



# Beulah Infant and Nursery School Prospectus



THE PEGASUS ACADEMY TRUST



Executive Headteachers:  
Mr M J Roberts & Ms L D Sampson

# THE PEGASUS ACADEMY TRUST



WHITEHORSE MANOR  
INFANT SCHOOL



ECCLESBOURNE  
PRIMARY SCHOOL



WHITEHORSE MANOR  
JUNIOR SCHOOL



BEULAH INFANT &  
NURSERY SCHOOL

Dear Parents and Carers

A Warm Welcome to our School!

This is a very exciting time for Beulah Infants as our school has been completely refurbished to provide a really exciting learning environment and in our most recent Ofsted (July 2017) Beulah was graded as a 'good' school with 'outstanding' leadership. You can read the report online at [www.ofsted.co.uk](http://www.ofsted.co.uk).

All of the schools in The Pegasus Trust work closely together in partnership to ensure that all the children receive the highest quality education. "Since taking the school into the Pegasus Trust, leaders have transformed the school" (Ofsted 2017).

We know that by establishing a close relationship with all our parents and carers and working together we can ensure each child's happiness and success.

Our staff are committed to providing an excellent education for all of our children. "Pupils throughout the school are making rapid progress" (Ofsted 2017).

"Beulah children treat each other with respect and show high standards of behaviour. "Pupil's behaviour is good"... "They respect others of different faiths and cultures" (Ofsted 2017).

We are proud of our school and of our happy, friendly children who thrive in our supportive and stimulating learning environment.

Please read the brochure and find out what happens at our school and how we can work together to give your child the very best education.

Parents and carers 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.

Please contact the school if you have any questions.

Debbie Butler  
**Head of School**

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## **AIMS OF OUR SCHOOL**

Beulah Infant and Nursery School has a diverse population incorporating many different cultures, religions and languages. We appreciate how all our differences enrich our community and the learning that takes place here. We strongly believe that everyone is worthy of respect and should be treated equally.

The ethos of Beulah Infant and Nursery School is based on mutual respect, care and consideration for others.

We aim to provide a caring and structured environment where children's enthusiasms can be fostered. We recognise that children have individual needs or talents, that each child can achieve and have the opportunity to celebrate their achievements.

**Therefore, our mission statement is that Beulah Infant and Nursery School will promote positive relationships throughout the school by creating an atmosphere of harmony and co-operation, with the adults acting as positive role models for the children in partnership with parents and the whole community. Our purpose is to provide a high standard of education, giving the maximum opportunity to realise each child's potential.**

The positive ethos of our school places emphasis on praise and reward rather than punishment, encouraging our children to develop self-control and good behaviour, attributes that they need in order for them to learn effectively.

We do not allow racist/sexist name-calling or racial/sexual harassment of any kind at this school. We do not tolerate bullying. Our behaviour policy is clear with rewards and sanctions that 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 Beulah Infants should have equal opportunities in terms of their learning, their play and relationships so that they can develop and go on to use these opportunities positively in the future.

## **THE SCHOOL'S ETHOS AND VALUES**

As part of the Pegasus Academy Trust our statement makes clear to everybody, what makes the schools across the Trust 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**

Beulah Infants is part of The Pegasus Academy Trust, having joined on September 1st 2014. The trust comprises of five schools at present, Whitehorse Infants, Whitehorse Juniors (with Brigstock being an annexe of the Whitehorse schools), Ecclesbourne Primary, Cypress Primary and Beulah Infants. We have a Nursery class that admit children from the age of three. At the age of seven most of our children go on to Beulah Junior School. At the beginning of Year 2 parents need to apply for a place for their child in the junior school.

Lynne Sampson and Jolyon Roberts are the Executive Headteachers of Pegasus Academy Trust and their role is to provide strategic leadership and direction for the schools within the trust. Debbie Butler is the Head of School and she leads the school on a day-to-day basis.

## **EQUAL OPPORTUNITIES**

We support and follow Croydon's equal opportunities policy. In society, many people can be undervalued and be disadvantaged because of their colour, race, culture, religion, class, gender disability or special educational needs.

At Beulah we believe that every person should be valued, respected and have the same chance to achieve as one another. We are committed to ensuring there is appropriate support for children with special educational needs, children with English as an additional language as well as challenging the more able children so they can all achieve their maximum potential.

We want our children to play a positive role in society where cultural diversity is recognised and respected. We always try our best to appreciate and respect each other and celebrate each other's differences.

## **THE ACADEMY COUNCIL**

Within The Pegasus Academy Trust, each school has its own Academy Council. The Chair of the Academy Council at Beulah Infants is Fiona Fearon and she can be contacted through the school office. The role of our academy council members is an important one in the school, supporting both staff and parents. They are required to spend time in classes, talk with members of the school community and attend meetings to discuss and monitor pupils' welfare, learning and teaching, reviewing curriculum issues, e.g. The Early Years Foundation Stage Curriculum, The National Curriculum, assessment, target setting and inclusion.

## **PARTNERSHIPS WITH PARENTS / CARERS**

Parents and carers are really valued by our school. We enjoy working with you to ensure that the children are happy and well prepared for school so they are ready to learn. Parents support our school in many ways.

Examples may include:

- Hearing children read or helping with their early morning work
- Being a member of the Academy Council
- Supporting and organising fundraising activities
- Attending parents' evenings, curriculum meetings and sports even

## **SHARING INFORMATION**

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

- Our school website **[www.pegasusacademytrust.org](http://www.pegasusacademytrust.org)** is kept up to date with information about the whole trust as well as information specific to each school
- Newsletters are sent home regularly which provide news about past as well as future events. Dates for your diary is a useful section
- Specific letters that are relevant to difference events and year groups
- Curriculum information is sent home at the start of each topic so parents can prepare and help their children
- An end of year report for each child is sent to parents/carers in July
- Targets are given to parents at parent evenings each term
- Parents/carers are invited to special assemblies throughout the year
- Parents/carers are telephoned if a teacher needs to discuss an issue
- Beulah Infants uses a texting service to send out message reminders via parents/carers mobile phones **(Please ensure you keep the office updated if you change your mobile number)**
- Beulah Infants occasionally email information to individual families **(Please ensure you keep the office updated if you change your email address)**

There are many other events that parents/carers are invited to during the year, such as sports days, our harvest assembly and concerts. We really enjoy our parents being a part of our school life.

## **COMMUNITY LINKS**

At Beulah Infants, we work hard to promote the school and pupils within the local community. It really gives the children a sense of belonging and self-esteem. We are involved in

- Class assemblies where we invite parents/carers
- Christmas Carol Concerts at St. Paul's Church
- Carol singing in Tesco's, Thornton Heath
- Carol singing in The Whitgift Centre, Croydon
- Visiting difference places of interest
- Visiting the local shops and places of worship
- Supporting various charities e.g. The Big Coffee Morning for MacMillan Nurses
- Celebrations during Black History Month



## **ADMISSION PROCEDURES**

### **NURSERY**

The school has a morning nursery class. We offer places for three and four year olds. If you wish to apply application forms are available from our school office.

### **RECEPTION**

Parents and carers are welcome to make an appointment to visit our school, to look around and ask questions. Applications for Reception are only available on-line ([eadmissions.org](http://eadmissions.org)) and should be submitted to Croydon Council. For further information please contact the School Admissions Team, 4<sup>th</sup> Floor (Zone G) Bernard Weatherill House, 8 Mint Walk, Croydon CR0 1EA. Priority when allocating places are given to:

- Children in local authority care (CLA)
- Children whose brothers or sisters attend Beulah schools
- Children who have medical needs
- Children who live closest to the school

Children start school in the first couple of weeks in the autumn term. They begin with either a morning or an afternoon session for the first week coming in full time after that. We believe that this helps the children settle in to their new classrooms in a happy and calm manner.

### **VISITING THE SCHOOL**

We welcome parents and carers in to our school. Teachers can usually be seen straight after school or first thing in the morning if it is a straight forward matter.

If you wish to discuss something in more detail or if it is a sensitive issue it is advisable to make an appointment.

Appointments with the Head of School and Executive Headteachers can be arranged at the school office.

Any adult seen in school will be stopped and questioned if our staff do not recognise them. This is done in order to safeguard your children.





## **FUNDRAISING**

We have various fund raising activities to raise money either for a charity or for resources for the school. Recent fundraising activities include a sponsored bounce, Jeans for Genes Day and for MacMillan Cancer Support.



## **CHARGING POLICY**

All our children have the right to take part in all activities that take place during the school day. Throughout the year activities and educational visits are organised to enrich the children's learning and life experiences. Occasionally, these events can incur additional costs for the school. Parents and carers may be asked for a 'voluntary contribution' to put towards these costs. If there are insufficient 'voluntary contributions' for these events the school may stop organising them.

## **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 Head of School.

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.

## **SCHOOL TIMES**

### **Nursery**

Gold Class – Morning (am) session      8:30 am – 11.30 am

### **Reception, Year 1 and Year 2**

**Children come into school from 8.45am** to complete early morning work. The school day starts at **9am** and finishes at 3.15 pm.

## **COLLECTION OF CHILDREN FROM SCHOOL**

All the teachers ensure that every child is safely returned to their parents and carers at the end of the day. All classes are dismissed from their outside classroom doors.

Children will remain with their teacher and teaching assistant and are released only when their parent or carer is waiting to collect them.

If a different adult collects your child, please inform the class teacher or the school office, preferably at the beginning of the day. The school will not allow an unknown person to collect your child without prior notice.

## **PUNCTUALITY AND ATTENDANCE**

### **Nursery**

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 every day 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 1 and Year 2**

Punctuality and regular attendance are very important. Please ensure that children attend school every day 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 are monitored closely.

## **ABSENCE**

Parents/Carers are asked to notify the school by telephone on the first day that their child is absent from school. If no message is received, the school office staff will phone or text parents/carers during the morning. The school will follow up on unexplained absences, which will be classed as unauthorised if no suitable reason is given.

If a child is to receive medical or dental treatment, please tell us in advance and take the appointment card to the office so that we can authorise the absence. During school time, a responsible adult must collect the child from school to attend these appointments. Please try to make appointments out of school hours.

Holidays in term time are not allowed. Please see your Head of School if you have an exceptional reason as to why your child might need leave from school.

## **AUTHORISED AND UNAUTHORISED ABSENCE**

An authorised absence is recorded when the school has been informed by telephone, letter or verbal message about the reason for a child's absence.

Unauthorised absence is recorded when no information has been received from the parent or carer of the child or if the reason given is not a valid reason for absence (e.g. adult is ill and unable to take the child to school). If a term time holiday is taken without the agreement of the Head of School, then the child's absence becomes unauthorised and the school may issue a Penalty Notice/fine for such absences.

Absences are recorded on the child's Annual Report.

## **PERSISTENT ABSENTEES**

Children whose attendance falls below 90% are classed as 'persistent absentees' and their attendance is monitored closely by the Department for Education.

## **Attendance 2018/2019**

Attendance rate	94.80%
Authorised absence	4.00%
Unauthorised absence	1.20%

Attendance is monitored by the Head of School every week to ensure that there is no poor attendance. There are procedures in place for following up prolonged or persistent 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 of 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. It is highly unlikely that leave will be granted unless in exceptional circumstances. Any leave requested which is attached to a school holiday will not be authorised. Please be aware that 'fixed penalty notices' can be issued if parents and carers continue to go ahead with exceptional leave that is not requested in the correct way.

## **MEDICAL & HEALTH ARRANGEMENTS**

Should your child be taken ill at school, the school will contact you so that you can come and collect him/her. It is essential that the school has up-to-date information about your place of work and telephone contact number. We need to be informed immediately if you change your address or telephone number. **It is also a legal requirement for the school** to have the name of at least two responsible people we can contact if you are unavailable. Being ill or injured can be quite distressing for a child and the sooner we can contact you the better.

**If your child's illness includes vomiting or diarrhoea we have a 48 hour policy, please follow NHS guidance through this link:**

**<https://www.nhs.uk/live-well/healthy-body/is-my-child-too-ill-for-school/>**

Please contact Head of School for further information or guidance.

Certain illnesses carry the risk of infection, amongst which are chickenpox, measles, mumps and whooping cough. Please inform us as soon as possible if your child is suffering from an infectious disease. This is particularly important if your child has or is suspected of having rubella (German measles) as there is a serious risk to pregnant women.

It is important for the school to have sufficient information about the medical condition of any pupil with long-term medical needs. A pupil's medical needs can have a significant impact on his/her academic achievements and/or lead to emotional and behavioural problems. Therefore, we need to know about any medical needs before your child starts school or when your child develops a condition. If there is a care plan in place, this needs to be given to the school.

Please inform us if your child has any allergies or is likely to have an allergic reaction to nuts, bee stings etc.

## **MEDICATION**

This is only administered in school when recommended by a doctor or in consultation with the Head of School. The school needs to have written information on a consent form (obtainable from the office). Any medication in school must have the child's name and the dosage clearly stated on the label.

Children with a continuing need for medication e.g. those with asthma inhalers and epi-pens are allowed to keep these in school. They should be named and given with medication forms to your child's class teacher. Parents are responsible for checking that their child's medication is in date.

## **HEAD LICE**

The school is following the guidelines recommended by Croydon Education Authority. Leaflets with advice on how to prevent and treat head lice are available from the office.

## **SCHOOL UNIFORM**

Children look very smart in their school uniform. The school colours are red and grey. Our school sweatshirt and cardigans with the school logo can be purchased from **Bubblegum Children's Wear shop at 113 High Street, Thornton Heath Surrey**. Telephone 020 8683 2773

Our uniform is as follows:

### **BOYS**

#### **SUMMER**

White Polo Shirt  
Grey Shorts/Trousers  
Beulah Red Sweatshirt with Logo  
Pegasus Baseball Cap

#### **WINTER**

White Polo Shirt  
Grey Trousers  
Beulah Red Sweatshirt with Logo

**Black Shoes** (Velcro preferred, **NOT boots or trainers**)

### **GIRLS**

#### **SUMMER**

White Polo Shirt  
Grey Skirt  
Red Checked/Striped Summer Dress  
Beulah Red Sweatshirt with Logo  
Pegasus Baseball Cap

#### **WINTER**

White Polo Shirt  
Grey Skirt/Pinafore  
Beulah Red Sweatshirt with White Logo



**Black Shoes** (Velcro preferred, **NOT boots or trainers**)

All accessories should be red or black (e.g. hijab, hair ribbons, hats, scarves etc.)

### **For PE your child will need:**

- A named drawstring bag to hang on a peg
- Black plimsolls
- Black shorts and white T-shirt
- Black jogging bottoms

We do ask that all clothing, including P.E. kits, coats and hats, are clearly labelled with the child's name. If clothing is not labelled it is very 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 be 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 red 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.

## **LUNCHTIMES**

Lunchtime for all children is from 12.10 pm – 1.15 pm. All of the children at Beulah Infants School are entitled to a lunch at **no** cost to parents. This is a new initiative for children in KS1 (4 – 7 year olds) which began in September 2014. Harrison Catering company provide the dinners at Beulah Infants School and parents receive a menu each term so that you can see the dinners that are on offer.



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If your child prefers to bring in a packed lunch we encourage healthy options for their lunch. Ideas and tips can be found on the NHS 'change for life' website. Due to some children with severe nut allergies we have a **NO NUT POLICY**. We would also ask that children do not come to school with chocolate, sweets or flavoured/fizzy drinks.

## **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 is [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 Gillian Holmes or Julie Johnson in the office 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 Beulah Infants School. 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**

The safety and security of our children is very important and we ensure there is an appropriate ratio of adults to children supervising in the playground at both lunchtimes and playtimes. In each classroom, there are normally two adults, including the teacher and often there are three adults.

Meetings of mid-day supervisors continually review the lunchtime arrangements to ensure the happiest and safest playtimes.

The children have a range of activities and play equipment to keep them purposefully occupied which lessens incidents of unacceptable behaviour.

## **BEHAVIOUR**

At Beulah Infant School 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; to 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 ENFORCEMENT**

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 expectations of good behaviour clear 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

School rules are displayed around the school, in classrooms and the playground. They are as follows:

- We care for everything in our school
- We listen to each other
- We look after each other
- We keep our hands and our feet to ourselves
- We move and work quietly
- 

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
- Sharing achievements with other staff;
- Sharing achievements with other classes in our weekly Rainbow Assembly;
- Sharing achievements with other classes in our termly Gold Award Assembly
- Whole school systems such as house points - every child in Key stage one is allocated a house team

The house names are Athens, Sparta, Corinth and Olympia. Siblings will be placed in the same house.

## **CLASS RULES**

Each class has their own set of rules about appropriate class behaviour. Children are praised when they demonstrate that they are abiding by these rules.

## **SEX EDUCATION POLICY**

At Beulah Infant and Nursery School we deal with issues honestly and thoughtfully as they arise. It is important that, as in all aspects of children's development, we work with parents and carers and share information and concerns. Our aim is to develop responsible and sensitive children who have respect for their own and other people's sexuality and emotions.

Throughout their time in the school, children learn about issues concerning personal hygiene, growth, change and reproduction through topics which include "Ourselves", "Life Cycles", "Plants and Animals in the Local Environment" and "Health and Growth."

Parents and carers can withdraw their children from all or part of the sex education provided. At Beulah Infants School all sex education is planned and taught as part of National Curriculum science and any parent and carer who would like to discuss the content is welcome to speak to the class teacher, the Head of School or one of the Executive Headteachers.

## **INCLUSION**

At Beulah Infant and Nursery School 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 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 Head of School after careful consultation with the Chair of The Local Academy Council. Croydon's Principal Exclusions Officer is also consulted and advised of the exclusion.

## **SPECIAL EDUCATIONAL NEEDS**

By providing an appropriately differentiated curriculum, the school aims to meet the needs of all children within the classroom. Some children following assessment by the school or an outside agency, may need extra consideration and support. These children may have special educational needs (SEN) e.g. speech and communication, learning, emotional or sensory difficulties and we aim within the nationally established Code of Practice 2014, to identify and help those children, working alongside parents and where necessary outside agencies such as the Speech and Language Service or the Educational Psychology Service.

All children who are identified by the staff are recorded on the special needs register as a supportive way of ensuring that their needs are met. The term School Identified (SI) is used when a teacher has highlighted that a child may need more help and support at any given time in their schooling. If a more detailed assessment is required the child will be supported through a Pupil Passport. This document is reviewed regularly with parents to ensure the child makes progress and his/her 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.

A few children in the school have been assessed as needing individual support, which is financed by the local authority.

We hope 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.

Beulah Infant and Nursery School aims to support children with physical needs whenever possible. Placing a child with such needs in the school is discussed with parents to ensure that the setting is the most appropriate for their child.

## **THE CURRICULUM AND ORGANISATION FOR LEARNING**

Our classes are arranged according to the age of the children and are of mixed ability.

Children may work individually, as a class, in similar ability groups or mixed ability groups. These different ways of working depends upon the learning activity.

## **THE EARLY YEARS FOUNDATION STAGE**

The Nursery is known as Foundation Stage 1 and Reception as Foundation Stage 2, together they make up the Early Years Foundation Stage.

These first two years of school are designed to prepare children with the knowledge and skills that are necessary to meet the curriculum needs of Year 1 and 2 (known as Key Stage 1) when a child is 5-7 years old.

Play is considered one of the most effective ways in which young children can learn. Through structured play a child can develop the self-confidence needed for learning, the social skills for personal development and the specific skills for reading, writing and maths.



The Nursery and Reception classes provide a rich and broad curriculum for the children (3 – 5 years old) with carefully planned activities/challenges for both inside the classroom and in the outdoor learning area.

The curriculum has the following areas of learning:

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

Through their learning, the children become independent learners, developing their confidence, concentration and the ability to work well with their peers. They learn that they themselves and all their contributions are valued by staff.

### **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 take part in a range of carefully planned activities to develop and extend their learning. The role play areas are set up with the children's help so that they are able to experience and learn the correct dialogue and equipment with the adults often in the role themselves initially to extend the children's vocabulary and knowledge.

## **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 1**



### **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 Beulah Infant and Nursery 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.

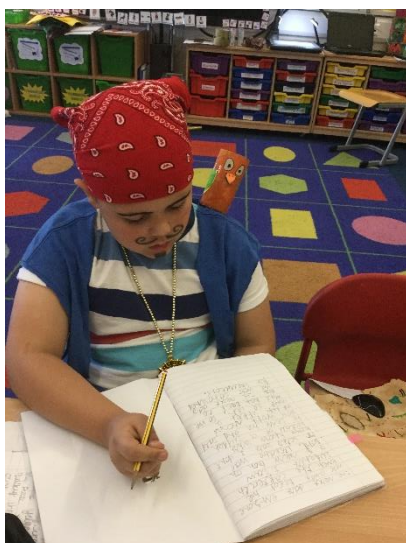
Parents and carers are invited to form a full partnership with the school in developing their children's ability to read. Children borrow books regularly to read with an adult at home. Reading diaries are used to develop a reading dialogue between home and school.



## **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 (appendix 1)





## **Phonics**

Children are taught 'phonics' throughout the school. Beulah Infant and Nursery school use a combination of Read, Write, Inc strategies, the Letters and Sounds programme and resources from other schemes, such as the use of Jolly Phonics actions during the children's first experience of learning sounds. Each year group organises children according to the phonic phase that they are learning. These groups are flexible according to the children's progress and need. The children's progress is tracked regularly and lessons are personalised to meet the needs of all learners. Phonics lessons are streamed across year groups and organised into teacher taught sessions, T.A. led focus groups or independent activities based on the targeted sounds each week.



## **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 their mathematical knowledge, skills and understanding and apply them in everyday situations. In line with the National Curriculum framework, we plan the teaching and learning of mathematics to include number, geometry, measures and statistics. We aim to ensure that all pupils become fluent in the basics of maths, are able to reason mathematically and solve problems by applying their mathematics.

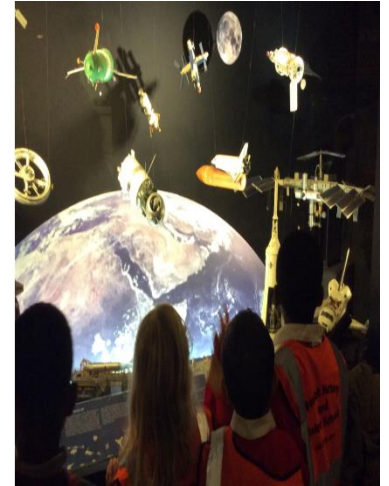


Our aim is for children to develop confidence in their mathematical ability so that they can use a range of strategies and apply these independently to the task they are given.

## **Science**

At Beulah Infant and Nursery 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 physical and human conditions 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 Beulah 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**

Design Technology is a subject which combines imagination with problem solving. Children have the opportunity to design a product or invention; make a simple model or prototype and finally with some projects to make a finished product.

Design Technology includes working with resistant materials like wood; textiles and Food Technology which looks at cooking, healthy eating and food safety. The design process allows children to communicate ideas and solve problems through each stage of the design. It encourages them to share ideas and opinions with adults and other children.

Design Technology is a subject which all the children can participate in and feel a sense of achievement as they create a design and a product.

## **History**

Within this subject there is a fundamental aim to develop and expand on the children's sense of identity. This is achieved through the teaching of different topics and varied resources.

We aim to teach children how to think critically through the use of sources, ordering chronologically and understanding how the past impacts the future.

## **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 Chromebooks to access the web.



There are interactive whiteboards in each classroom and we also make use of programmable toys, digital cameras and word processors in our work in computing. There are desk top computers in the EYFS and years one and two also have access to a dedicated learning area with desktops, enabling children to develop their computing skills with adult support in small groups.

## **Internet Security**

Our internet provision is filtered so children cannot access unsuitable material. All children are with an adult when the internet is being used. Children are regularly taught how to stay safe when using the internet.

## **Physical Education**

The schools main aim is to build the foundations of healthy living through exercise while encouraging a positive attitude. All children are given opportunities to experience a range of dance, gymnastics, games and athletic activities in which they are taught general and specific skills which they are encouraged to develop individually and through team work.



## **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 which usually relate to class topics as well as a focus on Christianity and Judaism in Year 1 and Hinduism and Islam in Year 2. 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 Executive Head 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**

Art and Design provides a practical and interesting way to approach a subject. All children through the school are encouraged to take part in art and design activities developing their skills and visual perception.

Children have the opportunity to work with a variety of different media within art and design. These include painting, printing, sketching and sculpting or modelling. Work is often linked to other areas of the curriculum or to a specific topic.

Children have opportunities to work together on collaborative pieces as well as individual work. The children look at the work of established artists to help them develop their own ideas and styles.

## **Music**

Music is an important part of the school life at Beulah Infants. Children are given a range of musical experiences which include:-

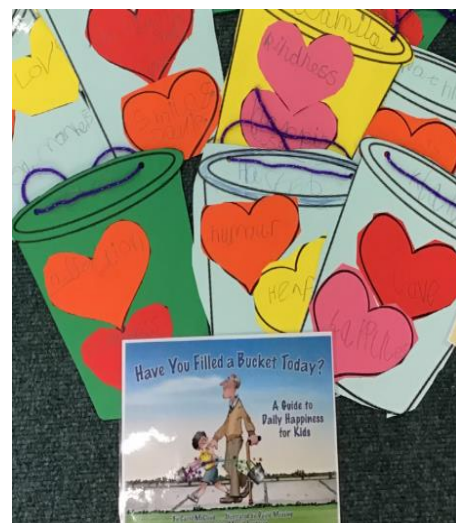
- Rhythm, beat and duration
- Pitch
- Dynamics
- Controlling sounds
- Learning about un-tuned and tuned percussion instruments; their names and how to play them
- Creating short compositions
- Singing a variety of songs and learning how to control the voice.



Children in Year 2 have the opportunity to join the school choir. The choir sings at special events throughout the school year.

## **Personal, Social and Health Education and Citizenship**

At Beulah 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.

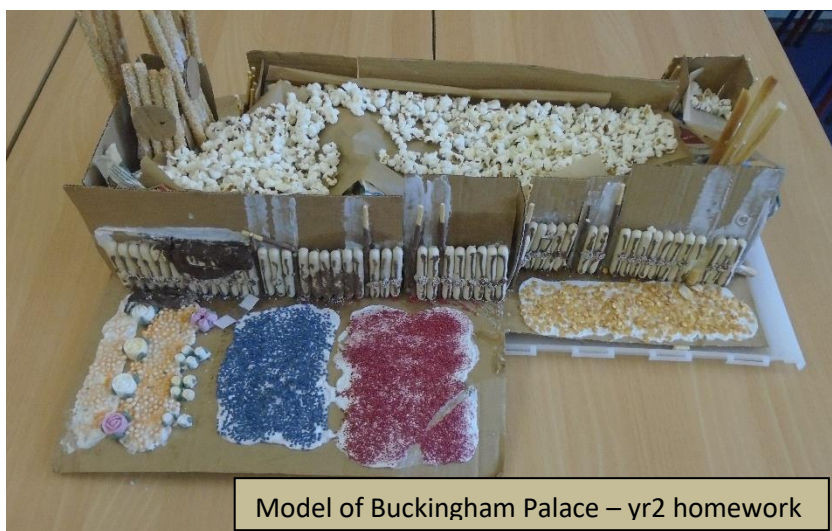


## **HOMEWORK**

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 Beulah 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 can support their children by encouraging an interest and completing projects at home.

From the Nursery onwards, parents and carers are invited to form a partnership with the school, developing their children's ability to read. Children borrow books daily 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.



Model of Buckingham Palace – yr2 homework

## **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.



## **PEGASUS CHILDREN'S CLUB (Before and after school care)**

This takes place in our dining hall and is run by an experienced team of play workers. The hours of the club are as follows:

Breakfast	7.30 am – 8.45 am
After School	3.15 pm – 6 pm

This club is for children in Reception upwards. It is not open to our Nursery children.

Application forms can be obtained from the school office or for further information by contacting:

Extended Services Leader	Suzanne Christopher	020 8653 2618
Children's Club Manager	Sharene Marshall	020 8684 5704

After School Club Deputy Manager	Aaron McDonagh	07508 733983
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## **IN CONCLUSION**

All the staff at Beulah Infant School really want our children to be happy and confident learners, enjoying their time at our school. If you have any further questions please do not hesitate to ring the school office.





EYFS Handwriting Script

A a B b C c D d E e

F f G g H h I i J j

K k L l M m N n

O o P p Q q R r S s

T t U u V v W w X x

Y y Z z