

Prospectus & Information Pack



Aspire, Believe, Succeed

Glenville Drive, Erdington. Birmingham.B23 6PR

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Website: www.featherstoneprimaryschool.co.uk

Email: enquiry@feathstn.bham.sch.uk

Dear Parents/Guardians,

Welcome to Featherstone Primary School. Some of you will already know us, but for some this will be your first contact with us. This Prospectus is written to provide information about the school, which we hope you will find helpful.

Featherstone is an 'open school', which we believe is welcoming and always ready to listen. Our aim is to provide a caring community, based on mutual trust and respect for the values and beliefs of others, within which children can reach their full potential. We expect high standards in behaviour, relationships with other children and adults and in all aspects of learning, work and play.

Our school is about partnership in all directions, with parents, governors, outside agencies and the wider community. We are interested in developing these partnerships in the coming year – especially with you.

From the start of their education, until they leave Featherstone, I sincerely hope that your child will have truly enriching experience. They will then take their new skills into their secondary schools.

We have made every effort to ensure that all information you will need is included in this booklet. However, if you have any further queries please do not hesitate to contact us.

Yours sincerely

Mr E Gaibee
Head Teacher

Mrs Irene Kasapi Philips
Chair of Governing Board

Vision, Mission and Aims Statement

ASPIRE, BELIEVE, SUCCEED

Vision:

Featherstone Primary aspires to equip every child with the skills they need for lifelong learning by developing confident, ambitious learners, who take ownership of their learning and are proud of their achievements as they grow.

Mission:

At Featherstone Primary we believe that learning should be exciting, purposeful and challenging. Our school aims to inspire and prepare every child to have high expectations of themselves and others. We will achieve this through providing a creative and challenging curriculum which motivates and encourages all children to reach their potential. This will be balanced with personal choice, sport and creativity so that each child can flourish within a safe, but challenging framework designed to specifically fit their needs. We will prepare our children to encounter opportunities with resilience, perseverance and self-determination and encourage them to grow and become responsible, independent learners. We will work closely with the children, their families and the local community fostering positive, supportive relationships to benefit all pupils of the school. We are very determined for all our pupils and believe that our emphasis on high quality teaching is a key feature of our success.

Aims:

- To aim for each child to achieve their full potential in all areas of the curriculum, so that they are equipped and prepared for their Secondary transition
- To provide a curriculum that is designed to excite and motivate children with a range of topics and projects that are of interest to them and to which they can fully contribute so that their learning is engaging, interactive and challenging
- To create a positive, safe learning environment and to endeavour to develop the whole child, meeting individual needs where differences are recognised, celebrated and appreciated
- To encourage pupils to be responsible British citizens for the future who can actively contribute to a diverse society
- To support each child's emotional wellbeing so that they can talk openly about their feelings with confidence
- To equip children to evaluate and assess, to take risks and to make positive choices as part of their learning
- To promote lifelong learning to all, through high quality professional development for all staff and by developing a learning culture throughout the school
- To include all members of the school community, pupils, parents, governors and staff, in the process of development, not only of themselves, but also of the school itself

The School Community

Aims of all staff

At Featherstone Primary School, we are very devoted in encouraging a learning environment where:-

- Everyone within the organisation is happy, healthy, safe, successful and enjoys learning.
- We raise every individual's confidence and self-esteem to succeed as a team.
- We prepare children with skills and attitudes to become independent and co-operative learners.
- We plan to ensure that all children are challenged through their learning.
- We provide opportunities for everyone, so that they can make a positive contribution to their school, local, national and international communities.
- We believe that everyone's achievement and success should be celebrated.
- We plan a curriculum in which all pupils aspire to be creative and enjoy learning.
- We involve parents in their children's learning.
- We create opportunities for pupils to express themselves with freedom and be treated equally.

Parents and the School

We foster close relationships between home and school so that we can work together to support your child in developing and achieving their full potential. If you wish to see your child's Teacher, we will be happy to arrange this. It is difficult for staff to talk in the mornings when they are required to supervise the children, but staff are usually available after 15:15. The Head Teacher and Deputy Head Teacher are normally available at the beginning and end of the day, or by appointment at other times.

The school holds regular information meetings and special events throughout the year and you will be given dates by newsletter in advance. The school Newsletter is a very important tool for communicating with parents and is sent by email every week, please do make time to read it. Some parents are saving these Newsletters over the years as a record of their child's school life. The Home School Partnership is also a vital key to a child's success in education. Parents can support the work of the school by encouraging children at home. This can be achieved by listening to children read every day, helping them with spellings and learning number facts.

Start of School

Admissions

Governors have set a limit of 60 pupils to be admitted to the Reception class each year. Children are normally admitted to the Reception class at the beginning of the academic year in which they are five. The Local Authority (LA) is responsible for allocating places. Parents may complete the required form and submit it by post or online.

All Parents may put their child's name down at anytime. Formal requests for a Reception place in school should be made in the Autumn Term of the school year before your child is due to start school. An offer of a place cannot be made until the end of the Spring Term. If a place is not immediately available, we ask that you are patient and contact Admissions and Appeals for any enquiries about your position on the waiting list and also, advice on the Appeals procedure.

Contact Details for Admissions and Appeals. School Admissions and Pupil Placement Service, PO BOX 16513, Birmingham, B2 2FF. Telephone: 0121 303 1888 www.birmingham.gov.uk/schooladmissions

Transition from Pre-School to the Foundation Stage:

- Discussions occur between Featherstone teachers and staff from other settings.
- Parents and Children are welcome to attend Open Days where tours of the school will be offered. These dates are advertised as per Birmingham City Council.
- Parents of prospective children are invited to a meeting on the first morning of their first visit to talk through the transition process at Featherstone.
- Parents receive an 'Induction Pack' with information about the school.
- For EYFS, prospective children visit school for a morning during the term before they start, to become familiar with their new school and setting
- Through observations a base line record is completed within the first few weeks of entry to EYFS. This will also highlight the needs for any early intervention
- A meeting for parents during the Autumn Term is arranged to explain the teaching of 'Read, Write Inc' and how the 'Phonics' scheme supports it
- They are proactive in talking to parents about any known issues with individual children.

Review of classes at the end of each year

Featherstone Primary wants to ensure that all classes are equal and reviews the year groups at the end of each year. We take in to account that the mobility of children arriving and leaving can change from time to time and for this purpose we have to ensure that the class has the right mix of children's needs and ability.

Reviewing Year Groups at the end of each year.

Our teachers get to know the children more once they have settled in during their first year in Early Years. Before we move the children into Year 1 we will review both classes taking into account gender, ethnicity, academic ability, needs of the children and any issues relating to behaviour. Using all this information will enable us to make the right decisions.

Please see our Transition Policy on the school website for further details.

Start of School

Lateness to School

Children who arrive late at school are often embarrassed to walk into the lesson disturbing the class and Teacher. It is difficult for them to understand the lesson, having missed the introduction, and it is therefore, important that your child is in the class by 08:55. The school will not tolerate continued lateness and when this is persistent, parents are asked to attend a meeting with school to discuss the problem. If lateness continues (without a valid reason) after this meeting, a support plan will be put into place to see improvement.

Start and end of the School Day

Arriving at school:

Whilst the official start of school is 08:55 we encourage all our families to bring children into school from 08:45. This helps the children to settle in and to make a prompt start for registration.

No child should arrive at school before 08:45 (unless supervised by you), as we cannot guarantee supervision before that time.

08:45 —Doors open

08:55—Registration

Home time for all children Mon to Thursday: 3:30pm

Home time on Friday: Reception 12:50 and all other pupils at 12:55pm

(EYFS Children can be collected a few minutes early to enable older siblings in school to be collected on time)

Collection from School:

We expect all our children to be collected promptly at 3:30pm by a responsible adult. Parents are responsible for their children after 3:40pm. Please notify the school office of any changes in your normal arrangements for the end of the school day. It would also be helpful if you could ring school if you should be unavoidably delayed for any reason. Tel: 0121 675 9740.

School Uniform

School Uniform

School uniform plays an important part of the school's high standard of dress. All children attending Featherstone Primary School will be required to wear the correct colours: Our colours are red and grey. Please avoid buying the incorrect colours as they do not represent our school.

BOYS UNIFORM

White polo top
 Official red school jumper with badge
 Grey trousers
 School tie (to be worn with shirt)
 Plain grey or black socks
 Black Shoes. Leather or leather-like. (No trainers of any kind)

GIRLS UNIFORM

White polo top / white blouse
 Official red school jumper with badge
 Grey trousers or skirt.
 School tie (to be worn with shirt)
 Summer: Red Gingham Dress
 Plain white socks or Plain red or grey tights
 Black shoes. Leather or leather-like. (Not high heeled or boots)

Religious Clothing: We respect all faith groups and allow the following.

Christianity: For the majority of Christians there are no particular dress requirements. In some Christian sects, such as the Plymouth Brethren, girls are expected to wear headscarves and modest clothing.

Islam: Girls wearing headscarves; these should be white in colour to match the uniform.

Sikhism: All initiated Sikhs wear the five 'K' symbols as a sign of their initiation into the Sikh community. Male Sikhs wear a turban, the removal of this is unacceptable. Children needed to wear any religious jewellery (i.e. Sikh Kara) is acceptable.

Where families who are experiencing financial difficulty, please speak directly to the Head or Deputy to seek some charitable assistance advice i.e. clothing donations or discounted coupons from Clive Marks.

All Key Stage 1 children will need to have a school reading book bag.

**All of the uniform products can be purchased from
 Clive Mark, School wear 11-13 Boldmere Road, Sutton Coldfield, B73 5UY.
 Trutex, 71 High Street, Erdington, B23 6SA**

Footwear

Trainers and many designs of 'fashion' shoes are not suitable for day to day wear in school. We only allow children to change into trainers at break times and for no other reason. Parents will have reminder letters sent home if pupils continue not to follow school dress code. Children must also enter and leave school wearing school shoes only. Fashion clothing resembling the school colours is not allowed as these are clearly not part of the uniform policy.

Physical Education Kit (P.E)

P.E kit is a must and we ask parents to provide the following for P.E:

Indoor P.E. kit

School will issue all new pupils with their first P.E. T-shirt in a house colour and name. There-after any necessary replacements need to be purchased by parents from Clive Marks or Trutex. House details are: Red (Pheonix), Yellow (Pegasus), Green (Griffin) and Blue (Unicorn).

Featherstone Primary PE T-shirt in house colour and name

Navy blue/black shorts.

(Girls may wear blue or black leggings instead of shorts if required for religious reasons)

Pumps indoors / Trainers outdoor

Outdoor P.E. kit

Featherstone Primary PE T-shirt in house colour and name

Plain black or navy blue tracksuit or shorts

(School track suits are available to purchase directly from Clive Marks)

Jewellery

In the interest of safety and to avoid loss, children are not allowed to wear jewellery to school. This means that rings, bracelets and necklaces are not permitted. The only exceptions are for medi-alert items and some religious artefacts. Children may only wear studs in ears. Hoop earrings are not permitted. Parents should inform school in writing if their child's ears have been recently pierced.

Members of staff will not remove studs from a child's ear. Studs must be removed before P.E days, particularly for swimming.

Children may wear watches in school but they should be inexpensive and not for trend. School is unable to accept responsibility for loss or damage.

Hairstyles

Children's hairstyles should be appropriate for school and not fashion styled (patterned, Mohican etc). There is a time and place for this and school term-time is not an appropriate time.

Children with hair longer than shoulder length must have their hair tied back with a suitable hair accessory. This is for the health and safety of children during class lessons and during PE. It is also a measure put in place to limit the spread of head lice in school which is difficult to prevent.

Other Valuables

It is not appropriate for children to bring into school any valuable items. We will not take any responsibility for valuable items being brought into school. We ask you to understand that if such items go missing, it will not be appropriate for staff to spend time on any investigation as this uses quality teaching, learning and planning time.

Mobile Phones

Children are not allowed to bring mobile phones into school. Only in exceptional circumstances will this be allowed and in such cases, the phone should be given to the Class Teacher for safe keeping. No responsibility will be taken by school for loss or damage to mobile phones.

School Meals and Lunchtime Arrangements

Snacks at Playtime

Children in all year groups are provided with a free piece of toast and fruit each morning.

School Meals

All our school meals meet high nutritional standards to ensure pupils have a healthy, nutritious and balanced diet. The school menu is reviewed on a regular basis with the children on the School Council so that the menu not only complies with the School Food Standard, but contains food that they would like to eat. Menus are changed according to the season so that children enjoy warm and cold food depending on the season. A drink is always served. Children also have a choice of salads and additional fruits to choose from.

Religious and Other Dietary Needs

Our Kitchen can cater for all pupils' individual needs; this includes Halal, Vegetarian, Nut Allergy and Gluten Free. All meats are purchased directly from Birmingham City Council Approved Caterers. The Kitchen ensures that separate cooking utensils are used for Halal and non-Halal foods.

Universal Infant Free School Meals

Since September 2014 **all** pupils in Reception, Year 1 and Year 2 are entitled to receive a free, hot nutritious meal at lunchtime every day. You will be asked during your child's induction whether your child take up the offer of a free school meal or if you will provide them with a packed lunch. Please ensure the school is informed if your child has any special dietary requirements. *It is important that you inform the school if you are in receipt of certain benefits (see Pupil Premium Section below) to enable the school to claim additional funding which will benefit your child's education.*

Junior School Meals

Dinner money is paid on a half termly basis, not weekly and must be paid at the start of each new half term. Payments for meals are made online on ParentPay at www.parentpay.com as school no longer accepts cash or cheques. **Change in your child's dinner arrangement:** If your child wishes to change from school meals to sandwiches or vice versa, please notify the school office in writing, giving one week's notice.

Free School Meals Entitlement Key Stage 2

If you are in receipt of certain benefits your child will be eligible to receive Free School Meals in key stage 2 too. Please apply online at www.link2ict.org/fsm, or the school can apply on your behalf with your consent.

School Meal and Lunchtime Arrangements

Pupil Premium Funding

If you are in receipt of certain benefits (see below) it is important that you register online at www.link2ict.org/fsm to enable the school to claim the additional funding for your child to use in support of teaching and learning (Pupil Premium). Please note that this is different from the Universal Infant Free School Meals which all Infant children are entitled to. Parents of Infant children will also need to apply separately for this additional funding. Your child does not have to take up the free school meal, you can still provide a packed lunch if you prefer, as long as you've registered your child they will still benefit from the additional funding. *If you do not have internet access please collect a form from the office to enable the school to apply on your behalf.*

The school uses the Pupil Premium Funding in the following ways:

- We release Class Teachers so that they can provide targeted intervention for the Pupil Premium children in their own class. This intervention helps the children to develop their skills in Reading, Writing and Maths.
- We ensured that children who are looked after have every opportunity to success through coaching, one-to-one sessions and resources.
- Provide classrooms with additional resources to support the children in their learning.
- Teaching staff have been given training as part of professional development to ensure that they are up to date with current ideas and strategies to make lessons focused on progress and fun.

Eligible Benefits for Free School Meals and Pupil Premium are listed below:

- Child Tax Credit and joint income of no more than £16,190 (provided that you are not entitled to Working Tax Credit).
- Income Support (IS)
- Income based Jobseekers Allowance (IBJSA)
- Support under Part IV of the Immigration and Asylum Act 1999
- An income-related employment and support allowance (irESA)
- Guarantee element of State Pension Credit

Lunchtime Arrangements.

Lunchtime takes place from 11:45 – 13:15 Monday—Thursday and 11.20am—12.40pm on Fridays. The children are supervised during the entire lunchtime by a team of Lunchtime Supervisors.

During bad weather, games and indoor activities are provided for the children. During bad weather, each child is given a small plastic container with his/her name. Inside this box are their favourite things, which they can take out for bad weather days.

Lunchtime arrangements are as follows (Monday-Thursdays):

Reception and Year 1 - 11:45 to 12:30

Year 2 - 12:00 to 12:45

Year 3 and 4 12:15 to 13:00

Year 5 and 6 - 12.30 to 13:15

Lunchtime

Senior managers oversee lunch time to ensure good standards of behaviour are maintained during play-time and lunchtime and deal with inappropriate behaviour as per the school's Behaviour Policy. Lunchtime Supervisors encourage pupils to play safely with one another.

Medical/Medicine and Health Checks

Medicine - Long and Short Term Illness:

Children who have a long term illness such as asthma, diabetes or epilepsy will have their needs catered for. Children will need a 'Care Plan' which is formalised by the school in conjunction with Health Professionals.

- All staff working with children should be made aware of individual medical needs and action required should treatment be needed.
- Parents should provide written information and instructions, which will be treated in confidence.
- Any child who becomes ill in school will be cared for and comforted until you can be contacted.
- We are only able to administer prescribed medicines which need to be given FOUR times a day. Medically trained staff are the only personnel who will administer prescribed medication. Medicines will be kept in the school office. Parents will need to complete an authorisation form which is then authorised by a Senior Leader. Non-prescription medicines are not allowed in school.

Please inform the school immediately if your child has any communicable disease or illness including head lice. The Head Teacher will update parents about head lice through the school newsletter and individual class letters will also be emailed to parents.

All aspects of medicines and medicine safety are covered in the schools 'Medical Needs Policy'.

Specific Medical Issues, Allergies etc:

If children have specific medical issues, we work closely with parents to ensure that the provision for each of them is appropriate. Older children who suffer from asthma are allowed to administer their own inhaler medication, with the supervision of an adult (younger children are given support). The inhalers are kept in classrooms during lesson time and are bought down to the medical area at lunchtimes so that they are easily accessible. Inhalers are also taken with children when doing sports, including swimming. Staff are trained annually in the use of Epi-pens (Allergy Adrenaline Injections) for use with children who have specific allergies, such as nut allergies.

Emergency Procedures

If your child is involved in an accident or becomes acutely ill, our first aid trained staff will ensure your child is out of immediate risk and then contact parents. Staff will also contact the emergency services if considered appropriate and will inform you immediately.

Illness/Head Bumps

If your child bumps his/her head you will automatically receive a first aid note informing you of the bump. You will also be contacted by telephone to inform you of the incident.

Health Checks

The School Nurse checks hearing, eyesight, height and weight for children in Reception. The School Nurse/Doctor will conduct a health meeting with all Reception parents/children during their first year in school and appointments are sent out.

Absence and Attendance

Absence

ALL ABSENCES FROM SCHOOL MUST BE EXPLAINED. It is a legal requirement that we record the reasons for a child's absence from school. Please help us to keep these records by remembering to contact us when your child is not in school.

PLEASE

- Tell us in advance if your child has a Medical/Dental appointment during school time. The school office will expect to see evidence for appointments.
- Telephone school (0121 675 9740) and leave a message to report your child is ill on the days they are absent.
- Send a letter with your child when they return to school.
- Let us know if your child has an infectious illness as soon as you have confirmation from the doctor.
- We expect Parents to monitor their child and to judge whether the child is well enough to attend school after sickness or diarrhoea.

Special Educational Needs and Disabilities

Children with Disabilities

Everyone at Featherstone accepts responsibility for protecting the rights of children as individuals and takes positive steps to ensure that all children should have an equal opportunity to achieve their potential. Education offered is available to all children regardless of gender, race, creed or colour. We do not discriminate against pupils with disabilities. The admission arrangements for pupils with disabilities has due regard to the 2001 Special Educational Needs and Disability Act which ensures that disabled pupils will not be treated less favourably.

Monitoring of the implementation of this act is the responsibility of the Governing Board. As our school is a relatively new building, we have good access for disabled pupils on the ground floor. This includes disabled car parking facility, an access ramp, disabled access main entrance, a disabled toilet and a wheelchair lift to gain access to the ground floor. From September 2013, following school our expansion, a new accessibility lift and an additional disabled toilet is available.

Special Educational Needs

At Featherstone the special needs of children are identified by the Class Teacher or a colleague through observation, testing, assessment and consultation with parents, previous school records and health agencies e.g. School Nurse. Our Special Needs Policy has been written with consideration of the national Code of Practice for Children with Special Educational Needs. The Inclusion Leader works with Class Teachers offering support and advice to plan suitable programmes of work and support for pupils. A child who has an Individual Target Plan (ITP) and Educational Health and Care Plan (EHCP) will also have a 'Learning File' where information is kept, e.g. targets that have been met and evidence to show how children are supported in their learning. Their learning is also closely tracked via the school tracking system.

Parents are consulted at each stage and are invited to attend meetings with the Inclusion Leader to discuss their child's progress. Staff assess individual development and support children at their own pace. Through this approach, children build confidence, self esteem and a 'can do' attitude. The Head Teacher assumes overall responsibility for Special Educational Needs provision in the school and will be happy to answer any questions. Copies of the Inclusion Policy and Accessibility Plan are available from the Head Teacher. The School's Disability and Equality Scheme and other SEN information can be found on the school website.

Communication with Parents

Head Teacher's Newsletter

Each week the Head Teacher circulates a newsletter by email which gives information on school developments, activities and special mentions.

Class Newsletter (Each Term)

Class newsletters are circulated at the end of each term which give details of learning, achievements and special events.

Letters

Letters sent home from school for parents' attention will only be sent out by email. A hard copy of letters are only handed out if we are collecting reply slips from parents. Letters are also saved on the website.

Parents' Evenings & Reporting to Parents

Parents Evening is an ideal opportunity for you to discuss your child's progress with their Class Teacher and raise any concerns that you may have. We have three planned Parents' Evenings Autumn, Spring and Summer Terms where you will be able to discuss your child's levels achieved in the academic year.

Collective Worship, Religious Education & Moral Education

Parental Consent

Parents who wish to exercise their right, on religious grounds to withdraw their child from these lessons should write to the Head Teacher. This also applies to parents who do not wish their child to attend assembly which may include a religious content.

Religious Education

Religious Education is taught in line with the Birmingham agreed syllabus. We aim to enable our pupils to develop knowledge and understanding of different religions in order that they may reflect on beliefs, values and experiences, make reasoned and informed judgements and develop positive attitudes towards others. Parents who wish to exercise their right, on religious grounds, to withdraw their child from R.E lessons or trips to places of worship should write to the Head Teacher.

Spiritual, Moral, Social and Cultural Education (SMSC)

SMSC (Social, Moral, Spiritual and Cultural) provision aims to provide all children with school based experiences that involves the development of the whole person, and has a big impact on the confidence and respectful culture we develop at the school.

We believe every child deserves to learn and experience their culture and the cultures of others in our school. This can help pupils to understand how to engage with the world around them, and provide them with social and emotional skills to be successful members of the community.

Mental Health and Emotional Wellbeing (Place2be)

At Featherstone Primary School, we approach the welfare of our pupils in a positive way; all our staff reinforce the values and ethos of the school. We want our children to stay happy, feel secure and enjoy being in school in whatever activity they are taking part.

We aim to:

- To respect each child as an individual and to give each child the confidence and self-esteem to develop his or her talents to the full.
- To develop the whole child intellectually, morally, socially, spiritually and physically.
- To develop an effective three-way partnership between children, parents and school.
- To promote our children's positive self-esteem we will encourage our children to think positively about themselves and to accept their own uniqueness.
- To provide opportunities for the children to feel valued and important by creating an awareness of the positive contribution they can make towards school and the community.

All our children should feel able to talk freely and openly to any member of staff if they have any worries or problems of any kind on a work or personal level. Staff always responds to children in an appropriate manner, offering advice, support, guidance and reassurance in conjunction with our other policies, including our Safeguarding Policy.

Place2be

What difference does Place2Be make in your child's school?

Place2Be is a national charity working in over 300 UK schools to improve the confidence and emotional wellbeing of children. We help children to develop resilience by supporting them when they are experiencing challenging life issues and helping them to develop self-confidence and lifelong coping skills. When they are supported in this way, they are able to learn more easily and that means less worry for parents.

"Oh she has definitely changed...in the way she feels about her school life, her home life, and just the way she is in herself – she is a lot happier" – Parent

"Place2Be helps you feel less angry, make friends, get more confident, sort out your problems, make you feel special, make everything better." – Year 5 pupil

How we help children

All pupils can find help with friendship issues and other worries by choosing to visit Place2Talk. These short lunchtime sessions are open to individuals and to groups for those who will benefit most. The school will often refer children for this service.

How we help families

We routinely meet with parents to discuss any concerns they may have about their children. Place2Be also run A Place for Parents, offering adults counselling support for any issues they may have.

How we help schools

Place2Be also supports teachers and school staff members to think through the emotional needs of children and advises and supports the school leadership which helps the whole school to thrive.

How Place2Be works

There is a special Place2Be room inside the school where children can go to express and think about their worries, through talking, creative work and play. Adults that are qualified to work therapeutically, called School Project Managers, support this process, helping children to find new ways of coping with difficulties so they don't get in the way of friendships or learning.

Times when we're especially useful

There are times when children feel particularly sad, confused, fearful or angry, due to, for example, family challenges such as separation or illness, or even the death of a much-loved pet. Some children may become withdrawn; others may become demanding or challenging in their behaviour: that's when having Place2Be in school is especially helpful.

Who is eligible for Place2Be?

Any child requiring emotional support for any reason.

Any questions?

You are welcome to talk to your Place2Be School Project Manager; either face-to-face or via telephone or email. At Featherstone Primary, our School Project Manager is Ciaran Brady, who works Monday to Friday. You can contact them via email on: Ciaran.brady@place2be.org.uk

To find out more about Place2Be, please visit our website: www.place2be.org

The Curriculum from Early Years to Year 6

The Curriculum

At Featherstone Primary School we aim to give every child access to a broad and balanced curriculum which is appropriate to their needs. In Reception, children follow the Early Years Foundation Stage Curriculum. As children move from Reception to Year 1 and until they leave us at the end of Year 6, we follow the new National Curriculum.

Children throughout the school follow a creative way of learning through a 'Topic' based curriculum. This is a carefully planned, thematic approach to teaching and learning designed to support children's natural curiosity and stimulate their imagination. It offers children the opportunity to work in depth, giving them the time they need to reflect, consolidate and transfer their learning. Teachers plan so that direct experience is placed at the centre of the curriculum to draw out and develop children's thinking and capacities in meaningful contexts.

Our teachers spend a great deal of time researching and discussing what will best work for the child. We have tailored our thinking so that:

- the curriculum becomes more creative and exciting:
- pupils are more motivated and interested in learning and remember what they have learned:
- pupils are more involved in their learning and take ownership of it:
- pupils are able to hold discussions at home which enhances parental involvement in their children's learning.

Foundation Stage Curriculum

The Early Years Foundation Stage (EYFS) is the statutory framework that sets the standards that all Early Years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children are ready for school and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

Each area of learning is related to a set of early learning goals. These form the basis for teaching and learning in Reception. Each child's progress is monitored and assessed against the early years learning goals. By the end of the EYFS, some children will have exceeded these goals and others will be working towards some or all of them.

During the first few weeks after starting school all children will be assessed during everyday discussions with parents and children. The teacher will then continue to assess your child's progress throughout the year. The Early Years Foundation Stage Profile will be completed at the end of the Foundation Stage where your child's knowledge and abilities are assessed in preparation for the transition to Year One and the beginning of the National Curriculum.

Your child will be learning skills, acquiring new knowledge and demonstrating their understanding through **7 areas of learning and development**.

Children should mostly develop the **3 prime areas** first. These are: Communication and Language, Physical Development and Personal, Social and Emotional Development. These prime areas are those most essential for your child's healthy development and future learning. Children are also taught through **4 specific areas**. These are: Literacy, Mathematics, Understanding the World and Expressive Arts and Design.

English

Work is planned from the National Literacy Framework to develop skills in English which will enable children to communicate effectively through the spoken and written word.

Pupils' abilities are developed within an integrated programme of speaking and listening, reading and writing. Daily reading activities are planned for each class to develop reading skills, so that children can become enthusiastic, independent and reflective readers. Pupils also have daily teaching in phonics or spelling.

Mathematics

Work is planned using the National Numeracy Strategy and is designed to develop skills in number, shape, space, measures and data handling. Children are given plenty of opportunities to apply mathematics in practical tasks and in problem solving. Children are sent home with tables to learn on a weekly basis and we require parental support with this so that children become confident in rapid recall.

Science

Work is planned from the National Curriculum and investigations and experiments are used to develop children's scientific knowledge and skills in the following areas: life processes and living things, materials and their properties and physical processes.

Personal, Social & Health Education (PSHE)

PSHE is part of the whole school curriculum. It teaches children issues relating to health education and gives confidence to children to think of ways in which they can look after themselves and keep happy, healthy and most importantly, safe. Some of the topics covered are friendship, bullying, disability, road safety, stranger danger, keeping safe, which includes medicines and healthy living etc. The themes covered are taught at their own ability level.

Careful thought is also given to make sure that the curriculum is significant and appropriate to the children and that teachers in both Key Stages plan carefully to make sure that there is continuity and progression as children grow.

Relationship, Sex and Health Education

Our school Governors support the need for Relationship, Sex and Health Education within the school. The subject of sexual development is handled sensitively and in a manner appropriate to the age and maturity of the children. It is set within the context of RHSE and emphasises the values of family life, self respect and respect for others.

A summary of our Relationship, Sex and Health Education Policy is available for parents on request. This subject is delivered by qualified teaching staff and we also liaise with the Health Authority to support on some occasions.

Music

Children participate in a range of musical activities, which include singing. At Featherstone, we want to be able to bring out children's talents and musical skills. In addition to the curriculum children have the opportunity to be involved in various productions to which parents are invited.

Physical Education (Inc. Sport Premium)

Sport plays a key role in school. Our use of the Sport Premium has been planned so that children are taught quality P.E and Sport lessons from a qualified member of staff. Throughout the year children will have experience of dance, gymnastics, swimming, athletics and outdoor games.

As part of our commitment to sport, inter-school games are arranged regularly through the Kingsbury School Sports Partnership (KSSP) so that children have the opportunity to take part in competitive sport.

From Year 2 onwards children attend swimming sessions at Erdington Swimming Baths and further details of these will be sent to you at the appropriate time.

It is essential that all children take part in P.E and sport. Children are required to wear the school P.E kit (see uniform) and these can be kept in a school pump bag in school.

Assessments and Pupil Targets

How do we assess children throughout the school?

Each child is assessed in Reading, Writing and Maths six times each year. Details of these assessment results will be shared with you at Parents' Evenings. The progress of your child is continually 'tracked' every half-term through pupil progress meetings with their class teachers to ensure that they are making the progress which we would expect.

If a child is falling behind we may put in place intervention strategies to ensure that they have the best opportunities to reach their potential. This might involve some extra teaching time or discussing with you ways in which you can assist with homework etc. It is quite usual for children to move in and out of target groups during a year to support their progress and we would not normally inform parents of changes in classroom groupings.

Formal Assessments

Children in Year 2 and Year 6 take their Statutory Assessment Tests (SATs) in May each year. The Year 6 SAT's take place in a specific week in May.

During June children in Year 1 will take part in a statutory phonics screening. This is done on a one-to-one basis with the class teacher and assesses how well children can blend letter sounds to read a set of words. Children in Reception are assessed using the Early Years Foundation Stage goals.

These tests help us to see exactly what progress each child has made during the year and enable us to focus teaching for the following year to address any gaps in learning.

Homework

We believe it is most important for you to be well informed about homework and in order to ensure good communications, your child's Teacher will send a letter to you giving more details at the start of each term. Every child has a Home-School book which teachers and parents can use to communicate about homework and reminders for the week.

Gifted and Talented Children

For children with particular gifts, we provide opportunities to raise and stretch their talents. We have a range of activities for pupils to be involved in and they may participate in workshops on a wide variety of subjects including mathematics, science, art, drama, dance and sport.

Extra Curricular Activities

After School Clubs

The school offers a range of sporting and non-sporting activities as part of the extra-curricular provision.

Clubs available depend on staff expertise and interests, but a range of activities run throughout the school year. We try to offer clubs to all year groups and sometimes mixed year groups. Clubs are organised by members of staff and external agencies.

We often participate in local sporting events where some children are selected to represent the school. Details of all the sports that we offer can be seen on the school website.

We request that if your child participates in a club that they are collected on time after the activity by an adult who is authorised to collect them.

Residential Trips

Children have an opportunity to participate in a residential visit to an outdoor pursuits centre. For activities like this, which take part outside school hours or do not form part of the national curriculum, participation is on the basis of parental choice and willingness to meet the cost involved.

Parents are informed well in advance of residential trips so that payment arrangements can be made.

Year groups that have had the opportunity to go on a residential are Year 4, 5 and 6.

Educational Visits

All educational visits are carefully risk assessed, monitored and DfES requirements are fully complied with. **Each educational visit/activity will only take place if sufficient costs are met.** Please see **Charges and Remissions Policy on www.featherstoneprimaryschool.co.uk**

All children are required to have authorisation from parents prior to teachers taking children off school site. Without such consent your child will not be allowed to go on any school trip.

Safeguarding and Child Protection

Safeguarding and Child Protection Policy

The school's Child Protection Policy provides clear direction to staff, volunteers and visitors regarding codes of behaviour in dealing with child protection issues. The policy also makes clear the school's commitment to the development of good practice and sound procedures.

This ensures that child protection concerns and referrals may be handled sensitively, professionally and in ways which prioritise the needs of the child foremost.

Our school fully recognises the contribution it can make to protect children and support pupils in school. The full policy can be found on our school website and applies to all adults who work in our school, including volunteers, students and visitors.

The Designated Senior People in charge of child protection are: Mr Gaibee (HT), Mr Douglas (DHT) Mrs Harrington-Taylor and Miss Lacey .

The Governor responsible for Safeguarding is: Jason Hayles.

Safer Recruitment

The School has robust systems in place prior to making any appointments. All applicants are required to provide an enhanced DBS application prior to taking post. The Interview Panel always has a member of staff who has been Safer Recruitment trained.

Safeguarding Training for Staff

Staff undergo Safeguarding training every year. The training involves all aspects of safeguarding which includes protecting pupils from harm, how to make a referral and how to protect themselves.

Social Sites and Facebook

The advice given by Birmingham City Council on 'Safeguarding Children' is that primary aged children should not be using Facebook under another user's name and especially if they are under the age of 13. Facebook terms & conditions also clearly state that it is illegal for a child to use a Facebook account under the age of 13.

Matters and Incidents that have taken place out of school, should remain out of school. Bringing these issues into school results in an immense amount of teaching and learning time being taken up. This is unfair to other children's learning and on the teaching staff.

Safer Internet

In school, children are not allowed to use the internet without adult supervision. The school has a robust firewall which is monitored throughout and any causes for concern are notified to school through the city's monitoring of ICT.

We regularly train our children on e-safety and how to report a worry or concern relating to e-mail, cyber bullying, and concerns around inappropriate images and contents.

Safeguarding and Child Protection Continued

Site Security

The safeguarding of our pupils is very important and the latest guidance in Keeping Children Safe in Education adhered to at all times. The school has very tight security measures. Public vehicles are not allowed on site and all visitors are required to report to the main school office.

Behaviour

The school's Behaviour Policy is designed to support our aim to be a caring community where every member of the school community feels valued and respected, that each person is treated fairly and that there is mutual trust and respect for all.

Our first rule is **respect**. The school expects every member of the school community to behave in a respectful way towards others and to the learning environment.

We treat all children fairly and apply this Behaviour Policy in a consistent way. This policy aims to help children grow in a safe and secure environment and to become positive, responsible and increasingly independent members of the school community.

Pastoral Support for Individual Pupils

At Featherstone Primary School we are aware that certain groups of children are particularly vulnerable and we have a Support Programme in place that offers assistance to:

- Those on the Child Protection Register
- Looked-after children
- Those children in the care of the Local Authority
- Young carers
- Those from families experiencing stress, e.g. bereavement
- Children with school phobia
- Children with long-term absence from school for medical reasons
- Children needing additional attention due to other circumstances (i.e. domestic violence/alcohol abuse)

Featherstone Primary School acknowledges school-based intervention is needed for pupils. We have developed a Pastoral Support Programme for individual children to manage their particular needs. The Programme of Support depends on their personal situation. Parents/Carers are involved in the Support Programme as much as possible and Individual Pastoral Plans are arranged, if applicable.

Photography and Local Media

Photography in School

We are always updating our website and taking photographs for local media. The website will also show samples of children's work and photographs from assemblies and will enable us to also share with you photos of events i.e. class performances.

In line with the General Data Protection Regulation (May 2018), we ask for consent from parents for the use of your child's photo and videos.

Getting Involved in School

Featherstone Primary School in the Community

The school plays a very active part in the community. For example, the Community Police Special Officers work very closely with the children in sport and raising their awareness in road and community safety.

The school also has close links with other local schools, this includes a special school where children visit one another, exchange ideas and learn together. We work very closely with Stockland Green Secondary School, and their teachers, so that our children as early as Year 4 begin to understand and have experience of Secondary requirements. This helps to prepare them for transition to secondary, which is one of our aims.

Tolerance and Values

Featherstone Primary School is an orderly, safe place where relationships between staff and visitors, especially parents, demonstrate mutual respect and a recognition of shared responsibility for pupils' welfare and educational progress.

Zero Tolerance

There is no place for violence, threatening behaviour or abuse in our school. Where such behaviour does occur, the Local Authority will take a proactive role in protecting the school and appropriate legal action may follow. The school will use CCTV footage in the event of a prosecution.

Parents are not to bring dogs on school site.



Aspire, Believe, Succeed