

Forest Park Preparatory School

Parent Information



We welcome you to Forest Park School for the year 2010 - 2011

Forest Park School provides an excellent educational start for your child. From the moment your child enters the kindergarten class they will receive high levels of individual attention. At Forest Park we recognise that your child's education is very special. Our educational programmes focus on the needs of the individual and how best to develop and fulfil the educational potential of your child. Forest Park is a place where children are guided and challenged to meet their full potential in a positive, caring, educational, learning environment. We are committed to teaching children in an innovative and stimulating way in order to produce children who are enthusiastic about life and learning, who are independent thinkers and open to new ideas.

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Daily routines

Early morning care is available from 8.00am. Booking request forms must be handed into Mrs Ronan in order to book children in. A morning programme of study is offered to Year 5 children who will be taking secondary school entrance examinations (please request timetable). The school building will not be open until 8.00am; we ask that parents escort their children into school to hand over to the appropriate member of staff.

The morning bell rings at 8.45 a.m. (children should not be in school prior to this time). This allows children to be in their classes ready for the register to be taken. All infant and junior children line up on the junior playground (back of school). We ask that all parents wait with their children until the morning bell has rung.

Kindergarten and Reception children line up outside their classrooms at 8.45am.

Punctuality

If your child arrives in school between 8.55 a.m. and 9.00 a.m. they will be marked as late in the register.

If your child arrives after the gate has shut at 9.00 a.m., we will ask you to bring your child to the office and sign the late book.

It is important that you bring your child to the office if they arrive after 9.00 a.m. so we know exactly how many children are in school in case there is a fire or other emergency.

Absence

If your child will not be in school for any reason:

- On the first morning of absence, RING 0161 973 4835 before 10.00a.m. and leave a message on the answer phone.
- Please leave your name and your child's name.
- Please say why your child will not be in school (illness, medical appointment, etc.)
- Please give an indication of when your child will be back in school if you can.

Please remember children with diarrhoea and/or vomiting should be kept of school for 48 hours from last episode of diarrhoea or vomiting. For further Guidance on Infection Control in Schools and other Child Care Settings contact school or down load:

[Guidance on Infection Control in Schools and other Child Care Settings \(PDF, 357 KB\)](#)

This document from the Health Protection Agency gives guidance on the most common infectious diseases and the recommended periods. Taking preventative measures such as vaccinating children and following good hygiene practice are the best ways to prevent the spread of infections.

Medical Appointments

Preferably appointments with dentists, doctors, hospitals etc. should be made for during the school holidays or after school. If this is not possible please write a letter to notify the class teacher. Your child should be collected and returned via the school office.

Health

Parents should inform the school of any specific health problem affecting their child. Any essential long-term medicines or treatments must be left with a Mrs Ronan in the school office and complete the written medical forms giving details regarding the administration of the medicine i.e. frequency and dosage. Medicines must be in a container with the measured dosage. A child with asthma should have their inhaler in school (must be named), which will be stored in the school office and taken off site in the first aid pack on school trips and off site activities.

Healthy Eating

We are very proud of our Healthy schools status. We value this not just as an achievement which reflects our excellent practices but also as a model to help us develop and plan in order to achieve better outcomes around health and well-being for children.

All our meals are prepared on site by our Chef (Gaynor Snape) who ensures that all the children receive a nutritious and balanced menu throughout the week.

Playtimes

Children are offered milk or orange juice at playtimes. Water is freely available to children throughout the day.

Fruit can be eaten during the morning break. No sweets, gum, biscuits or chocolate is to be brought into the school as we like to encourage the children to eat healthily.

Children are not allowed to play out in their blazers. The school fleece should be worn and on occasions where the weather is very cold children may wear their school coats.

Lunchtimes

All children are provided with a healthy hot meal. Any special requests regarding medical or religious dietary needs must be made in writing. If children do not eat their lunch they are offered fruit as an alternative to the sweet pudding.

Our Lunch time Supervisors are employed by the school to supervise the children in the dining hall and part of our school team and work closely with the teachers to ensure a high standard of supervision and pastoral care is maintained.

Lunch time assistants

Our lunch time assistants play a vital role within the school. They work as part of a team, assisting in securing the safety, and welfare of pupils during the midday break. This involves serving lunches, supervising pupils eating their lunch, encouraging social skills and good table manners. At all times whether in school or outside they ensuring that high standards of behaviour are maintained, they are aware of changes in friendships, encourage socialising and play etc and deal with incidents in an effective and supportive manner.

The team

Miss Susan Derbyshire
Mrs Amanda Weir

Ms Caroline Nunn
Mrs Joceline Chebaro

Mrs Jeanette Orrell
Teresa Mack

Extra Curricular activities and Out of School Care

The Early and Late Stay Club

Early school care is available for 8.00am each day in the school hall. After school care runs from 3.45pm until 6.00pm (3.30 until 6.00pm for the Early Years children). The children can play games; take part in craft activities and sports. Children are given a fruit snack around 4:15 and 4:30pm.

Children must be booked into the Early and Late Stay club to ensure that safe ratios of staff and children are maintained. Any child who is not collected from school by the required time (Early Years 3.30pm, Infant and juniors 3.45pm) will automatically be booked in along with children who are not collected from after school activities to ensure that they are safely supervised.

For full details see Early and Late stay Policy and Practices

Clubs and Hobbies

The children are given the opportunity to join a number of different clubs or after school activities. Information regarding the majority of clubs is sent out at the end of each term. Clubs that start later in the year are publicised to the appropriate year groups by letter later in the year. To secure places in these clubs all booking forms must be completed and handed in along with payments during first week of term. Children will not be permitted to attend these clubs without this parental consent.

Outings and school trips/ visits

All years have the opportunity to make day visits to a variety of locations, usually as part of a school topic. There is an opportunity for pupils in Years 3 to 6 to participate in residential visits. The school aims to ensure that all health and safety regulations are complied with and follows rigorous procedures. Parents are required to provide written consent and up to date medical information.

Holiday Club

Childcare Vouchers

What are childcare vouchers?

Childcare vouchers are a Government scheme aimed at helping working parents to afford quality childcare. Each parent who takes part in the scheme can save up to £1,196 a year on the cost of childcare.

What can childcare vouchers be used for?

Childcare vouchers can be used for a wide range of childcare, including nurseries, playgroups, pre-school, after-school care, play schemes, holiday clubs, nannies and au-pairs. Childcare providers which are registered with Ofsted are eligible to accept childcare vouchers:

Variations and exceptions

In addition to out-of-hours care and activities provided by schools, childcare vouchers can be used in England to pay for residential children's holidays and activities such as sport, music and drama, as long as the carer is listed on the Voluntary Ofsted Register. (Please be aware that only the Early Year Provision at Forest Park school is registered with Ofsted).

Are there any restrictions?

Childcare vouchers must not be used to pay for private education, although payments to preschool childcare providers which are attached to private schools are permitted.

Early Years Funding

Preparing for those first days at school

Ready for school

- Write your child's name on everything for school including their shoes, lunchbox, coats etc.
- Make sure you have the school's phone number.

The first day of school

- Be positive about the first day.
- Encourage your child to dress themselves.
- Tie your child's hair back.
- If necessary apply sunscreen to your child each morning.
- Take photos.

The first week of school

- School will let you know when to pack items for activities such as sport.
- Children are often very tired in the first weeks of school. Your child will need lots of sleep.
- Give your child a healthy breakfast.
- Make sure your child always knows who will be picking them up.
- Check your child's bag each night.
- Try to establish regular morning routines.
- Talk to the teacher about helping in the classroom.
- Chat to your child about their day at school.
- It is very important that your child still has time to relax, play outside and do things that they enjoy.
- Your child's school in some ways will become your child's second home providing a caring environment where children can be encouraged and resourced to reach their full potential.
- On the first day of Kindergarten it is usually only the parents that have a tear in their eye. Most children are happy and excited to start school.

Settling In

All children are unique and the amount of time that a child takes to settle into the school can vary enormously. Therefore, children will be given time to settle in at their own pace, so as to make them feel welcome, safe and confident in a new environment.

The school strongly encourages parents/carers to place their children on a 'taster session/day' or at least visit the premises with their children during the week before they are due to start.

Children new to the school will be greeted in a warm and friendly manner by the Headteacher. They will be introduced to all members of staff. Depending on the age and maturity of the child, the parent/carer will stay with the child while the child meets the headteacher as part of the induction process. Children will be informed about the school's routines and the programme of activities.

Ground rules will be explained to the child and they will be encouraged to ask questions and raise any concerns. The child will be told about the fire evacuation procedure and the locations of all fire exits, according to the provisions of the Fire Safety policy.

If the children are staying for the taster day they will be taken down to their class. It is important that the children stay by themselves to provide them with the opportunity to meet and mix with other children.

During this visit or on their first day, children will be introduced to the other children in the class. The child will be allocated a 'buddy' who will introduce them to the other children and support them during their settling in period.

All staff will supervise children new to the school to ensure that they are happy in their new surroundings. The appropriate level of such supervision will be judged according to the child's age, maturity and previous experiences.

Staff will ask on a regular basis how a child is feeling, what activities they enjoy and if they are unhappy about anything. At the end of the first, second and third weeks, the class and headteacher will find time to talk to the child about how they are settling in.

If it seems that a child is taking a long time to settle in, this will be discussed with their parents/carers at the earliest opportunity. Likewise, if a parent/carer feels that there is a problem during the settling in period, they should raise this with the class teacher.

Teachers will always be available to discuss any concerns or other issues with parents/carers regarding their child and their attendance at the school. If parents/carers wish to meet with the teacher, they should make an appointment to come in for a chat or then can drop in and speak to the headteacher or Deputy Head teacher.

Parents will be given contact details of another parent at the school with whom they can contact if they need any details relating to school matters.

Uniform and Personal Belongings

Children are expected to wear school uniform. An up-to date list is available on request from the school office. Please ensure that all items of uniform and equipment are clearly labelled. All children should comply fully with the uniform standards which includes outdoor coats and school bags. Please check with Mrs Ronan if you have any queries regarding uniform suppliers.

Hats

All children (girls and boys) are required to wear the school hat from Kindergarten to Year four.

Jewellery

Small stud earrings and small watches may be worn in school. No other jewellery is allowed to be worn in school. Watches and earrings must be removed for PE lessons. As it can be quite difficult for young children to remove their earrings it may be preferable for you to remove them on PE days. In the case of recently fitted earrings these should be taped over for PE lessons. This must be carried out by the parent or child and cannot be carried out by a member of school staff.

Hair

All pupils with shoulder length hair must have it tied back for health and safety reasons. All hair bobbles and head bands must all be in line with the school colours (red, green) or black. Boys are expected to keep their hair in a short smart style. We request that all parents check their child's hair regularly (weekly at least) for head lice using the wet combing method. Please inform the school office if you find head lice in your child's hair so that we can notify the other children in a year group.

Equipment

Once in the junior department, children are asked to bring basic items of equipment, i.e. pencil, ruler, eraser and glue stick etc. As needs vary between years, please refer to your child's teacher for the appropriate list.

Mobile phones

Mobile phones and other expensive items, like electronic games, must not be brought to school and we will not accept responsibility for such items lost at school. Such items will be confiscated and only returned to a parent. Should a mobile phone be accidentally brought into school it should be given to the school office for safe keeping.

Money

All money brought into school must be in an envelope or purse marked with the child's name, class, amount enclosed and what it is for, i.e. school trips, music lessons etc. This should be handed to the teacher immediately for safe-keeping. Only essential money should ever be brought into school.

Recognising Achievement and Celebrating Success

Every week we enjoy our celebration assembly. As well as celebrating success and achievements from within school, children are invited to bring in artwork, projects and certificates.

House meetings/ points

The House system forms an integral part of the school daily life through the awarding of house points. These are awarded for good effort in class work or homework, good behaviour; consideration and helpfulness to others **over and above** the normal call of duty and are recorded on a chart in each classroom. They are collected each Wednesday by the Head of House and entered on the House Point Chart. The house with the most points is awarded the House Shield at the end of the school year. Each week Houses will select a House Champion for a prize to be awarded in the celebration assembly. There are also various timetabled inter-house activities.

Merits

Infant and junior children are rewarded with house points to recognise their academic progress and effort, for example, when they have completed a quality piece of work or contributed highly during lessons. Children receive: green certificate -120 merits, blue certificate - 180 merits, gold certificate - 240 merits. The Askew cup is awarded annually during Speech day to the pupil who has received the most merit points throughout the year.

Behaviour and Standards

The whole school community contributes to the development of agreed standards.

At Forest Park School we believe that:

Children have the right to be treated with respect by all people irrespective of age, gender, colour, status, disability or sexual orientation.

Children have the right not to be bullied in any way, shape or form.

Children have the right to feel safe in and around school.

Children have the right to an education and to learn according to their ability.

Children have the right to express their opinions and to be heard.

Children have the right to expect that their possessions will be secure in and around school.

Children have the right to choose their friends.

Children have the right to play in safety and without interference.

We aim to support and promote the agreed standards for conduct

Children and adults will:

- ◆ listen to each other
- ◆ care for all people and treat them with respect and politeness
- ◆ disagree without losing their tempers
- ◆ care for their surroundings and other peoples' property belongings of all
- ◆ ensure that other people are not put at risk by their actions
- ◆ respect other peoples' views

In the classroom we expect children will:

- ◆ get on with their work responsibly and complete the work to the best of their ability
- ◆ use books and other materials sensibly returning them to the appropriate place.
- ◆ let others get on with their work
- ◆ listen to, and follow instructions
- ◆ raise hands to participate at appropriate times

In the playground we expect children will:

- ◆ respect the right of other children to play without interference
- ◆ resolve differences of opinion without resorting to physical violence
- ◆ look after property of the school and other children

Around the school we expect children will:

- ◆ walk quietly and sensibly

In the playground we expect children will:

- ◆ respect the right of other children to play without interference
- ◆ resolve differences of opinion without resorting to aggression / physical violence
- ◆ look after property of the school and other children
- ◆ play sensibly and not put others at risk by selfish actions

At lunchtime we expect children will:

- ◆ line up quickly and quietly when the bell is rung.
- ◆ listen carefully to the lunchtime supervisors

Anti Bullying

Introduction

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is not tolerated under any circumstances as it is an extreme form of unkindness. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell the staff. All aspects of bullying are to be treated seriously and every effort must be made to establish the cause of such behaviour and eradicate it.

We firmly believe in being proactive in our approach to safeguard against bullying. The development of social skills and the reinforcement of positive behaviour is addressed PSHCE sessions and School Assemblies.

What Is Bullying?

Bullying is the use of aggression with the intention of hurting another person. Bullying results in pain and distress to the victim.

Bullying can be:

- Emotional being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical pushing, kicking, hitting, punching or any use of violence
- Racist racial taunts, graffiti, gestures
- Sexual unwanted physical contact or sexually abusive comments
- Homophobic because of, or focussing on the issue of sexuality
- Verbal name-calling, sarcasm, spreading rumours, teasing
- Cyber All areas of the internet, such as email & Internet chat room misuse
Mobile threats by text messaging & calls
Misuse of associated technology, i.e. camera & video facilities

Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

The Anti Bullying Council (the friendship circle)

An 'Anti-bullying Council' which consists of a male and female representative from Years 5 & 6 and two designated pupils from Years 1 - 4, meets on a bi-weekly basis with the Deputy Headteacher. These pupils are actively encouraged to discuss incidents/situations that they are aware of or that might occur. The emphasis is on dealing with the problem with a non confrontational and empathetic approach. We are confident that by involving the children in this way they and their peers will all become more sensitive towards bullying issues and spread an awareness. Should any problem occur then children are encouraged to seek assistance from the Anti-bullying Council, if the problem persists then a teacher should be approached and finally should all else fail then the Headteacher should be asked to deal with the situation

Safeguarding children

Photography

At Forest Park, we record and evidence the efforts and achievements of our pupils through the use of video and photography. These are often used within the school to as part of the learning process and to celebrate the successes of children.

We highlight pupil's participation and achievements in school events and use photographs of pupils along with examples of their work. Photographs will only be taken on the school cameras and down loaded onto school systems. These may be used in school displays, publications or website. Were images of pupils are used we only identify a pupil only by their first name or class unless further permission has been granted. From time to time, we invite the local press to cover events and these stories may be featured in the local newspaper. (refer to EY policy for more details)

There has been a lot of controversy surrounding adult photographing and filming children. The concerns are genuine, however we have decided to take a sensible, balanced approach which allows parents to photograph and film providing they follow certain guidelines:

- Parents consent to school taking video and photographs through a signed written permission slip.
- School photographs that are for use outside of school are anonymous unless specific permission has been received from the parents

Home/ School Partnership

We believe a supportive partnership between home and school is an essential ingredient for a child's successful education. The co-operation between parents and teachers is vitally important particularly when children are entering their first school.

Parents are children's first teachers and we aim to build on that foundation. Children have been found to make the best progress when home and school are working together. To this end we encourage you as a parent to become involved as much as possible in your child's education.

Home school agreement

In line with government regulations we have drawn up a Home/School Agreement that establishes the partnership between the school and the parents. It is available for inspection in the school office. We ask all parents to sign this Agreement with their children in each year.

Parent helpers

We recognise the value of parents working alongside and assisting teachers in school and we have many parents coming in on a regular basis to help with, reading activities, trips etc. If you feel you have an expertise to offer or would just like to help please feel free to contact a member of staff.

Parent/Teacher Liaison

There are four parent teacher consultation evenings per year. These are held for parents to discuss children's progress, but you are encouraged to speak with your child's class teacher whenever you wish to talk about any aspect of your child's education. A quick exchange of information is usually possible after school. For longer discussions with the teacher, it would be appreciated if you would make an appointment.

You may wish to discuss any problems or worries that may affect your child's happiness and emotional well-being, which in turn could affect his or her ability to learn. Please do not hesitate to contact us about any matter, no matter how trivial it may seem to you, because it is often the small things that upset a child most.

Communication

The main means of communication between the school and home is the school link up. This newsletter is given out every Friday to the youngest member of the family. We encourage all parent to receive this were possible by email. An Early Years Newsletter enables parents to keep to date with weekly developments within the Kindergarten and Reception classroom and provides parents with an effective insight into their child's learning. Each half term a school newsletter is produced and sent home which highlights many of the school events and the children's successes and achievements.

Contact details

Please ensure that we always have up-to-date emergency telephone numbers on our records. Changes to contact details should be given to the school office.

Parents Association

The school recognises that parents have a vital role to play in their children's education and so aims to make it easier for parents to become involved in their own child's education and in their child's school more generally.

Forest Park has a successful PA. Their aim is to support the school by organising social and fundraising activities. These activities enhance the life of the school and raise funds to help buy resources, additional equipment and fund outings/events to benefit all the children at the school.

Monthly meetings of the Parent Association are open and all parents are most welcome to attend as they value input, ideas and support. The PA needs people to get involved and bring their ideas and energy to their efforts.

Any parent/grandparent/aunt/uncle who would like to help with events are welcome to come along - new volunteers and ideas are always welcome.

The PA organise coffee mornings each half term for new and existing parents. So come along and join in - you will meet new people - who could be the friends you might never have met! For more information pop into school or if you prefer email the chair person directly.

The School Council

The pupils council is made up from representatives from Year 1 up to Year 6 who represent every pupil as best as they can. The school council meets twice every two weeks they discuss the state of the school, general happiness of pupil and how, most of all, they can make our school a better, happier and much more fun place to be.

Reading

From the moment your child starts school s/he will be encouraged to develop a love of books. Teachers plan for the development of your child's spoken language in many ways - through drama, singing, telling stories and rhymes.

Children will usually have one levelled book and one sharing book to read at home.

Reading Records - as soon as your child is ready to start bringing books home they will receive a reading record which we ask you to use to record the stories and books you have shared at home. We use it to record a selection of the books read at school.

Individual Reading - sometimes teachers will read individually with your child. This helps your child's teacher to assess progress and plan for next steps. Teachers record progress through the reading scheme on individual records and in children's reading diaries.

Queries about reading- all children progress at different rates and most have spurts of learning coupled with periods of consolidation. If you have any worries or questions about your child's reading please speak to the class teacher.

Homework

Homework is set for all year groups in the school. In setting homework the school aims to reinforce and consolidate the skills and understanding children have learnt in the classroom. Our aim is that homework will foster independent learning skills and provide opportunities for parents and pupils to work together.

The pattern for homework will vary for each class. However there is a strong emphasis on reading, writing, spelling and maths skills throughout the school. As the children get older the homework will include a wide variety of investigative work on areas which the children are studying in history, geography or science.

Good standards of presentation are encouraged and rewarded, as the aim of homework is to help the children's learning at the same time as raising their self-esteem.

Please support and encourage your child to complete homework. If your child is unable to complete their homework for any reason please write a note in your child's homework diary or reading log record.

Outings and school trips/ visits

All years have the opportunity to make day visits to a variety of locations, usually as part of a school topic. There is an opportunity for pupils in Years 3 to 6 to participate in residential visits. The school aims to ensure that all health and safety regulations are complied with and follows rigorous procedures. Parents are required to provide written consent and up to date medical information.

The Curriculum

Forest Park school has an exciting creative curriculum designed to engage and enthuse all our learners. It is skills based curriculum which is supported by a wide range of enriching experiences such as residential visits from Year 3 to year 6, carefully chosen day trips and frequent visitors from the community to enhance the curriculum.

Many of the subjects are taught together as they are designed to interrelate to make learning more meaningful for the children and their future lives.

Literacy

Every aspect of the children's work is influenced by the extent to which they use language with imagination and accuracy. Competence in reading, writing, speaking and listening is encouraged throughout the curriculum in order to enable the children to communicate appropriately and effectively. However, we teach English daily as a discrete subject in the 'Literacy hour' from Year 1 to Year 6 following the Primary Literacy Framework, with opportunities for Literacy in the Foundation Stage being incorporated within the child's day according to principles of the Early Years Foundation Stage (EYFS).

Reading is taught initially using a phonics programme, this phonics programme follows closely the guidance of 'Letters and Sounds,' before moving onto various reading schemes. The programme is introduced in the Reception class and consolidated throughout Key Stage 1. Children continue to follow the reading scheme throughout key stage 2 which is supplemented with a wide variety of reading materials found in the school library and within the classrooms.

Numeracy

Considerable importance is attached to the children achieving and understanding mathematical processes, concepts and skills. A favourable attitude is encouraged by presenting it in an interesting and enjoyable way, allowing the children to actively participate in the learning process, thus creating a sense of achievement and confidence. There is a strong emphasis on the development of mental arithmetic and giving opportunities for pupils to use and apply mathematics in real life situations.

Maths is taught through a daily Numeracy lesson. In order to develop Mathematical skills some pupils may be grouped for this Numeracy hour and move target groups for extension as More Able (MA) mathematicians or to a target group for consolidation of skills. Class teachers also plan for opportunities to develop and apply key mathematical skills in other subjects throughout the year.

Science

To enable the acquisition of a systematic, scientific approach to learning, developing useful knowledge, skills and attitudes about the world in which we live, science experience is presented to the children in a practical, relevant context. Systematic inquiry, analysis of problems, formation of ideas, their testing and modification are encouraged through whole class, group or individual investigations and project work, designed to arouse the children's natural curiosity. We have excellent links with Sale Grammar school who offer out of school learning and enrichment programmes.

ICT

Computers and other technological aids are used throughout the school. ICT skills are taught as a discrete subject and as a means of supporting other areas of the curriculum. The children are encouraged to communicate ideas and information in a variety of forms, where appropriate, using equipment and computer software to enhance their learning.

History

At Forest Park School, we view History not only as simple facts and dates but encourage pupils to become detectives who explore the past in an exciting way. History is taught mainly through a topic based approach and gives pupils a chance to explore a wide range of sources from which the past may come alive.

History allows our children to compare and contrast, to examine how and why things have changed, to learn about historical characters and expand their research skills. We teach children to be open minded and enquiring thinkers who understand cause and effect. We want them to understand how people have lived in the past and compare this to modern life. We encourage first hand experiences through handling real artefacts and wherever possible arranging field work visits to relevant sites of historical interest in the region or bringing in specialists for in-school workshops.

Geography

In Geography pupils develop their knowledge of people and places to understand the physical, social and economic forces which shape those places and the lifestyles of the people who live there. We study local areas/issues and extend these studies into the wider world. The children learn to use maps to locate cities, countries, mountain ranges, rivers, seas and oceans. They use atlases, photos and the internet to explore the environment and economics of those countries which they study. They then use the skills they have developed in literacy, numeracy and ICT to report and record their findings.

Design and Technology

Through Design and Technology, the children are encouraged to identify, examine and solve practical problems and to make existing situations better. The children are encouraged to be inventive, using a range of materials and tools, thus developing, modifying and evaluating their ideas through a series of projects.

Art

The children are encouraged to be spontaneously creative, using a variety of media and techniques in art and craftwork. An awareness of colour, shape, balance, focus and proportion are developed alongside the use of symbols to convey ideas and feelings. The study of a wide range of artists, craftspeople and designers complements this work.

Music

The teaching of music is based upon the fact that it is a creative and social art to be enjoyed. Children have the opportunity to enjoy musical experiences through listening, singing, movement and dance and by playing tuned and un-tuned percussion. Music is taught as a discrete subject and as a means of supporting other areas of the curriculum in order to give pupils the best opportunity to develop their knowledge and skills in this area of the curriculum.

Pupils have opportunities to learn the recorder and are also offered tuition in many areas by Peripatetic Music Staff, depending upon availability.

PE

Pupils have 40 minutes PE timetabled per week through which we develop the six areas of activity as set out in the National Curriculum - Dance, Games, Gymnastics, Athletics, and Outdoor and Adventurous activities these sessions are taught by specialist coaches. From year 1 all children have weekly swimming lessons at Sale leisure centre.

Junior children have weekly games sessions at Brooklands Leisure club sports taught include football, netball, kwik cricket, rounders and lacrosse, as well as athletics. All pupils take part in a range of tournaments and sports festivals both within school between year groups and with other schools.

All pupils also have the opportunity to complete the National Cycling Proficiency scheme in KS2.

Religious Education

The school believes that religious education should provide a contemporary study of religion, preparing children for later life. The school bears in mind that the British Isles is a multi-cultural nation which has Christianity as the main religion of the indigenous population. As a result, Christianity will receive the appropriate weighting within the religious education curriculum. Much consideration within this framework is given to other faiths. Respect, tolerance and understanding for the beliefs of others will be promoted as part of our programme.

Personal, Social and Health Education

At Forest Park School we aim to promote healthy, independent and responsible members of society. We encourage all our pupils to play a positive role in contributing to school life and the wider community through class & school councils, fundraising events, supporting nominated charities and involvement in community activities. Our pupils are given opportunities in PSHE & C, SEAL (Social and Emotional Aspects of Learning) lessons and assemblies to develop confidence, self-motivation and an understanding of their rights and responsibilities within our diverse society.

We teach PSHE & C in a variety of ways: as a discrete subject, through SEAL lessons, via assemblies and through other subjects such as RE, History, Geography, Literacy, Maths and Science, as well as through outdoor educational visits, community work and activities.

Learning styles

There is a lot of talk now about learning styles that look at how children learn and what affects their learning and motivation. It is now accepted that each person has a preferred learning style whether that be visual, auditory, tactile or kinaesthetic.

Research shows that 75 % of children are kinaesthetic, that is they prefer to learn by doing things, by using practical materials and by moving around.

At Forest park we deal with the diversity in our classrooms, we know that we have a mixture of auditory, visual, kinaesthetic and tactile learners. We recognise that some children also enjoy learning through the traditional formal teaching methods but for the majority this can cause disenchantment, negative attitudes can develop and discipline problems can rise. We deliver outstanding lessons which encompass the needs of all children.

We value the use of music and practical materials in meeting the learning needs of the audio and kinaesthetic learners and the use of texts, pictures and recording the learning outcomes for the visual learner. We also promote the drinking of water at regular intervals throughout the day.

Personalising the curriculum

As every child is unique there can be no single way of meeting the needs of a an individual child, but in determining provision that is appropriate for your son or daughter we aim to ensure that the pupil is intellectually challenged and making progress in terms of understanding as well as knowledge whilst also working in an environment which meets their PSHCE needs (Personal, Social, Health and Citizenship education).

Forest park recognises individual differences and plans on the basis of meeting a variety of needs, personalising the curriculum. This means that we routinely plan to meet the needs of both our most able as well as our least able. We deploy a range of pupil grouping approaches that reflect the needs of the pupils. Sometimes pupils will be grouped by ability and sometimes in mixed ability classes.

Within all lessons, regardless of whether the pupils are in a lesson with pupils of similar ability or in a lesson where pupils have a wide range of abilities, lessons reflect a differentiated approach. This is evidenced in our lesson planning, the tasks set and the questions asked as part of teaching.

Some children will require additional support in order to reach the learning objectives, tasks may be adapted to meet their needs, they may receive extra support within the class or they may work with a Teaching Assistant or the Special Needs Coordinator (SENCO) outside the classroom. Some children may benefit from having an Individual Educational Plan (IEP), which is developed to support individual needs. The class teacher, SENCO, headteacher and the parents all contribute to the development of the IEP along with input from external agencies if required. The IEP is reviewed each term.

With young children most provision for the more able/ gifted and talented will be as part of normal classroom provision with a small amount of cross school and out of school opportunities.

This means we provide high standards of basics for all, but also recognise the different abilities of different children, and tailor education to meet their needs and develop their potential.

Thinking Skills

The Curriculum stresses that when pupils use thinking skills they focus on 'knowing how' to learn as well as 'knowing what' to learn. Three combined processes determine success in thinking:

- input - obtaining and organising knowledge through sensory awareness and perception to confirm 'what I know'
- control - thinking through a situation and making actions meaningful, *for example, planning, decision making and evaluating*
- output - strategies for using knowledge and solving problems that combine 'what I do' with 'what I know', *for example, remembering, and thinking about and generating new ideas.*

Thinking skills are tools that help children to go beyond the acquisition of knowledge in order to search for meaning, apply ideas, analyse patterns and relationships, create and design something new and monitor and evaluate their progress.

Personal and interpersonal skills and capabilities underpin success in all aspects of life. It is important, therefore, that children's self-esteem and self-confidence are explicitly fostered along with the ability to understand and manage their own emotions and to interact effectively with others.

Teachers help children to develop thinking skills and personal capabilities by **focusing on the following areas:**

- Managing information
- Thinking, problem solving and decision making
- Being creative
- Working with others
- Self management

Assessment for Learning

At Forest Park we embrace the principles of Assessment for Learning, (AFL) and put them at the heart of the learning and teaching process. AFL is not about testing but provides a framework for teachers and pupils to discuss what will be learned i.e., the Learning Intention and the standard of work that will be expected, i.e., the Success Criteria. Feedback will then be given to the pupils about their work and how well they have met the success criteria.

AFL promotes more effective questioning more time for thinking and more discussion among the children in what is called pair, share time. During the following year you may well hear your child talking about learning intentions or W.A.L.T, i.e. **We Are Learning To**, or the Success Criteria or Wait Time and you will know that this all relates to this approach to teaching and learning.

Within each class we aim to maintain high levels of engagement for all our pupils. In this process of AFL the children may be encouraged not to put their hands up to answer. Children often use mini whiteboards to ensure that all participate or the teacher can choose to ask anyone. The idea behind this is a simple one, in a classroom children are often intimidated by the child who always put their hand up first and it discourages the others from thinking. This simple change in classroom practice promotes greater involvement of all children.

AFL provides teacher with a framework from within which they continuously assess the progress of each child on a daily basis and adapt and modify planning to meet these individual needs.

Frequently Asked Questions

What do I do if I can't collect my child from school?

If you are unable to collect your child, phone Mrs Ronan the school secretary to advise her of the problem. If you have arranged for another adult to collect your child from the school inform Mrs Ronan who this person will be. Please remember that if this appointed person is not known to the school that they must use a code/ password. If you are not able to arrange collection for your child Mrs Ronan will arrange for them to be booked into late stay until you arrive.

What must my child bring on their first day?

This will vary from class to class and depend on the time of year that your child starts. The class information/ welcome pack (given prior to your child starting or in July if your child is moving up the school) will tell you which days your child has PE or swimming lessons. PE and swimming lessons start from the first week back, although swimming does not take place on the first day back for children in Years 1 and 2 in September. Children must bring their school bags, writing equipment and pencil cases are not needed unless specified in the class information booklets.

Why doesn't my child spend as long reading to the teacher in the juniors?

The class teacher will hear your child read just as much in the junior department. Most children by this stage in their education will be quite competent readers. Through out the day and across many subject areas more use is made of shared texts and text books to enhance your child's learning. Children may be required to read to the class or individually to the teacher, your child's reading progress and development is closely monitored by the teacher. Children are expected to continue to read each night at home as part of their home work.

Earlier this year we organised a meeting for parents to update parents regarding school developments, changes in the curriculum and methods of teaching. I would like to offer the parents the chance to direct the focus of these meetings in the future; if you have any specific requests please record them below.

Do you have any comment relating to the contents of this parents handbook or suggestions for improvements?

Name _____

Date _____