



**KILBURN INFANT
&
NURSERY SCHOOL**

WELCOME







KILBURN INFANT and NURSERY SCHOOL

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| Head teacher | Mrs J Baillie (B.Ed Hons) |
| Address | Kilburn Infant and Nursery School The Flat Kilburn Belper Derbyshire DE56 0LA |
| Telephone | 01332 880449 |
| Chair of Governors | Mrs L Boyd |
| Parent Governors | Mrs A Bateman Mrs L Scott Mr S Brown |
| Additional Governors | Mr S Kearney Mrs L Swinfield Mrs J Morrell Mrs J Baillie |
| Meeting Minutes | Mrs J Knight |

Email: enquiries@kilburn-inf.derbyshire.sch.uk

Website: www.kilburn-inf.derbyshire.sch.uk

Facebook: [Kilburn Infant & Nursery School](#)

KINS SCHOOL STAFF

| | |
|-------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Mrs J Baillie | Head teacher: Designated Safeguarding Lead (DSL), Strategic Direction & Development of the School, Leading & Managing Staff, Anti-Bullying, Online Safety, Prevent, Science, P.E. & Sports, Music, Relationships Education |
| Mrs L Swinfield | Deputy Head teacher, Deputy DSL, Key Stage 1 Leader, English Leader, Inclusion Leader, Mental Health Champion, SEND Leader, Looked After Children; Year 2 'Outstanding Owls' teacher |
| Miss H Jesson | Assistant Head teacher, DDSL, EYFS Leader, Maths Leader, Art; Reception 'Marvellous Mice' teacher |
| Miss A Hudson | Religious Education, PSHE, Health & Safety Representative, School Council; Year 1 'Fantastic Foxes' teacher |
| Mrs S Haselgrove | History, Geography; Nursery 'Super Squirrels' teacher |
| Mrs R Chadwick | Year 2 'Outstanding Owls' teacher |
| Mrs H Parkin | Teaching Assistant |
| Mrs S Norton | Teaching Assistant, HLTA |
| Mrs R Abberley | Teaching Assistant |
| Mrs T Tiffney | Teaching Assistant |
| Mrs S Wilsoncroft | Teaching Assistant |
| Mrs L Boyd | Teaching Assistant |
| Mrs J Morrell | Teaching Assistant |
| Mrs G Meakin | Teaching Assistant |
| Mrs D Harrison | Teaching Assistant |
| Mrs A Barkes | SEND Teaching Assistant |
| Mrs J Knight | Business Manager |
| Mrs J Morrell | Business Assistant |
| Mrs T Tiffney | Play Leader + Midday Supervisor + Cleaner |
| Mrs S Wilsoncroft | Play Leader + Midday Supervisor |
| Mrs D Harrison | Play Leader + Midday Supervisor |
| Ms A Hallsworth | Midday Supervisor |
| Mrs J Prosser | Dining Room Assistant |
| Mrs G Gregory | Dining Room Assistant |
| Mr D Brown | Caretaker |
| Ms C Benn | Cleaner |
| Mrs S Exton | Cleaner |
| Mrs S Cuttell | Cleaner |



SCHOOL INFORMATION

At KINS we have an 'Open Door' approach so please contact any member of staff if there is anything that you would like to know. This booklet contains an overview of 'general school information'. We send out all of our messages and information to parents/carers on our 'ParentHub'. To view our policies, term and events dates, newsletters please look at our website 'www.kilburn-inf.derbyshire.sch.uk'. Our **Facebook page** is also a great place to look to find out about our school, and we post daily/weekly photographs of learning, environment, events, and busy, happy children on there!

OUR SCHOOL

We are a Derbyshire Local Authority Infant & Nursery educational day school. We have extensive grounds with 3 purpose equipped buildings, each providing different learning environments

- ❖ Nursery – Foundation Stage One = 3 - 4 year olds
- ❖ Reception – Foundation Stage Two = 4 - 5 year olds
- ❖ Key Stage 1 = 5 - 7 year olds

OUR VISION

We believe that a happy child is a successful child. We are committed to providing a positive, safe and stimulating environment for all children to learn in, where all children are valued as individuals and strong relationships are built with the whole school community. We intend that all children should enjoy their learning, complete our curriculum, achieve their individual potential and build a foundation for their own life-long learning.

SCHOOL ETHOS

Our aims at Kilburn Infant & Nursery School are to:

- Provide a safe, happy, positive, friendly, caring, stimulating & respectful environment
- Create a partnership between our children, parents, carers and school
- Provide a broad, balanced and progressive curriculum
- Develop the full potential of every child to thrive and achieve
- Teach safe, healthy lifestyles and promote mental health and well-being
- Develop pupils' spiritual, moral, social and cultural development
- Promote British Values and prepare pupils for life in Modern Britain
- Have high expectations of teaching & learning and school environments

CHILD-FRIENDLY SCHOOL 'MISSION STATEMENT'

We also have a 'Mission Statement' written in consultation with children, parents, carers and staff:

- We work hard, listen and do our best!
- We know how to look after ourselves and each other!
- We learn how to be healthy and safe!
- We celebrate achievements!
- We know how to 'Speak Out'!
- We like to make people proud of us!
- We learn to help our future choices!
- We are kind, polite and friendly!
- We try lots of different things at school!



SCHOOL DAY



Nursery 'Super Squirrels'

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|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 9:00 am | Staff welcome children at the nursery gate |
| 9:05 am - 9:30 am | All children go to the toilet and then choose their learning within continuous provision. Register. |
| 9:30 am - 9:45 am | <i>Zebra</i> group to the Quiet room for group activity – then to snack |
| 9:45 am - 10:00 am | <i>Leopard</i> group to the Quiet room for group activity – then to snack |
| 10:00 am -10:15 am | <i>Monkey</i> group to the Quiet room for group activity – then to snack |
| 10:15 am | Patio doors open for free flow outside. Children encouraged to tidy up before they choose their learning outside |
| 10:45 am | Inside closed in preparation for setting up lunch |
| 10:45 am-11.30 am | Outside learning. Bells to be rang at 11.25 for tidying up |
| 11.30 - 11.45 am | Singing outside (if weather permits) |
| 11:45 am | Morning only children go for a story in the Quiet room. Full time children have their lunch in the classroom (all bring a pack lunch). Once they have finished their lunch they may choose their learning. |
| 12:00 pm | Morning only children leave – Staff to take the children to the gate. Register. |
| 12:30 pm | We welcome the afternoon only children. Story for all children in the Quiet room. Register. |
| 12:45 pm | Continuous provision inside and some intervention groups/1:1 |
| 1:15 pm | Patio doors open for 'free flow' learning |
| 2:15 pm | Whole class snack time – outside if weather permits |
| 2:35 pm | Tidy up. All children in Quiet room - story/singing/ handing out painting |
| 3.00 pm | Home time – parents to wait on nursery playground. Children leave from main nursery door |
| | Friday mornings = Forest schools with a different timetable |
| | <i>Pupil Interventions & Child observations</i> take place throughout the day |

Reception 'Marvellous Mice'

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|----------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| 8:30 am – 8:50 am | <i>Early Bird Club</i> in library area |
| 8:50 am | Staff welcome children through Reception fire door |
| 8:50 – 9:05 am | Register & morning work (e.g. name writing practise) |
| 9:05 – 9:15 am | Dough Disco |
| 9:15 – 9:30 am | English / Squiggle Whilst You Wiggle |
| 9:30 -10:15 am | Indoor & outdoor provision – child-initiated / adult-initiated / adult-led focus |
| 10:15 – 10:30 am | Snack Time |
| 10:30 – 11:15 am | Indoor & outdoor provision – child-initiated / adult-initiated / adult-led focus |
| 11:20 – 11:45 am | Phonics |
| 11:50 am | Children get ready for lunch. Reception staff take children to hall |
| 12:00 - 1:05 pm | Lunchtime & outdoor activities – Field, Timber Trail, Playground, activities led by Play-Leaders or Y6 Mini-Leaders. Nurture Group. |
| 1:10 – 1:30 pm | Assembly – Monday, Wednesday, Friday in hall |
| 1:10 pm (T, Th) 1:30 pm (M, W, F) | Maths |
| 1:30 – 2:45 pm (T, Th) 1:45 – 2:45 pm (M, W, F) | Indoor & outdoor provision – child-initiated / adult-initiated / adult-led focus |
| 2:50 – 3:05 pm | Topic Discussion (PSHE, RE, Understanding the World, Music) |

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|------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3:05 – 3:15 pm | Story Time & getting ready for Home-time |
| 3:20 pm | Children leave from door leading to Reception outdoor area |
| After-school | Extra-curricular clubs – Dodgeball, Gymnastics, Art, Tennis, Football... |
| | |
| Thursdays | <p align="center">‘Sports Thursday’ Sports coaching with Mr Smith (AVSSP) Autumn Terms - Yoga Spring/Summer Terms - Handwriting</p> |

Year 1 ‘Fantastic Foxes’ and Year 2 ‘Outstanding Owls’

| | | |
|---------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|
| 8:30 am – 8:45 am | Early Bird Club in library area | |
| 8:45 am | Staff welcome..... Year 2 Owls through classroom door Year 1 Foxes through end corridor door | |
| 8:45 am – 9 am | Y2 Owls – Reading, Writing or Maths based morning jobs Y1 Foxes – Class-based Interventions | |
| | 9 am – 10:00 am Y2 Owls English | 9 am – 10am Y1 Foxes Maths |
| | 10:00 am – 10:30 am Y2 Owls Phonics / Spelling | 10 am – 10:30am Y1 Foxes Phonics |
| 10:30 am – 10:45 am | <p align="center">Y1/2 Playtime – please check rotas on wall for ‘Duties’. Send children out to playground. 1 member of staff in corridor for ‘First Aid’ duty. Pupils sent inside by staff on duty.</p> | |
| 10:45 am | - 11:40am Y2 Owls Maths 11:40am Reading | Y1 Foxes English |
| 12:00 pm – 1:05 pm | Lunchtime outdoor activities – Field, Timber Trail, Playground, activities led by Play-Leaders or Y6 Mini-Leaders. | |
| 1:05 pm – 1:20 pm | Pupils go straight into hall for Assembly (or Reading/1:1/small group/intervention provision) Monday, Wednesday, Friday - Assembly Tuesday, Thursday – classrooms at 1:05pm | |
| 1:25 pm + | Question-based Learning Projects | |
| 3:15 pm Home-time | Y2 Owls leave from classroom door Y1 Foxes leave from classroom door | |
| After-school | Extra-curricular clubs – Dodgeball, Gymnastics, Art, Football... | |



ABSENCE AND ‘GOOD ATTENDANCE’

Every child of school age should attend every session unless absent through illness or for other authorised reasons. ‘Good Attendance’ means that a child attends school for 180+ days out of 190, or 95%+. Good attendance gives a child the best chance of success at school, and there are 175 non-school days per academic year for holidays, visits, shopping, family time etc.

An absence can be authorised by a school for the following reasons:-

- *Illness* – confirmed by a parent
- *Medical appointment* – e.g. a hospital appointment. Routine visits to a dentist, optician or doctor should be made outside of school time

- *Bereavement*
- *Religious Observance*
- *School closure* – authorised by the school

Contact is made to parents/carers requesting the reason for a child's absence, as appropriate. If this is not returned after 3 attempts the child's absence will be marked unauthorised.

Please let school know if your child is absent, by a phone message or email on the day wherever possible. Absence data is monitored by the school on a daily and weekly basis.

ABSENCE - HOLIDAY

'In September 2013 the government introduced new regulations making it clear that Headteachers must not give approval for any leave of absence during term time, including holidays, unless there are exceptional circumstances. Any requests for term time holiday should be made on the 'School Absence Request Form' and handed in two weeks before the first date of the requested absence whenever possible. You must have received written authorisation before your child can be absent from school.

Parent/carers may be issued with a Penalty Notice fine or prosecution should leave of 5 days or more be taken which is not authorised by the Headteacher, or where repeated incidents of leave in term time for less than 5 days occur or where the unauthorised absence continues to wider poor attendance that meets the legal threshold. Absence deemed for the reason of unauthorised leave in term time will be marked in the register with the Attendance code G.

You may be issued with a Penalty Notice should leave be taken which is not authorised. If unpaid this could lead to prosecution under section 444(1) of the Education Act 1996'.

If Parents/Carers would like to apply for an 'authorised absence for exceptional circumstances', they are asked to contact the School Office for a form.



ACT OF WORSHIP

The 1988 Act (DES Circular 3/89) reinforces the 1944 Education Act that Religious Education must be included in the core curriculum, although it is not part of the National Curriculum. There must be collective act of worships which are 'wholly or mainly of a broadly Christian character' and are non-denominational.

Our assemblies take place in the hall for all Infants and include themes such as 'Choices', 'Safety', 'This is Me!', 'Bullying & Friends', 'Diwali', 'Easter' and 'Speak Out Stay Safe – NSPCC'.

RE is a statutory requirement from Reception – Year 2 and we teach the '*Derbyshire & Derby City Agreed Syllabus for Religious Education 2020-2025*'.

ADMISSIONS



ADMISSIONS - INFANT SCHOOL

Derbyshire Local Authority co-ordinate all admissions into school and Parents/carers are asked by the LA to complete an admission form on-line in the Autumn. Parents name their preferred school(s) on this form. Parents may express a preference for either one, two or three schools and those preferences must be ranked. Parents should name all schools at which they wish their child to be considered for a place, including community, voluntary controlled, foundation or voluntary aided schools. Although parents must rank their preferences, all preferences will be treated as equal by admissions authorities in applying their own admissions criteria.

Ranking only applies when more than one school can be allocated as a means to decide which school should be offered, i.e. the school with the highest ranking by the parent which can offer a place will be the school offered. Parent/Carers receive notification in writing or by e-mail in April offering their child a place at school.

ADMISSIONS - NURSERY

We offer up to 39 places. Attendance in our Nursery is non-statutory, and the Governing Board of the school is responsible for deciding on and operating an admission policy. Each child's application for a place at Nursery will be judged against a 'point score' priority system e.g. priority 1 – 'Looked After Children'.

Please contact Mrs Baillie or the School Office for further details.

ADMISSION - SCHOOLS STANDARD NUMBER

Legislation requires that we publish our "School Standard Number". This is the number of children per year group we are able to accommodate according to the space in the buildings, and this is not necessarily linked to the numbers of teachers.

Our standard admission number per year group is 41.

ASTHMA



Our policy has been written with advice from the Department for Education & Skills, Asthma UK, the local education authority, local healthcare professionals and the school health service.

Our school recognises that asthma is a widespread, serious but controllable condition affecting many pupils at the school. We positively welcome all pupils with asthma. Our school encourages pupils with asthma to achieve their potential in all aspects of school life by having a clear policy.

Staff update their first aid training regularly, including the use of inhalers, and supervise/support all children when they need to use an inhaler.

Our policy is available on request or can be viewed on our website.

As the children at our school are very young, we ask that children stay at home for 48 hours to allow medication to work, and also so that the chance of infection being spread between young children is reduced.

COMPLAINTS

If you have a concern or question please contact us at school in person, by phone, email or through our school website. Our school treats all complaints seriously, and we aim to resolve them as quickly as possible.

A copy of our Complaints Policy can be requested through the school, or viewed/downloaded from our website page 'Our School – Safeguarding'.

CURRICULUM - EARLY YEARS FOUNDATION STAGE (EYFS):



NURSERY 3 – 4 YEAR OLDS

RECEPTION 4 – 5 YEAR OLDS

We follow and teach the '**EYFS Statutory Framework**'. There are four principles that shape practice within Early Years settings:

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured;
- Children learn to be strong and independent through positive relationships;
- Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and/or carers;
- Children develop and learn in different ways and at different rates.

The EYFS profile is broken down into seven main areas. The first 3 areas are called the 'Prime' areas of learning and the final 4 are called the 'Specific' areas of learning. All seven areas of learning and development are important and inter-connected.

Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

The three **prime** areas are:

1. Communication and Language
2. Physical Development
3. Personal, social and emotional development.

Children are also supported through the four **specific** areas, through which the three prime areas are strengthened and applied.

The **specific** areas are:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

We use the 'Development Matters' document that breaks each area down and provides a range of age-related objectives under the titles **Birth to 3**, **3-4 year olds**, and **Reception aged children**.

The main 7 areas are then split down again to make 17 areas of learning called, '**The Early Learning Goals (ELGs)**'. Whilst objectives in each age category are not specifically taught, staff use their experience and knowledge to monitor and collect evidence through observations, written work and on-going assessments, much of which is recorded on the 'Evidence Me' online tool to check that a child's learning and development is on-track for their age and by the end of the reception year. Teachers will make a judgement on whether the child has reached the ELG in each of the 17 areas.

Practitioners working with the youngest children in Nursery focus strongly on the three prime areas, which are the basis for successful learning in the other four specific areas. The three prime areas reflect the key skills all children need to develop and learn effectively, and become ready for school. The balance changes towards a more equal focus on all areas of learning as the children move through the Early Years at our school, and grow in confidence and ability within the three prime areas.

The curriculum is delivered using a play-based approach as outlined by the EYFS. Each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-led initiated activities.

We plan a balance between children having time and space to engage in their own child-initiated activities and those that are planned by the adults. During the children's play, early years practitioners interact to stretch and challenge children further. In planning and guiding children's activities, we reflect as practitioners on the different ways that children learn and reflect these in our practice.

Children have whole-group and small-group times which increase as they progress through the EYFS with times for a daily phonics lesson and teaching aspects of mathematics and literacy, including shared and guided reading and writing.

We write medium-term plans and activity overviews using the EYFS curriculum based on a series of themes alongside children's interests, offering experiences in all seven areas of learning. These plans then inform our short-term weekly planning alongside our observations.

Please see our website 'Curriculum' tab for all of our 'Subject Content Overviews' and themes for learning from Nursery to Year 2, including 'Memorable Experiences' and 'New Vocabulary.'

CURRICULUM - KEY STAGE ONE:

YEARS 1 AND 2

5 – 7 YEAR OLDS



English

Our English teaching focuses on the main areas of speaking and listening, phonics, reading, writing, spelling, handwriting, punctuation and grammar.

All of our English lessons are linked to our half termly project and are based around high quality texts (see our English overviews on the website).

Speaking and Listening

As part of all of our lessons, children are engaged in 'turn, talk and tell'.

Children are given opportunities throughout the day to take an active part in Speaking and Listening activities. They listen to adults, to peers, in assemblies, to video extracts, to instructions and commands, to poems and to factual information. They regularly take part in group discussions and present their findings to the class. Children are questioned about information they have heard and they are encouraged to respond with relevant comments, justify their thinking and speak confidently about their work and the work of others.

We encourage children to speak with confidence, and to talk about their own experiences and observations. Role play and Chatterbox Cafes in each classroom extends their language development as do regular drama activities.

Our intention is that the children will be able to use spoken language confidently and articulately in a wide variety of contexts and for a range of purposes.

Phonics

All children access high quality daily phonics lessons using the ***Supersonic Phonic Friends*** programme, from the simple to the complex. In Year Two, the spelling programme is also supported by Supersonic Phonic Friends so it is being used across school providing a fun, engaging, active way of learning that is consistent.

Nursery – Firm Foundations in Phonics 1 which is made up of seven aspects which intend to support general sound discrimination and phonological awareness.

Reception – The Basics 2 and 3 which are organized in sets of individual sounds.

Year One – The Basics 4, Higher Level Phonics 5C choose to use spellings and Higher Level Phonics 5B Switch it spell sounds.

Year Two – National Curriculum statutory spelling programme.

There is lots more information including links to Supersonic Phonic Friends on our website under the 'Reading & Phonics' tab.

Reading

At KINS we have a wide and varied reading programme for the children that is very closely matched to the phonics being taught. The children receive two reading books every week that is exactly matched to their phonics ability. Our books are organised into very specific groups whilst the children are working through the Supersonic Phonic Friends programme, from wordless books when children are just beginning their reading journey right up to Higher Level Phonics 5 C and B.

Once the children have completed the Phonics programme and are secure in their knowledge and application of Phonics, they will move onto a reading programme where books are colour banded, starting from Turquoise band bridging books to Turquoise band. This ensures a smooth move from Phonic based books to non-phonics based books before then moving onto Purple band and progressing up through the colours. Once children reach Turquoise band, they are no longer

reliant on the use of Phonics to read and are on their journey to becoming competent, fluent readers. Children at this level of book can select their own reading material within their colour band.

Reading is a central focus for all of our learning but in particular, our English work. This will include adults reading, individual reading, paired reading, group reading, phonic group reading and whole class reading (Year Two).

All of our children across every year group, are exposed to an extremely rich and varied diet of books throughout their time at school (see our English overviews on the website). Books are used wherever possible to support and enrich their learning experiences and are widely accessible to the children within all areas of their classrooms throughout the day.

At home, we ask that the children read at least three times every week and that this is recorded in their reading record which they are given at the beginning of every academic year. Reading a little bit every day is even better though and will support your child's reading journey. Any reading that your child does, should be recorded in their reading record. This could include a magazine, signs when out and about, a menu, a recipe etc. Any reading that your child does at school will also be recorded in here.

As well as two reading books every week, your child will also be able to choose a library book to bring home and share with you. As they get older they will be taught library skills and will use the library reference books to support their learning in a variety of lessons.

Our aim is that when children finish their time at KINS that they are not only competent, fluent readers but that they will have developed a love for reading during their time with us and that this will support them throughout their lives in becoming lifelong readers.

Writing



Early writing is based on children's own experiences. Children begin by drawing pictures, mark making and using symbols or letters to express their ideas. They can copy over or under teacher's writing, then copy their own dictated sentence from paper and eventually begin to write their own simple words (is, it, a, etc.) using their phonic knowledge.

As their writing skills develop, children are introduced to writing for different purposes e.g. making lists, factual writing, invitations, posters, letters etc. Children are encouraged to use their imagination for the creative writing of poems and stories.

At KINS we use a 'Talk for Writing' approach across school to support the children's journey in becoming competent and confident writers.

During English lessons, children learn about basic punctuation, e.g. capital letters, finger spaces and full stops. As children progress, they are taught to link sentences with conjunctions, and begin to use more advanced punctuation including question and exclamation marks, as well as apostrophes, commas and an awareness of how to write in the correct tense.

Handwriting

Children move from mark making to learning to move a pencil from left to right and to form the letters of their names correctly. Individual letter formation is taught in school using a Nelson Handwriting programme. Children are taught to write in letter families so that they can see how letters are formed in a similar way.

They will learn to form long ladder letters, curly caterpillar letters, and zigzag monster letters and one-armed robot letters. Children are taught how to correctly form capital letters, to write on the line with distinguished ascenders and descenders and with accurate spacing between words. By the end of Year Two, most children will be writing neatly and using the first four basic joins.

Spelling



Spelling is taught through the use of Supersonic Phonic Friends, our systematic, synthetic Phonics programme. By the end of Reception, children will be secure in knowing the sounds, the GPC and be able to blend and segment with the sounds from Basics 2 and 3. In Year One children progress onto Basics 4 and then onto Higher Levels of Phonics 5C choose to use spellings and 5B switch it spell sounds. In Year Two when the children have completed the Higher Level Phonics, they move onto a spelling programme by Supersonic Phonic Friends which focuses on suffixes, tense, homophones, spelling patterns, rules and strategies. It follows the National Curriculum guidance for spelling.

See the 'Reading and Phonics' section of our website for more information on the progression of spelling through school.

All children will do several daily short bursts of word recognition using the tricky words and the common exception words.

Mathematics



The mathematics curriculum provides the children with a means of exploring their environment develop their powers of logical thought and equip them with the skills necessary for future progress in maths. Our aim is to teach mathematics in an interesting and stimulating way using a variety of resources to encourage enjoyment and participation from all children.

In Nursery and Reception, mathematics is taught through the Early Years Foundation Stage Framework (EYFS) providing children with opportunities to practice and improve their skills in counting, numbers, calculating simple addition and subtraction problems, and to describe shapes, spaces and measures. Learning opportunities are carried out in practical experiences, play activities and in structured group sessions. In Reception, children also enjoy daily mental maths sessions and are taught to apply their mathematical knowledge to everyday situations.

In Key Stage 1, Year 1 and Year 2 children are taught mathematics following the National Curriculum introduced in September 2014. In a normal school week, maths is taught on a daily basis. The lesson is divided into sections - a whole class practice of mental maths, a main maths topic, and an independent/group activity. What is being learnt is reflected/discussed throughout the whole lesson. The areas of learning in maths are: number, place, value, addition, subtraction, multiplication, division, fractions, measurement, geometry and in Year 2, statistics. Children are taught a range of strategies for mental maths calculations and are encouraged to choose and talk about the method that works best for them. Children apply their skills through a range of practical and written activities using the correct mathematical vocabulary. We provide structured

differentiated opportunities for the children to learn new skills, practice and improve their existing skills and apply them in new situations so that they are continually improving their abilities to think mathematically, problem solve and apply their 'reasoning' skills in maths.

CURRICULUM – ALL CHILDREN

Children are taught some of the EYFS/National Curriculum subjects through our 'Question-based Learning Projects'. This includes English, Science, History, Geography, Art, Design & Technology.

Each project has four sections, including ideas for homework:

- ✓ Engage: begins with a memorable experience to excite and engage the children
- ✓ Develop: teaching and learning of subject content
- ✓ Innovate: the 'goal' of the project! Children use skills and knowledge from previous weeks to apply to mini-projects and activities or solve problem and challenges
- ✓ Express: children reflect and celebrate what they have learnt, and show-case to parents/carers or other classes

Our question themes include:

EYFS: Why do you love me so much? Do you fly, walk or swim? Who am I, Who are You? Are eggs alive? Are we there yet? Why do buildings stay up?

Year 1 + 2: What makes a magnificent monarch? What was it like to be a child in the past? What makes a superhero? What can you tell me about London? Why do we like to be beside the seaside? How did we travel from then to now? Who has paws, claws & whiskers?

Other subjects are taught separately including Phonics, Maths (Nursery 'CLIC'; Infants 'White Rose'), Religion, Personal Social Health Education ('PSHE Matters'), Music ('Charanga'), Computing, Religious Education and Physical Education. Please see our website for detailed overviews of subject content/progression for all subjects from Nursery onwards.



DISABILITY DISCRIMINATION ACT

Kilburn Infant and Nursery School adapts provision to meet the needs of disabled children and adults. Ramps and handrails give access to school buildings and outside play areas avoiding all steps. In the main school building there is a toilet, which can be used by children or adults in wheelchairs. Entrances and doorways are wide enough to accommodate wheelchairs. One classroom also has a 'Sound Field' system and every classroom is fully or mostly carpeted.

It is unlawful to discriminate against a pupil's disability and we will always ensure that disabled children and all children are treated equally. We make "reasonable adjustments" so that children with a disability are not disadvantaged and have the same opportunities to access learning and activities. School staff meet with parents, multi-agencies and children to plan for a smooth transition into our school.

The Disability Discrimination Act includes an 'Accessibility Plan' which gives details of short, medium and long term plans to provide access to school and the curriculum for all children, parents, staff and anyone else involved in Kilburn Infant and Nursery School. Further information can be found on the SEND page on our website.

FOOD ALLERGIES & SPECIAL DIETS

We ask that all parents of children who suffer from food allergies, or are unable to eat certain foods due to religious grounds, complete a Dietary Request Form and send it into the school office to be passed through to the catering department and to teaching staff.

Most diets can be accommodated immediately; however, some dietary requirements may take up to 2 weeks to put into place as school lunches are provided by an external supplier.

GENERAL DATA PROTECTION REGULATION (GDPR)

General Data Protection Regulation (GDPR) is new data protection legislation from May, 2018, regarding holding 'personal data' information about adults/children.

Personal data is...

- ✓ Any information relating to an identified or identifiable adult/child
- ✓ An 'identifiable person' is someone who can be identified directly or indirectly by reference to an identifier such as e.g. a name – full name or unusual first name

There are 6 available 'lawful bases' (legal reasons) for keeping information. All pupil information is processed (kept) at Kilburn Infant and Nursery School under 3 lawful bases of:

- 'Legitimate interest' it is necessary to carry out the role/functions of a school
- 'A public task' the need to keep personal data to carry out the role/functions of a school
- 'Consent' 'opt-in' permissions e.g. Website, Facebook, photos



Further information regarding GDPR, and a 'Pupil Consent Form' is given to all parents to complete as part of our 'School Admission Pack'.

GLASSES in P.E.

The advice from the Orthoptist Department at one of our local hospitals is:

"Glasses should be worn for P.E. where perception of distance or the ability to see clearly is require as not to wear the glasses creates a greater risk than wearing them. Glasses therefore should be worn for activities such as throwing/catching, ball games, balancing and other such activities. The glasses must have shatterproof lenses and must be secured appropriately with a sports band.

Glasses should not be worn where a pupil's head potentially could contact the floor. This would include gymnastic type activities such as forward/backward rolls.

HEALTH

Please let us know if your child has any health conditions, is taking medication, has any allergies, or you have any concerns. Please complete the health form provided in our admission pack. Children in our Reception year have health, eyesight and hearing checks with the school nurse.

The nurses at Belper Clinic can be contacted on 01773 820093 if you are at all concerned about any aspect of your child's health. They will be happy to talk to you and offer support.

All parents/carers need to provide two phone numbers that they can be contacted on in case of a medical emergency e.g. an accident. If your child is taken ill at school, parents or 'named contacts' are contacted.

HEADLICE



Please keep a *weekly* check on your child's hair! The best way is to use a fine toothcomb to check your child's hair at least once or twice a week. If you use plenty of conditioner and comb the hair when wet every 3 to 4 days, this helps to ensure any eggs or lice are removed easily. This process needs to be repeated for 3 weeks to get rid of any extra eggs. If at any time you find an adult louse, the 2-week cycle has to begin again.

Head lice are very common in schools, especially with young children, and children with head lice should attend school as soon as the treatment has started. To help school reduce the spread of head lice, if your child has long/medium length hair, please tie this up with a bobble. Thank you!

HOME-LEARNING



Home-learning activities usually consist of:

Reception: one activity sent weekly either linked to Maths, English or phonics or it could be 'learning project' related.

Year One: Maths, English and Phonics task that supports the learning going on during the week.

Year Two: Three activities are sent each week including Maths, Grammar, Writing or Reading comprehension

Other homework may involve gathering information or items from home to help with classroom work or displays.

Reading: Each child will be given a KINS Reading record at the start of the academic year. Any reading completed at home and at school should be recorded in here alongside any comments that a parent/carer would like to make about how your child is progressing.

Holiday Homework: At the end of each half term, the children will be given a piece of A3 card and asked to produce a poster linked to their next learning theme in school. These are then shared and displayed in the classrooms.

JEWELLERY



We follow Local Authority guidance relating to pupils wearing jewellery including earrings, rings, necklaces, bracelets and watches. Injuries can be caused by any jewellery being accidentally caught or knocked inside school and outdoors.

We ask that pupils do not wear any jewellery except for small stud earrings which need to be removed on P.E. days.

In Nursery and Reception children wearing earrings would not be able to use any equipment that might catch/pull on an earring. This includes outdoor equipment.

If parents are considering letting a child have their ears pierced, a good time for this would be at the beginning of the school Summer holidays. Thank you!

LATENESS



We ask that all children arrive on time – Infants 8:45am, Reception 8:50am, Nursery 9:00am. Children arriving after the close of registration receive a “late” mark in the register. Parents are asked to ‘sign-in’ if their child is late.

MEDICINES

The school follows the Local Authority Health & Safety guidance for the administration of medicine to children in school. If parents would like to give a child medicine themselves, we ask if possible that they try to come to school during our lunchtime 12:00pm – 1:05pm.

OUR SCHOOL DAY - BEGINNING

There is a member of staff at every door each day to take messages for teachers, staff or the School Office, e.g. to let us know that another adult will be collecting a child.

OUR SCHOOL DAY - END

Parents are asked to help staff by standing where the teacher can see them at the end of the day. Years 1 and 2 leave the main building classrooms from the terrace doors and Reception and Nursery children leave from the main door of their buildings.

Occasionally, children may need to leave early – for safety reasons please let school know and we ask that a child leaving early is signed out/collected by an adult.



PACKED LUNCHES

School lunches for all Infant children are free with funding provided by the Government. However, if you would like your child to have a packed lunch instead please send this in a named 'sandwich box/bag'. Children also need to bring a spoon, straw or cup for desserts and drinks. Following the 'Governments Food Standards' children should not bring fizzy drinks or chocolate bars as part of their lunches. We also have a list of 'suggested packed lunch foods' if parents would like this.

PE & SPORTS CLOTHES

Infant children do not need any P.E. clothes to be kept in school. Children come ready in sports clothes on 'Sports Thursday' and their other allocated P.E. day – t-shirt, jogging bottoms, zipper top & trainers. A message will be sent out on Parent Hub if children need to wear or bring sports clothes on any other days.

Children only need to bring a complete set of sports clothes for any after school sports clubs.

We ask that children practice taking out their earrings for P.E. days, or do not wear them on that day – please check with the teacher for the relevant day.

PLAYTIME SNACKS AND DRINKS

We are part of the 'Healthy Fruit scheme' and all children can have fresh fruit at playtime or in their Reception/Nursery class. Children can bring their own fruit if they would prefer to. Children should not bring sweets, chocolate, crisps etc. We also ask that children do not bring sweets for their birthdays or from holidays etc.

All children need a named plastic water bottle, which they keep in the classroom for regular drinks throughout the day in the school and also to take outside. Water bottles should only have water in them – no squash or juice please! Bottles need to be taken home daily to be washed and refilled. Water bottles are sold at the School Office.

PROTECTED CHARACTERISTICS

It is against the law to discriminate against someone because of their age, disability, gender, marriage/civil partnership status, race, pregnancy/maternity, sexual orientation, religion/belief or gender reassignment.

We have a happy and caring environment and expect all adults and children to show respect for and appreciate each other as individuals. Our main objective is to educate, develop and prepare all our children for the future and to become a part of our rich and mixed society.

RELATIONSHIPS POLICY



Our school rules for children at KINS are..

- ✓ **K** – Kind to others
- ✓ **I** – Interested in Learning
- ✓ **N** – Notice the good in each other
- ✓ **S** – Smile, succeed and be safe

We promote good behaviour through rewards, praise and all adults act as role models, using positive and friendly language and attitudes towards others.

Our priorities are:

- ✓ good manners and politeness
- ✓ tolerance and thoughtfulness towards others
- ✓ ‘a caring and sharing’ attitude
- ✓ an awareness and respect of others and the environment
- ✓ British Values

‘Bee Brilliant boards’ – Good behaviour is promoted through the use of our boards in each classroom. We have a variety of rewards to promote good behaviour e.g. ‘Star of the Day’, ‘Raffle tickets’, ‘Smiley Faces’, weekly certificates and rewards assembly. A copy of our Relationships Policy can be found on our website page ‘Policies’.

RELATIONSHIP, SEX AND HEALTH EDUCATION (RSHE)

We follow the DfE compulsory guidance for Primary Schools and teach the Derbyshire PSHE Scheme ‘PSHE Matters’ in Early Years and Key Stage One. We teach the key building blocks of *healthy, respectful relationships*, focusing on family and friends, how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way, including online. This includes the development of personal attributes such as kindness, integrity, generosity and honesty, and a belief that they can achieve goals, both academic and personal.

A priority is teaching about *mental wellbeing* - children need to know how to face challenges positively, such as being lonely, to take care of themselves and receive support if they need it. Our learning themes are:

Relationships Education

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Physical Health & Mental Wellbeing

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body



REPORTS AND ASSESSMENT

Records and Assessment are a normal part of school life and teachers are continually assessing the progress and development of pupils. These are in line with National Curriculum and Early Years Foundation stage requirements. Observations and assessments are completed daily, weekly, half termly, termly or once a year.

We have 'Progress & Achievement' meetings three times a year – usually October, March and June for all children. These are booked using our 'Teachers2Parents' online system. Details are sent out before each Parents Evening. All children have an annual written report in July that includes their achievement for the end of the summer term in each year group as well as general progress in all EYFS and National Curriculum areas for all children.

In Nursery and Reception we use '*Evidence Me*' as part of the assessment process to build up ongoing evidence of the children's achievements and these are sent to parents daily/weekly.

At the end of Year One children complete the 'National Phonics Check' and also take part in 'Mock Checks' throughout the year. The results of these are reported to parents.



ROAD SAFETY AND 'SCHOOL TRAVEL PLAN'

The danger to children from traffic around the Highfield Road entrance continues to cause concern to school staff, governors and parents.

We ask all parents to avoid bringing cars along The Flat and to park well away from the School Crossing Point and the entrance to the Top Farm Court complex. There is a car park adjoining the village hall near the school which can be used to park instead.

From being in our Nursery we teach the children to ALWAYS use the Green Cross Code.

All of our children coming from Highfield Road should be encouraged to use the path alongside the school buildings.

We have a joint 'Travel Plan' with Kilburn Junior School to promote travelling 'smart' and 'safely'. The two schools have written the following statement to Parents/Carers:

"Our school aims to provide children with opportunities to be active and healthy and encourages children to make decisions which will impact on their well-being, now and in the future. We encourage physical activity on the way to and from school e.g. Scooter to School. This helps to lessen the traffic on the busy roads around our school, and encourages children and Parents/carers to reduce the carbon footprint associated with car travel. Our 'School

Travel Plan' has been written with the Junior School and Derbyshire County Council, and the themes of keeping healthy, staying safe, and safeguarding, are integrated into our school curriculum".

We are proud to be one of the first schools in Amber Valley to have achieved the national 'MODESHIFT STARS' Bronze and Silver award, supported by our local Safer Neighbourhood Police Team and Rob Bounds - Senior Local Authority Transport Officer.

SAFEGUARDING & CHILD PROTECTION

Safeguarding is a priority at our school and is 'everyone's responsibility'. Through our curriculum and extra activities, children are taught to stay safe and 'Speak Out'. Our named 'Safeguarding Designated Lead' is Mrs Joanne Baillie (Head teacher), our Deputy DSL is Mrs Louise Swinfield (Deputy Head teacher), and our DDDSL is Miss Hannah Jesson (Assistant Head teacher). Please contact us by phone, in person, or through our website if you have any safeguarding concerns about a child who does or does not attend our school. Thank you.

Our 'Child Protection & Safeguarding Policy' can be viewed on our website, or please ask school for a copy of this.

SCHOOL SECURITY



Security and safety of children, staff, parents and visitors is very important to us, and all school staff are aware of their responsibilities in our open site premises.

Signs direct visitors to the office where they are asked to sign-in using our electronic system. There is a surveillance intercom system on the main school door. Internal telephones connect all three buildings and external access points have been reduced. There is no direct access from Highfield

Road onto the nursery yard. The terrace doors of the Year1/2 classrooms are one way opening i.e. from the inside only and external entrance doors are fitted with security coded key pads or one way openers. Children moving between buildings are fully supervised by adults. The Nursery and Early Years buildings have security door pads as do the two main doors of the Infant building.

Security reviews take place termly as part of the Health and Safety Inspections and the policy /practice is reviewed annually by our Safeguarding Governors. We would be very grateful if everyone could close all of the gates when they enter/leave the school premises. Thank you!

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)

The early school years are the most formative in a child's development, but all children progress in different ways and at different times. Some children may require extra support during their journey through school and may be identified as having Special Educational Needs or a Disability. This means that they may find certain areas of school more difficult than other children of their age. This could be in regards to their cognition and learning, communication and interaction, social, emotional and mental health and physical or sensory needs.

If a child's class teacher has concerns, they will discuss this with the school Inclusion Leader,

Mrs Swinfield, and seek advice from her. The school will then follow our *Graduated Response* and this begins by completing an initial concerns form and a one-page profile. Teachers will talk to parents immediately about how best to support their child at home and how school adults are supporting the child within school.

The child will then be monitored in school, and if concerns still remain, then an SEND Support Plan will be written for the child, containing specific targets for the child to work towards with the support of staff in school, and the parents. The school may decide to seek advice/support from external agencies. In some instances school may apply for top-up funding to further support the pupil.

At all times, the teacher will regularly liaise with parents/carers to work with them to ensure the best support and targets are in place for the child.

SPORTS THURSDAYS

On Thursdays we have a specialist Sports Coach, Mr Smith, from Amber Valley School Sports Partnership. All children are asked to wear Sports clothes on Thursdays – usually a t-shirt, jogging bottoms, hoodie and trainers. Our timetable is different on this day, as Mr Smith works with all of the children, Nursery to Year 2. Mr Smith also leads Physical Literacy, Mini-Leaders at lunchtimes, and an after-school sports club.



SUN SAFETY

We are part of the 'Sun-Safe School' initiative, and also have sun cream dispensers in school.

There is a well-established link between exposure to the sun and skin cancer. All children are asked to bring named sunhats and sun-cream spray, which they should practice applying quickly to themselves at home.

Shade is provided in all 4 main play areas, and children do not take part in outside activities without access to shade and water.

Parents are asked to inform the school if:

- a) your child is fair skinned and prone to burning
- b) there is a family history of skin cancer, especially melanomas

Children should not wear strappy summer tops or dresses to school, and will not be allowed outside unless their shoulders are adequately covered.

TOYS AND JEWELLERY

Please encourage your child to leave these at home - children can become very upset if they are broken or lost!

A FINAL MESSAGE FROM KINS

We hope that you and your children will be happy at our school! School is a partnership between parents, children and staff and we welcome you to contact us at any time. We need your help, support and encouragement, so that we can give your child the best possible start to his/her education.

Parent's views and ideas are very important to us, and parents can become involved in the decision making process either as being, or talking to, one of our Parent Governors. Parents are also sent questionnaires regarding specific issues. If you have time, please complete the OFSTED 'ParentView' online.

Parents are invited into school regularly, including our weekly 'Big Read' and on other occasions such as our Christmas Show, Sports Day, Open Days and for specific meetings such as Reception/Nursery starters, Year 2 'Transition', and Year group Phonics meetings.

We have lots of volunteers who help us in school – parents, grandparents, carers – with everything from filing, and helping with school visits, to baking, talks to the children, and arts and craft activities.

Please contact school if you would like to volunteer, or we can help or support you in any way!

Many thanks,
Mrs Baillie and Staff/Governors at KINS