



Midsomer Norton Primary School

# Handbook for Parents 2021-2022



‘A good school’ Ofsted 2013

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## Welcome

Welcome to Midsomer Norton Primary School. Midsomer Norton Primary School is part of the Midsomer Norton Schools Partnership Multi Academy Trust. With the support of the trust, we are dedicated to providing the best possible education for your child.

This handbook is designed to provide families with key information about our school: our educational philosophy, how the school and curriculum are structured and day to day practicalities.



Alun Randell  
Head Teacher

## Aims of Midsomer Norton Primary School

### Our Vision Statement:

*'Learning for Life'*

*We want our children to be knowledgeable, well-informed, resilient individuals who are empowered to contribute to society.*

*We want our children to develop a strong understanding of community and British values, encouraging a positive sense of self and respect for others.*

### Our school values are:

**Kindness, respect and fairness**

## Nursery, Pre-School & Reception - Early Years Foundation Stage (EYFS)

Our Foundation Stage is comprised of our Nursery class, Sunbeams, for 2 to 3 year olds which is situated in a separate building within the school grounds, our Pre-School class, Sun, (for 3-4 year olds, situated within the main school) and our Reception Classes (Star and Moon). Staff work closely with each other to create a seamless and cohesive unit for children from ages of two to five years. The Foundation Stage is led by our Foundation Stage Lead, Mrs Julie Grice.



Each class has its own dedicated area for outside learning. Extensive use is also made of our school grounds which include a forest area, school garden and wildlife area and pond.

## The EYFS Curriculum

The Foundation Stage years are an integrated approach to care and education which runs from before a child is born to when they are five years old - the end of Reception Class.

Every child deserves the best possible start in life and support to fulfil their potential. A child's experience in the early years has a major impact on their future life chances. A secure, safe and happy childhood is important and provides the foundation for children to make the most of their abilities and talents as they grow up. The aim of the Foundation Years is to help young children achieve the five 'Every Child Matters' outcomes of staying safe, being healthy, enjoying and achieving, making a positive contribution, and achieving economic well-being. The EYFS principles are grouped into four distinct but complementary themes:

- A Unique Child - recognises that every child is a competent learner from birth who can be resilient, capable, confident and self-assured. The commitments are focused around development; inclusion; safety; and health and well-being.
- Positive Relationships - describes how children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person. The commitments are focused around respect; partnership with parents; supporting learning; and the role of the key person.
- Enabling Environments - explains that the environment plays a key role in supporting and extending children's development and learning. The commitments are focused around observation, assessment and planning; support for every child; the learning environment; and the wider context - transitions, continuity, and multi-agency working.
- Learning and Development - recognises that children develop and learn in different ways and at different rates, and that all areas of learning and development are equally important and inter-connected.





## Learning and development in the EYFS

The learning and development in the EYFS comprises three elements:

- The statutory Foundation Years framework - the knowledge, skills and understanding which young children should have acquired by the end of the academic year in which they reach the age of five;
- The educational programmes - the matters, skills and processes which are required to be taught to young children;
- The assessment arrangements - the arrangements for assessing young children to ascertain their achievement.



**There are 7 statutory areas covered in the statutory Foundation Years framework**

**Three prime areas:**

- Personal, social and emotional development
- Communication and language development
- Physical development

**Four specific areas:**

- Literacy
- Mathematics
- Understanding the World
- Expressive Art and Design



The first three areas are of prime importance and necessary for effective development and achievement in early years and beyond. The specific areas help to support a rounded approach to child development. All areas are delivered through planned, purposeful play, with a balance of adult-led and child-initiated activities both inside and outside.

## Assessment arrangements in the EYFS

Ongoing assessment is an integral part of the learning and development process. All practitioners in the setting observe children and respond appropriately to help them make progress towards the early learning goals. Assessments are based on observation of what children are doing in their day-to-day activities. All adults who interact with a child contribute to this process and information is also sought from parents and the children themselves. Observations and assessments are used to identify learning priorities and plan relevant and motivating learning experiences for each child. Observations are then matched to age-related expectations.

At the end of Reception, the Foundation Years statutory framework is used to sum up each child's development and learning achievements. The framework is based on practitioners' ongoing observation and assessments in all the areas of Learning and Development. Judgements against these scales are made from observation of consistent and independent behaviour, predominantly children's self-initiated activities. This information is passed on to the child's new teacher in Key Stage 1.

## **Tapestry**

Please note that we use Tapestry, an online learning journal provider. Tapestry allows you to login securely and view your child's observations, photographs and videos. You can like and comment on observations that we add for your child and it is also possible for you to add your own observations. Your comments and your own observations will allow us to find out about which activities your child really enjoyed and the learning they get up to at home.

We will set you up using your email address and once this has been done, you will receive an activation email from which you can set up your own password to login with. Once your account has been set up, you will be able to login using any web browser from [tapestryjournal.com](https://tapestryjournal.com) or by downloading the Tapestry app.

All data that is entered to Tapestry is stored securely on their servers. If you are interested in finding out more information about this, please go to <https://tapestry.info/security>.

## **Parents' consultations**

Parents are invited to meet teachers and key workers (in our nursery/ pre-school classes) at various intervals throughout the year discuss their child's development, view the Learning Diaries and add their own observations and comments. A written report is sent to parents during the summer term.

## **Communication**

Staff are aware of the importance of good communication between school and family and attempt to be available at the end of the session or day to discuss any concerns. Parents/Carers are able to make an appointment to see the class teacher at any point in the school year.

## **Illness / Absences in EYFS**

a) **Illness** - Please phone to let us know if your child will not be at school or send a written note on their return. Please note that the DFE requires all children to be kept away from school for 48 hours after the final occurrence of any sickness or diarrhoea.

b) **COVID-19** - If your child develops symptoms compatible with coronavirus (COVID-19), they must remain at home and self-isolate for 7 days. Their fellow household members should self-isolate for 10 days. If a negative COVID test is returned and your child does

not have a high temperature or the loss of the sense of the taste or smell, they can return to school.

c) **Holiday** - Children should not be taken on holiday during term-time. However, in **exceptional** circumstances (e.g. on compassionate grounds) a request for leave of absence may be made, stating clearly why the holiday has to be taken in term-time and not in the school holidays. The Head Teacher will consider whether the circumstances merit authorisation. (A holiday form must be completed at least one month before the holiday).

d) **Allergies** - It is very important that you inform us of any allergies your child has, including asthma and food allergies. If your child uses an inhaler or an epi-pen you are required to provide us with up-to-date medical equipment and it must be regularly monitored. We are a school with a 'nut free' policy.

e) **Medical Conditions** e.g. wetting, soiling, convulsions, speech and language, hearing problems etc. Please inform us before your child arrives at school so that we can support their needs.

## Readying your child for school

Developing a child's independence is a key part of EYFS. As your child gets ready for the start of school, it would be useful if..

### ***Nursery/ Pre-Schoolchildren could:-***

- Hang up their coat.
- Pack/unpack their school backpack.
- Change their shoes and take on/off their wellington boots.
- Use the toilet (including wiping themselves) and flush it.
- Wash and dry their hands.
- Use a tissue to wipe their nose.
- Tidy away the toys they have used.
- Drink from a cup.

### ***Reception children could:-***

- Use the toilet independently, washing and drying hands afterwards.
- Change their own clothing independently (including socks and pants).
- Change their own shoes and take on/off their wellington boots.
- Tidy away the toys that they have used.
- Hang up their own coat and bag.
- Eat from a plate with a knife and fork.
- Eat a packed lunch, and then pack away afterwards.

Many of these skills are learned or acquired over time. The more opportunities we can give children to practise these skills at home and at school, the more independent and confident they will be.

## **General Information / Advice in the EYFS**

### **Sharing Books in the EYFS**

Reading regularly to and with your child to foster a love of reading is one of the best ways to support your child and something we encourage all the way up to Year 6. A few useful tips:

- Take a few minutes to sit in a relaxed, uninterrupted situation with your child.
- Move your finger gently along the line of writing as YOU read.
- Look at the pictures and get your child to talk about them.
- Ask questions about the story - either referring directly to it (how, when, what, who) or questions that require inference (what might happen next? why?).
- Let your child re-tell the story back to you - even if this is memorising or making up the story from the pictures. These are all part of the early stages of sharing books and learning to read.
- Don't worry if your child chooses the same book on several occasions. The familiarity of a well-known story ensures success and increases confidence.
- Use constant praise for careful listening.
- Visit your local library.

### **Library Books in the EYFS**

Each week Reception classes take a trip to the school library and allow the children to pick a library book of their choice. They can bring this home with them and keep it for a week. This will be a book for sharing (please refer to advice above).

### **Phonics development in the EYFS**

Sir Jim Rose confirmed in his independent review of the teaching of reading (Rose Report 2006) that 'high quality phonic work' should be the prime means for teaching children how to read and spell words. The review also highlighted the importance of developing from the earliest stages children's speaking and listening skills, ensuring that beginner readers are ready to get off to a good start in phonic work by the age of



five.

We teach phonics using a programme called Read Write Inc. This is a highly structured and effective way of learning the early skills of reading and spelling. Phonics activities are introduced in the nursery classes and focus on auditory discrimination and listening skills. Elements of the next phonics phase, recognising initial sounds and relating them to a picture and a rhyme, are introduced later in the year in Pre-School (Sun Class) for those children who will be starting Reception the following September.



In Reception, children learn a selection of new letter sounds, high frequency and 'red' words (common exception words) each week and bring home a small phonics book so that you can reinforce the same skills with your child. In the autumn term, Reception Class teachers run phonic sessions for parents and carers so that you will know how best to support your child with their reading and writing development.

### **Phonics Books in the EYFS**

In Reception, children begin bringing home a reading book almost immediately. To begin with these often have no written words but provide a visual story for adults and children to share, retell and enjoy. Once children have started to blend different sounds together, we start to send home phonics 'blending' books so that the children can reinforce the skills that they have learnt at school. Children then move on to phonics based readers which match the sounds taught in class. Please encourage your child to read this 3 times or more to improve their fluency. Children also bring home a library book for you to read and enjoy with your child. This is not a reading book that they are expected to read, as it will not be phonics based.

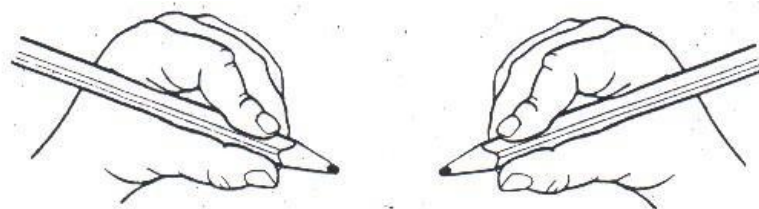
Parents are asked to initial in their child's reading record, as a signal to staff that you have finished with the reading book and would like a new one. We go through reading bags and reading record at points during the week.

### **Progression in handwriting in the EYFS**

A wide range of activities and variety of equipment is available throughout Nursery, Pre-School and Reception Classes to encourage and develop the fine co-ordination skills necessary for writing e.g. pegs and pegboards, bead threading, jigsaw puzzles, construction kits and toys, tracing pictures, scissors etc.

We do not expect children coming into Reception to be able to write their name but if they can and want to have a go, please encourage this.

- Children are first encouraged to use large-scale movements:
- Chalk or large paintbrushes with water outside on blackboard-painted walls.
- Skywriting main letter shapes (see below) using whole arm movements starting from the shoulder.
- Paints, chalks and thick felt pens on large paper.
- Letter shapes made with finger or small stick in trays of salt, sand, foam or loop.
- Children are encouraged to develop an effective pencil grip.
- We use Read Write Inc rhymes taught in phonics lessons to reinforce correct letter formation.



This is how a pencil should be held. Thumb and finger are on either side, with the pencil resting comfortably on the middle finger. Show your child how to do this, and please demonstrate with your left hand to any child who shows signs of being left-handed.

A range of opportunities for writing are always available including paper and card of different shapes, types and sizes, writing implements, notebooks, diaries, labels, envelopes, blank cards etc.

Letters are taught using the basic letter shapes (printing). We do not introduce a cursive style until Year 2 (where appropriate).

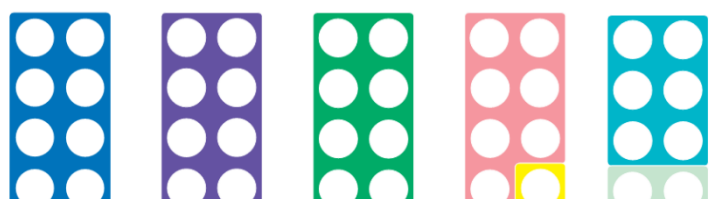
Children learn about upper and lower-case letters. When writing their name they need to use a capital letter to begin, then lower-case e.g. Melanie.

We continue with skywriting, 'finger-writing' on each other's backs, whiteboards, chalkboards, sand/salt trays, paper etc.

In Reception, when children are confident with their hand control they are introduced to writing letters on a line. Good handwriting relies on correct letter formation and we encourage correct pencil grip at all times (see picture above).

### **Mathematical development in the EYFS**

Some of you will already be familiar with Numicon as your child may well have already been introduced to it during their time in Nursery. For those of you new to Numicon, it can best be described as a multi-sensory maths teaching



resource which will be used to support number development and particularly with calculation strategies. Children learn to associate a colour and shape with a particular number. This helps them to begin to recognise patterns in maths - a crucial skill.

Numicon pieces are made of coloured plastic shapes with arrangements of holes that correspond to the numbers 1 to 10. The pattern of the holes for each number follows the same basic system of arranging holes 'in pairs'. So when Numicon patterns are arranged in order, pupils begin to notice important connections between numbers for instance that each number is one more than the last and one fewer than the next, odd and even numbers and place value. Numicon is used to illustrate addition and subtraction, place value, doubling and halving, estimation, division, multiplication.

### **Fun with Maths**

Children will learn that Maths is fun if they are given lots of practical experience and plenty of praise for effort.

### **Bath time fun:**

Talk about concepts and language such as hot/cold, wet/dry, in/out, up/down, full/empty.

### **Kitchen fun:**

- Sort shopping by size, shape etc. and look at prices/barcodes.
- Help with cooking, weighing, cutting.
- Look at numbers on the clock/cooker/microwave etc.

### **Outdoors fun:**

- Count steps, lamp-posts, bicycles, dogs etc.
- Look at door numbers, number plates, street signs etc.
- Talk about the different sizes of trees, fences etc.
- Look at 2D and 3D shapes in the environment - windows, doors, tiles etc.

### **Home learning in the EYFS**

In Reception, children are issued with games, books and library books to share at home. In addition we send home new sounds and words that have been taught so that you can reinforce the skills at home. We issue handwriting support sheets as required. On alternate weeks we issue a game to play at home which can be kept for a week. These games are designed to support your child in the early stages of their phonic or

mathematical development. They contain resources and toys which need to be carefully used and returned intact. A charge will be made for any loss or damage to the equipment.

## **Behaviour in Reception**

To encourage children in the Early Years to make good behaviour choices, we follow a code of conduct called 'The Green Rules.' This is an abridged version of the behaviour system adopted by years one to six.

### **The Green Rules are:**

- We are kind and gentle
- We listen
- We try hard in our learning
- We look after things
- We play safely
- We are honest
- We are helpful and polite

#### **GREEN PLANET**

**All children start the day on green and will try to follow the green rules. They should aim to stay green throughout the day. Nursery and Reception children remaining green will be celebrated at the end of each school term. Reception children who stay green for the whole week receive a greenie sticker and their full allocation of 'Greenie Time' (30 minutes of chosen activity time on a Friday afternoon\*).**

#### **YELLOW PLANET**

**When a child is not following the 'Greenie Rules' they will be given a verbal warning. Continuation of this behaviour will result in a child moving to the tree trunk. They will receive 3 minutes of 'Thinking time' and Reception children will also lose 3 of their 'Greenie Time' minutes.**

#### **BLUE PLANET**

**Children may move from the tree trunk to the blue cloud when behaviour continues to deteriorate. Alternatively if a very bad choice is made (hurting another child, being rude, unkind or unhelpful), children move straight to the blue cloud from the tree. Children will receive 3 (Nursery) or 5 minutes (Reception) of 'Thinking time' and Reception children also lose 5 of their 'Greenie Time' minutes.**

#### **RED PLANET**

**If a child continues to make bad choices, or is very unkind, they will move to the red face. Red matters are serious and will be discussed with parents and, if necessary, the Head or Deputy Head teacher.**

**GOLD STAR**

**Gold is given where children are exceptional – for going above and beyond the green rules! Gold is very special and will not be awarded lightly! Children will be presented with a golden pencil in our weekly celebration assembly.**

\*Greenie time for Reception children will begin once all the children have completed their induction programme.

The rules are displayed in each classroom along with the planets. The aim of this system is to reward good behaviour and help children to learn that there are consequences to their choices and actions. You can ask a member of the team what colour your child is on at the end of each day. If you have any questions about the behaviour system one of the team will be able to help you.

## **Daily Routines in EYFS**

### **Nursery/ Pre-School Timetable**

Both our Nursery and Pre-School classes are open from 8.30am to 3.30pm.

Some families may be entitled to 30 hours funding for 3 year olds or 15 hours of funding for two year olds. Please speak to the office to find out if you are entitled. Parents can add more hours to sessions by paying for extra hours.

Nursery/ Pre-School sessions can be booked in half-day or all day sessions as follows:

- All day 8.30-3.30pm
- Half day (morning - lunch not included) 8.30-11.30am
- Half day (afternoon - lunch not included) 12.30-3.30pm

Children in Sunbeams should bring a packed lunch to school. Children in Sun class may bring their own packed lunch or they can have a school lunch that has been pre-ordered; this is done online.

### **Delivery and Collection of Nursery Children**

Please wait outside the Sunbeams / Sun entrance at the start and end of the day. The doors will be open from 8:30am to 8:45am and 3:20pm to 3:35pm. Parents/carers of children starting/finishing a session in Sun class at 11:30am or 12:30pm should wait at the main office for a member of the Early Years team to meet them with their child.

Please complete the section on the admission form stating the details of all adults you give permission to collect your child/children. It is our policy that the person collecting must be aged 16 years or over. Please ensure all adults who may collect your child/children are aware of your chosen password.

If you think you are going to be late, please ring the office as soon as possible to let us know. It is important that your child is collected on time. Late collection can be upsetting for children and prevents staff from completing other duties. There may be a late fee of £10.00 charged for repeated late collection (eg 3 times by 10 minutes or more).

### **Welcome, Registration, Planning in EYFS**

On arrival at Nursery/ Pre-School your child should hang up their coat and backpack on their cloakroom peg (labelled with their name and a picture). They put their fruit in the coloured fruit tray that corresponds to their key group, find their name card and place it on the registration board. They then become involved in their own child initiated activity until 8.45am. The register is taken at 8:50am.

### **Adult-supported Activities / Child-initiated Time in EYFS**

Each session includes an adult-supported activity to introduce or develop concepts, skills and language. These are carried out one-to-one or in small groups as appropriate.

Children are also encouraged to develop a sense of independence and decision-making in planning what they would like to do from the wide variety of activities and resources available, both indoors and outside. They learn to value equipment and share with others, and are responsible for tidying up after each activity. The classroom and the garden are equipped with a wide range of resources for all areas of development and learning.

### **Whole Class Time in the EYFS**

We share discussion, songs, rhymes, stories, phonics and mathematical activities at this time. These may be related to an aspect of the current topic focus, numbers and counting or special events and may also involve role-play, drama, percussion or mime.

### **Fruit and Milk Time in the EYFS**

The class shares snack time with their key group. Communication and social development are the main focus while children enjoy their own fruit. Free milk is provided for each nursery child, or water if they prefer. Snacks should be labelled and be nut free.



## Clothes, Uniform and Equipment in the EYFS

Wearing school uniform in Nursery and Pre-School is optional. All children in Reception are required to wear school uniform (please see uniform section). Clothing should be clearly named. Activities are usually 'hands-on' and can be messy, e.g. paint, clay, gardening, water, cookery etc. therefore clothes should not be 'best' and need to be easy for children to take off and put on by themselves. Your child will need to wear loose fitting clothing on P.E. days, with hair tied back and earrings removed.

\*A set of spare clothes must be kept in a named drawstring bag on their cloakroom peg to change into in case of accidents, over-enthusiastic water-play etc.

\*A pair of Wellingtons with name written inside each boot (named pegs get lost) should be provided.

Jewellery is not permitted throughout the school. Stud earrings only are allowed. These must be taped over on PE days if they cannot be removed. Staff are not allowed to remove ear studs.

\*Backpack. Your child will need a named backpack. Please buy a zip-topped bag, which is far easier for children to manage themselves than a bag with clips. This needs to be large enough to carry their raincoat, sun-hat, library book and any art or craft to be brought home.

Fruit and Milk. Your child needs to bring a small fruit for each session, named, ready washed and prepared.

Sun cream. In summer months, sun cream should be applied before school/nursery. Staff are only able to apply sun cream with written permission (please ask for a form). Staff always encourage a child to apply sun cream independently in the first instance.

## Check-list of Equipment for Nursery Class

(Please name everything)

1. One named drawstring bag with a spare set of clothes plus pants and socks to be kept on the coat peg. Nappies/training pants, wipes and nappy sacks to be kept in a separate bag in the designated changing room. This will need to be monitored by parents/carers and replenished weekly.
2. Wellington boots - checked for size regularly
3. A backpack with
  - a) lightweight raincoat/pac-a-mac
  - b) sun-hat
  - c) book bag - these can be purchased from the school office

Please refer to the continence policy (kept in school office) for a clear description of the procedures that are taken when a child has a toilet accident or a change of

nappy/training pants whilst at school. You will need to sign a consent form before your child's first session to permit us to change your child in the event of a toilet accident during their session.

## **Induction and transfer to Reception Class**

*(Please note these induction/ transition arrangements are suspended during the COVID pandemic)*

### **Pre-School (Sun Class)**

Pre-School parents are invited to an induction evening in the term before your child starts school to meet staff, receive information and ask any questions you may have. If parents are not able to attend the induction evening, we request you contact the school to make an alternative appointment prior to your child starting Reception.

### **Induction evening**

The induction evening is a chance for you to meet the EYFS staff and key members of the Senior Leadership Team and become familiar with the layout of the room, facilities and equipment. During this visit you will also be asked to complete details on our Admission Form. For this you will need to bring phone numbers for your doctor and health visitor as well as two names and addresses of people who could act as supplementary contact people (in case we were unable to get in touch with you in the event of any sickness or emergency), and set up a password to be used in the event that another adult needs to collect your child.

### **Transfer to Reception Class**

Parents/carers of all children, including children attending our Pre-School, must apply for a place in Reception for their child via the local authority in the Autumn term before they are due to start Reception (deadline: early January). Details of how to apply can be found online at:

<https://www.bathnes.gov.uk/services/schools-colleges-and-learning/admissions-schools>

All schools have a programme for introducing children to their new teachers and surroundings. We do our best to support transition and to ensure as smooth a progression as possible to full-time schooling. Throughout the year, children who attend our Pre-School have numerous opportunities to meet the Reception staff and to visit the Reception environment.

Parents of children starting at our school in Reception or continuing to our Reception Class at Midsomer Norton Primary School will be invited to an Induction Evening in Term 6 to meet staff, receive information and ask any questions they may have. They will also be given the induction programme for July and September. Children will spend time with their new teacher(s) and Teaching Assistants in July and follow a gradual introduction to full-time school in September, as set out in their programme.

It would be extremely helpful to us if you could let us know of anything that your child finds difficult or of any new medical information that may not be on Pre-School

records passed on to us from elsewhere. We can best support your child when we are well prepared.

### **Reception Class Timetable**

In September, during the induction period, your child will attend school in the mornings for the first two weeks. In the first week, children attend 8:45am - 12:10pm (doors open at 8:35am), going home at the beginning of lunchtime. In the second week children attend from 8:45am - 1:30pm and have lunch at school. For these sessions, the children come in and play with toys that have been set out, such as play-dough, painting, puzzles, drawing and small-world toys. Towards the end of the session we tidy up before having lunch together and enjoying a story and song time. Once the children are in school full time we give the day more structure by encouraging both child and adult initiated activities. The children are encouraged to develop their learning in both the classroom and the outside area.

### **Delivery and collection of Reception children**

Our doors open at 8.35 a.m., class begins at 8:45 and we take the register at 8:50am. The school day finishes at 3.15 p.m. We will advise you where to wait at the beginning of the morning and afternoon sessions to drop off and collect your child.

At the beginning of the year we encourage you to come with your child right into the classroom, allow them to unpack - it doesn't matter how long it takes, they will improve - and stay until they are comfortable for you to leave. As the first term progresses, you will find your child needs you less, but we still encourage you to come into the classroom with them.

By the end of the autumn term, we will ask you to stay outside the building and not come in. This is simply to prepare children for their time in the rest of the school. It is also very difficult to speak to you first thing in the morning when we have other children to attend to. Any urgent messages can be given to our teaching assistants in the cloakroom and you can, of course, come and talk to us at the end of the day when we can give you our full attention.



## Transition to Year 1

We support transition to Year 1 by:

Providing opportunities for children in Reception to work with older children throughout the year e.g. House Mornings, playgrounds divided by activity rather than by age at lunchtimes, older children reading with younger children. In the summer term, children are taken on tours of the Key Stage 1 area by their current staff. We hold two Shuffle Up Days when children spend half the day with their Year 1 teacher. We also invite parents to a Meet the Teacher session so that families and staff can get to know each other. The teachers from each year group meet to hand over each child's Learning Diary and to examine next steps.

Our first Parent Consultation Evening is held in October to review how successfully your child has made the transition but we also encourage parents to see their child's class teacher at any point in the year.

## Key stage 1 & Key stage 2

We currently have three mixed age classes of year 1 and 2, year 3 and 4 and year 5 and 6 pupils. There are up to 45 children in a year group, making up to 30 pupils in each mixed class.

## Timings of the School Day- Drop off and Pick up (Key Stage 1 & 2)

Our school bell rings in the morning at 8.35 am and children should arrive before 8.45am when the register is taken. Children can enter through the most convenient entrance where a member of staff is on duty. Messages can also be given to this member of staff who will pass it on to the class teacher. Any time after 8:45 am will be a late mark in the register. Children arriving after 8:45am should report to the office. Lessons begin at 8:45am. Our school day finishes at 3:15 pm. Key Stage 1 children should be picked up from the lower playground where their teacher will dismiss them to parents/carers. Older children may join their siblings in the lower playground or go out of the most convenient exit with a member of staff.

## The Curriculum

We offer a broad and balanced curriculum covering all areas and aspects of education. Our school curriculum builds on the National Curriculum in Key Stage 1 & 2. We follow a two year cycle which



ensures we teach all objectives from the national curriculum and do not repeat topics again in mixed age classes.

Through both our creative approach to the statutory subjects of English, Maths, Science, ICT, Physical Education, PHSE and Religious Education we develop children's abilities, interests and potential in order to prepare them for the next stage in their lives. We use a broad range of teaching strategies that take into account the ways in which children learn in order to foster engagement, motivation and creativity.

We teach French as our Modern foreign Language in Key Stage 2

A curriculum statement and full details of our curriculum map are on the school's website for each area:

<https://www.midsomernortonprimary.co.uk/parents/curriculum/ks1-and-ks2-overview.htm>

We extend our curriculum through a wide range of clubs, gardening and forest school.

### **Curriculum Updates**

Weekly curriculum updates are posted by each class explaining the learning for the week and any homework set. The focus and key vocabulary for the following week are also stated.

### **Pupil Voice**

Our school council 'Champions for Change' made up of representatives from Y2 to Y6 help identify areas of school life that children would like to improve from outside events to playground markings. Our 'Green Team' encourage us to care for the environment.



### **Fundraising**

Our Champions for Change help drive our school fundraising. Each year they organise a vote to choose a charity the school will support and organise fundraising events.

### **Homework**

Weekly homework is set on Wednesday and due in on Monday. The school's homework policy is available on the school website.

### **Clubs & Trips**

We aim to offer a broad range of extra-curricular activities.



Children will be offered a range of clubs normally run by staff after school and can pick preferences-although they may not always get their first choice! Clubs run for two terms and are usually free unless an external coach is running them. Class/Team trips take place at least twice a year to places such as the Roman Baths and Bristol Zoo which enhance and enrich learning in these topics. We currently also offer a Year 5 five night residential camp to Great Wood, Somerset.

## SCHOOL UNIFORM REQUIREMENTS

### Year round uniform

- Navy blue sweatshirts, with the school logo
- White polo with school logo
- Shirt and (unisex) dark grey trousers or skirt
- Grey/ black socks (white socks allowed with skirt/ summer dress)
- Black shoes (no trainers, no boots, no flashing lights please)

### Summer uniform:

- Unisex dark grey shorts/ skirt
- White polo with school logo
- Yellow and white chequered summer dress (as currently), including the 'shorts' style.

### PE Kit:

- Black shorts
- Yellow T-Shirt
- School jumper or school hoodie
- Jogging bottoms (for colder weather)
- Trainers for outside/ Daps for inside

### Optional alternatives:

- Navy cardigan with school logo
- Navy fleece with school logo

### Nursery (optional)

- Navy blue T-Shirt with school logo

All clothing must be named please ~ one uniform sweater looks very like another!

**Hair:** Long hair should be tied back at all times in school for health and safety reasons. Please ensure that your child's hair style is appropriate for school. Children are not permitted to have dyed hair or shaved hairstyles. Exceptions are only made on cultural/ religious grounds.

**Jewellery:** Please do not allow children to wear jewellery to school. This includes rings and ear-rings. Plain studs are accepted for pierced ears, but not encouraged. They must be removed for days when your child participates in





PE/SWIMMING activities, including dance, games and gymnastics lessons. If your child has recently pierced ears, please tape them before coming to school. If your child presents for a lesson wearing earrings, they will be excluded from the lesson.  
**Teachers cannot remove earrings.**

**School Bags:** It is fashionable for children to bring very large sports bags to school and this causes us major problems. There is limited space in the cloakrooms, making it difficult to hang both coats and large bags on the pegs. **Please keep bags to a sensible size. Large bags do not fit in our cloakrooms.**

### **Mobile Phones**

Children in Year 5 and Year 6 who have permission to walk home by themselves are permitted to bring mobile phones to school for safety purposes; however, these must not be used in school or on the school grounds and must be handed to the class teacher on arrival.

### **Valuables**

The school cannot take responsibility for any personal items of value in school. This includes ear studs and mobile phones. Children should not bring toys to school with the exception of playground toys such as footballs and skipping ropes or a small toy for Greenie time on Fridays. These should be clearly named and, again, the school cannot take responsibility if these items are lost or damaged.

### **Breakfast Club**

We offer a breakfast club and After School Care 7.00 am - 8.45am (breakfast club) and 3.15-6.00pm (after school club) every day. Children are offered a healthy breakfast / afternoon snack and a range of activities.

Prices for 2021-2022 are as follows:

- Breakfast Club 7:00am-8:45am: £5:00
- After School Care 3:15-6:00pm: £8:00

Children who attend After School Care can also attend school clubs such as football etc free of charge (subject to availability).

For more information or to make a booking please visit or contact our school office:  
[office@midsomernortonprimary.co.uk](mailto:office@midsomernortonprimary.co.uk) .

### **Our Grounds**

We are lucky to have extensive grounds for the children to use and play on including upper and lower playgrounds, a large field and forest. Children are encouraged to bring wellington boots so they can use these all year round. At lunch time children can choose where to play and the upper and lower playgrounds are 'zoned'. Some of the zones include a performance zone, football area and scrap play. We also have our own wild life area and pond and school garden with a greenhouse that we use in lessons and for clubs.

## **School Lunches**

School lunches are served in our hall. Hot dinners are served and are delivered from a local primary school. Children are also able to bring in packed lunches and we encourage a healthy lunchbox with no fizzy drinks, chocolate bars or sweets. School dinner and packed lunch children can sit together and lunchtimes are staggered with the younger children eating first.

**IMPORTANT:** We are a nut free school. Please do not include any food items that contain nuts in your child's lunch.

## **School Rules and Behaviour**

All members of staff, teaching and non-teaching have as our primary aim the well-being of children in our care. Our school rules (Green Rules) are designed to achieve this. We hope that our high expectations of all children and the firm, fair and consistent approach to unacceptable behaviour will enable children to develop qualities of self-discipline.

Children are expected to respect other people and their possessions. Unacceptable behaviour including disruption, violence or aggression will be dealt with according to our Behaviour Policy (see website) and when red cards are given parents will be informed. Parents will be asked to come into school to discuss their child's behaviour if it continues.

Midsomer Norton Primary School is part of the wider community and we are determined to develop positive attitudes in all children in and out of school. Racist, sexist or homophobic remarks or behaviour, name calling or bullying of any kind will not be tolerated.

Our rules are there for your child's safety and well-being and so we ask for your co-operation in seeing that they are followed

### **The Green Rules are:**

We are kind and gentle

We listen  
We try hard in our learning  
We look after things  
We play safely  
We are honest  
We are helpful and polite

Green rules are the way the children expect all the class to behave. On Fridays all the children are given 'Greenie Time' (30 minutes) to reward good behaviour and following the Green Rules.

Children may be given a yellow card (missing 5 minutes of Greenie Time) if, after a warning, they continue not to follow the Green Rules. If this continues they may be given a blue card (missing 10 minutes). For children who are persistently being given yellow and blue cards over a short period, their teacher will contact parents/carers to discuss ways forward. Further continuous or repeated unacceptable behaviour or one off serious incidents a red card will be given. Parents are then notified by letter and a record is made in the class behaviour log (as are yellow and blue cards).

## Developing Learning Behaviours

We have identified 6 key learning behaviours that we seek to develop throughout a child's time at primary school. Each of these learning behaviours is linked to a 'gem power' that our children collect.

- Being independent - Diamond power
- Supporting others - Ruby power
- Being ambitious - Emerald power
- Being resilient - Sapphire power
- Keeping focus - Amethyst power
- Working together - Topaz power

One 'gem' is the focus of each term and is collected in our whole school accumulator. At the end of each term the whole school receives a reward such as extra play time or even a school picnic!



## School Assemblies

A school assembly is held each day in our hall. Spiritual, social, moral and cultural themes are taught through these assemblies and there is time for reflection. There is an Infant and Junior singing assembly on one day of the week and a whole school celebration assembly on Friday where Headteacher's Awards and gold pencils are given out for excellent effort and achievement with work and behaviour. We regularly have

visitors from the local Methodist and Baptist Churches who lead assemblies on a Christian theme. We have also had representatives of other religions. Parents are reminded of their right to withdraw children from school assemblies or religious education should they wish to do so. To do this, please make an appointment with the Headteacher to discuss the matter.

## **Parents and the School**

We very much hope that parents will feel a part of the school and show an active interest in their children's education. If you would like to speak to your child's teacher about something at length please make an appointment.

Parents are welcome to see the head or deputy head teachers at any time - but it helps if you arrange a convenient time beforehand.

Parents' evenings are held two times across the year and provide an opportunity for teacher and parent to discuss the child's work, progress and behaviour. All parents are given a written report of their child's progress in the summer term.

It is important that your child attends school regularly but obviously they will sometimes be unwell or will have to visit the doctor or dentist. Please let the office staff know before or on the day of absence especially if it is an appointment and your child will be coming in to school for dinner. Please try to arrange medical appointments outside school time where-ever possible.

Please bring your child to school regularly and on time. Our school doors open at 8.35am and registration takes place at 8:45am. Any time after this will be marked on the register as late. Persistent lateness or absence affects a child's learning and disrupts the whole class.

Teachers are not available to supervise children before school in the morning as this is their preparation time. Your child should not be left in the playground before 8:35am. School ends promptly at 3:15pm. Infant children are collected from their classrooms and junior children should be collected from the most convenient playground where they will be supervised by a teacher. If you are unable to arrive at school on time to collect your child please make alternative arrangements for them and inform the school. For safety's sake we will not allow a child to be collected by someone else unless you have informed the school.

## **Medicines/First Aid**

Medication of any sort should not be sent into school without prior consultation with the head teacher or deputy. Some medicines can be administered in school, but only with your written consent (see Medical Conditions Policy).

Accidents do happen and we give simple first aid. If an accident requires hospital treatment we need to contact parents quickly, please make sure that we have an UP TO DATE record of your home and work addresses and telephone numbers.

## Term Time Absence

Children are not allowed to take holidays in term time unless authorised by the Headteacher for exceptional circumstances or compassionate grounds. Schools are not allowed to authorise holidays on grounds of cost or timing. A holiday request form is available from the school office.

## Volunteering

We actively encourage the involvement of parents and grandparents. Whether helping in the classroom, volunteer reading support, in-class assistance, helping us out on trips assisting with swimming or running fundraising events, we rely a great deal on the energy and commitment of our families.

We have an active Parent Teachers Association raising funds for the school through a whole range of social events, including summer and Christmas fairs, quiz nights, film nights, bingo and children's discos.

## Admissions to Midsomer Norton Primary School

In Bath & North East Somerset a child can start school in September in the academic year they turn five years old. Admissions to Reception (including for children who attend our school nursery) are made online via the Bath & NES website and must be done by January prior to a September start. Admissions from another school are managed by our own school. Application forms are available from the school office. Visits to the school are warmly welcomed and appointments can be made with the Headteacher or Deputy Headteacher.



## Transferring to Secondary School

Our school enjoys excellent links with other schools in the area and collaborates closely with primary, secondary and special schools. Our leavers go to Somervale, Norton Hill and Writhlington secondary schools. We are part of various collaborative networks with other local schools hosted by Fosse Way Special School. We visit our

neighbouring secondary schools and receive help from their staff and students for specific projects. Transition support to secondary school is good and pupils are well prepared for the next stage in their learning.

## **Support Services**

The school nurse pays us regular visits. Before medicals the school will contact you.

The Children Missing Education Officer contacts the school and parents if there are issues with attendance and lateness.

We have our own school Learning Mentor who works regularly with children with emotional and social needs- she also works closely with the school nurse. We are part of the Norton/ Radstock SEND Network and have access to support services from Occupational Therapy, Behaviour Support, Educational Psychology, ASD Outreach Support and Speech & Language therapy. We are visited regularly by specialist teachers for the visually impaired and for physiotherapy. Details of the school and local offer are on the school's website.

## **Special Educational Needs**

At certain times during their education a number of children may need particular help. Provision is made for children who have special educational needs and disabilities within the classroom. Teachers and teaching assistants help provide individual and small group support to children who have been identified as needing extra help. Parents are always consulted and often asked to provide additional support at home. If further help and advice is needed, the school is able to call upon relevant external support services.

Midsomer Norton Primary School's Special Needs Co-ordinator is Sarah Biss, the Deputy Head. Sarah can be contacted at the school to discuss issues regarding individual children. Please refer to the SEND Policy and report on the school website.

## **Child Protection**

We follow the Bath & North east Somerset Child Protection procedures which are incorporated into our school child protection & safeguarding policy and procedures and staff receive regular training. Our school is responsible for the welfare of every child. We may need to share our concerns or issues that relate to the well-being of your child. To avoid any misunderstanding it is important that parents/carers inform the teacher if their child has any injury, accident or upsetting experience. On some occasions other agencies, including social services, will need to be involved. It may be necessary for this to be done before informing parents/carers. The designated teacher



for child protection and safeguarding is Sarah Biss, the Deputy Head. Alun Randell, the Head teacher, is the Deputy Lead for Child protection and Safeguarding.

## **Looked After Children**

The designated teacher for children in care or post care (after adoption) is Sarah Biss. If you have any questions or queries regarding your child or foster child. Please speak to her by appointment.

## **Sex and Relationships Education**

Sex education within the school is an integral part of the curriculum. It is taught in Years 5 & 6 and covers puberty, personal hygiene and relationships. Parents will be invited to a meeting prior to these lessons to view the material and discuss what will be learnt. Our School Nurse leads sessions on the content of these lessons with parents and carers.

## **Parent Teachers Association**

Our school has an active Parent Teachers Association (PTA) who work hard to raise funds for our school. They organise a whole range of social events, including summer and Christmas fairs, quiz nights, film nights, bingo and children's discos. They also provide our year 6 children with a leaver's gift at the end of the year.

## **Governors**

We have a board of Governors that includes trust governors, local community governors, a staff governor as well as parent governors. Their names and roles are available on the school website, in addition to minutes of governors' meetings. You can contact the governing board at any time to discuss parental issues.

Chair of Governors: Kath Cox

Email: [kathryn.cox@msnpartnership.com](mailto:kathryn.cox@msnpartnership.com)

### **School contact information:**

***Midsomer Norton Primary School  
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BA3 2DR***

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**Fax: 01761 415896**

**E-mail: [office@midsomernortonprimary.co.uk](mailto:office@midsomernortonprimary.co.uk)**  
**Website: [www.midsomernortonprimary.co.uk](http://www.midsomernortonprimary.co.uk)**