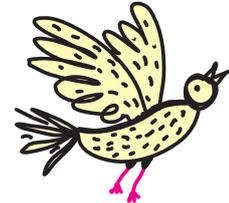
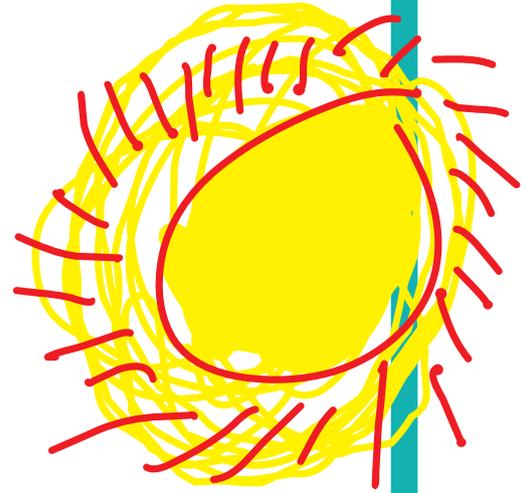


CATERING STAFF
MRS GENETTE DANIEL
MS KATRINA STEWART
MRS MARION SYDER
CLEANING STAFF
MS ZOE BYE
MRS KIRSTY COGMAN
CARETAKER
MR JOHN WOODHOUSE

Governors

MR JASON TIPPLE (CHAIR)
MRS REBECCA DEWING (HEAD TEACHER)
MRS RACHEL ELLIS
MS ALICE HEWITT
MRS SHIRLEY LONG
MS LIZ PERCIVAL
MR JAMES RUSHTON
MRS CLARE WALTON
MRS KAREN MILLER (CLERK)

Our Local Governing Body is responsible for having an oversight of teaching and learning, including careful analysis of data, special educational needs, behaviour and the day-to-day running of the school. They hold the Head Teacher to account and report to The Wensum Trust.



Contact us

Garrick Green Infant School
Garrick Green, Old Catton, Norwich NR6 7AL

Phone 01603 409078

Email office@garrickgreen.norfolk.sch.uk

School Website www.garrickgreen.co.uk



" I like Garrick Green because we learn about maths so I know how to count properly."



FOGG – FRIENDS OF GARRICK GREEN

FOGG is our Parent/Teacher Association whose main business is to raise funds for our school. FOGG has been running since 2007 and is now a well established group with charity status.

They run a range of fund raising activities through the year – successful events include an annual Quiz and Picnic night, Summer and Christmas Fairs and a Ladies Pamper Evening.

They support termly Open Afternoons with refreshments and also sell second hand uniform at these events.

AWARDS AND ACHIEVEMENTS

- ✓ In May 2019, OfSTED judged us to be a good school.
- ✓ In May 2016 we were re-accredited with Healthy Schools status due to our high standards in promoting healthy lifestyles.
- ✓ In May 2019 we achieved the Foundation level of The British Council's International award for developing the international dimension of our curriculum.

END OF KEY STAGE 1 RESULTS 2018

Children are assessed in all curriculum areas at the end of the Foundation Stage. They are assessed in phonics in the summer of Year 1 and in reading, writing and maths at the end of Year 2. In Year 2, both teacher assessments and test scores are used to measure children's attainment.

The school continues to achieve well for all groups of children.

| (% expected standard and above) | | | |
|---------------------------------|---------|---------|-------|
| 2018 | Reading | Writing | Maths |
| National | 75 | 70 | 76 |
| Garrick Green | 84 | 81 | 81 |

| (% greater depth) | | | |
|-------------------|---------|---------|-------|
| 2018 | Reading | Writing | Maths |
| National | 26 | 16 | 22 |
| Garrick Green | 36 | 17 | 33 |

Y1 PHONICS SCREENING CHECK 2018

| Percentage reaching the required level | |
|--|----|
| National | 83 |
| Garrick Green | 89 |

EARLY YEARS FOUNDATION STAGE 2018

| Percentage achieving a Good Level of Development | |
|--|----|
| National | 72 |
| Garrick Green | 79 |



"Garrick Green is a very special school full of wonderful staff that creates an excellent learning environment."

SCHOOL ORGANISATION

Garrick Green Infant School is an academy in the Wensum Academy Trust (www.wensumtrust.org.uk). We cater for pupils of four to seven years old. The arrangement of classes varies from year to year depending on numbers but as far as possible we try to work with single year group classes. Parents need to be aware that mixed age classes are sometimes necessary in order to keep class sizes at 30 or below.

The children are in the care of a class teacher and teaching assistants who have the responsibility for their well being. Children needing extra help are catered for within the classroom using the expertise of external professionals as and when required.

ADMISSION POLICY

It is our policy that children begin full-time education during the academic year in which they turn 5 years of age. Children who have their 5th birthday between the beginning of September and the end of February start school full-time in September. Those who turn 5 between the beginning of March and the end of August have the option of attending school on a part-time or full-time basis until the end of the autumn term and then from January, they will attend school full-time.

ATTENDANCE

Absence from School

The school can only authorise an absence for certain limited reasons (e.g. ill health). Any unexplained absence has to be recorded as 'unauthorised'. If your child is absent from school, you must phone us on the first day of absence, preferably before 8.45am. We operate a first day absence phone check each day but this is demanding on staff time and so we ask you to call us wherever possible.

Holidays in term time

Holidays in term time are not authorised unless there are exceptional circumstances e.g. evidence that parents cannot take leave during school holidays. Holidays must be applied for in writing and a written response from the Head Teacher will be sent. If an unauthorised holiday is taken, you are likely to be issued with a Fixed Penalty Notice (a fine of £60 per parent per child)

School Attendance 2018

Attendance at Garrick Green is in line with the National Average.





SCHOOL DAY

The school day is organised as follows:

| | |
|---------------|-----------------------|
| 8.55 | School Opens |
| 9.00 | Registration |
| 9.10 – 9.30 | Assembly |
| 9.30 – 10.30 | 1st Teaching Session |
| 10.30 – 10.50 | Playtime |
| 10.50 – 12.00 | 2nd Teaching Session |
| 12.00 – 12.50 | Lunchtime |
| 12.50 | Registration |
| 1.00 – 2.45 | 3rd Teaching Session |
| 3.00 | End of the School Day |

REGISTRATION

To encourage independence and to avoid too much congestion in the cloakroom the Teacher and Teaching Assistant come to the playground to collect the children in their class each morning. We come onto the playground to collect the children at 8.55 and we expect the children to be in class and settled by 9.05.

PLAYTIME SNACK

Fruit is provided free of charge by the Government for all children and we encourage them to choose something from this tray for playtime.

DRINKS

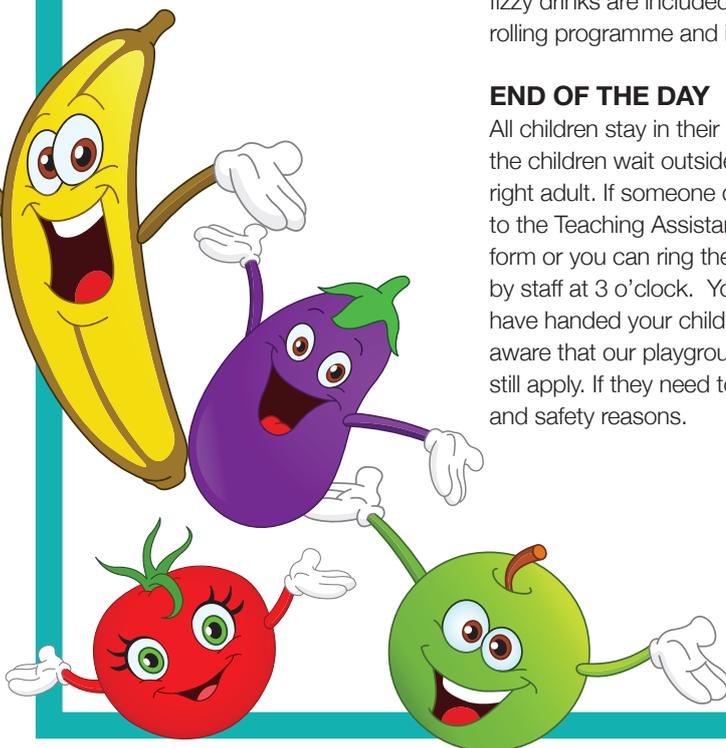
Water is available in some classrooms whenever the children need a drink, for others we ask you to provide a bottle of water. Water is also available at playtimes and lunchtimes from an outside fountain.

LUNCH TIME

At lunchtime the children are looked after by Midday Supervisory Assistants. All children have the option of a cooked dinner which is free of charge – there is always a non-vegetarian, vegetarian, jacket potato and sandwich option. Alternatively, children can bring in their own packed lunch from home if they wish. We encourage healthy eating at school and specify that no sweets or fizzy drinks are included in packed lunches. The school dinner menu is on a rolling programme and is available on the school website.

END OF THE DAY

All children stay in their classrooms at the end of the day. Adults collecting the children wait outside each room and staff call the children as they see the right adult. If someone different is collecting your child we ask you to speak to the Teaching Assistant that morning and they will record the details on the form or you can ring the school office during the day. Gates will be opened by staff at 3 o'clock. You are welcome to stay on the playground but once we have handed your child to you, they are your responsibility. However please be aware that our playground rules, which can be found in our Behaviour Policy, still apply. If they need to go in to the toilet, please supervise them for health and safety reasons.





BEFORE AND AFTER SCHOOL CARE

We have a Breakfast and After School Club on site during term time. It is called Green Dragons and you can book regular places or use it on an ad-hoc basis.

Green Dragons Breakfast Club runs from 7.30am – 9am Monday to Friday and costs £4 per session and £3.50 for the second child. Green Dragons After School Club runs from 3pm – 6pm Monday to Friday and costs £8.50 per session and £8 for the second child.

In addition to these, we host a range of after school extra curricular clubs for Y1 and Y2 pupils at Garrick Green on a half termly basis. They are run by external sports coaches, FOGG and our own school staff.



HOME- SCHOOL COMMUNICATION

We have an open-door policy which means that as far as is possible you do not need to make an appointment to see a member of school staff to discuss your child's work or any concerns that you may have. If you are worried about something we encourage you to discuss it with us sooner rather than later. Each teacher is available to chat informally at the end of each day and you are welcome to come and look at your child's work whenever it is convenient.

In the Autumn term you are invited to sign up for a Parent/Teacher consultation to discuss your child's progress and see how they have settled in. At the end of the Autumn term there will be an informal Open Morning/Afternoon where you will be invited in to see your child's class, chat to their teacher and view their work.

In the Spring Term there is another Parent/Teacher consultation followed by an Open Afternoon.

Towards the end of the Summer Term you will receive a written report of progress for your child, which is followed by an Open Evening/BBQ, where you will be able to look round the school and view your child's work.

School and The Governing body send out questionnaires to all parents at various times during the school year. Your views on a range of issues concerning our school are analysed and acted upon as far as is possible.

EARLY YEARS FOUNDATION STAGE CURRICULUM

Children start the EYFS Curriculum in their pre-school setting and continue until the end of Reception - their first year of school.

This consists of seven areas of learning which link together:

COMMUNICATION AND LANGUAGE

In this area of learning children will be developing the following skills

Listening and attention:

- Listening attentively and responding appropriately in a range of situations e.g. stories, listening games and talking to others.

Understanding:

- Following instructions, answering questions and responding to stories or events

Speaking:

- Expressing themselves effectively, talking about events that have happened or are about to happen in the correct form and giving explanations.





" I love
Garrick Green
because we
do lots of
fun activities."



PHYSICAL DEVELOPMENT

In this area of learning children will be developing the following skills:

Moving and handling:

- Displaying good control and co-ordination, moving confidently in a range of ways, safely negotiating space and handling equipment and tools effectively, including pencils for writing.

Health and self-care:

- Knowing the importance of good health and how to keep safe.
- Managing their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

In this area of learning children will be developing the following skills:

Self-confidence and self-awareness:

- Being confident to try new activities, expressing preferences, choosing resources, asking for help and speaking in familiar groups.

Managing feelings and behaviour:

- Talking about feelings.
- Understanding how to behave, working as part of a group and following rules

Making relationships:

- Playing co-operatively, taking turns with others and sharing ideas.
- Showing sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

LITERACY

In this area of learning children will be developing the following skills:

Phonics:

- Learning how to hear, identify and use the sounds of the alphabet. We teach this through the Batty Basics scheme.

Reading:

- Reading and understanding simple sentences - using phonic knowledge and other strategies.
- Demonstrating understanding when talking with others about what they have read.
- Children begin reading pink book banded books and can choose any book within that band. They progress through the book bands colours as and when they are ready.

Writing:

- Using phonic knowledge to write words.
- Writing simple sentences which can be read by themselves and others - some words are spelt correctly and others are phonetically plausible.

MATHEMATICS

In this area of learning children will be developing the following skills:

Numbers:

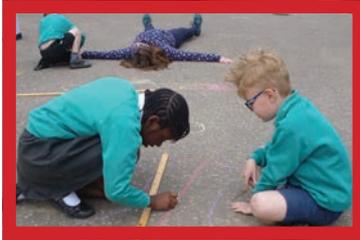
- Counting and ordering reliably from 1 to 20.
- Recognising which number is more or less.
- Adding and subtracting.
- Solving basic number problems.

Shape, space and measures:

- Using everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.
- Recognising, creating and describing patterns.
- Exploring shapes and using mathematical language to describe them.



" I like the playground because I get to play with everyone."



UNDERSTANDING THE WORLD

In this area of learning children will be developing the following skills:

People and communities:

- Talking about past and present events in their own lives and in the lives of family members.
- Being sensitive to the needs and feelings of other children.
- Knowing about similarities and differences between themselves and others, and among families, communities and traditions.

The world:

- Knowing about similarities and differences in relation to places, objects, materials and living things.
- Discussing the features of their own immediate environment and how environments might vary from one another.
- Observing animals and plants and explain why some things occur and talk about changes.

Technology:

- Recognising that a range of technology is used in places such as homes and schools.
- Selecting and using technology for particular purposes.

EXPRESSIVE ARTS AND DESIGN

In this area of learning children will be developing the following skills:

Exploring and using media and materials:

- Singing songs, making music and dances, and experimenting with ways of changing them.
- Safely using and exploring a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Being imaginative:

- Using what they have learnt about media and materials in original ways, thinking about uses and purposes.
- Representing their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.



" I'm glad we get to do drawings and pictures because I enjoy it."



OUR SCHOOL CURRICULUM

Following the Early Years Foundation Stage which is taught in Reception, the children follow our school curriculum when they are in Years 1 and 2. This is a broad and balanced curriculum which is linked carefully to the 2014 National Curriculum. Through the year we also have dedicated weeks for International Work, Sports, Science and Art.

Our curriculum is divided into subjects as follows;

Core Subjects: English, Maths, Science

Foundation Subjects: Art and Design, Computing, Design and Technology, Geography, History, Music, Physical Education.

Religious Education is taught according to the Norfolk syllabus.

Most of the foundation subjects are taught through a cross-curricular topic based approach whereby each class studies a topic for a term. Topics are creative, practical and skills based in order to enrich the children's learning in a fun and meaningful way.





*" I love maths
because I
like working
with numbers
because
it's fun and
interesting."*



ENGLISH

English is divided into three sections: reading, writing and speaking and listening.

READING

- Reading at our school is done as a class, in small groups or pairs and as individuals.
- We have a wide selection of both fiction and non-fiction books available in school.
- Parental support both in and out of school is positively encouraged as this has a significant impact on the progress a child makes.
- We use a variety of structured reading schemes which the children can choose from and children move on and become a 'free reader', choosing their own books from the library, when their teacher considers them to be ready.
- As well as teaching children how to read, we also place high importance on making sure that they are enjoying and understanding what they are reading.

WRITING

- We place great emphasis on our pupils enjoying writing and on writing for a reason.
- We do writing in both a structured form, where there is a focused task, and in an unstructured form, where children are given opportunities to do any kind of writing in their free time.
- Children are taught different forms of writing e.g. stories, poems, non-fiction accounts, instructions and letters.
- Children continue to learn letter patterns and spelling rules, punctuation and grammar, which build upon those that they have already learnt in the Foundation Stage.
- Children continue to develop their joined handwriting skills.

SPEAKING AND LISTENING

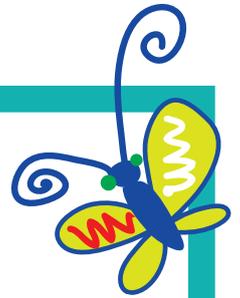
- Discussion plays a large part in the life of our school and children are encouraged to talk in pairs, in small groups and in front of the class.
- Children are taught the rules of discussion – listening to others, responding appropriately, and taking turns – and are encouraged to put these into practice on a regular basis.
- There is also a big focus on increasing children's vocabulary, ranging from describing their immediate world and feelings to developing a broader, richer and deeper vocabulary.

MATHS

Maths is divided into three main areas consisting of number, measurement and geometry, with statistics being introduced in Year 2. These areas are interlinked and are taught both separately and together with an emphasis on applying what they have learnt to solving real problems.

- As a school we consider it very important that children enjoy mathematics and feel confident in their own ability.
- We teach maths in a fun and practical way, ensuring that basic skills are taught systematically, and that practice of these skills is purposeful and done in such a way that they are able to apply the skills to solving real life mathematical problems.
- Many opportunities are provided for using maths in other curriculum areas, e.g. science, history and P.E, which ensures that children are using mathematics in practical, realistic and interesting situations.





"I've loved learning about dangerous animals in our topic because we learnt what the most dangerous animals are in different countries."



SCIENCE

Science is divided into four different areas:

- **Working scientifically** – this involves planning and setting up investigations, and drawing conclusions from observations.
- **Plants, animals and humans** – this involves learning about humans, plants and animals and the environments in which they live.
- **Every day materials and their uses** – this involves exploring the properties of a range of materials and how they can be changed
- **Seasonal changes** – this involves learning about the weather and the seasons.

We teach science through our cross curricular topics and follow an investigative approach. We also celebrate National Science Week each year as a whole school.

ART AND DESIGN

Art is taught both as a separate subject where children learn specific skills, and through cross curricular topics where they apply these skills to a piece of work. Children learn skills in drawing, painting, printmaking, collage, clay and textiles. They are taught to evaluate and analyse creative works using the language of art, craft and design.

They also learn about the work of famous artists, craft makers and designers. All children participate in creating our art displays in the hall and corridors, as well as in their own classrooms.

COMPUTING

The main aim of the Computing curriculum is to teach pupils the principles of information and computation, how digital systems work and how to put this knowledge to use through programming.

Pupils will learn how to create and debug simple programs, predict what will happen, learn about a range of different information technology and learn how to use technology safely and respectfully.

DESIGN AND TECHNOLOGY

In design and technology children are taught how to:

- explore a range of products to see how they work
- design their own product
- select and use a range of tools and materials safely and appropriately
- follow their design to make a product
- evaluate the finished product

In Design and Technology children also learn about where food comes from and how to prepare it.

"I like Garrick Green as we get to do PE and we get to move around because it gets our hearts pumping."



" I like doing gardening at Garrick Green because we plant interesting things."



GEOGRAPHY

Geography is always taught through our cross-curricular topics and our termly International Weeks. Pupils develop knowledge about the world, the UK and their immediate locality. They develop geographical vocabulary and learn how to use maps, atlases, globes, photographs and first hand observation to study a range of localities.

They are encouraged to ask questions and form opinions about people, places and environments.

HISTORY

The aim of our history programme is to give children the skills to find out about past events, people and civilisations, rather than giving them facts and dates to learn and retain.

Learning is developed through practical activities and direct experiences.

Learning is enhanced through the use of resources such as books, artefacts, photographs, DVDs, the internet and educational visits.

MUSIC

Our music curriculum is made up of performing, listening and composing.

Through this, the children learn to listen carefully and respond appropriately to a wide range of music. They learn to sing a variety of songs and add accompaniments with percussion instruments.

PHYSICAL EDUCATION

Our P.E programme consists of the following areas;

- games • gymnastic activities • dance • athletics

We aim for the children to acquire and develop new skills and to select and apply them to the areas above. Children are encouraged to evaluate and improve their performances and develop their knowledge and understanding of fitness and health.

PERSONAL, SOCIAL AND HEALTH EDUCATION

PSHE is taught both in classes and assemblies through discussion, stories, drama and DVDs.

The themes covered in PSHE are:

- Personal management • Health and safety • Relationships • Citizenship

Children are given a wide range of opportunities to develop good relationships with other people, positive behaviour and attitudes and speaking, listening and thinking skills.

RELIGIOUS EDUCATION

The RE curriculum is taught in accordance with the Norfolk Agreed

Syllabus, a copy of which may be viewed at the school on request.

Children are taught mainly about Christianity and Judaism. The children also

learn about elements of some of the other major world religions – Sikhism, Hinduism, Islam and Buddhism – in a comparative way. They listen to stories from these world religions, learn about key figures, places of worship and festivals.

A daily act of collective worship in the form of a whole school assembly gives children the opportunity to meet together and discuss moral issues that arise from stories and reflect on what they have learnt.

If you wish your child to be excluded from either Religious Education or collective worship, please see the Head Teacher.

CROSS-CURRICULAR TOPICS

Many of the foundation subjects are taught through cross-curricular topics.

The focus is on children building up a range of skills, knowledge and understanding in a fun, practical way.



SEX AND RELATIONSHIPS EDUCATION

We approach sex and relationships education with sensitivity at our school. When the children ask questions, (as children do!) they are dealt with appropriately according to age.

Sex and relationships education is mainly taught through topics and PSHE. We look at the lifecycles of plants, animals and humans, the similarities and differences between ourselves and others and how to keep our bodies healthy. We discuss family life and explore different roles and relationships within our family. Children learn to cooperate, listen, share and respect, which enables them to begin to understand the range of human emotions and how to deal with them.

SOCIAL, MORAL, SPIRITUAL AND CULTURAL EDUCATION (SMSC)

SMSC, incorporating the promotion of Fundamental British Values, is embedded in all aspects of our daily work and play at Garrick Green. We teach the children to be well rounded members of society; accepting, respecting and tolerating their own and others' beliefs, cultures and life choices.

MONITORING OF PUPIL PROGRESS

Throughout the school from Reception to Year 2 we record what each child is able to do, making detailed observations of progress. Every child's attainment is tracked to ensure that they are progressing at the expected rate.

Late in the summer term a detailed annual report is written about every child, on which parents have the opportunity to record their comments. This report gives a level for both the effort that the child makes, and for what they have achieved. Twice a year, in the Autumn Term and the Spring Term, parents and carers are invited to make an appointment to see the Class Teacher to discuss their child's progress.

Towards the end of the Autumn and Spring terms, parents and carers are invited into their child's class for an Open Afternoon – this is an opportunity for the child to show their parents their work, their classroom and displays of work around the school.

In the Summer term, following the detailed report, current and prospective parents are invited to an Open Evening, to look around the school and meet all the staff, especially their child's teacher for the following year. They have the opportunity to look at the children's work and talk to the teachers. If parents are worried or concerned at any other time, they should make an appointment to see the Class Teacher or Head Teacher.

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)

At Garrick Green we follow the Government guidelines for all children who have a special educational need and/or disability and implement the necessary procedures. Children are continually assessed by staff, and where possible, appropriate help will be given by the Class Teacher, Teaching Assistant, or Learning Support Assistant. This includes both more able children and those with a learning and/or physical difficulty. Additional advice and support is available from a range of external agencies.

Some children may have difficulties with some aspects of education at particular times in their school career - this includes both more able children and those with a learning and/or physical difficulty. We endeavour to work as a team with parents to address problems as they arise. Children are given activities suited to their needs and may work towards fulfilling appropriate individual targets.

We follow a staged approach to SEND as set out in the Government's Code of Practice.

" I like going on our school trips because it's fun and exciting and you always learn new stuff."





"There is a great positive atmosphere in school and the staff are always friendly and helpful."



Children who are considered to be more able educationally are likewise assessed continually by class teachers and are given appropriate activities to stimulate and enrich their learning.

Children with Special Educational Needs are given a Personal Learning Plan which provides targets to meet their specific needs. This is written and later reviewed in conjunction with the parents and the pupil.

SAFEGUARDING, CHILD PROTECTION AND LOOKED AFTER CHILDREN

The school works in close partnership with parents, carers and other agencies to support all children in every way possible in order to safeguard and promote their welfare. As a result, if concerns are raised within the school, or a child or parent reports a situation involving possible abuse, we cannot guarantee confidentiality but are required by law to follow procedures laid down by the Norfolk Local Safeguarding Children's Board. The designated professionals for child protection in our school are Rebecca Dewing, Liz Banner and Helen Prophet. Garrick Green Infant School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. Consequently, all adults working in school are required to complete a DBS (Disclosure and Barring Service) Enhanced Police Check. For obvious reasons of safety, dogs are not allowed in the school grounds. If you walk your dog to school please wait with your dog outside the school gate so they are not left unattended.

To prevent strangers cutting through our playground we lock the gates at 9.15am and re-open them at 3.00pm. If you need to visit the school during the day you can gain access through the side gate at the front of the school.

HOMWORK

We believe that young children must have time to rest, play and enjoy outside activities. However, in order to accelerate their progress, we also encourage them to practise key skills that they have learnt at school such as phonics, spellings, number facts and reading. All children have a homework book and a reading diary. We ask for the support of parents and carers with any home task because your encouragement and interest are important for your child's education.

CHARGING FOR SCHOOL ACTIVITIES

We recognise that the school curriculum can be broadened and strengthened by certain optional extras. In order to provide these, parents may be asked for voluntary contributions towards:

- all transport and additional costs relating to day visits, and school-organised activities such as visits from theatre groups or musicians, and similar activities that enhance the children's learning
- craft and cookery activities, with the understanding that on completion the finished product will become the property of the parents

We recognise that financial contributions may be difficult for some parents, and they are invited to apply in the strictest confidence to the Head Teacher for remission. If an activity does take place during the school day, no child will be excluded on grounds of costs.



"I just wanted to say how much I have enjoyed the past 3 years at Garrick Green - so glad we chose you."



MEDICAL INFORMATION AND PROCEDURES

If your child has a medical condition please make sure that we are fully informed, so that we can take the appropriate action.

If your child has an inhaler, please ensure that we have a spare one in school at all times. You will also be required to fill in an asthma form which gives us the necessary information.

We are able to administer medicines if you fill in a consent form but are happy for you to visit school to administer them yourself if you wish.

Medical emergencies are always dealt with quickly and wherever practical with parents' permission. There may be occasions where we need to act in 'loco parentis' when treatment is urgent and parents cannot be contacted.

SCHOOL UNIFORM

School sweatshirts and cardigans are compulsory at Garrick Green and are available to order from the school office. Second hand uniform is sold at regular intervals through the year by FOGG. Children also need to wear any plain grey, black or navy trousers or shorts, a plain grey, black or navy skirt/pinafore or a green and white checked dress. T-shirts should be white, navy or jade green. Polo shirts bearing the school logo are available to order from the school office but are not compulsory. Any sensible shoes or trainers can be worn, but children need to be able to fasten and unfasten their own shoes.

Children in Reception also need a waterproof jacket and trousers.

Children in Year 1 and 2 need a PE bag containing shorts, a t-shirt and a pair of plimssoles or trainers. Children with long hair need a hair band for P.E and a roll of micropore tape is needed by those with earrings, so that they can be taped over for safety reasons. Wellington boots are needed during the winter if children wish to go on the field. These should be kept in a carrier bag on your child's peg. All children are provided with a sun hat by FOGG, and this must remain at school at all times. We also give each child a reading folder which should last them throughout their time at our school. This needs to be brought to school every day.

ALL CLOTHING AND FOOTWEAR SHOULD BE NAMED!

SCHOOL DISCIPLINE

The school strives to create an environment where the child's behaviour is governed by self discipline. If any behavioural problems do arise, we liaise closely with parents and carers with the aim of supporting each other at home and at school in order to resolve the issue without causing undue confusion for the child. In extreme cases the head teacher will exclude a child from school. Our Behaviour Policy is available on the school website.

EQUAL OPPORTUNITIES

All members of the school's community are treated with equal regard and we aim to offer equal opportunities in learning, regardless of intellect, age, gender, physical ability, capability, characteristics racial or ethnic group, religious beliefs or social background.

MAKING A COMPLAINT

If you are unhappy about any aspect of your child's education or experience at school you should see the class teacher. We would hope that discussing the matter with the teacher would be enough to resolve the problem. However, if you are still unhappy and wish to take the matter further you should see the Head Teacher. If after discussion with the Head Teacher the matter remains unresolved you should tell the Head Teacher that you wish to make a formal complaint. She will give you a copy of the Complaints Procedure.

SCHOOL POLICIES

All school policies are available for you to view on request from the school office. Those that are of particular relevance to parents e.g. the Behaviour Policy and the Safeguarding Policy are on the school website.





*Garrick Green, Garrick Green,
Where we work as one big team,
It's a good, fun, caring school,
We welcome everyone,
We think learning is such fun!*

*(sung to the tune of
'This old man, he played one...')*

