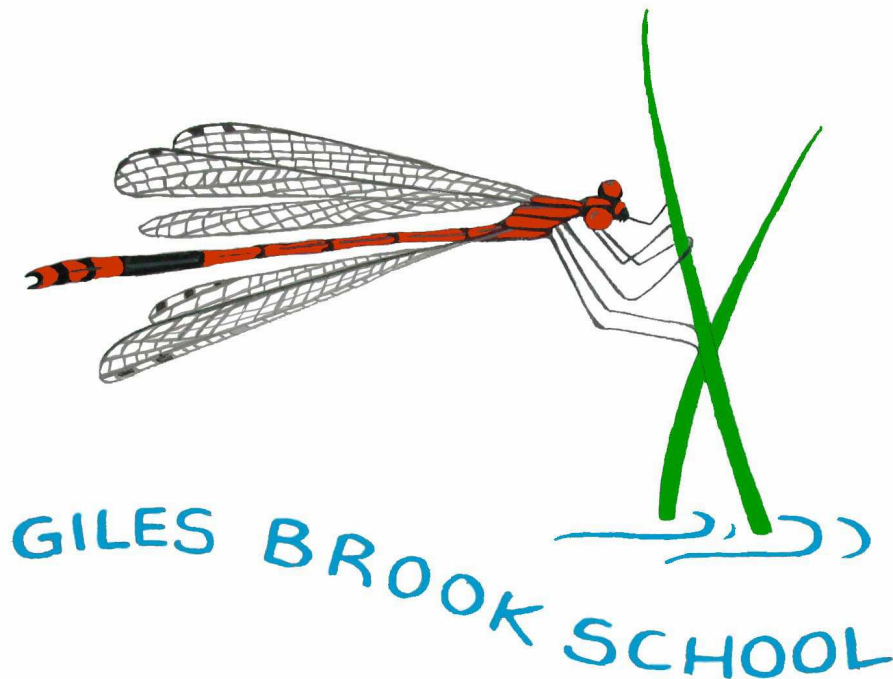


GILES BROOK PRIMARY SCHOOL



School Brochure
Information for Parents 2009-2010

Address: Giles Brook Primary School
Holborn Crescent
Tattenhoe
Milton Keynes
MK4 3GB

Telephone: (01908) 507627

Email: GilesBrook@milton-keynes.gov.uk

Website: www.GilesBrook.org.uk

Headteacher: Philip Scull B.A. (Hons)

**Deputy
Headteacher:** Angie Bailey B. Ed. (Hons)

Giles Brook Primary School is a community school serving children aged from 4 to 11 years and funded through Milton Keynes Council:

Address: Milton Keynes Council
Saxon Court
502 Avebury Boulevard
Central Milton Keynes
MK9 3HJ

Telephone: (01908) 691691

AIMS OF THE SCHOOL

1. To ensure that the needs and best interests of children at our school come first in all our decisions: every single child matters.
2. To have an 'open-door' policy and provide a happy, safe, warm, caring and stimulating environment for everyone who enters our school.
3. To achieve high standards in Literacy and Numeracy enabling all children, including those with special educational needs, disabilities or who speak different languages, to participate and succeed in the basic skills across all subjects.
4. To celebrate the abilities, gifts and talents of all children by recognising their creative, physical and academic potential.
5. To develop lively, receptive minds, encouraging independence, self confidence and a positive attitude towards learning throughout life.
6. To provide high quality teaching and learning and a broad, balanced curriculum, enhanced by extra curricular activities and opportunities accessible to all children.
7. To provide opportunities for children to work together cooperatively, to develop their social skills and heighten their awareness of others.
8. To promote tolerance and understanding of other peoples beliefs, cultures and backgrounds, equality of opportunity and a whole world view of humanity for all children.
9. To foster close links with parents, carers and the local community, and involve them in the learning process.
10. To encourage good behaviour, healthy lifestyles, citizenship and a sense of responsibility towards the environment and develop well balanced, motivated and sensitive human beings ready to take their skills to the workplace.

The Governing Body

| | Governor Type | Until | Position |
|-------------------|-----------------------------------|------------|------------|
| Mr Ross Baines | MKC Local Authority Governor | Nov 2011 | |
| Miss Angie Bailey | Teacher Governor | Nov 2011 | |
| Mrs Lindsay Chard | Parent appointed | Nov 2011 | |
| Mr Stephen Deane | Parent appointed | Nov 2011 | Vice Chair |
| Mr John Harris | MKC Local Authority Governor | March 2012 | |
| Mrs Sue Horner | Parent Governor | Nov 2011 | |
| Mr Philip Scull | Headteacher (ex officio Governor) | | |
| Mr Richard Sutton | Parent appointed | Nov 2011 | |
| Mr Michael Milsom | Staff Governor | Nov 2011 | |
| Mrs Alison Drury | Community Governor | Jan 2012 | |
| Mr John Laverick | MKC L.A Governor | Oct 2012 | Chair |
| Mrs Ruth Glanvill | Parent appointed | Jan 2010 | |

Welcome to the Staff:

| | |
|---------------------|--------------------------------|
| Mrs Yvette Hathaway | Office Manager/Bursar |
| Mrs Clare Stone | Office Secretary/Administrator |
| Mrs Gill Ashley | Admin/Finance Administrator |
| Mrs Jo Fox | Admin Administrator |
| Miss Julie Clinch | General Assistant |

Senior Leadership Team

| | |
|---|-------------------------------|
| Mr Philip Scull | Headteacher |
| Miss Angie Bailey | Deputy Headteacher |
| Miss Jo Popham (Mrs Vicky Unsworth-Maternity leave) | Lower KS 2 Team Leader |
| Mrs Elinor Clare | Foundation Stage Team Leader |
| Mrs Claire Dinsey | Key Stage 1 Team Leader |
| Mr David May | Upper Key Stage 2 Team Leader |

Teachers

| | |
|--|---------------------------------|
| Miss Sian Stoker | Teacher |
| Miss Kirsty Ayres | Teacher |
| Miss Charlotte Page | Teacher |
| Mrs Clemmie Rose | Teacher |
| Mrs Jenny Holding | Teacher |
| Mrs Dorothy Yeates/Ms Anita Milton | Teacher |
| Mrs Clare Reece | Teacher |
| Miss Laura Mackintosh | Teacher |
| Mrs Charlotte Betchley | Teacher |
| Mrs Lizzie Sharpe | Teacher |
| Miss Megan Phillips | Teacher |
| Mrs Sam Ball (3 days per week) | Teacher |
| Mrs Jacqueline Ragozzino (3 days per week) | Special Needs Co-ordinator |
| Mrs Anne Marie Zervos | Modern Foreign language Teacher |
| Mr Nick Halasz (2 days per week) | Sports Coach |
| Miss Rachel Gooding (2 days per week) | Music Teacher |
| Mrs Julie Boddington (2 days a week) | P.P.A. Cover |

Learning Support Assistants

| | |
|---------------------|--------------------|
| Mrs Trudie Lyon | Mrs Sam Brown |
| Mrs Mandy Walker | Mrs Annette Barnes |
| Mrs Julia Gatland | Mrs Jo Saunders |
| Mrs Paula Harrison | Mrs Anita Ronad |
| Mrs Susan Andrews | Mrs Denise Dimmock |
| Mrs Janet Arnall | Mr Lewis Woodham |
| Mrs Sarah Kearns | Miss Debi Cherry |
| Mrs Lesley Connelly | |

NNEB's

| |
|------------------|
| Miss Katy Sutton |
| Mrs Sally Howard |

IT Technician

| |
|-----------------|
| Mrs Jenny Brown |
|-----------------|

Caretaker

| |
|----------------|
| Michael Milsom |
|----------------|

Midday Supervisors Mrs Frances Ayers, Miss Julie Clinch, Mrs Sally Bennet-Mitten, Mrs Kim Martin, Mrs Doreen McInnes, Mrs Tara Reeve, Mrs Sadhna Patel, Mrs Sue Molloy, Mrs Sam Brown, Mrs Manjula Joshi, Ms Ritika Singh, Mrs Michelle Weber, Mrs Natalie Wearing, Mrs Natalie Whitchurch, Mrs Diane Maryan, Mrs Julie Ferguson, Mrs Jo Saunders.

VISION, ETHOS AND VALUES OF OUR SCHOOL

We want our school to be open, friendly and motivational; a family. Relationships will always be of the utmost importance to us and we consider these to be paramount in motivating our children, staff, parents, governors and community and thus working together to provide the best quality education, environment and opportunities to grow together. We seek to include fully all children and groups in our school community. We value all areas of learning and human achievement. We recognise the impact that ICT will have on the society of tomorrow and seek to ensure that children and staff have access to the best available opportunities and resources. The potential of ICT for learning is unlimited and we will try to make sure our children are fully aware of the learning, economic, social and cultural opportunities that instant global communication presents.

We believe relationships to be vital, not just in the learning process but also in the establishment of strong working teams and partnerships for all the children and adults in our school. Governors, staff and parents work together flexibly, making a full contribution to the development of our school.

We consider it our responsibility to maintain an orderly yet happy and purposeful learning environment, which will challenge and motivate the children in our care. We will work hard to foster a desire for learning in each child by giving them a positive educational climate in which they can experience enjoyment and success. We would like our children to be inspired with confidence, enthusiasm and a genuine awareness of humanity and the wider world. We want our children to leave us as well balanced, considerate and loving human beings.

Our School

The school name has been taken from two historical and environmental features of the Tattenhoe grid square. Giles is from the 15th Century Chapel of Saint Giles situated in the South West part of the Tattenhoe District Park next to the site of the Medieval village. Brook comes from the Loughton Brook, which runs along the bottom edge of the school field and continues through Milton Keynes. The damselfly logo for the school has been chosen because of the large number of ponds in the area, which are home to large numbers of dragonflies and damselflies.

Giles Brook School opened in 2003 and has many exciting features. These include a large computer room, music room, library, specialist rooms for art and design technology, small group rooms and a spacious hall. There is a large purpose built Foundation Stage base for 60 children with linked outside activity area. The school is classroom based and we have interactive whiteboards and visualisers in every class. There are computer points in each room linked to a central server.

The building is a two storey construction as the site slopes down from front to back towards Loughton Brook. Entry at the front of the school into reception thus leads to the first floor. The ground floor has children in Foundation and years 1-3, and classrooms for children in years 4-6 are on the first floor. There is a good sized school field and two hard surface areas with a beautiful shade structure as a feature.

There is a state of the art adventure playground leading off from one of the playgrounds.

Admissions

The area designated as the reserved area for our school covers Tattenhoe. Children are admitted in the academic year in which they are 5 (September 1st – August 31st). The Admissions Office at Milton Keynes Council deal with all our admissions and the allocations of school places. Registration forms will be available from the school and we will be pleased to answer any queries that you may have. Further information on admissions to Giles Brook Primary School can be obtained from:

Marilyn Barby (Pupil Support Team Leader)
Tel: (01908) 253242

Parents will always be welcome to come in and see the school in operation. A meeting for all new parents will be held each Summer Term, and the children will have an opportunity to spend some time in their new class with their teacher before starting school in September.

The school will follow the Admissions Policy of Milton Keynes Council, a full copy of which is available from the School Office.

In the Summer Term before children start school, a meeting will be held for parents to discuss school routine and the entry arrangements. There is a morning visit for the children in the Summer Term to help them feel secure about starting school and time when they can come in with parents for some afternoon story sessions. Visits will also be made by staff to local pre-schools in the term before children begin school. Our Foundation teachers also endeavour to offer a home visit in the first 5 days of the Autumn Term; children in Foundation thus start later than the other children in the school so that these home visits can be completed. The majority of our children start full time immediately but parents of younger children born from the January – August period are welcome to send their children mornings only for the first half term.

At the end of the academic year in which they are 11, children from our reserved area will usually transfer to Shenley Brook End Secondary School.

Daily Routine

Foundation Stage children:

| | |
|-------------------|---------------------|
| Doors open at | 8.45 am |
| Registration at | 9.00 am |
| Break time | 10.10 am – 10.25 am |
| Lunch | 12.15 pm – 1.15 pm |
| Afternoon session | 1.15 pm – 3.10 pm |

Key Stage 1 and Key Stage 2 children

| | |
|-------------------|---------------------|
| Doors open at | 8.40 am |
| Registration at | 8.50 am |
| Break time | 10.10 am – 10.25 am |
| Lunch | 12.15 pm – 1.15 pm |
| Afternoon session | 1.15 pm – 3.15 pm |

In a normal week there will be approximately 24 hours of taught time, and 1 hour 50 minutes spent on registration, assemblies and the daily act of worship.

It is essential that children are punctual in their arrival at school and regular in their attendance. Children arriving at school after the register has been taken will need to be brought to the School Office first to register.

Wherever possible **we strongly advise that children walk to school with their parents**. There is a dropping off point at the front of our school, but it gets extremely congested before the beginning of school and at the end of the school day.

There are cycle storage facilities at school. The County Safety Officer advises that no child under 9 should cycle to school unaccompanied. We would therefore recommend as follows:

- Children in years 5 and 6 may cycle to school independently
- Children in year 4 may cycle with an older sibling
- Children in year 3 and below may cycle to school only if accompanied by an adult.

Although cycle stands are provided we can accept no responsibility for the security of bicycles left there. We also insist that any child cycling to school must wear a cycle helmet; children who fail to do so will receive a warning followed by a ban from coming to school on a bicycle for one week if they persistently neglect to wear a helmet. If the problem persists they will be stopped from cycling to school altogether. We will not allow bicycles to be ridden on the school site.

For Health and Safety reasons no dogs or other animals should ever be brought onto the school premises or site. The school operates a no smoking policy throughout its grounds.

Mid-Morning Break

Children are welcome to bring fruit, plain biscuits (not chocolate or salty snacks like crisps) or other healthy snacks to eat during the morning playtime; sweets and crisps will not be allowed at this time. Children under 5 will receive free school milk; parents of children over 5 may order milk for their children from the school office (at a small cost). No drinks should be brought in for the morning break as water from the drinking fountains is freely available. Children are welcome to bring in small plastic bottles of drinking water for use in the classroom as research has shown that this improves concentration. Toys such as cars, dolls etc. should not be brought to school for playtime use; skipping ropes may be brought and children are allowed balls in the warmer months of the year when the grassy areas are in use; any footballs

brought in must be plastic and not leather. There is a variety of equipment available at breaktimes for children to play with.

Lunchtime Arrangements

Once they are full time, children will have the choice of going home for lunch or bringing a packed lunch to school. A free sandwich meal can be ordered for those children whose families qualify for this benefit (i.e. if you receive a Job Seekers Allowance or Income Support). Please have a word at the reception office if you would like your child to receive a free school meal. School meals supervisors are employed to look after the children in the lunch hour and we have one for each class. Children who go home for lunch must be collected promptly at 12.15pm and should not return to school before 1.05pm. They must be signed in and out at the reception desk.

Packed lunch boxes will be stored in the cloakroom areas or in the classroom and it is essential that the name of your child is clearly marked on the outside of the lunch box. Packed lunches should not include fizzy drinks or sweets or any breakable containers.

Organisation

The arrangements and composition of classes will depend on the number and ages of children on roll. We will always try to keep children in the same age group classes. Teachers will group children by ability for Mathematics and Literacy; different forms of grouping will be used at various times for other subjects. In planning the work for their class, teachers will ensure that work is fully differentiated so that children are challenged according to their ability.

Parents are most welcome to contact the class teacher, Key Stage Team Leader or Headteacher if there is anything they wish to discuss concerning their child in school. Our school operates an open-door policy and parents are welcome in school at the start of the school day and again when school finishes. If there is something in particular which you wish to discuss with your child's teacher, please could you make an appointment.

Reporting Progress

We are always happy to see you if you have a concern or information to share. The open door policy of the school means that parents and teachers have daily contact. There are consultation evenings in the Autumn and Spring terms, at which you will be able to see your child's work and have an individual appointment to discuss progress with the teacher. There is also an open evening in the Summer Term following the annual school report for your child. Should there be any matters arising from the report that cannot be dealt with on that night, the teacher will make a private appointment time for you.

In the Summer Term of Year 2 and Year 6, children will undertake National Curriculum Standard Assessment Tasks and Tests (S.A.T.s). Outcomes will be reported to parents and included in the written reports.

Educational Visits

We believe that children can gain much from making visits to places beyond the immediate school boundary. These visits can add greatly to children's knowledge and understanding of the subject they are studying in school and the world around them. In line with our charging policy, we may ask parents to make a voluntary contribution towards the cost of these visits. We will make every effort to keep these costs to a minimum whilst ensuring that attention is paid to the safety and security of our children.

In addition to short half day or day visits as children become older they will also have the opportunity to make short residential visits. We believe this is important to enable children to become increasingly independent and self reliant. Every attention will be paid to the safety and security of the children whilst they are away, and all adults accompanying such trips will be fully police checked beforehand. For short half day or full day visits, it is very likely that we will invite parent helpers to accompany our trip to ensure a safe ratio of adults to pupils.

School Rules and Discipline

Our school is a community and we recognise that each individual is important and has a valuable contribution to make towards the quality of life enjoyed by the people within it. The relationships which develop will provide opportunities for children to be honest, tolerant, trustworthy and caring towards others. We will promote self-discipline, mutual respect and self-esteem and encourage and praise good behaviour.

We have a whole school policy on behaviour which aims to ensure the safety and happiness of every child at our school. A high standard of social behaviour is expected at all times. We promote a school environment where the children are treated as individuals and are taught to respect one another. Our attitude will be that of a caring parent. We will not tolerate bullying or racial harassment and any incident reported will be followed up immediately. Teachers and pupils will discuss rules and standards of behaviour regularly.

The key points of our school behaviour code emphasise positive expectations:

- Treat other people as you would like to be treated yourself
- Be kind, friendly and caring towards others
- Be polite, honest and helpful
- Listen carefully to other people
- Help to keep our school and grounds tidy
- Move quietly around school and respect other people
- Behave sensibly, be happy and enjoy our school

A firm word from a member of staff will be used in the first instance of poor behaviour, whilst children who persistently misbehave will be sent to the Headteacher to be reprimanded. If their conduct does not improve they may be kept in or lose privileges. If problems are sufficiently serious, parents will be invited in to discuss the situation and work with the school in addressing the problem. In cases of persistent misbehaviour of a serious nature, the school reserves the right to exclude the child from school. In the unlikely event of this being necessary, the child's parents and the Governors of the school will be fully involved.

If parents are having a problem at home with their children (e.g. not going to bed, not getting dressed in the morning), please come in and talk to our staff and we will do our best to help you. Often a word from the Headteacher will cure the problem! We aim to work with you at all times.

Uniform

Our school has chosen to have a uniform as we believe that it establishes a strong group identity and sense of equality and helps to create a purposeful working environment.

The school uniform colours are navy blue, grey and white.

We have a very distinctive logo of a damselfly on our school sweatshirts, cardigans and T-shirts, which are available from the school office. Order forms can be collected from the reception and cheques or cash should be returned with the order. A main order will be made once per term; we hope to carry a small stock for mid-term requirements:

- Boys** - navy blue sweatshirt
 - grey trousers
 - white polo shirt

- Girls** -navy blue sweatshirt or cardigan
 -grey skirts, pinafores or trousers
 -white polo shirt or blouse
 -dark blue and white checked/striped summer dresses

- P.E. kit** - navy blue shorts and a white T-shirt.

There is also the opportunity to purchase navy blue fleece jackets with the school logo for outdoor wear, for adults and children.

Children should be sent to school in appropriate footwear, i.e. shoes or sandals, not trainers. In winter, if Wellington boots are worn to school, please ensure that your child has indoor footwear to change into.

Indoor P.E.

Children work barefoot for indoor P.E./movement. Long hair will need to be tied back for safety reasons. We ask that either children do not wear ear-rings to school on the days they have P.E or that they cover them with a plaster or Micropore tape for P.E.

lessons; failure to comply will mean that children cannot take part in the lesson. The school will take no responsibility for accidents directly related to the wearing of earrings.

Outdoor P.E.

In addition to the above, plimsolls or trainers will be needed.

In Key Stage 1, it is highly unlikely that outdoor activities will take place between the end of October and the beginning of April, so plimsolls will mainly be needed for the summer period. Children in Key Stage 2 should bring footwear for P.E. throughout the year. Children should bring their P.E. kit in a 'drawstring' type bag. The bag and all items of clothing must be clearly labelled with the name of your child.

Protective clothing

Aprons for art and craft activities and cookery will be provided by the school. Any old shirts suitable for use by the children would be much appreciated.

Personal Property

Children are expected to take care and look after their own things. Items of great value e.g. jewellery etc. should not be brought to school and responsibility cannot be accepted for loss or damage. We will of course make every effort to help locate any missing items. Should an item become missing the normal procedure is first to see the class teacher either just before the beginning or just after the end of the school day, and secondly to ask a member of staff for access to lost property. Our staff will always help you if they can.

Any money brought to school should be for a specific school reason and handed to the class teacher as soon as the child comes into school. Children should not bring pencil cases to school as all writing equipment will be provided.

P.E. bags and all personal items should be taken home at the end of each week. Initially, if it helps them settle in and feel secure, Foundation children are welcome to bring a cuddly toy to school.

Pupil Welfare

If a child is unable to attend school, a telephone message is requested to alleviate any doubts of the child's whereabouts. Parents are asked to send a short note explaining any absences when the child returns to school. If your child is late for any reason, they will need to be registered at reception before joining their class. Persistent lateness or absenteeism will be referred to the Education Welfare Office.

If your child is sufficiently well enough to return to school but is finishing a course of prescribed medicine, please send written instructions including dosage and explicit permission for a member of staff to administer it. An adult must hand the medicine and instructions into reception or to a support assistant. We regret that ear and eye drops cannot be administered and neither can non-prescribed medicines such as Calpol or Paracetamol.

If a child is sick or has diarrhoea they should be kept away from school until 48 hours have elapsed since the last attack. Please inform us if your child has head lice. We will then send a letter home to the class concerned asking all parents to check their children's hair to try and eradicate the problem swiftly.

The School is equipped with a First Aid room for the treatment of minor accidents which may occur during school hours. There are no facilities for the care of sick children. Parents are asked to complete an emergency contact form in case their child is taken ill at school. We also ask that you keep the school informed of any changes regarding this information.

If your child has a particular health problem such as the need for an inhaler, a nut allergy etc, please make sure that we know so that we can support your child appropriately.

Special Educational Needs

As a school we recognise the importance of identifying difficulties at an early stage and are keen to support all children in the best way that we can. Children identified as needing extra support with their learning because of a particular difficulty or need are, after consultation with parents, placed on our special educational needs register. Our provision is that of a graduated approach.

'School Concerns'

Children who are making slower than expected progress, are identified early, and additional help is provided within the differentiated curriculum. In the Foundation stage, children will follow an early intervention programme.

'School Action'

Children placed at school action are given extra support by teachers and learning assistants in order to help them achieve within the curriculum. This may include some extra time on a 'one to one' basis or working with an adult in a small group situation.

'School Action Plus'

Children with greater needs receive support on a 'one to one' basis which is additional to that outlined above. Guidance may be requested from outside agencies e.g. the Primary Support Team, or Speech/Language specialists. Our special educational needs co-ordinator will monitor programmes of work devised to support children at school action plus as well as those with a statement of special education need.

All children on the special educational needs register have an individual education plan drawn up for them, identifying specific areas to be targeted and these are reviewed with parents, usually on a termly basis. Teachers continuously monitor the progress of all children within their care, and are happy to discuss progress at any time. A copy of the Code of Practice is available from the school, and our special needs co-ordinator Jac Ragozzino will always be happy to discuss any concerns.

Parental Involvement

We are very pleased to have parental help in our school. There are many ways this may be useful and many parents enjoy working with small groups for activities such as cooking, art, sewing or playing mathematical/language or logic based games. If you enjoy reading, listening to individual children read is of great value. There will also be opportunities when we will be looking for parents to accompany classes going out of school on educational visits. If you could offer time on a regular basis or have a particular interest or expertise that you could share, please come and see a member of staff, we would really like to hear from you. Some parents also run after school clubs; if you have a special interest or hobby that would be appropriate do please contact us. All parent helpers in our school have to undergo an enhanced police check; please be aware that no convictions ever count as spent for such checks.

We want parents to feel welcome and valued in our school. Whilst children will always be expected to address their teacher by 'Mr', 'Mrs', or 'Miss', we feel it is important that parents and staff should be on first name terms. We believe this helps remove barriers and leads to friendlier relations and improved communication. We are always happy to see you if you have a concern or information to share. The 'open door' policy of the school means that parents and teachers can have daily contact.

Homework

We have high expectations of children within the school and during the day they will be asked to work hard in all activities. Initially when children start at our school they will be expected to take reading books home daily and should where possible spend 10 – 15 minutes reading or being read to at home each evening. We also send home sound books for you to follow up the phonic work taking place at school. As children progress through the school they will receive increasing amounts of homework. This will include spellings, maths tasks that reinforce work taking place in class, including the learning of tables, work related to literacy as well as areas for research to enhance the children's skills in this area. Throughout their time at our school children will be expected to read regularly at home. When practising spellings with your children please encourage the following process:

- Look at the word
- Say it
- Cover it
- Write it and then check it

The amount of time given to homework is less important than the quality of the tasks given, but the school will follow the Government guidelines, which are as follows:

Key Stage 1 – an average of 1 hour per week, on reading, spellings and other literacy and number work.

Years 3 and 4 – an average of 1½ hours per week on literacy and maths with occasional assignments in other subjects.

Years 5 and 6 – an average of around 2½ hours per week, with a continued emphasis on literacy and maths, but also ranging widely over the curriculum. Regular reading is an essential part of this and should always be encouraged.

Equal Opportunities and Racial Equality

We aim to provide a high quality service, which is effective, efficient and fair. Fundamental to this aim is a belief in equality of opportunity for all pupils and staff working in our school. We believe there should be no discrimination on the grounds of race, gender or disability. Our school building complies fully with the most recent legislation regarding school access and there is 100% accessibility throughout the building for disabled people. Colour schemes have been carefully chosen so that doors etc. are clearly indicated for the visually impaired.

Child Protection

All staff have a responsibility to be aware of any signs of child abuse. This includes neglect, physical abuse, sexual abuse and emotional abuse. In line with Milton Keynes Council guidelines, any concerns will be referred to Children's Services. We recognise our responsibility towards the safety and well being of all children that we come into contact with. Any adult concerned about the well being of a child outside school, should similarly consider contacting Children's Services to discuss their concerns.

The designated teacher responsible for child protection is Philip Scull.

The Friends Association

We have a thriving Friends Association which has been established with the aim of:

- Arranging social events
- Raising funds for equipment
- Providing assistance with school projects
- Providing links with the wider community

An Annual General Meeting is held each January/February to which all parents, friends and staff of the school will be invited. Do please get involved.

Governors Charging Policy

The 1998 Education Act requires the governing body to state its policy on charging for educational activities. There will be a number of occasions during the school year when visits are organised in school time to support the school curriculum. The Governors and staff believe that it is most important for all children have the same opportunities. Parents will be invited to make a voluntary contribution towards the cost of some activities. If insufficient contributions are received, a planned visit may have to be cancelled. The following covers the main points:

1. Where activities take place in school session time e.g. a school journey in school hours, parents will usually be invited to make a voluntary contribution towards the cost of an activity on a pro-rotta basis. No child will be excluded from taking part in activities because his/her parents cannot, or will not contribute.
2. Where activities take place completely or mostly outside school session time, charges will be levied as appropriate.
3. Charges will be levied for any child receiving music tuition e.g. violin or brass lessons, from Milton Keynes Music Service.
4. Where a residential visit has been organised by the school and the visit is taking place mainly during school hours, a charge will be made for board and lodging except where parents received Income Support, Family Credit, Income Based Job Seekers Allowance or Disability Working Allowance. Where the visit has been organised by a third party e.g., a travel firm, the charge will be passed on even if the visit takes place mainly during the school hours. Where the visit takes place out of school hours, the full cost to each pupil will be levied.
5. Any application for a full or partial remission of charges will be considered in strictest confidence by the Headteacher.
6. The school may charge for ingredients or materials or require them to be provided if parents have indicated that they would like to keep their children's work.
7. Parents may be required to meet the cost of breakages, damages or losses where this is the result of their child's behaviour.
8. Parents will be expected to make a contribution towards the cost of replacing lost reading books and library books.

The Governing Body may, from time to time, amend the categories of activities for which a charge may be made. Nothing in this policy statement precludes the Governing Body from inviting parents from making a voluntary contribution towards the cost of providing education for pupils.

Complaints Procedure

It is expected that any concerns or complaints expressed by parents about the curriculum or religious worship will be dealt with through informal discussions with the teachers or Headteacher. If a complaint is not dealt with to a parent's satisfaction at school level, they may refer their complaint to the Chair of the Governors at the school, and if the Chair deems it necessary, the complaint will be taken to the governors' complaints committee.

Verbal abuse of our staff or incidents of threatening behaviour from parents towards our staff is completely unacceptable. The police will be

called and in addition to any legal action that might be taken, the parent will be banned from the school premises either for a fixed period or permanently, depending upon the severity of the offence.

School Documents

The following documents are available on request from the school:

- Minutes of the meetings of the governing body
- All letters to parents in the current academic year
- Friends Association minutes
- Information relating to the National Curriculum
- School or Milton Keynes Council documents
- Ofsted report
- School policies and schemes of work

Ofsted Inspection

Our school was inspected in February 2009 by a team of three inspectors. Every single aspect of the school was graded as at least good with many areas graded outstanding. A copy of the report is available in school, on our school website and it can also be found on the Ofsted website.

National Curriculum Assessment – Key Stage 1 and 2

National Curriculum Assessment Results Key Stage 2008

Teacher Assessment of children in Year 2 in 2008 indicate the following levels:

(Level 2 represents the nationally expected levels of achievement for 7 year olds with National comparisons in brackets)

Reading: 93% of our children were assessed at Level 2 or above (Nat. 84%) of which 42 % were assessed at level 3 (Nat. 26%)

Writing: 88% of our children were assessed at Level 2 or above (Nat. 80%) of which 20 % were assessed at level 3 (Nat. 13 %).

Mathematics: 97% of our children were assessed at Level 2 or above (Nat. 90%) of which 29 % were assessed at level 3 (Nat. 22%)

Science 97 % of our children were assessed at Level 2 or above (Nat. 89%) of which 32 % were assessed at level 3 (Nat. 23%).

Key Stage 2 Test Results 2008

| | |
|---------------------|---|
| English: | 97% of pupils achieved Level 4 or above (Nat. 80%) of which 48% achieved Level 5 (Nat. 33%) |
| Mathematics: | 95% of pupils achieved Level 4 or above (Nat. 77%) of which 47% achieved Level 5 (Nat. 32%) |
| Science: | 100% of pupils achieved Level 4 or above (Nat. 87%) of which 78% achieved Level 5 (Nat. 46%) |

Attendance and School Absences

For the most recently reported period to May 2008 there was 3.84 % authorised absence and 0.03% unauthorised absence. Attendance figures for the same period were 96.13 %.

The Foundation Stage Curriculum

The children in the Foundation Stage follow the Foundation Stage curriculum based on the Early Learning Goals. The curriculum will build on play based activities, supporting children's social, emotional and developmental needs. The Foundation stage is important both in its own right and in preparing children for future learning.

The Foundation Curriculum at Giles Brook will build on the Early Learning Goals, which establish the expectations for most children to reach by the end of the Foundation Stage. The goals are organised into six areas of learning:

- Personal social and emotional development
- Communication, language and literacy
- Mathematical development
- Knowledge and Understanding of the World
- Physical development
- Creative development

The objectives outlined in the National Literacy and Numeracy Strategies for Reception aged children, will also be incorporated into the curriculum.

The Foundation area will be set up to allow for independent activity and small group or individual work with an adult. When learning independently, the children will be encouraged to make informed choices about the activities they pursue. The children also have a separate outside play area incorporating large toys, allowing for the development of gross motor skills.

The Curriculum – Years 1-6

The curriculum at Giles Brook School will be underpinned by our Teaching and Learning Policy and is delivered through a carefully planned framework. The school follows the National Literacy and Numeracy strategies for the teaching of English and

Maths and the Qualifications and Curriculum Authority (QCA) schemes of work for other subjects. Subjects will be combined to create succinct units of work, offering stimulating learning experiences. We aim to provide all children with a broad and balanced curriculum, which allows the maximum opportunity for academic, social and emotional growth.

Children will be taught in a variety of ways - as a whole class, in small groups or individually depending on the nature of lesson. Curriculum areas will be reflected in activities and displays within the school.

The following subjects will be taught to all children and are in line with National Curriculum requirements.

The Core Subjects:

English, Mathematics, Science, Information and Communication Technology (ICT)

The Foundation Subjects:

History, Geography, Art and Design, Design Technology, French, P.E. and Music.

In addition all children will receive religious education of a broadly Christian nature unless parents wish to exercise their right to withdraw their children from R.E. and assemblies.

Literacy

At Giles Brook we encourage the enjoyment of language and support children to become confident and independent communicators, both in their spoken and written language. Our school uses the National Literacy Strategy as a basis for the teaching of literacy. Children complete at least an hour a day on literacy skills working either as a whole class group, small group, in pairs or individually.

In both Key Stages, literacy lessons take the structure of:

- Whole class text level teaching and sentence/ word level work.
- Group or individual work developing specific skills
- A plenary session expanding upon or consolidating the concepts that have been taught.

All aspects of speaking and listening, reading and writing will be focused upon within this time, with particular aspects being taken as a focus for teaching.

Speaking and Listening

A wide spoken vocabulary is an essential prerequisite to the formal language skills of reading and writing. Children will be encouraged to speak fluently and will be given opportunities to:

- Talk in front of different audiences
- Listen with confidence in a range of situations
- Make comments, put forward ideas and express opinions
- Ask and respond appropriately to questions
- Take on different roles/characters through drama, storytelling and

role play.

- Engage the interest of the listener when speaking, through variation in vocabulary and use of expression

Reading

Throughout the time children attend our school a variety of approaches to the teaching of reading will be employed, including phonics, look and say and the use of grammatical/syntactical and contextual cues. Interestingly, research has shown that the spoken vocabulary that a child has developed by the age of 3 has the most significant impact on a child's ability to learn to read and in their subsequent progress.

In Key Stage 1 we aim to:

- Teach knowledge of letters and sound symbol relationships
- Teach children to use a variety of word attack strategies
- Enable children to read appropriate texts fluently, with understanding and enjoyment.
- Encourage children to talk about the books they read
- Encourage children to make predictions, and suggest possible links to other stories
- Provide children with the tools to discuss the meaning of words in a text and identify alternative vocabulary choices.
- Use a variety of strategies to help them make sense of a text.

In Key Stage 2 we aim to build upon the above and encourage children to:

- Extend their range of independent reading
- Demonstrate understanding of the main points in a text
- Show awareness of plot, character traits and setting
- Express preferences regarding author and content

All children use the library and are taught the necessary skills to locate books and find information.

Many reading schemes are used in school alongside a wide variety of children's literature. Reading skills are developed through whole class, group and individual activity and children will be encouraged to take their reading books home daily. Reading books will be matched to the reading ability of the child and all children will have a home school reading diary.

We encourage parents to spend a little time on a regular basis, preferably daily, helping their child with reading. Children's reading development can be significantly increased through this support.

Writing

In Key Stage 1, children will be taught to structure their sentences accurately and use capital letters and full stops consistently in their work. They will be given opportunities to write for a variety of audiences and will be taught to present their work neatly. Children will be taught correct letter formation and encouraged to use a joined script as and when they are ready. Spelling strategies will be reinforced daily.

Children will be expected to act as "writers" and make their best possible attempts independently.

In Key Stage 2, children will be expected to organise their writing with greater independence. They will be encouraged to demonstrate logical sequencing and a varied use of vocabulary, chosen for interest. Greater accuracy in spelling and punctuation will be expected. The development of a fluent joined handwriting style will be reinforced.

Mathematics

At Giles Brook we aim to encourage an understanding of mathematics and the relevance it has to everyday life, through a process of enquiry and investigation. A positive attitude towards maths will be promoted and children will be encouraged to think logically and communicate with confidence using appropriate mathematical language.

Our school follows the National Numeracy framework for the teaching of mathematics. Children will complete between 45 minutes and an hour each day on numeracy skills working either as a whole class, small group, in pairs or individually. At all stages, mathematics will be taught using a variety of approaches taking into account the needs of the individual and matching work to ability.

Mathematics teaching throughout the school will include the development of knowledge, skills and understanding in: -

- Number, notation, computations and estimation
- Patterns, relationships and algebra
- Measurement: - weight, length, time and capacity
- Shape and space
- Data handling

In both Key Stages, numeracy sessions will take the structure of:

- A whole class mental mathematics session
- A whole class direct teaching input
- Group or individual work, developing specific skills
- A plenary session expanding upon or consolidating the concepts that have been taught.

Science

Science is a core area in the curriculum and is divided into the following areas of study:

- Scientific Enquiry
- Life processes and living things
- Materials and their properties
- Physical processes

At Giles Brook we aim to encourage an enquiring mind and a scientific approach to problems, which may have many answers. The ability to communicate, relate science to everyday life and to explore, are essential elements in the development of scientific understanding and knowledge. We will encourage the children to raise questions, plan, hypothesise and predict outcomes of investigations. Children will be taught to record their findings in a variety of ways (orally, in written form, through drawing pictures or simple charts and diagrams).

We aim to develop a sense of responsibility and a positive attitude towards caring for our environment.

Information, Communication Technology (ICT)

ICT will be taught as a discrete subject as well as being used to enhance other subject areas throughout the curriculum. All our classrooms have interactive whiteboards and visualisers to aid teaching and learning, as well as computers in each classroom. We have a fully equipped ICT suite with 30 networked computers and Internet access.

Children will be taught to use graphical and word processing programs, use sequences of instructions to control movement, explore databases and use ICT to generate, develop, organise and present their work. Children will be encouraged to make appropriate choices when using ICT based models or simulations.

The younger children have access to a variety of computer programs and will be encouraged to become familiar with both the mouse and the keyboard. From Year 1 children will learn how to store, retrieve and print their work and will be encouraged to create, test, modify and re-draft. Key Stage 2 children will be taught to use e-mail and the Internet to retrieve information. All children will be encouraged to handle computers and software independently.

Design Technology

In Design and Technology, children will be encouraged to develop thinking and problem solving skills through planning, designing, making and evaluating. Materials such as paper, card, fabric, wood and commercial constructional equipment will be used to explore, disassemble and create models.

Children will be encouraged to choose appropriate materials, increase their skills in manipulating tools and to evaluate their work. They will be taught specific skills, such as cutting, marking, fixing and joining before tackling design and make assignments. There will be planned opportunities for food technology. All children will be encouraged to make critical judgements as part of their own evaluations, and as part of the design process.

Health, safety and hygiene are taught alongside each unit of work.

History

Within Key Stage 1, the children will begin developing an awareness of the past and will initially be introduced to history through stories. They will look at the changes within their own lives and those of their family. Times beyond living memory will be

introduced and children will be encouraged to compare changes over time. Famous people and events, such as Florence Nightingale and The Great Fire of London, will form part of exciting topic based work. Children will be encouraged to handle artefacts and taught to use simple reference materials.

In Key Stage 2, specific areas of history will be taught, such as The Romans, Victorian Britain and Ancient Greece and children will use a range of sources to research the way of life, the beliefs and achievements from historical times. Children will consolidate their understanding of chronology.

Aspects of local history will also be studied and opportunities will be given to explore the locality.

Artefacts/old items of historic educational value

If at any time parents or friends of the school find themselves in possession of items (such as antique items – old irons, kitchen utensils - or pictures/photographs of bygone times) that they do not want, we would be only too glad to have them in school to increase the range of first hand experiences that we can give the children.

Geography

Geographical work helps children gain an insight into the nature of the world in which we live. In Key Stage 1, the children will study their local area and the immediate area around the school. They will investigate physical and human features, answer geographical questions and explore situations through practical activities and fieldwork.

Geographical study will be set within the broader geographical context of the United Kingdom and beyond; the older children comparing their study to that of contrasting localities. Key Stage 2 children will build on their study of the local area, looking at the main physical and human features and consider environmental issues. Their study will involve learning how the features of the locality influence the nature and location of human activity.

Art and design

Children will be introduced to a wide variety of techniques and materials and encouraged to develop their own observational and creative skills. Work in both 2D and 3D will be encouraged to stimulate imaginative and creative impulses.

In each year group, children will be introduced to the work of artists from different cultures, traditions and times in history. Children will be encouraged to analyse their own work and show appreciation towards the work of others. Children's artwork will be displayed in a variety of ways around the school.

Music

A wide variety of musical experiences will be given to the children including singing and music making with tuned and untuned percussion instruments. Opportunities will be given for performing, composing, listening and appraising. Children will listen to

a wide variety of music - old, modern and music from around the world and other cultures -with the aim of developing concentration, preference and enjoyment.

Key Stage 2 children will be invited to join a choir and will be taught to play the recorder during music lessons. There are also opportunities for small group music tuition provided by Milton Keynes Music Service but this has to be paid for by parents, even though we do subsidise a significant proportion of the costs.

Modern Foreign Language - French

In KS2 children study French as their main Modern Foreign Language. In order to broaden their experiences we teach a unit of German in Year 5 and a little Modern Greek in Year 6. We aim to build confidence, communication skills and enjoyment of language and culture by encouraging participation in a range of fun activities and games. We concentrate on the skills of speaking and listening although do also promote reading and writing in French including the introduction of some basic grammar concepts.

P.E.

In P.E., children will be given the opportunity to take part in a variety of physical activities. They will experience gymnastics, dance, traditional and expressive movement, team games and sports skills. Children in Yr 4 will have the opportunity to go swimming. As part of our provision, a Sports Day is held in the Summer Term.

We aim to give children a rich and varied selection of experiences and the opportunity to develop their talents. Programmes of work will develop co-ordination, control and confidence and build an awareness of space, shape, movement and balance.

All classes have P.E. lessons on at least two occasions during the week. These will take place in the hall or on the playground /field area, depending on the weather and the nature of the lesson. Giles Brook has a good size school hall, equipped with large apparatus.

R.E.

Our school will endeavour to promote spiritual and moral values of a broadly Christian nature, helping children to grow in self-awareness and to have tolerance of other cultures and religions. Assemblies will be non-denominational containing ideas, thoughts and stories from the Christian and other world religions; environmental issues will also be explored.

Any parent concerned about their child's attendance at assemblies or for R.E lessons, can request that their child be withdrawn.

Personal, Social and Health Education and Citizenship – including Sex and Relationships Education

We aim to give children an understanding of the principles of basic hygiene, good dietary habits and healthy living and these will be promoted throughout the school.

We believe that children should have an understanding that all individuals are in charge of, and responsible for their own bodies. Children will be given opportunities to explore topics including keeping safe, environmental dangers, changes that occur as we grow and families and friendships.

As part of our Citizenship programme children 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.

We believe that Sex Education should be about relationships and managing them in a responsible and healthy manner within the context of the family. Teaching will be through discussion and at a level appropriate to the child involved; children's questions about human or animal reproduction will be answered honestly, directly and in a way in which we feel is appropriate for the age and maturity of the child.

Children in year 6 will receive more formal Sex Education which parents will be informed about. Parents do have the right to request that their child does not take part in these lessons although we would recommend that all children participate.

Reading with your child

Remember that people read in different ways and that there are many ways that we use to get information from print. Never insist on one method of reading and don't get annoyed at guesswork; it often helps us all to understand the story more easily.

Also remember that the spoken language that a child has acquired in their first three to five years of life underpins their ability to learn to read. Giving very young children as many practical and interesting experiences as possible and talking to them at every opportunity to develop and expand their vocabulary is an essential pre-requisite for rapid development of reading skills.

Make sure that your child receives only praise for reading.

Avoid times when they (or you!) are tired or in a hurry to get somewhere/ to do something else.

Do not criticise your child's reading.

Never compare one child with another, we all have a different pattern of reading and develop at a different pace.

Find somewhere comfortable to sit together.

When your child reads to you, encourage them to use all the cues there are:

Graphic/Word cues

Attempts show knowledge of word shape, letter patterns and word structure.

A child may:

- Substitute a word with similar "shape" (hen for fan or has for his)
- Recognise part of a word
- Identify their mistake when the word is a different length from that on the page.

Prompts:

"Try the first part of this word - you know it. (When reading Sun-day or car-pet)

"Lots of words end like this?. (i.e. swing, thing, sting)

Some words will be known as a whole (remember, if they haven't come across the word before or it is not part of their spoken vocabulary, it will not be recognised by magic, they will need other cues).

Picture cues

If the pictures are any good they will help children guess a new word. It usually helps to have a good look at the pictures and to discuss them before reading.

In this way the child can predict what is coming.

Prompts:

"Look at the picture and you will see where she is / what she is doing".

Grammatical cues

Attempts show awareness of how words go together in sentences.

Prompts:

"Does that word fit there?" i.e.: the child reads: 'the went out' instead of 'they went out'

Ask, "What kind of word could it be?"

Phonic cues

Sometimes a word can be guessed by listening to the first sound it makes (like "bl for blue). Only ask your child what sound a word starts with, or to build a word up if that will actually help. Attempts show knowledge of the relationships between letters and sounds.

Prompts:

'How does this word begin?' 'Does that sound like / look like __a__?'

'Nearly right but look at the middle / last letter' 'Yes, c usually makes that sound, but not in this word.'

Contextual cues

The best guesses are those that try to make sense of the story. Often you only need to ask, " What might it be?"

After Reading

Discuss the ideas in the story.

(What was the story about? What happened first? Next? Before the story happened? After the story finished?)

Re-read any parts of the book that you or your child especially liked.

("I really liked this part" "What does this part make you think of?")

Re-read old favourites e.g. well liked poems, charts, songs or a book you shared the previous week.

A few suggestions for making reading fun

1. Reading to your child is essential; read stories poems and jokes with your child. Sometimes use a puppet and pretend it is doing the reading. Talk to them at every opportunity to expand their spoken vocabulary; try and teach them new words each day as you speak with them.

2. Read a simple story; as you read leave out words that would be easy to "fill in". Wait (but not too long) for the child to fill in the missing word.

Help with those that they miss.

3. Decide on one thing to listen for - rhyming words, words that begin with a certain sound, animal words, things around the house, toys, etc. When the child hears what they are listening for, they clap.

4. Show the child a simple picture and ask them to look at it carefully. Take away the picture and ask them to tell you all the things they remember in the picture. Talk about the things they miss. Use the same picture another time to see what they remember.

5. Show several small familiar items, have the child cover their eyes and then remove one item. The child has to say which object was removed.

6. Print the words of a familiar song on a sheet of paper. **DO NOT USE BLOCK CAPITALS.** Let the child run his/her finger along the line as they sing them. You will have to help to begin with - make sure you emphasize left to right and top to bottom.

7. Scrambled names - make separate cards for each letter of the child's name (Make sure the first letter is a capital and the rest small letters; see handwriting sheet for the correct way to form their name). Make sure they are arranged from left to right. Other names of the family can also be used.

8) Ask your child to call out the names of all the objects they can see in two minutes. Write some of the simple name words and let them draw a matching picture.

9. Give the child an object they can hold. Tell them to follow your directions and put it where you ask. For example, tell them to:

Put the book on the table
Put the book over your head
Put the book under the table
Put the book inside the cabinet
Put the book below the chair

Continue with these: in, out, up, down, around, through, outside, into, across, about behind, without, above after, toward, etc.

10. Ask, "What is in the zoo that begins with the sound 'e'?" The child has to name as many different animals as he/she can. Then name another sound. Vary the game by using other themes - Safeway, Tesco's, sweetshop, bedroom, school, etc.

11. Have a "sound a day". Write a sound on a card or piece of paper and put it somewhere where the child can easily see it. Call attention to words on tins, in shops, road signs, cereal boxes, books and magazines that have this sound in it. Try a new letter sound each day.

12. Make a sound scrapbook. Write a sound on a sheet of paper. Cut pictures out of old magazines that begin with that letter and paste them on the paper. As each page is completed add it to the others to make a scrapbook of sound pictures.

Make reading fun!