

# Whitehorse Manor Infant School Prospectus

(updated May 2017)





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Dear parent/carer,

Welcome to our school!

This is an exciting time for Whitehorse Manor Infants works in partnership with Whitehorse Manor Juniors, Ecclesbourne Primary and Beulah Infant School to provide the highest quality education for all children within The Pegasus Academy Trust. We aim to establish a close relationship with parents and carers so that everyone works together to ensure each child's happiness and success.

Our Ofsted Inspections in March 2007 and June 2010 confirmed Whitehorse Manor Infants as "outstanding" in all areas which means that it continues to be one of the best schools in the country. You can read the report online at [www.ofsted.co.uk](http://www.ofsted.co.uk) .

Staff are extremely hardworking and dedicated. Behaviour is excellent and pupils are very polite and friendly. Pupils' achievement is outstanding. We are proud of our school and its achievements. Whitehorse Manor Infants is a happy school in which children can develop in a disciplined, secure and stimulating environment. Hopefully this brochure will help you understand what happens at our school and explain the part we play in your child's life.

You are very welcome to visit the school and see us 'in action' and if at any time there is anything you wish to discuss please don't hesitate to get in touch.

*Sharon Russell*

Sharon Russell  
Head of School

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## **Aims of our school**

We will value, respect and motivate all children, irrespective of race, gender, faith or ability to enjoy and achieve.

We will provide and promote a safe, stimulating and healthy environment in which effective teaching and learning can take place.

We will encourage children, families and the wider community to make a positive contribution to the school and the global environment.

As members of our school community we will respect and care for ourselves, our school and the environment.

We will support children and families to make positive choices to promote their long term economic well-being.



We aim to provide a happy, caring atmosphere in which children are encouraged to develop self-confidence, respect and consideration for others. We are part of a multicultural community and celebrate the richness this brings to our school.

We do not allow racist or sexist name calling or racial/sexual harassment of any kind at this school. We do not tolerate bullying. We have a clear behaviour policy with rewards and sanctions which are applied consistently. We do not want any child or group of children to be made to feel inferior or excluded from the life of the school. We believe all children at Whitehorse Manor should have equal opportunities in terms of their work, their play and relationships so that they can develop and go on to use these opportunities positively in future.

## **The School's Ethos and Values**

The individual characters of schools within our trust are encapsulated in a statement that we call 'Pegasus People' and outlined in the value statements below. This makes clear to everybody, adults and children alike, in plain language what it is that makes our school special.

- **We care.**
- **We are proud of ourselves and proud of each other.**
- **We are safe, healthy and happy.**
- **We have good manners.**
- **We strive to be independent learners.**



## **Organisation**

Whitehorse Manor Infants is part of The Pegasus Academy Trust. We are a four form entry school with the fourth of our classes situated at our new site in Brigstock Road, which is called Whitehorse Manor-Brigstock site. We have two nursery classes, at our Whitehorse Road site, admitting children from three years old. It is a requirement from Croydon Council that during year two parents have to apply for a place in year three for their child. The place is guaranteed as long as the application has been made on time.

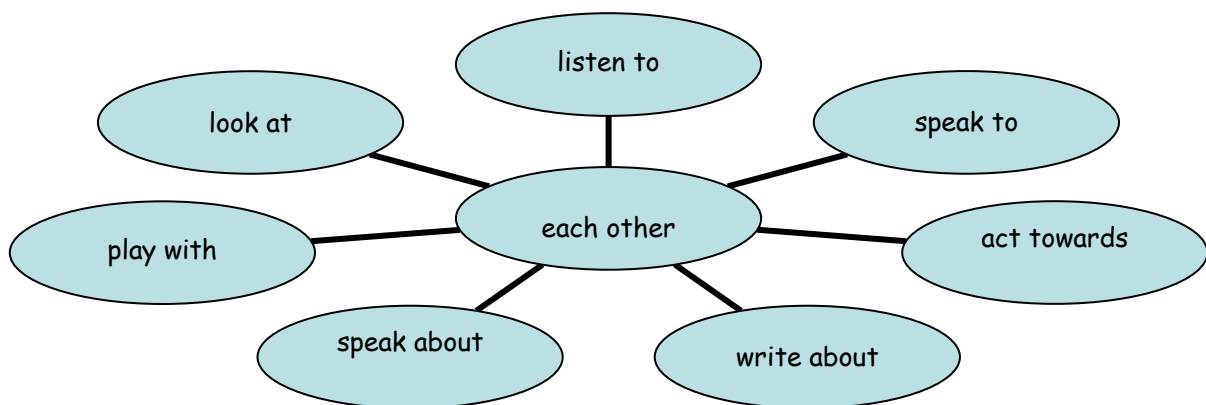
Lynne Sampson and Jolyon Roberts are the Executive Headteachers of The Academy Trust and their role is to provide strategic leadership and direction for the three schools within the trust. At Whitehorse Manor Infants, Sharon Russell is the Head of School and she leads the school on a day to day basis. Nicola Hall is the Deputy Head of School based at Brigstock. Carly Roberts is the Deputy Head of School at the Whitehorse Road site.

## **Equal Opportunities Statement**

We support Croydon's equal opportunities policy. In society many people are undervalued and may experience disadvantage because of their colour, race, culture, religion, class, gender or special educational needs.

We believe that every person should be valued and respected equally and that everyone should have the same chance to achieve. We are committed to providing appropriate support for children with special educational needs and ensuring that more able children are challenged so that they achieve at the highest levels.

We want our children to play a positive role in society where cultural diversity is recognised and respected. We shall do our best to appreciate everyone: we will show respect for each other through the way we:-



Staff work to ensure that all children and adults are valued and respected as individuals. Differences in ethnic group, social, religious and cultural background are celebrated.

## **The Academy Council**

Within The Pegasus Academy Trust each school has an Academy Council. The Chair of the Academy Council at Whitehorse Manor Infants is Richard Hill and he can be contacted via the school office. Our current parent members of the academy council are displayed on the school

noticeboard and on our website. Academy council members play an important role in the everyday life of the school by supporting staff and parents. They spend time in classes, talk with members of the school community and attend meetings to discuss and monitor pupils' welfare, teaching and learning, reviewing issues such as curriculum content, assessment, target setting and the special educational needs register. You can contact any parent member of the academy council via the school office.

### **Partnership with parents and carers**

Parents and carers are valued partners in our school. We all work together to do all we can to ensure that the children's time spent in school is happy and worthwhile. They support the school in the following ways:

- reading in classrooms when children come into school;
- assisting with fundraising activities;
- being an academy council member;
- supporting children's learning by working in classrooms;
- organising special events.

### **Sharing Information**

We believe that parents and carers have the right to know what happens in their child's school and we provide information and involve them in school activities in a variety of ways:

- our website [www.pegasusacademytrust.org](http://www.pegasusacademytrust.org) is full of useful information about the academy and each school in the trust;
- newsletters are sent home regularly giving news of past and future events and suggestions for items to be included are always welcome;
- letters about matters which cannot wait until the next newsletter are sent home whenever necessary;
- curriculum information is sent to parents and carers each half term outlining the work which the children will be covering and suggestions of how best to help them;
- an end of year individual report is sent to each parent and carer in July;
- parents and carers are invited to attend their children's class assemblies;
- parents and carers are telephoned/spoken to if teachers feel there is an issue which needs to be discussed;
- our school texting service is used to send reminders and messages directly to parents' and carers' mobile phones.

There are many school functions to which parents and carers are invited including meetings to discuss various subjects, sports days and class assemblies. We welcome parents and carers and invite them to take a full part in the life of our school.

### **Community links**

At Whitehorse Manor Infants we work to positively promote the school and our pupils within the community as we believe this helps to raise children's self esteem and to develop a positive image of themselves, their friends and families. We are involved in:

- class assemblies and performances to which parents and carers are invited;
- educational visits to local places of interest;
- an annual coffee morning held in aid of Macmillian Nurses;
- an annual Family Celebration Evening in conjunction with the junior school;

- visits to local shops and places of worship;
- celebrations of religious festivals which are significant to our children;
- displays around our school which reflect the rich and varied community in which we live and work.

## **Admission Procedures**

### **Nursery (Whitehorse Road site only)**

Our school has two nursery classes each offering part time places for three and four year olds. Applications are made directly to the school office.

### **Reception**

Parents and carers have the right to express a preference for any primary school. You are welcome to make an appointment to visit the school, to look around and ask questions. Parents should complete an online application form naming their school preferences in the autumn term preceding their child's year of entry.

When the local authority allocate places, priority is given to:

- children in local authority care;
- children whose brothers or sisters attend Whitehorse Manor;
- children who have medical needs;
- children whose parent has been working at the school for two years prior to the application;
- children who live closest to the school.

Children's entry into school is staggered taking place over the first two weeks in the autumn term. They begin with some days of part-time schooling before coming full-time. We believe this helps each child to adjust to school as happily and easily as possible.

A meeting is held for all parents and carers to meet the teaching and support staff before their child starts school. This is followed in nursery by a home visit by teaching staff (Whitehorse Road site only) and in reception by an individual meeting with their class teacher which provides an opportunity to discuss issues of a confidential nature and establish links between the school and home. Later in the autumn term, a further individual meeting is held with each parent and carer so that the child's next steps for learning can be shared.

### **Visiting the school**

Parents and carers are welcome to visit the school at any time. Teachers can usually be seen straight after school. However, if you wish to discuss something in detail it is better to make an appointment. All visitors are asked to call first at the office to explain the reason for the visit.

Staff are instructed to stop and question any adults on the premises that they do not recognise so please help us to safeguard your child by co-operating with this. The Executive Headteacher and Head of School are pleased to see parents at any time if they are free, or by prior arrangement.



## **Fund Raising**

At various times throughout the year, staff, parents, carers and children work together in various ways to raise funds for extra resources and activities in school and for charity organisations. Recent fundraising events have included a family fun day, an Easter egg raffle in the spring term, mufti days to raise money for Sport Relief and for Children with Cancer. We have also raised money for Macmillan.

## **Charging Policy**

Every child has a right to take part in all activities taking place during the school day. From time to time outings and activities are organised as part of the curriculum that incur extra costs for the school. Parents and carers may be asked for a voluntary contribution to help offset these costs. The continuation of these outings and activities depends on a sufficient number of parents and carers making voluntary contributions.

## **Complaints Procedure**

We encourage full involvement of the whole school community and are open and informative about the school curriculum and all aspects of school life. However, any complaints or potential complaints about the school curriculum and related matters can best be resolved informally by discussion with the Executive Headteacher, Head of School or other staff.

If attempts to settle the complaint fail then the complainant may decide to make a formal complaint. The complainant should set the complaint in writing and submit it to the chair of the academy council. The chair of the academy council will acknowledge receipt of the complaint and, if the appropriate level for dealing with the complaint is that of the academy council, refer it to the clerk. This will then be referred to the academy council and the complainant may make an oral presentation to the council members to support the written complaint. When the complaint has been considered the clerk will notify the complainant and the chair of the academy council of the outcome, and reasons for it, in writing.

## **Times**

**Nursery (Whitehorse Road site only)** - Morning session- 8:30am - 11:30am  
- Afternoon session-12:30pm - 3:30pm

## **Reception, years one and two**

The school day begins at 9:00am and finishes at 3:15pm. Children may come into school from 8:45am when a member of staff will be in their classroom.

## **Collection of children from school**

All teachers ensure children are safely returned to their parents and carers. Children remain with their teacher and teaching assistant and are released only when their parent or carer is waiting ready to collect them.

Please inform the school of any change in arrangements for collecting your child. Children cannot be released into the care of an unknown person. **Parents and carers must provide authorisation to the school office for another person to collect their child.**

## **Punctuality and attendance**

### **Nursery (Whitehorse Road site only)**

Please remember that it is important that you are on time at the start and end of each session so that your child can benefit from the learning opportunities. Please collect your child promptly at the end of the session. Often young children can become quite distressed if they are late being collected.

It is important that nursery children attend regularly to build up confident relationships with staff and the other children and to fully benefit from the nursery curriculum. Consistent poor attendance and lateness may jeopardise your child's place in our nursery.

### **Reception, year one and two**

Punctuality and regular attendance are very important. Please ensure that children attend school regularly and arrive on time. Any child who is **not** in the classroom before the bell rings at 9:00am is recorded as being late. Parents whose children arrive late must report to the office so that the attendance and dinner registers can be amended. Children arriving after 9:30am will be recorded as absent. Children should always be collected promptly at 3:15pm. Please let the school know if you are unable to collect your child at any time or if you anticipate being late. Please be aware that attendance and punctuality is monitored by our Education Welfare Officer.

### **Absence**

If your child is absent please telephone the school on the first day of absence and send a note of explanation when they return so that the absence is not recorded as "unauthorised." If we do not receive a telephone call or message on the first day of absence we will telephone you to ask why your child is not in school. If we are unable to contact you we notify our Education Welfare Officer. From September 2016 to May 2017 the percentage of attendance was 96.2% with 3 % authorised absence and 0.8% unauthorised absence.

### **Holidays**

Parents and carers receive a list of holiday dates at the beginning of each academic year and are expected to take their holidays outside term time. Children should attend school for the maximum number of days possible since long absences can have a detrimental effect on their learning.

### **Exceptional leave**

Any request to remove a child during term time for an exceptional leave of absence should be made to the Head of School. Any leave requested which is attached to a school holiday will not be authorised. Please be aware that the Head of School, working with the school's educational welfare officer (EWO), has the power to issue a 'fixed penalty notice' if parents decide to go ahead with exceptional leave that is not requested and authorised in the correct way.

## Illnesses and accidents

Children who are taken ill or have an accident are cared for by one of our qualified first aiders until their parents arrive to collect them. The names and location of all first aiders are displayed around the school. It is essential that the school office has an up to date contact number to ring parents or carers in cases of emergency.

If your child has suffered diarrhoea or sickness please keep them at home for **24 hours** after the last bout of sickness and/or diarrhoea.

## Medicines

If your child needs to take medicine during the school day please see a member of staff in the school office. The school is only able to administer prescribed medicines when a consent form has been signed and clear instructions for usage and dosage have been given. Any other matters concerning medicines should be discussed with the Head of School.

Children with a continuing need for medication e.g. those with asthma inhalers and EpiPens are allowed to keep these in school. The medication is kept in the medical room and the date and times of taking the medicine are recorded and monitored. It is the parent or carer's responsibility to ensure that prescribed medication is in date. We are unable to administer any expired medication.

## Uniform

Children look very smart in their school uniform. The school colours are burgundy and grey. Examples of the school uniform are on show in the office reception area and requirements are listed below. Uniform can be purchased from Bubblegum Children's Wear shop at 113 High Street, Thornton Heath Surrey. Telephone 020 8683 2773

Our school uniform is as follows:

- grey trousers, grey shorts (girls and boys);
- grey skirts, grey pinafores or in the summer term red gingham checked dresses (girls);
- white shirts or polo shirts (girls and boys);
- Whitehorse Manor sweatshirts, cardigans or jumpers;
- leggings should not be worn in school. If for cultural reasons, girls need to have their legs covered we ask that they wear trousers;
- shoes should be sensible, flat and black: **no boots, high heels, trainers, flip flops or sandals with exposed toes. Black trainers with a sporting brand label are not a substitute for black school shoes;**
- tights should be plain grey, black or burgundy;
- black shorts and white tee-shirts (girls and boys for indoor P.E.);
- for outside P.E. children need slip-on plimsolls. Children may also wear black track suit bottoms and school sweatshirts in colder weather;
- any headwear worn for religious purposes, such as hijabs or turbans, must be black or burgundy.



- Pegasus logo baseball cap, available to order via our website. This is the only baseball hat that will be allowed to be worn in school.
- Pegasus waterproof reversible coat (optional) available to order from our website.

We do ask that all clothing, including P.E. kits, coats and hats, is clearly labelled with the child's name. If clothing is not labelled it is really difficult to return mislaid clothing to its owner. P.E. kits should be kept in a labelled school P.E. bag which can be purchased from the school office.

Apart from small stud earrings no jewellery is to be worn in school. "Dangly" earrings can be dangerous in school as they can easily get caught on objects or pulled from the ear.

### **Haircuts and accessories**

'Tram lines' or other shaved shapes in the hair and 'bar codes' in eyebrows are not permitted. Haircuts with extremes of length (e.g. 'Mohicans') are not permitted. Hair bands must be plain black or white with a maximum of 50mm width. Make-up and nail varnish or nail extensions must not be worn at any time.

### **Book bags**

All children are expected to come to school every day with a school book bag. These can be purchased from the school office. This gives them a place in which to store their reading books, reading diaries, 'sunshine card' and homework. Communications home are usually put in the child's book bag.

### **Lunchtime at school**

Lunchtime is from 12:10 pm until 1:15 pm. Universal free school meals for infant aged children came into force from September 2014 and as such there is no charge for school dinners. For more information please see the school office. Children may bring a packed lunch into school but this should not include sweets, fizzy drinks, chocolates, nuts or any food in glass containers.

If your child is going to be late for school and they require a school dinner please ensure you inform the office before 9:30 am as this is the time when the number of lunches required has to be given to the cook.

### **Drinks and fruit**

Milk is supplied by Cool Milk Limited. The cost at present is approximately 22p per day and parents must order it directly from the company. Cool Milk's web site at [www.coolmilk.com](http://www.coolmilk.com). Children under five are entitled to free milk. At the Pegasus Academy Trust we use some of our pupil premium funding to provide free milk for those children who are looked after by the local authority or are currently entitled to free school meals, or have been entitled to free school meals within the last six years. Please see the office staff for details.

Every child in our school is provided with water and a piece of fruit on a daily basis. This is free of charge.

### **Racism**

The academy council supports the authority's policy on preventing racial harassment in schools. Racism is not tolerated within our school. All children and adults are encouraged to understand

how wounding racist behaviour can be and must appreciate how seriously it is regarded at Whitehorse Manor. Incidents of racism will be treated in the following manner:

- the incident will be dealt with immediately;
- the injured party will be comforted;
- the offending child will be reprimanded;
- the Head of School will be informed;
- the incident will be noted in the incident file in the office;
- parents and carers of both children will be informed.

If necessary the incident will be discussed later with either or both children. If persistent racist incidents occur, parents will be asked to work with the school to resolve the issue.

### **Bullying**

We work to actively reduce and prevent bullying. We discourage children from using bullying behaviour in school and talk with them about ways of resolving difficult behaviour without using aggression or violence. Any child who is being bullied is encouraged to tell an adult in school. Cases of bullying are taken very seriously with parents and carers of all children involved informed of the action taken.

### **Levels of supervision**

In order to provide a safe and secure environment for our children we ensure the maximum number of adults in the classroom and playground. In each classroom there is always at least one adult who works alongside the teacher and in the playground there are always at least two adults supervising all children when they are at play.

At lunchtime we continually review ways in which children move around the school in the safest fashion. Midday supervisors meet regularly with the Head of school and/or Deputy Head of School who are responsible with the senior midday supervisor for monitoring behaviour at lunchtime. At Whitehorse Manor Infants we know that when children are purposefully occupied, incidents involving unacceptable behaviour are less likely to occur. Therefore games and playground activities are organised by midday supervisors.

### **Behaviour**

At Whitehorse Manor Infants we strive to ensure that every child and adult in our community is able to work in a secure and safe environment. We believe that a sensible and consistent behaviour policy will provide security for children and increase their opportunities for development and learning. The expectation is that all children make the right choices because they know that it is the right thing to do for themselves, their education and the school community. We have a clear behaviour policy, available on our website, and keep parents and carers informed about behaviour via a 'sunshine card' which children bring home each evening, and which parents and carers are expected to sign once a week. Acceptable behaviour is taught to children and should be reinforced at home.

### **Rules and reinforcement**

Discipline is the shared responsibility of all teaching and non teaching staff. In order to encourage good behaviour we:

- treat all children with respect;

- make clear our expectations of good behaviour and set standards of behaviour through example;
- promote mutual respect to discourage unsociable behaviour;
- encourage children to take responsibility for their own actions and behaviour.

We remind children about the rules in a positive way and praise those who are keeping to them. Children know the school rules and the reasons for them and what the sanctions will be for those who infringe them.

Time is allotted in the classroom and assembly to talk about acceptable and desirable behaviour. There is a practice of praising good behaviour throughout the school.

POSITIVE BEHAVIOUR – will be recognised by:

- praise from adults and peers;
- a sunshine day stamp in the 'sunshine card';
- being given responsibilities e.g. monitors;
- using reward stickers;
- whole school systems such as house points. Every child is allocated a house team. The house names are Athens, Sparta, Corinth and Olympia. Siblings will be placed in the same house;
- sharing achievements with other staff;
- sharing achievements with other classes in our weekly Rainbow Assembly;
- sharing achievements with other classes in our half-termly Gold Award Assembly.

### **Class rules**

Each teacher works with their class to formulate a set of rules about appropriate ways of behaving in the classroom. These are displayed in the room and children are praised when they demonstrate that they are keeping to the rules.

### **Inclusion**

At Whitehorse Manor Infants we are committed to involving all children in every aspect of school life. Staff work, in line with the school's behaviour policy, to promote a policy for inclusion. We use all strategies available to help children behave and work appropriately in school.

The Executive Headteacher, The Head of School and staff therefore take the matter of exclusion very seriously and a child is only excluded when there has been a series of incidents of unacceptable behaviour and a period of time away from school would serve as an effective punishment.

The decision to exclude a child is only made by the Executive Headteacher and/or The Head of School after careful consultation with the Chair of the Board of Directors. Croydon's Principal Exclusions Officer is also consulted and advised of the exclusion.



## **Special Educational Needs**

By providing an appropriate curriculum the school aims to meet the needs of all children within the classroom. Some children who have special educational needs (SEN) e.g. communication and interaction (C&I), cognition and learning (C&L), social, emotional and mental health (SEMH), sensory and/or physical needs (S&PN), may require additional consideration and support. We aim, within the nationally established Code of Practice, to identify and help those children, working alongside parents and where necessary specialist agencies e.g. Speech and Language, Educational Psychology, Occupational Health and CAMHS (Child and Adolescent Mental Health Service).

All children identified as having special educational needs are recorded on the special needs register as a supportive way of ensuring that their needs are met.

The class teacher and school's Inclusion Manager work with the involvement of parents and carers to plan strategies to support the child and ensure access to a broad curriculum. Identified children are set targets which are reviewed on a termly basis.

A few children in the school have been assessed as needing individual support which is financed by the local authority. These children will have an Education, Health and Care Plan (EHCP).

We endeavour to involve parents and carers in an active partnership with the school so that we can work together to ensure each child's needs are being met.

Together with a designated academy council member with a special interest in SEN, the infant school has regular liaison and development meetings with the juniors to ensure continuity between the two schools.

## **The curriculum and organisation for learning**

Classes are arranged according to age and are of mixed ability. Children sometimes work individually, sometimes as a class, sometimes in mixed ability groups and sometimes in similar ability groups. The way in which the class is organised depends upon the learning activity.

## **The Early Years Foundation Stage**

The foundation stage curriculum covers children from the ages of 3 to 5 years old and is designed to prepare children to gain the knowledge and skills that are necessary to meet the demands of the National Curriculum programmes of study for Key Stage One, which commence in Year One, when a child is 5-6 years old.



Play is the most effective way by which young children learn. Through play children can develop the confidence needed for learning, the social skills needed for personal development and the specific skills needed for reading and writing.

The foundation stage curriculum provides a rich and broad curriculum for 3-5 year olds with carefully planned experiences which reflect the current and future needs and abilities of individual children. The curriculum follows the following areas of learning which are:

### **Personal, Social and Emotional Development:**

Children become increasingly independent learners who develop confidence, concentration and the ability to co-operate within a secure environment where they learn that they and all their contributions are valued. A great deal of time will be spent initially:

- making new friends and learning to work and play together;
- gaining respect for themselves, each other and their environment;
- becoming independent from parents and carers (personal, social and emotional).

### **Communication and Language:**

Children take part in a range of speaking and listening activities in order to develop their communication and language skills which are fundamental to their learning e.g. sharing stories, imaginative play, listening games. Children follow instructions involving ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

### **Physical Development:**

Children will develop physical skills such as pushing, pulling and climbing when using the outside equipment, as well as the fine motor skills of controlling a pencil or paintbrush and using scissors safely and effectively.

### **Literacy:**

To develop their literacy skills children will share a range of books with adults to develop a love of stories and favourite rhymes and understand how we read books. Through a range of activities children will begin to hear sounds and link sounds to letters. Opportunities for mark making will help children to distinguish the marks they make and give meaning to them.

### **Mathematics:**

To develop their mathematical concepts, children will count, sort, match, find patterns and work with numbers, shapes, space and measures. Their mathematical understanding is developed through stories, songs, games, use of construction equipment and imaginative play.

### **Expressive Arts and Design:**

The children are encouraged to develop their creative abilities through art work, music, dance and imaginative play. Children undertake a range of carefully planned activities, throughout each term, to develop and extend their learning, through first-hand experiences. For example, using



caring for animals as a theme, children may visit a local pet shop where they can see behind the scenes. On returning to the class, they will be supported to plan, set up and run a pet shop using the correct dialogue and equipment for their roles.

### **Understanding the World:**

Children will be encouraged to observe, investigate, question and explore their environment e.g. through sand and water play, growing plants and cooking. They will be encouraged to talk about past and present events in their own lives. They will be encouraged to select and use technology for particular purposes.



### **Years One and Two: Key Stage One**

In years one and two we use the National Curriculum framework to provide a broad, balanced and stimulating education for all children. The curriculum includes the following subjects:

English  
Mathematics  
Science  
History  
Geography  
Physical Education  
Design and Technology  
Art and Design  
Music  
Religious Education  
Computing  
Personal, Social and Health Education (PSHE)

### **English**

Through a consistent and carefully planned approach to the teaching of English we aim to ensure that all children at our school:

- read fluently and accurately with understanding and feeling;

- develop a legible style of handwriting and satisfactory standards of spelling and punctuation;
- communicate clearly and confidently in speech and writing in ways appropriate for various occasions and purposes;
- listen attentively and with understanding;
- learn how to acquire information from various sources;
- develop pride in all aspects of their language work and when appropriate know how to effectively present finished pieces of work.

All children take part in a daily structured literacy lesson where they focus on the three elements of the English National Curriculum. These are:-

### **Reading**

Reading has a very high priority in Whitehorse Manor Infant School. We have built up resources of high quality literature which children are encouraged to read and enjoy from the earliest stages.

Teachers help children to develop a range of skills to use when learning to read. The most important of these is ensuring children make sense of what they are reading so that their reading has real meaning. Teachers also help children learn letter sounds and blends so that they develop phonic skills which they can use together with picture and word clues when reading.

Parents and carers are invited to form a full partnership with the school in developing their children's ability to read. Children borrow books regularly to read with an adult at home. Reading diaries are used to develop a reading dialogue between home and school.



### **Speaking and Listening**

To develop these skills children are encouraged to participate in discussion, to work collaboratively and respond to each other and take on a variety of roles in drama lessons and assemblies.

## **Writing**

We want our children to develop into confident writers using all the conventions of writing purposefully. In order to achieve this we encourage independence in writing by making provision for children to express themselves on paper long before they are able to spell correctly. We allow children to make mistakes in order to learn and teachers support their experiments intervening positively and watching for letters and words to appear in their writing.



## **Handwriting**

We want each child to develop a legible and fast-flowing style of handwriting and teach using the script which is included within this brochure.

## **Mathematics**

All children take part in a daily structured mathematics lesson. They participate in a range of mathematical experiences including practical, investigative, oral, written and problem solving activities and games. Particular emphasis is put upon the development of mental strategies so that children can give quick recall of mathematical facts and can describe their methods of working.

Teachers lead and demonstrate in lessons to help children develop the mathematical knowledge, skills and understanding to solve problems and apply them in everyday situations. We plan the teaching and learning of mathematics to include number, fractions, measurement, and geometry. In year two they are also taught statistics. Our aim is for children to develop confidence in their mathematical ability so that they can use a range of strategies and apply these independently to the task they are given.

## **Science**

At Whitehorse Manor Infant School we believe that for children to achieve competence and understanding in science they must be presented with a broad and balanced scientific experience which will enable them to build on their existing knowledge and understanding.

The children study science by developing their intellectual and practical skills in a systematic way through activities which encourage:

- investigating;
- observing and exploring;
- sorting;
- comparing;
- measuring;
- testing and hypothesising;
- predicting;
- interpreting;
- problem solving.

While it is important for our children to develop their scientific knowledge and understanding through investigation and problem solving we also emphasise the need to raise awareness and appreciation of the environment in which we live.

### **Geography**

Geography helps pupils make sense of their surroundings and to gain a better appreciation and understanding of the variety of key physical and human processes on the earth's surface.

We plan to make this relevant by:

- focusing on activities in which the children can become engaged;
- focusing on their immediate and familiar environments;
- helping them to investigate changes locally or elsewhere especially those which may influence their own lives and which they may influence.

We plan that the geography to be undertaken in Whitehorse Manor Infant School will extend the pupils' interests and knowledge beyond their immediate experience and will help them to interpret the images and information about people and places which they acquire from television, books, magazines and other sources.

### **Design and Technology**

There are four areas which are addressed in the teaching of design and technology. These are:

- developing, planning and communicating ideas;
- working with tools, equipment materials and components to make products;
- evaluating processes and products;
- knowledge and understanding of materials and components.

Children learn to think imaginatively and talk about what they like and dislike when designing and making. They build on their early childhood experiences of investigating objects around them. They explore how familiar things work and talk about, draw and model their ideas.

## **History**

Through the teaching of history we aim to enable children to:

- develop an interest in the past with an appreciation of human achievements and aspirations;
- understand the values of society;
- learn about major issues in their own and others histories and the influence of these events;
- develop a sense and knowledge of time and chronology;
- develop the ability to distinguish interpretation from fact and to be able to look for evidence;
- develop a sense of history and historical perspective;
- understand that history is complex;
- develop their personal and social education;
- communicate clearly.



## **Physical Education**

Physical education is an essential part of the primary school curriculum and a child's education.

At Whitehorse Manor Infants, in keeping with the National Curriculum, we plan to give children experiences in dance, games and gymnastic activities. Through physical education in school, children acquire general and specific skills. Knowledge and understanding are developed and positive attitudes and personal and social attributes are encouraged.

## **Computing**

We believe that computing should be approached as both a taught subject and as an integrated tool used to enhance all aspects of learning. All children, irrespective of gender, race or ability use computing to enhance and extend their learning in all subjects. We aim to give children opportunities to work with computing from the earliest stages to enable children to gain the confidence and capability to use it in everyday life. Our school has a high speed dedicated broadband connection to the internet, and children use wireless netbooks to access the web.

There are interactive whiteboards in each classroom and we also make use of programmable toys, digital cameras and camcorders, MP3 players and word processors in our work in computing. There are desk top computers in the EYFS and years one and two have access to class netbooks which are timetabled for use by each class.



## **Religious Education**

Religious education helps children to explore a range of religious beliefs and practices and is related to human experiences. It enables them to develop their own beliefs and values and a consistent pattern of behaviour. Religious education is approached starting with the children's own experiences and provides opportunities for them to share their understanding and beliefs with each other.

Religious education is taught through themes. Books, artefacts, visits and outside speakers are used to give the children a wide experience of the issues and themes studied. Throughout the teaching of R.E. we want to develop positive attitudes and values such as positive self-esteem - a respect for others and their beliefs and an appreciation of the natural world. These are an integral part of R.E. taught in school.

We follow the Agreed Syllabus for R.E. in Croydon schools which meets the legal requirement of the 1988 Education Act for R.E. This reflects the main Christian traditions while taking into account the teaching and practices of other principal religions.

### **Parents' right to remove children from R.E.**

Parents and carers have the right to withdraw children from R.E. and/or collective worship. The Head of School likes to discuss this with parents and carers before they make a final decision.

## **Collective worship**

Daily acts of collective worship are held in the school and in line with legal requirements these are of a broadly Christian nature. We organise assemblies which value and respect all our children and their families so that everyone feels able to participate.

## **Art and Design**

We aim to give all children a wide range of experiences encouraged to develop visual perception and the skills associated with investigating and making in art, craft and design. We plan to provide a range of resources and artistic experiences to encourage competence and confidence in various areas. We also plan to give children an understanding and knowledge of art, craft and design which includes the history of art in a range of cultures. We aim to help them to make practical connections between their own work and that of other artists.

## **Music**

We ensure that children are given a range of musical experiences which are planned for in a systematic and developmental way. Teachers ensure that listening and applying knowledge are developed through the interrelated skills of performing, composing and appraising.

Children are given opportunities to:

- listen carefully and respond to a wide range of music;
- play instruments and sing a variety of songs;
- add accompaniments and create short compositions with increasing confidence, imagination and control;
- explore and enjoy how sounds and silence can create different moods and effects.

## **Personal, social and health education**

At Whitehorse Manor Infants we recognise the importance of equipping our children with the knowledge, skills and understanding they need to lead confident, healthy independent lives. We aim to help children learn about themselves as developing individuals and as members of their communities building on their own experiences so that they can become informed, active and responsible citizens. They learn the basic skills for keeping themselves healthy and safe and for behaving well. They have opportunities to show that they can take some responsibility for themselves and their environment. They begin to learn about their own and other people's feelings and become aware of the views, needs and rights of other children and older people. As members of a class and school community, they learn social skills such as how to share, take turns, play, help others, resolve simple arguments and resist bullying. They begin to take an active part in the life of their school and its neighbourhood.

## **Homework**

Parents and carers are valued partners in our school. We work together to do all we can to ensure that children's time in school is happy and worthwhile. At Whitehorse Manor Infants, homework is an opportunity to extend school activities at home, to involve parents and carers in the learning process and to develop work habits which help children to be independent learners.

Parents and carers are informed of the projects and activities the children will be covering through a half termly year group letter. Parents and carers may wish to support their children by encouraging an interest in these projects at home.

Parents and carers are invited to form a partnership with the school, developing their children's ability to read. Children borrow books regularly to read with an adult at home. Reading diaries are used for teachers to offer guidance to parents and carers when reading with their children and for parents and carers to comment on their child's progress.

In years one and two, children are given homework, linked to the week's learning. Parents and carers are reminded that homework should not be allowed to cause any distress to children and are encouraged to discuss any problems with the class teacher as soon as they arise. Homework is meant to be an enjoyable, shared experience for everyone.

### **Extra-curricular activities**

To further enrich the lives of children in our school, we organise a range of extra curricular activities at different times of the year. At the time of writing these include a dance club, a recorder club, a reading club, an African drumming club, a sports club and a choir.

### **Childcare: Provision before and after school**

Parents and carers interested in using our breakfast and/or after school clubs which offer childcare facilities should see the enclosed leaflet or ask at the office for more details.

### **Finally**

All staff want your child to be happy and to enjoy their time in school so if you have any concerns or queries please let us know.