

Edenbridge Primary School - Essential Information

Edenbridge Primary School

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Edenbridge

Kent

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All enquiries should be addressed to the Office Manager Mrs Margaret Dalladay

## **EDENBRIDGE PRIMARY SCHOOL: ETHOS AND VALUES**

We have high expectations for all our children at Edenbridge Primary School. We want them to be happy and successful, and we are committed to giving every individual child a chance to develop their talents, whatever they may be. We are determined to help children achieve whether they are academic high flyers or those in need of a little more support. At the same time we offer opportunities for everyone to participate, and excel, in a diverse range of after school activities.

We believe that children should be given the chance to succeed in a secure and reassuring environment. Our aim is to help the children become self-confident and independent individuals who respect themselves, others and the world in which they live.

We recognise and value the important role that parents play and see effective education as a partnership between home and school. We recognise that parents are children's first and most important educators, and that the partnership between Home and School is key to a child's happiness and success.

Our school aims are

For every child to be **HAPPY**,

to lead a safe and **Healthy** lifestyle

to **Achieve** mastery in English, Maths and Computing

to achieve their full **Potential**

to be **Positive**, independent, learners and thinkers

to be caring and respectful of self (**Y**ourself), others, property and the environment

## **ADMISSIONS POLICY**

Children are admitted to the school taking account of the following, in priority order:-

- Health reasons (for which a medical certificate may be needed).

- Current family associations (i.e. older brother/sister at school).
- Proximity to the school.

There is one admission date in September for all those children who will reach the age of 5 during the course of the academic year. Children may enter the Nursery Department from the age of 3 onwards.

We hold an 'Open Morning' once a year, for prospective parents and families. This is widely advertised in local newspapers and shops. At the Open Morning parents are shown around the school, 'in action', by Year 6 pupils. The teaching staff, governors and the Headteacher are also available to answer any questions you may have relating to the school curriculum or other aspects of school life.

It is helpful in our forward planning if parents contact us in the year before their children are due to start school. Prospective parents are welcome to visit the school while it is in session, especially if they cannot attend the 'Open Morning'. Please telephone to make an appointment. The school's standard number for admissions in any one year is currently 60.

### **Admission of Pupils with Disabilities**

Our Disability Equality Scheme ensures children with disabilities have equality of access to the school curriculum and the school buildings. Parents of children with disabilities are asked to declare on admission if they or their child has a disability so that the school can work with them to ensure these needs are met.

### **MOST RECENT OFSTED REPORT**

A paper copy is available from the school office, or alternatively on the internet at

<http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/118554>

### **PERFORMANCE TABLES**

For access to our Performance Tables on the DfE website please go to

<http://www.education.gov.uk/cgi-bin/schools/performance/school.pl?urn=118554>

### **THE CURRICULUM for Foundation Stage**

The Curriculum in Foundation Stage is centred around play and Child-initiated Learning. Activities are planned daily to take place both inside and outside, centred around a theme developed from the children's interests. Lessons are planned around seven themes, firstly Communication and Language, Personal and Social Development and Physical Development, and also Literacy, Mathematical Development, Knowledge and Understand of the World, and Creative Development

### **THE CURRICULUM for KS1 & 2**

#### **English**

English is taught in all areas of the curriculum. The children are provided with a variety of language experiences to enable them to learn to communicate effectively and with enjoyment, by using the spoken, printed and written word. This enables them to meet the demands of the National Curriculum with confidence, and to give them the key skills for life.

The main Reading Scheme is Oxford Reading Tree, although many other schemes and books are provided to give a wide range of experience and practice. 'Letters and Sounds' is used to teach phonics

throughout Foundation Stage, Key Stage 1 and to individuals as necessary at Key Stage 2. The children are encouraged to enjoy books for pleasure and for reference by using the school library and the class book corners. KS1 and KS2 have a daily Reading session

Through the Literacy lesson, which also takes place daily, the children are taught key skills and the basic conventions of written grammar and spelling

### **Mathematics**

The National Curriculum Attainment Targets are met by using the Abacus Maths Scheme complimented by additional materials. These cover the introduction and practice of basic mathematical skills. Maths is also applied through topic work and in Science. Suitable challenges are provided for problem-solving and investigations.

Above all, the children are encouraged to enjoy maths and become confident when working with maths in all its many and varied aspects. We also prepare children to take full advantage of new technology: the use of computers and calculators is incorporated into our scheme of work. Calculators are not used as a substitute for basic number knowledge and mental arithmetic skills. Mental mathematical activities, problem solving and reasoning activities take place daily.

### **Science**

Science is a part of everyone's life. It is a subject that encourages children to develop their sense of understanding and enquiry of the world around them. Through systematic investigation, children build on previous knowledge and extend their understanding of certain concepts and events. It is also an ideal vehicle by which children can develop their numeracy, literacy and ICT skills.

We place a big emphasis on developing children's enjoyment and interest in science through their ability to plan and carry out practical investigations. We also consider the acquisition of appropriate scientific vocabulary as an important part of their studies.

### **Computing**

The school has a computer suite with internet and e-mail facilities and there are interactive whiteboards in all classrooms. These facilities together with an extensive selection of software and online applications, give our children excellent opportunities to develop their Computing skills. As well as being an important curriculum area in its own right, Computing helps the children to improve their understanding of other subjects and prepare them for a technological future.

### **Other subjects**

The subjects of Art, Design and Technology, French, Geography, History, Music, and Physical Education are covered through the study of topics which have been planned in accordance with the New National Curriculum. They are taught to a group, a class, or a group of classes, making use of local links where possible. The topics may include outside speakers and visits to relevant places of interest. They provide opportunities for language work and often include mathematical topics. They also provide the opportunity for the children to do research work in the library and online.

### **Design and Technology**

Design and Technology provides varied opportunities for the children to develop the essential skills, knowledge and understanding of the design and making processes whilst reflecting upon products used in our everyday lives. At Edenbridge Primary School we provide pupils with a balanced Design and Technology programme exploiting links across the curriculum. Lessons emphasise practical investigation and experimentation using a selection of materials and tools.

### **Modern Foreign Languages**

Classes in Years Nursery - 6 enjoy learning French through the Kent Primary French Project 'Tout le Monde'. The children in Year 6 now take part in a residential visit to France in the Summer term. We also have a link with a school in Basinghausen in Germany and Year 6 children get to learn the basic elements of German when their students visit our school.

### **Geography**

In our teaching of Geography we develop an understanding of the world and the human and physical processes through which it is shaped.. We construct a framework of knowledge and understanding of the Edenbridge area, about the UK and other parts of the world. Throughout their school life the children are encouraged to develop a range of skills necessary to carry out geographical enquiry.

### **History**

At both KS1 and KS2 History forms an important part of the topic based curriculum. Throughout the school, children are encouraged to develop a number of historical skills. These include a sense of chronology, plus an understanding of how both our own and other cultures have developed. The children are also taught to develop their investigative and interpretational skills.

### **Physical Education**

Games, gymnastics, swimming and dance form the school's PE curriculum. In **games** the emphasis is on learning skills in the infants which lead to small and then larger team games being taught in the juniors e.g. cricket, football, hockey, netball, rugby and rounders. We run many school teams and enter a variety of inter-school events. Our school has a strong sporting tradition. In **Gymnastics** a progressively developing programme, 'Gymnastics 4-11' is followed. For **Dance** the Val Sabin Dance programme is used. Country dancing is also included in the junior scheme. All KS2 children go. **Swimming** for one term during the year. Qualified staff teach a comprehensive learn-to-swim programme.

### **Music**

Music is an integral part of school life and our school maintains a strong tradition of musical performance. Children are taught to develop their listening skills, encouraged to be creative through composition work, and to grow in self-confidence, by performing songs and compositions. In addition to class music lessons, all children enjoy weekly singing practice, have the opportunity to join the school choir and learn an instrument; piano, violin, recorder or ocarina. Pupils are able to take part in musical productions at different times in the year, both in school and at venues in the local community.

### **BEHAVIOUR**

We expect all adults and children to display good manners in all their dealings with each other. We aim to help children develop a clear understanding of right and wrong and to appreciate the importance of self-discipline.

We have two easily remembered rules which are talked through with the children at school:

- Be kind to others
- Keep everyone safe

Parents are asked to read and discuss these expectations with their children so that they are fully involved and aware of the implications from the outset.

The rules give children guidance in making good choices about their behaviour around school. Our policy also sets out the possible rewards and consequences for both appropriate and inappropriate behaviour.

These policies ensure that all staff have a consistent approach to the management of children's behaviour.

Bullying and Discrimination will NOT be tolerated. Should either arise however, it is investigated thoroughly and dealt with firmly. A copy of our Anti-Bullying and Equal Opportunities policies are available on request.

***The school is accredited by KCC as a 'Safe School'.***

- a range of specialist equipment to support the learning of identified individuals.

## **ADDITIONAL EDUCATIONAL NEEDS**

The person responsible for overseeing Additional and Special Educational Needs is Miss Ellie Hover.

The school adopts a wide range of strategies to ensure that children's Special Educational Needs are met:

- A broad and balanced skills-based curriculum meets the needs of all learners, including those with Learning Disabilities, those who are Gifted or Talented, Looked After Children and also children for whom English is an additional language.
- Teachers plan good quality lessons to meet the learning needs and styles of all pupils, removing any potential barriers to learning.
- Accurate summative assessments track pupils as they progress through the school to ensure good progress.
- Regular consultations between staff take place, in order to address individual children's needs or attend to identified gaps in learning.
- Children with specific needs are placed on the Additional Educational Needs register and given additional support through intervention programmes to address their needs.
- Each class has an allocated Teaching Assistant who supports pupils requiring extra help.
- Key Stage 1 intervention programmes include: 'Early Literacy Support,' 'Learning through Speaking and Listening' and 'Number Box.'
- Key Stage 2 intervention programmes include: 'Additional Literacy Support', 'Further Literacy support', 'Units of Sound' and 'Springboard'.
- In the Foundation Stage, Language and Communication screening identifies any speech and language needs and leads to early and effective intervention.
- Individual Education Plans for children with severe and complex needs describe support to help them make progress. These are written and reviewed termly, in consultation with outside professionals and parents and carers.
- Pupils with behavioural needs access 1-1 counselling, a lunchtime club and social skills interventions.
- Additional support provided to pupils is closely tracked and monitored to ensure it is being effective.

A Copy of the school's policy for Special Educational Needs is available from the school office on request. This is currently under review.

## **CHARGING POLICY**

## **Main Aims**

The educational service provided by Edenbridge Primary School is free to our families. No aspect of curriculum delivery will be dependent on parents making financial contributions to the school.

## **Voluntary Contributions**

For some activities and after school clubs, which enhance the curriculum, such as trips, peripatetic music lessons and some sports coaching the school occasionally has to ask for voluntary contributions in order for the activity to take place. When this is the case we will ensure the following:

- All letters to parents and carers about such activities will make it clear that the contribution sought is voluntary. It will be left to parents and carers to decide whether they can afford to pay in full, in part or not at all.
- No child will be excluded from a school activity because the parents and carers have not made a voluntary contribution. However, the school may have to cancel planned events if there is insufficient financial support.
- Trips and other activities will not be used to make a profit for the school. In the event of a significant surplus being created by donations, parents and carers who have contributed will receive an appropriate pro rata refund.
- Any PTFA or other subsidy to the cost of trips and activities will be passed on in full to parents and carers.

## **Residential Visits**

In Years 3-6 parents and carers may choose to send their child for a variety of residential trips. Parents and carers will be required to contribute to a number of elements of these visits. These include food and lodgings and activities organised and undertaken during an extended school day which are not necessary parts of the National Curriculum. Parents and carers whose children qualify for free school meals have a right to claim assistance with the cost of residential trips. The Headteacher will advise parents and carers of this right. As with other trips, the school reserves the right to cancel the residential visit if there is a lack of financial support.

## **Childcare Facilities**

We will charge for optional extra facilities provided outside of the school day such as "The Breakfast Club" and "The After School Club" (TASC). Such facilities are not part of the National Curriculum, nor are they part of an examination syllabus.

## **Other Guidelines**

The school adheres to the principles of charging for school activities as set out in the current DfE publication 'The Governors Guide to the Law' (Section 18).

## **Monitoring and Review**

The Finance Committee will review the impact of this policy and will monitor expenditure of parental contributions to all such visits and activities.

