

Busbridge Infant School

Parent Handbook
2021-2022

Welcome to Busbridge Infant School

We are delighted you have chosen to join our school. This handbook aims to provide new parents with useful information and links in a simple A-Z format. As some details, such as individual staff may change during the year, it is updated annually.

Useful contact information

School address	Busbridge Infant School Hambleton Road Godalming Surrey GU7 1PJ
Office telephone	01483 417898
Office email	info@busbridge-infant.surrey.sch.uk
Headteacher email	info@busbridge-infant.surrey.sch.uk
PTA email	bis-pta@hotmail.com
School website	www.busbridge-infant.school.sch.uk
Fundraising website	www.easyfundraising.org.uk
Second hand uniform	
Home school link worker	
Chair of Governor	Mrs Jo Thomas chair@busbridge-infant.surrey.sch.uk

Contents

A	Aims, Vision and Values, Absence, Appearance, Assemblies
B	Behaviour, Brain Gym, Buddies, Bullying,
C	Celebrations and certificates, Classes, Clubs, Communication, Concerns and complaints, Curriculum
D	Day (The School Day), Drinks, Drop-off
E	Eco activities, Emergencies, Events
F	Fruit, Funding
G	Garden and gardening, Governors, Growth Mindset
H	Handwriting, Helping, Hiring the school, Holidays, Home learning, Home time
I	Inset days
L	Letters and Sounds, Library, Lunchtime
N	Nits
P	Parents' Evenings, Phonics, Playtime, PPA time, PTA
R	Reading, Ready for school, Registration, Rules, The 5Rs
S	SATs, School Council, Special Needs, Staff, Swimming
T	TAs (Teaching Assistants), Team captains, Term dates, Topics, Transition to and from Busbridge Infant School
U	Uniform
V	Visits and visitors, Volunteering
W	Woodland schools
	Glossary of educational acronyms

Our Vision

To turn little steps into confident strides

Our Aims

To provide a happy and safe learning environment

To create a nurturing and stimulating setting where each individual is inspired and flourishes

To equip all learners with the essential skills and tools that will set them on the road to lifelong success

Key values underpinning our vision and aims:

- C** **Care** (being kind, gentle, helpful, polite, considerate) and **Respect** (for others - including respecting differences -, for property, tolerance, respecting thoughts and opinions of others - able to co-operate and work as a team)

- A** **Ambition** (trying hard, being determined, resilient, persevering, taking risks, personal motivation, application)

- R** **Responsibility** (for learning and actions, reflecting and improving, being honest - taking responsibility - good listening, independence)

- E** **Enjoyment** (love of learning, curiosity, positivity, optimism, enthusiasm, confidence)

For the children this is encompassed by the "Golden Rules"

Do be gentle
Do be kind and helpful
Do listen
Do try hard
Do look after property
Do be honest

These rules are displayed around the school and should be in each classroom.

We want the parents to:

- Feel engaged and involved in their children's education and the life of the school
- Enjoy open, supportive communication
- Have confidence in all that the school provides
- Share our expectations
- Support their children's learning and behaviour
- Know that we listen to and value them

These aims were agreed between the staff, parents and governors. You'll see them reflected in everything we say and do.

Absence

As soon as you know that your child is too ill to attend school, you must telephone us on 01483 417898. In order to understand patterns of illness and offer advice to other parents, we'll ask you about your child's condition.

There are clear guidelines on how long should be taken for certain illnesses. For example: diarrhoea and/or vomiting is 48 hours from the last episode; Chicken Pox is 5 days from the onset of rash; Impetigo is until lesions are crusted over or healed. Follow this link for more information. [Health Protection Agency advice for schools](#) or ask at the School Office for more details. **For more information for reporting COVID-19 symptoms, please see our risk assessment.**

If your child needs to be absent for any other reason, such as appointments with the doctor or dentist, you should write a note to your child's teacher with the details. For non-essential absence, for example term-time holidays, you must contact the office and complete the appropriate form. Please note that these will only be authorised in truly exceptional circumstances.

Appearance

All children are expected to be clean, neat and tidy, and wear school uniform. Children should not attend school wearing nail varnish, jewellery, 'tattoos' or transfers. Long hair should be tied back during school time. See also Uniform.

Assemblies

Schools are required by law to hold an act of collective worship every day. This is usually incorporated into an assembly when, typically, the children will listen to a story illustrating a moral value, reflect on it and sing a song on Fridays. **These will be held virtually via Zoom in each classroom.**

There is a weekly "Celebration Assembly" every Friday when children receive team points for completed achievement cards (followed up by a certificate and letter in the book bag) and Busbridge Bear stickers (via a mention in the special Celebration Book) in recognition of effort, learning, achievement or behaviour. The team points are linked to the three teams; Baloo, Rupert and Paddington with children belonging to one of these teams. Each team is represented by two team captains from Year Two (see Team captains). Teachers are very sensitive to the self-esteem of their children so these awards are shared diplomatically. During this assembly our "Reach for the Stars" trophy is also given out. During the week teachers encourage the children to challenge themselves to make their learning 'even better', rewarding their efforts with a raffle ticket. This raffle ticket is then combined with the raffle tickets won across the school and then one ticket is drawn at random. The winner then gets to take the trophy home for the week.

There is also a weekly 5Rs (see The 5R's) assembly held by teachers to reinforce the five learning skills of resilience, reasoning, reflection, resourcefulness and responsibility. Roughly once a fortnight, the Youth worker from Busbridge Church will hold an assembly linked to our aims and values, often through sharing a story from the Bible. In the Autumn term we hold two services for the children at Busbridge Church - a Harvest

Festival service and a Christingle service. Just before the end of term there are performances of our Christmas production. In the Spring term we hold a Spring Concert for parents. In the Summer term classes put on special assemblies to which parents are also invited. **It may be that none of these events are able to take place in their usual formats due to Covid-19. Please fortnightly newsletters for ongoing updates.**

Let us know if you don't wish your children to attend assemblies.

Behaviour

All classes abide by a simple set of rules, called "Golden Rules", to support their social development and encourage positive attitudes and behaviour. These are displayed in the classrooms and around the school. They are:

- Do be gentle (don't hurt anyone)
- Do be kind and helpful (don't hurt people's feelings)
- Do be honest (don't cover up the truth)
- Do look after property (don't waste or damage things)
- Do listen (don't interrupt)
- Do try hard (don't waste your time or other people's)
- **Do wash hands often and well**

In association with these rules, we use reward systems which involve "Marble Jars", "Golden Time", achievement stamps and team points. It works like this: individuals, groups or even the whole class are rewarded with marbles and when the class jar is full, the whole class gets a special treat of their choosing. It could be to bring in a toy from home, dress in home clothes, or anything else they can persuade their teacher to let them do!

These reward systems help promote positive behaviours by positively reinforcing them. We find it to be a productive and effective way to teach children about behaviour. For those who don't conform to the rules, the system better allows them to see the consequences of their actions, and encourages them to make positive changes.

We also teach the children that saying sorry - and meaning it - means you won't repeat the action.

Brain Gym

This is an active session, led by Mrs Scully, to get children's bodies and brains ready for learning. It takes place in the hall at 8.55am, and starts in the second half-term of the school year. Unfortunately we are unable to accommodate parents and younger siblings who might be tempted to hang around and join in the fun! **This will be virtually via Zoom or from pre-recorded brain gym videos in each classroom.**

Buddies

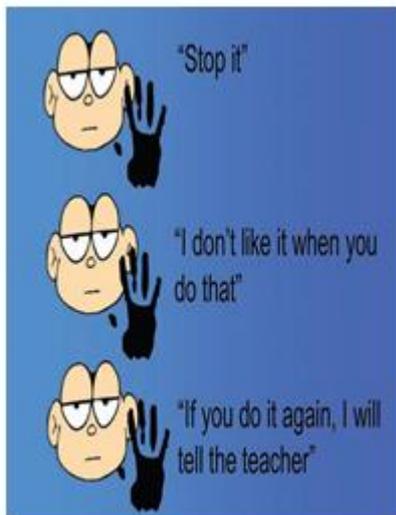
At the start of the autumn term, small groups of Reception children will be 'buddied' up with a responsible Year 2 child who will support their transition in school, focusing on playtimes. **Not for new reception children in September 2020 due to year group bubbles.**

Bullying

We rarely use the term "bullying" because it doesn't often occur in infant schools. Young children don't generally plan ahead to intentionally hurt each other over a period of time, which is what bullying is. They do sometimes hurt each other by lashing out - either physically or verbally - because they are still learning to control and manage their feelings, but this is not bullying.

Our children are taught very specific, simple strategies for dealing with any behaviour which makes them uncomfortable or upset (see picture). They are taught to say the three "Stop it" statements out loud and practise using them with each other.

We do have a clear anti-bullying policy, which aims to ensure our children can learn in a supportive, caring and safe environment without fear of being bullied. Bullying is unacceptable and never tolerated. Any incidents are dealt with immediately by the member of staff who has been approached, and the head teacher and parents of all children involved are informed.



Celebrations and certificates

See Assemblies.

Classes

The classes are all named after woodland birds: Reception classes are Wrens and Robins, Year One classes are Swallows and Finches, and Year Two classes are Wagtails and Woodpeckers.

Reception classes are organised as much as possible to continue friendship groups formed at nursery and pre-school. Children remain in their class groups throughout the school unless there are exceptional reasons why they cannot.

Clubs

Internal clubs are those clubs which are led by our Teaching Staff and offered to children in Years One and Two. The clubs run for a term, and usually change at the beginning of a new term. A new club list and form are usually sent out just before the end of the preceding term, and children are invited to choose a couple of options for these clubs. The forms should be returned to the School Office via the Class tins or via email to admin@busbridge-infant.surrey.sch.uk within 2 days, Parents should retain the list as it often contains important information about the clubs (e.g. dates and timings). **Clubs arrangements are currently to be confirmed in light of Covid-19.**

Clubs are allocated with a view to trying to give all children one of their chosen options. Unfortunately, however, it is not always possible for children to get their first or indeed any of their choices. We take many factors into consideration when allocating club spaces, for example, if the child is in their last year at our school or if the child was not successful with any of their choices in the previous term. From experience gained over many years, we have learnt that it is not fair or practical to allocate clubs on a first come first served basis, as the forms usually arrive back in the Office in ad-hoc bundles from the classes thereby making it impossible to tell what order the forms were handed in. We do manage a waiting list for clubs so if a space becomes available, we would offer it to the children on that list. Please bear in mind that if child has chosen only one club option, they are less likely to get a space; the same applies if the form is returned late, (i.e. after the 2 days referred to above).

Please speak to the Office if you have any questions regarding the allocation of internal clubs.

Communication

We use a number of different ways to communicate with parents.

- a) Newsletter sent via email every other Friday and available on [our website](#).
- b) Event or class-specific letters, sent via book-bags as required.
- c) PTA news, sent via book-bags, email and displayed on posters around the school.
- d) Via the 2 parent representatives in each class
- e) Parents' Evenings (autumn and spring terms)
- f) Notice boards outside each of the classrooms.

Here are some ways you can communicate with us:

- a) Chat with members of staff whenever you need to, although confidential consultations may require an appointment.
- b) Call the school office for general information - 01483 417898.
- c) Email the school office or head teacher with information, comments or suggestions: info@busbridge-infant.surrey.sch.uk
- d) Write a letter to the office, PTA or any member of staff, via the class boxes.
- e) Attend PTA meetings.

Concerns and complaints

We always want to know if you have any concerns, or are worried about something that affects you or your child. You can approach your child's teacher, the office staff or head teacher in confidence. It's often easier to sort out things sooner rather than later. **Contact school office in the first instance via email or phone.**

If you have a complaint, please follow our "Complaints Procedure" which you can find on our website. If you feel your complaint is not dealt with effectively by the school, you can take it further by approaching the Chair of the Governors or the Local Education Authority. More details are available from the office.

Curriculum

What is taught in our school (the "curriculum"), is laid down by central government. We try to use it within our guiding aims and principals, and in a flexible and creative way to ensure the children enjoy creative learning experiences.

The Early Years Foundation Stage (for us, the reception classes) follow their own curriculum, which is organised into areas of learning.

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework>

Years One and Two follow the National Curriculum, which will also be organised into areas of learning

www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum

Day (The School Day)

There are no bells or whistles used to indicate times, but school clocks are automatically synchronised to ensure that everyone is following the same time. **There will be a timetable in place for staggered drop off and pick up at one of the 2 school entrances.**

8.45 – 8.55	Children are welcomed into the classroom
8.55 – 9.00	Brain Gym in the hall
9.00 – 9.10	Registration (the official start of the school day)
9.10 – 10.15	Teaching session
10.15 – 10.30	Assembly
10.30 – 10.50	Playtime/Break
10.50 – 12.00	Teaching session
12.00 – 1.00	Lunch
1.00 – 3.15	Teaching session
3.15	Home time

Drinks

Every child should have a drinks bottle, filled with water, in school. Other drinks are not allowed. There is a drinks fountain in school if your child forgets their bottle.

Drop-off

As mentioned above, there will be a staggered drop off timetable using both Hambledon Road and Chestnut Way entrances.

By far the best way to get to school is to walk, cycle or scooter but if you must drive, please consider the following:

- 1) The best places to park are Chestnut Way (and surrounding roads) and Appletree Close. Please be respectful of our neighbours and do not park on the pavements, in the turning circle at Appletree Close, or blocking any driveways. Please do not let your children walk or run on our neighbours' gardens.
- 2) If you park in Hambledon Rd, remember to drive all the way up to the end and turn round before parking on the left of the road. **Do not turn in the school entrance or park in the controlled area around the entrance.** Take care when driving along Hambledon Rd as lots of families walk to school along here. Again, be respectful of our neighbours and do not block their driveways.
- 3) If walking from Busbridge Infants to Busbridge Junior School, please use the footpath through the churchyard.
- 4) Both school gates (Hambledon Road and Chestnut Way) will be opened at 'drop off' and locked at 9:00 and 9:05 respectively. They will both then be re-opened at 3pm for pick up. Please use the Hambledon Road entrance during the school day. **Please note that these arrangements will be overridden whilst school is operating staggered drop off and pick up arrangements**
- 5) Once your child is confident and settled coming into school, they are encouraged to enter the classroom independently in the mornings and look after their own coats and bags. **Currently all children will be entering the school site independently**

Eco activities

We are proud of our environmental credentials and work hard to encourage eco-friendly behaviour among the children through a wide range of initiatives. The school has its own eco code, eco information board, and "Eco Warriors", comprising representatives from Year 1 and Year 2. We have been awarded the Silver Award for achieving a sustainable lifestyle. **Eco Warriors meetings will be on hold whilst year group bubbles are in operation.**

Emergencies

If there is a medical or other emergency involving your child the school office will call you on the contact numbers you have given us. All support staff and several teachers are trained in First Aid, including two who have special paediatric First Aid training. **For more information regarding COVID-19 symptoms, please see our Protective Measures/Risk Assessment document on the school website.**

We regularly hold fire drills and practise other emergency procedures so everyone knows what to do.

If there is an emergency that requires the school to be closed we will be in touch immediately to inform everyone. **For these reasons it is really important to tell us if any of your contact details change.**

Events

In addition to PTA events, there are many school events throughout the year, for example: Book Week, Green Day, School trips etc. Check our newsletter or individual class letters for more information. We always aim to give parents as much notice as possible.

Fruit and Milk

The children are provided with fruit at morning break. This is funded through the NHS "Fruit for Schools" initiative. Year One and Year Two children eat this outside at morning break with the Reception children making use of a 'snack bar' in their classrooms instead. Milk is available for all children via the Cool Milk scheme and is free up until a child's fifth birthday. Further information is available from the school office.

Funding

Schools are funded according to the number of children on the roll but there are other factors which influence funding, such as the number of children eligible for free school meals and other demographic factors. Being situated in a socially advantaged area, our school does not qualify for as much additional funding as others so we rely on fundraising and parental generosity for many of the extra events and resources we provide.

Garden and gardening

Parent volunteers work with the children to maintain and develop our garden to provide a beautiful environment for enjoyment and learning.

The garden comprises several distinct areas - the sensory garden, the rainbow garden, the annual garden, the bird, bee and butterfly garden, the bug garden, and the Reception garden. There are also raised beds where all children have an opportunity each term to plant, tend, grow, harvest and taste vegetables.

We have won several awards for our gardens, both gold and silver awards in the "South East of England in Bloom" competition and an overall winner and award for "Greenhouse Work" in "Godalming in Bloom". We have reached Level 4 of the RHS School Gardening Campaign but hope to improve on this in the future.

We have a gardener for three hours each week but rely heavily on parental support. Throughout the year, we hold "Ground Force" days where parents and children help out and have fun. No experience is necessary and everyone is welcome.

Currently there is no central funding for maintaining and developing the garden. Parent volunteers raise funds through growing and selling plants, and the PTA provides funding for specific projects such as the Year One and Year Two gardens. We are also grateful to local companies for donations of plants, equipment and compost.

Governors

Every school has a governing body. Our governing body includes: parents elected by other parents at the school; a teacher elected by colleagues; school support staff; representatives of the local authority; a governor co-opted by other members of the governing body; and the head teacher.

Governors are volunteers - school governors form the largest volunteer workforce in the UK. They are not experts but they do bring a range of experience and interests from many walks of life. Governors work closely with the school to build an understanding of how it works. The Governing Body is responsible to parents, the local authority and the community for making sure the school provides a good quality education.

Growth Mindset

The term *Growth Mindset* refers to a way of thinking, learning and taking on challenges and is based on the work by Carol Dweck. According to Dweck there are two types of students. Those with a *Growth Mindset* flourish even when challenge increases. They believe that their abilities grow through trying new things, even if they fail. They also tend to see failure as uncomfortable but useful and important. Then there are those with a *Fixed Mindset*. People who think that intelligence and talent are fixed at birth. Dweck says students with a fixed mindset struggle more as time goes on, held back by anxiety and stress. They believe that their abilities are fixed, so if they fail at a task then that must mean they are incapable of it and should never try it again.

As a school we decided that this was invaluable research and should be introduced to the children to help them to develop a 'growth mindset' in order to make them the best learners. We have an assembly each week based on having a 'growth mindset' - we read stories, share experiences and successes. We have watched a series of short videos based on two characters called Mojo and Katy. From the episodes we have taken 4 key phrases as a starting point on our 'growth mindset' journey. These are:

Learn from mistakes

Keep trying

Love challenges

I can't do it...yet

Each classroom has a 'growth mindset' display which each class teacher continues to add to and refer to regularly. We understand the importance of the whole school constantly modelling a 'growth mindset' and using the language and key phrases consistently. The displays also act as a visual aide memoir when children are finding learning difficult. Staff give out raffle tickets to the children when they demonstrate a 'growth mindset', these then go into the class box, get taken into assembly and one raffle ticket gets drawn out of the bag to get the trophy. As staff we know that we must try to 'praise the process' and the effort, not the intelligence, the talent or the product.

Handwriting

The school teaches the Jarman style of handwriting, named after its originator Christopher Jarman. It is a simple basic style with fluent exit strokes to each letter, although the actual style is less important than the fact that it encourages cursive, or joined-up, handwriting. In Reception, children learn to print the letters, in Year 1 they form the letters with the exit strokes and in Year Two they join the letters. We use the 'Pen Pals' handwriting scheme

Handwriting fluency relies on physical memory, meaning bad habits are hard to correct. For more advice follow this link:

www.theschoolrun.com/21-things-every-parent-needs-to-know-about-cursive-handwriting

You can download the font here:

<http://www.firstschoolyears.com/jarman.html> . You can also download "dotty" Jarman, which your child can write over the top of.

Helping

We warmly welcome help in the classroom, garden, on trips and at events. If you're interested please contact your teacher, PTA rep or the office as appropriate. In school helpers must undergo a DBS check - please ask at the office for more details.

Hiring the school

You can hire the school hall or field for parties and other private events. Please contact the school office for more details: admin@busbridge-infant.surrey.sch.uk

Holidays

For details of term-times and holidays, check the calendar on the school website or see the Surrey County Council website: <http://www.surreycc.gov.uk>

Home learning

We would like to encourage all children to practise their reading every night. Usually, this involves learning sounds (phonics) and reading from a book. In Year One and Year Two, children have spellings to take home and learn every week. Maths packs are also available to parents of children in Years One and Two. Mathematics is an online maths programme we subscribe to which offers another mode of home learning for maths. We also subscribe to the online Bug Club which allows children to read books on the same colour book band as their home reading book. We run various workshops for parents, e.g. how to learn more about using the maths packs at home and there are maths activities in the Newsletter to support the use of the maths packs. Another popular workshop is the one on phonics and reading. These are advertised via the school newsletter. See also VLE (virtual learning environment)

Home time

At home time the children are led by an adult to the playground to meet their parents or whoever is collecting them. If they are not collected within a few minutes they are taken to wait in the office. Please use the whiteboards in your child's classroom to indicate if your child is going home with someone different that day. **See staggered pick up arrangements.**

INSET days

Every school is required to use five days of the school year for staff training, and these are called INSET (INSERVICE Training) days. We liaise with the Godalming Learning Partnership (GLP) as well as Busbridge Junior School but it is not always possible for all five days to be to coincide. Parents are always notified well in advance.

Letters and Sounds

Children are taught phonics every day. Phonics just means the sounds that different letters or groups of letters make. Follow this link for more details:

<http://www.letters-and-sounds.com>

In the autumn term, a workshop is run for interested parents (at morning drop off). **This autumn we will look to provide this remotely (e.g. via Zoom).**

In addition to phonics children are also taught to read and spell common words, some of which are irregular, so we call them 'uh oh' words.

Library

Once the teachers decide the children are ready, Year One and Year Two will have the opportunity to borrow a book from the school library once a week. We have installed 'Junior Librarian' which is a 'loaning system' where each child has a library card so we can scan the book they are borrowing and when they are returned. A parent helper assists the children with their selection and makes a note of the books borrowed. Your child must return their library book in order to borrow another. Check with your class teacher which day of the week is library day. In the event of a lost book, please see your child's class teacher about paying for a replacement. We recommend keeping the library book in the book bag until library time (so that it doesn't get mixed up with the class books). **Due to current circumstances and year group bubbles, a selection of library books will be made available to use in the classroom, rather than children borrowing individual books from the library.**

Lunchtime

Lunchtime begins at midday. Children are always given the opportunity to go to the toilet and always wash their hands before lunch. There is a staggered intake into the hall for children having hot dinners - Reception goes first at 12:00, followed by Year One and then Year Two at around 12:20. **Lunchtime arrangements will be staggered in year group bubbles.**

A well balanced midday meal promotes concentration, good behaviour and academic achievement. We therefore encourage all children to take up the hot school meal option. All infant age children (4-7) are eligible for a free school meal. Please notify the school office of any dietary requirements so that these can be catered for. Parents who wish for their children to bring packed lunches are encouraged to provide healthy options (for example no sweets other than a chocolate covered biscuit).

Over the lunchtime period there is a minimum of 6 adults on duty to supervise. In addition, during the Autumn term, the team captains (six Year 2 children) will be supporting and guiding the Reception children from the dinner hall out onto the playground. **This will not be possible currently due to year group bubbles. All YR children will remain in the Hall and go outside together.**

MUFTI

MUFTI just means coming to school in your home clothes. This privilege may be as a class reward e.g. for filling up the marble jar, or for a donation to a charity. Children must wear suitable clothes and footwear - not fancy dress.

Nits

Nits (head lice) travel swiftly through a school setting so it is essential you check your child's hair frequently. Regular use of conditioner followed by combing is widely believed to be the best way to keep nits at bay. If your child has long hair, this must be tied back. Please let the school know if you think your child has nits.

Parents' Evenings

Parent/teacher consultations are held just after half-term in the Autumn and Spring terms. Look in the newsletter for the dates and book online via eschools. In the Summer term there is a "Celebration Evening" where you can look at your child's books and chat to the teachers. There are other opportunities for -in class celebration, usually at the end half terms where there is no Parents' Evening. Look out for these dates on the termly schedules and in the newsletters.

Phonics

See Letters and Sounds.

Playtime

The children have a mid-morning break and another playtime during the lunchtime period. They may also have other ad hoc breaks if the teacher feels it necessary, for example if they have been sitting still for a long time. **Playtime arrangements will be staggered in year group bubbles.**

There are always five or six members of staff on duty at break. We encourage the children to play on the field if conditions allow. Football is restricted to the field for safety reasons but there is plenty of other play equipment in the playground. During wet and very cold weather the children spend their breaks in their classrooms and either play games or watch something on the interactive board depending on the length of time available. We endeavour to have the children as active as possible during indoor playtimes.

We have a "Friendship Bench" for children who find themselves on their own. Other children keep an eye on the bench and encourage children there to join in their games. There are our 'Playground Pals' who help resolve any issues that arise at playtime.

PPA time (Planning, Preparation and Assessment time)

Teachers are legally entitled to non-teaching time for planning, preparation and assessment activities. This is called PPA time. At the moment Reception teachers have PPA time on a Wednesday afternoon, Year One teachers on a Thursday afternoon and Year Two teachers have PPA time on a Friday afternoon.

During these times the children do various activities with other teachers or teaching assistants such as PE and music.

PTA

All parents and carers are automatically members of our PTA for the duration of their child's stay at the school. Being involved in the PTA is enormous fun, and can help you build relationships with staff and fellow parents. Meetings take place approximately two times a term in the school hall. There is a core committee comprising elected parents and the head teacher, and every class has two or three reps who communicate PTA events, co-ordinate helpers, and organise class social activities.

The PTA's primary mission is to raise funds for the school through a variety of events and social activities. These include the annual Summer Fete, as well as other seasonal events for parents and/or children to enjoy. In the past, money raised by the PTA has gone to pay for improvements to the school and grounds, classroom tools such as interactive white boards, and fun activities for the children such as theatre trips.

You can contact the PTA through the school office or bis-pta@hotmail.com

Reading

We believe that learning to read involves much more than just reading from a book. So we actively encourage the children to read notices, signs, instructions and other information every day. Your child will read every day - sometimes individually with teachers, sometimes in groups, and sometimes with the whole class. We aim for the children to read individually with either the teacher or teaching assistant once a week. Year One and Year Two will also read in a group (guided reading) once a week where they practise different reading strategies and focus on reading comprehension. In addition to this there is whole class shared reading during the week where the class will read a text together.

We use a book band system for our reading books. Right from the time they start school, your child will be assigned a certain coloured band. Inside these bands are books of a varying degree of difficulty to suit your child as they reach each level. The book that is sent home should be at least 90% readable. We don't see it as a race to the top, rather a journey to encourage a life-long love of reading. See also Phonics.

Ready for school

Before your child starts school please make sure they are able to do the following:

1. Dress themselves.
2. Put on their shoes (Velcro fasteners are easier than laces or buckles).
3. Use a knife and fork.
4. Go to the toilet by themselves and wash their hands properly afterwards.

Registration

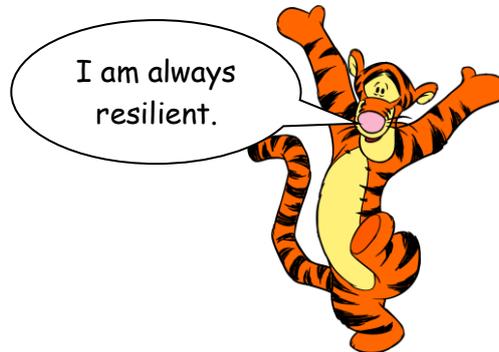
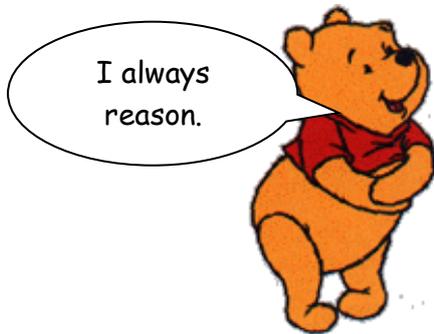
Morning registration is at 9am as soon as the children return from Brain Gym. Afternoon registration is at 1:00.

Rules

See Behaviour.

The 5Rs

We use Winnie the Pooh characters to represent various learning skills: resilience, reasoning, reflection, resourcefulness and responsibility. The 5Rs help the children understand how they learn and enable them to talk about their learning.



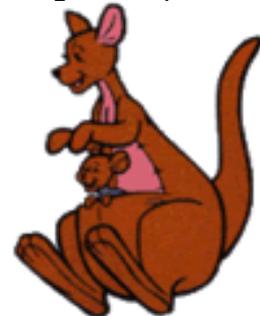
Eeyore is Resourceful



Owl is Reflective



Kanga is Responsible



SATs

SATs are a national system of assessment for children at certain points in their education (Years Two and Six). They are based on Teacher assessment supported by a reading comprehension, writing and a maths test. We are fairly low-key about these assessments and you won't hear them mentioned that much. In fact, your children may not even know they have taken their SATs.

School Council

We have a School Council team that is made up of two nominated children from each class. There are regular school council meetings where issues raised by the children are discussed. The School council team are also involved in fundraising for the school. There is a school council board in the corridor to the right of the library entrance that informs the children what has been discussed in each meeting. There is also a School council box for the children to write down any issue they would like to raise with the School council team. Another School Council responsibility is to complete the green ticks and red crosses on the playground equipment on a daily basis to let the other children know which equipment is or isn't safe to go on (i.e. slippery due to rain or ice). **School Council meetings will be on hold whilst year group bubbles are in place.**

Special needs

Some of our TA's work with small groups throughout the whole school. They help children who need some extra support with, for example, speech production, handwriting, phonics and maths.

The Staff Team

Name	Position	Class	Responsibility
Mr Darren Heatley	Head Teacher Full time	Overall responsibility	Performance Management Assessment Child Protection (DSL)
Mrs Amy Henderson	Reception Class Teacher Part time	Wrens	Early Years Leader Eco Team Off site visits
Mrs Vikki Scarborough	Reception Class Teacher Part time	Wrens	Music
Mrs Natasha Sollufi	Reception Class Teacher Full time	Robins	English PSHE
Mr Tom Holmes	Year One Class Teacher Full time	Swallows	Computing PE
Miss Rachel Edwards	Year One Class Teacher Full time	Finches	SENCO (Special Needs) Art Design and Technology
Mrs Hannah Jones	Year One Class Teacher Part time	Finches	
Mrs Sarah Melland	Acting Assistant Head Teacher Full time Year Two Class Teacher	Wagtails	Maths Science Child Protection (Deputy DSL)
Mrs Tori Shaw	Year Two Class Teacher Part time	Woodpeckers	Geography History
Mrs Marieke Butterfield	Year Two Class Teacher Part time	Woodpeckers	Outdoor Learning
Mrs Steph Cooper	Teaching Assistant	Wrens	Lunch duty
Mrs Jo Garnett	Teaching Assistant	Wrens	Lunch duty
Mrs Mandy Scully	Teaching Assistant	Robins	PPA cover, Lunch duty and Brain Gym
Mrs Liz Bingham	Teaching Assistant	Robins	Lunch duty
Mrs Rachel O'Brien	Teaching Assistant	Robins/Wrens	Lunch duty
Mrs Liz Hoare	Teaching Assistant	Swallows	Lunch duty and Stationery
Mrs Jackie Rooke	Teaching Assistant	Swallows	Lunch duty
Mr Jonathan Marsh	Teaching Assistant	Finches/Robins	PPA cover and Lunch duty
Mrs Lorraine Bannister	Teaching Assistant	Woodpeckers	Lunch duty
Mrs Sophie Walker	Teaching Assistant	Wagtails	Lunch duty
Mrs Johanna Gray	Teaching Assistant	Wagtails	Lunch duty
Mrs Ollie Stephens	Teaching Assistant	SEND	Lunch duty (SEND Support)
Mrs Natalie Withers	Teaching Assistant	SEND	Lunch duty
Mrs Emma Stephens	Teaching Assistant	SEND	Lunch duty (SEND Support)
Mrs Chris Charles	Teaching Assistant	SEND	Lunch duty (SEND Support)
Mrs Giota Crouch	SNA		Lunch duty
Mrs Shetal Petal	SNA		Lunch duty
Mrs Sally Rogers	Bursar		Finance, Personnel, Premises

Mrs Melanie Alexander	School Secretary		
Mrs Becky Saunders	School Secretary & Clerk to the Governors		
Mrs Georgie Treacy	Finance Assistant & School Secretary		
Mrs Martine Carstens	School Cook		
Mr Russell Cannon	Caretaker		
Mrs Debbi Davies	Gardner		

Swimming

Providing we can make suitable arrangements, we offer swimming in the summer term for Year Two children. This is reviewed annually.

TAs (Teaching Assistants)

Teaching Assistants, or TAs, support the teacher, the children and the school. They do not plan lessons but may deliver sessions, (depending upon their particular skills and experience), working under the direction of the class teacher. Each reception class is supported by a Teaching Assistant all day; Year One classes have their own Teaching Assistant during the morning and share one for the afternoons; Year Two classes have their own Teaching Assistant for the mornings only.

Team captains

There are two team captains representing each of the three teams; Baloo, Rupert and Paddington, with six team captains in total. The team captains are chosen from Year Two. They count up their team points, collect achievement certificates and present them in the Celebration assembly. In addition, they are also responsible for guiding Reception children in the Autumn Term out to play after lunch.

Term dates

See Holidays.

Topics

You will receive a "Topic Web" at the beginning of each half-term. Each map has a different theme and comprises the learning your child's class will cover during this period.

Transition to and from Busbridge Infant School

We work closely with local nurseries and pre-schools to ensure children have a smooth transition to our school. Before children start, the class teacher will try to visit them in their nursery setting. The children will be offered a number of settling in sessions. See also Ready for school.

Most of our children join Busbridge Junior School when they leave. We work closely with the junior school to ensure a smooth transition, including information sharing and discussion. Your child will have the opportunity to spend an afternoon at the junior school at the end of the summer term, on what we call "Moving Up Day."

In addition, our YR and Y1 children have several visits to their new classrooms to spend time with their new teachers in the build up to the end of term. This helps to prepare them for the changes they will face after the summer holidays.

Uniform



Girls	Items	Where from?
Winter	White or pale blue polo shirt Cardigan Busbridge sweatshirt Grey pinafore or skirt Grey tights Black or blue shoes Outdoor use only-Busbridge fleece, coat, hat	Any retailer School Any retailer Any retailer Any retailer School
Summer	Blue and white check dress White socks	Any retailer Any retailer
PE	Yellow T-shirt* Blue shorts* Plimsolls* Tracksuit bottoms** Trainers**	School or any retailer School or any retailer Any retailer School Any retailer

Boys	Items	Where from?
Winter	White or pale blue polo shirt Cardigan Busbridge sweatshirt Long trousers Grey or black socks Black shoes Outdoor use only-Busbridge fleece, coat, hat	Any retailer Any retailer School Any retailer Any retailer School
Summer	White or pale blue polo shirt Grey shorts Grey socks	Any retailer Any retailer Any retailer
PE Boys and girls all year	Yellow T-shirt* Blue shorts* Plimsolls* Tracksuit bottoms** Trainers**	School or any retailer School or any retailer Any retailer School Any retailer

*Kept in school but returned each half-term for washing and size-checking.

** Not required in Reception.

All uniform is available to buy in our Second Hand Shop.

Visits and visitors

We arrange many activities such as school trips and visitors which further enhance the curriculum and provide memorable experiences for children. We rely on financial contributions from parents to be able to fund these exciting opportunities.

VLE (virtual Learning Environment)

Each child receives a log-in for the duration of their time at Busbridge Infant School which allows them to view their class pages (parents receive one too which also provides access to this). These pages are personalised by teachers with photos, games and activities to both celebrate learning that is going on in school and also suggest ways in which parents can support their child's learning at home. The parent log-in also allows access to a dashboard which provides other information, such as their child's rate of attendance.

Volunteering

See Helping.

Woodland Schools

Outdoor learning is very important to us and comprises of many different parts, from the use of our outdoor classrooms and beautiful grounds to support the curriculum, to walks and visits within the local community and further afield. One of the highlights of our outdoor learning offer is Woodland Schools. These Woodland Schools sessions are enjoyed by all year groups on a regular basis over the course of the school year. They take place in our beautiful wild area comprising of a large pond, wildflower area, fire circle, den building area, bug hunting zone and mud kitchen. Our Woodland school sessions are a wonderful blend of

environmental education and forest school approach. The children learn about the natural world through adult-led activities such as nature walks, species identification, pond dipping and surveys of plants and animals. The forest school approach encourages children to explore a natural area, take risks and learn skills such as tool use and fire craft through child-initiated activities. The sessions also provide many opportunities for first hand cross-curricular learning.

Glossary of educational acronyms

EY	Early Years
EYFS	Early Years Foundation Stage
EHCP	Educational Health Care Plan
FSM	Free School Meals
HMCI	Her Majesty's Chief Inspector of Schools
HMI	Her Majesty's Inspector of Schools
HT	Headteacher
IEP	Individual Education Plan
INSET	In-Service Education and Training (for teachers)
KS1,2,3,4,5	Key Stage 1 (5-7yrs), KS2 (8-11yrs), KS3 (12-14yrs), KS4 (15-16yrs), KS5 (16yrs+)
LEA	Local Education Authority
MDS	Midday Supervisor
MLD	Moderate Learning Difficulty or Disability
NC	National Curriculum
NQT	Newly Qualified Teacher
OFSTED	Office for Standards in Education (responsible for inspecting schools and LEA)
PE	Physical Education
PGCE	Post-Graduate Certificate in Education (qualification gained by teachers who have previously gained a traditional degree of education)
PSHE	Personal, Social and Health Education
PTA	Parent Teacher Association
QCDA	Qualifications and Curriculum Development Agency
QTS	Qualified Teacher Status
RE	Religious Education
SACRE	Standing Advisory Council for Religious Education (on which RE curriculum is based)
SATs	Standard Assessment Tasks (or tests). A means of testing at the end of Key Stages.
SDP	School Development Plan
SEND	Special Educational Needs and Disabilities
SENCO	Special Educational needs Co-ordinator
SNA	Special Needs Assistant
SpLD	Specific Learning Difficulty
TA	Teaching Assistant
UPN	Unique Pupil Number
VA	Voluntary Aided (a church school)
VC	Voluntary Controlled (a church school that is less attached to the church than a Voluntary Aided school)