



Heathwood Lower School



School Prospectus

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About Us

'Everyone matters in our school - we actively strive for the highest standards in learning, safety and well-being for all.'

At Heathwood we aim to:

- **create a secure, happy, purposeful, stimulating and well managed environment**
- **provide opportunities for academic, social, emotional, moral, and physical development for each child**
- **provide a broad, balanced curriculum appropriate to each child's needs**
- **encourage children to share and work co-operatively**
- **develop within each child a positive self-image and sense of achievement**
- **encourage high standards of behaviour, through a fair but firm approach to discipline**
- **work in partnership with parents in the education of their children**

Welcome from our Headteacher

Welcome to Heathwood Lower School. We are delighted that you have chosen us for this exciting stage in your child's school life.

Heathwood is an inclusive school that promotes a set of values; we strive to nurture our pupils in order that they may become confident, caring, compassionate children, ready to make a positive contribution to the wider community when they leave our care

We have a hardworking, dedicated and committed staff and Governing Body who are very proud of the education we provide your child. In our recent Scoping Audit (December 2016), included in our strengths is "A love of learning permeates through all aspects of school life. Pupils are inquisitive, motivated and ambitious for themselves." "They have a resoundingly positive approach to making progress and mirror the ambition their teachers have for them." "They are proud to be part of their school and proud of what they can do."

Our super environment allows every child to develop their skills and talents and their lively enquiring minds. Heathwood Lower School 'fosters pupils' personal and social skills successfully and engenders high levels of self-confidence and positive attitudes to learning.' (Ofsted 2013) In doing so, they will achieve their full potential and gain a real pleasure in learning.

Our school is a friendly, happy and inclusive school that provides a caring, stimulating and supportive learning environment from pre-school to their transition to middle school. We encourage positive social skills, self-respect and a caring attitude towards all others in the school and wider community.

May I take this opportunity of welcoming you and your child to Heathwood Lower School. I look forward to a long and happy partnership.

Mrs Susanne Dove

History of Heathwood Lower School

Heathwood School was built in 1967 as a County Primary School catering for children aged between five and eleven years. With re-organisation to a three tier system by Bedfordshire in the early 1970s, it became a Lower School for children aged between five and nine years old. In the early 1990s, provision to include four year olds was made. At the same time a provision for children with specific speech and language difficulties was made available at Heathwood.

The school is built on a hexagonal design, with eight classrooms designed to catch maximum light. One of the classrooms is a base for the Language Provision and another is our Heathwood Pre-School.

Every classroom is self-contained with its own cloakroom facility and each has a carpeted area. All classrooms are individually equipped to cater for the range of activities undertaken by young children. There is one main hall which is used for P.E., Music, Drama, Assemblies and celebrations. It is also used as a dining area where school dinners and packed lunches are eaten. The Library is situated in the foyer and is easily accessible to all children.

The school grounds consist of both hard and grassed areas. We are fortunate to have an enclosed school field with trees running around the perimeter. Every effort is made to keep the school grounds pleasant, with continuous improvements being made to enhance the environment for the children. We strive to make our school a stimulating and enjoyable place in which to learn and there are opportunities for learning to take place outside as appropriate.



Heathwood Lower School Staffing

Head Teacher Mrs Susanne Dove

Assistant Headteachers Mrs Elaine Dicocco, Mrs Jackie Wright, Mr Paul Dicker

Class Teachers

Mrs Sarah Scharff

Ms Talia Romaine

Miss Sam Candler

Mrs Jackie Wright

Miss Hannah O'Reilly

Mr Paul Dicker

Language Provision Support Staff

Mrs Karen Houghton

Miss Laura Murphy

Learning Support Staff

Mrs Wendy White

Mrs Natalie Rossiter

Mrs Elaine Randall

Mrs Jackie Aspinwall

Mrs Maxine Stanford

Mrs Barbara Bisby

Mrs Donna Frost

Mrs Lyn Wallace

Mrs Sarah Clarke

Mrs Julie Davis

Mrs Amy Marsh

Mrs Jacqueline Minney

Pre-School

Manager: Ms Gillian Lumsden

Assistants : Mrs Sara Kingslake, Mrs Davina Sweetman, Mrs Natalie Alexander

Breakfast Club

Mrs Maxine Stanford, Mrs Davina Sweetman and Mrs Johanna Beilby

Office

Mrs Lindsay Hiles

Mrs Jackie Aspinwall

Mrs Diane O'Reilly

Mrs Michelle Taylor

Site Agent

Mr Simon Clowes

Kitchen Staff

Mrs Jill Hopkins

Mrs Rachel Collins

MSAs

Mrs Emma Clarke Miss Laura Murphy Mrs Donna Frost

Mrs Johanna Beilby Mrs Julie Davis Mrs Anna Hunt

Heathwood Lower School Governors

Parent Governors

Mr Jonathan Young

Staff Governors

Headteacher: Mrs. Susanne Dove - Ex-officio

Teaching Staff Representative: Mr Paul Dicker

Co-opted Governors

Mrs Paula Bangs (**Chair of Governors**)

Mrs Elaine Dicocco

Mr Mike Chappell

Mrs Rose Gunter (**Vice Chair**)

Local Authority Governors

Clerk to the Governors

Mrs Elleesa Jones

The Chair or Clerk of the Governing Body may be contacted via the school.

School Admissions

The School has an agreed admission number of 30 for entry to the reception year. We currently operate an annual admissions policy, where children start school full time from the Autumn Term. We invite parents to meet the staff in the preceding Summer Term. Home visits are optional at the beginning of the Autumn term prior to the children starting school.

The Local Authority will apply the following criteria (in the rank order shown) to decide the order in which places will be allocated when there are more requests from parents/carers than the number of places available

- ❖ All 'looked after children'
- ❖ Pupils living in the catchment area with siblings in the school
- ❖ Other pupils living in the catchment area
- ❖ Other siblings who will be in Heathwood Lower School
- ❖ Any other children. Priority is given to children living nearest the school, (the distance measured in a straight line between the school office and where the child lives) however we generally have a number of places offered to families from further away.

The Headteacher will be pleased to discuss any queries and prospective parents are always encouraged to visit the school.

Admission of children during the school year is provisional depending upon numbers and should be discussed in the first instance with the Admissions Department and then with the Headteacher.

School Catchment Area

The School is situated on the north side of Leighton Buzzard. Our catchment includes the East side of Heath Road from Shenley Hill Road to Chamberlain Gardens and all roads leading off Heath Road to the east. All families living in Broomhills Road, Northcourt and Winston Close are able to choose either Heathwood or St. George's as their catchment school.

Transfer

In the September following their ninth birthday children transfer to Middle School and at thirteen to Upper School. Parents are invited to Middle School Open Evenings during their child's last year at Heathwood. There is close liaison between Heathwood and all local Middle Schools.

Our Curriculum

The school has an outstanding curriculum based on a creative curricular topic approach to learning which has been developed to meet the aims of our school and the challenges of the National Curriculum (2014).

We aim to provide an education which is broad and balanced, encouraging each child to develop their full potential with a great deal of emphasis being placed on skills and knowledge.

The **Early Years** follow the **Foundation Stage Curriculum** and work towards the Early Learning Goals.

Key Stages 1 and 2 follow **The National Curriculum** for:

Core subjects: Reading, Writing, Mathematics, Science and Computing

Foundation subjects: Design and Technology, Geography, History, Art and Design, Music, Physical Education, French (Years 3 and 4).

The curriculum also includes Religious Education (in accordance with the Bedfordshire Agreed Syllabus) and Personal, Social, Health and Citizenship Education.

Parents are informed half termly of the topics that the children will cover.

School policies, schemes of work and other relevant documents may be viewed by arrangement with the Headteacher.

Early Years

Heathwood recognises the benefits children gain from good quality early years education before compulsory school age and we admit four year olds on a once-a-year admission basis. We provide a friendly, purposeful environment in which children develop their independence, are cared for, stimulated to learn and achieve their full potential. We use our staffing to provide whole class learning opportunities plus individual and small group learning activities. The classroom is a highly resourced environment, providing opportunities for all learning experiences across all areas of the Early Years Foundation Stage. This is the national framework that covers learning and development of children from birth to five years old and underpins all future learning. Children joining the Reception class are in the final year of the EYFS. The EYFS is based on four important principles which are:

- ❖ Every child is a **unique child** who is constantly learning and can be resilient, capable, confident and self-assured;
- ❖ Children learn to be strong and independent through **positive relationships**;
- ❖ Children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners, parents and carers;
- ❖ Children **develop and learn** in different ways and at different rates.

The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

This principle divides the children's learning and development into seven areas (three prime areas and four specific areas). The Foundation Stage Curriculum provides challenging, play-based activities across the prime and specific areas of learning and development.

Prime Areas: These areas are fundamental, work together and move through to support development in all other areas. They are;

Personal, Social and Emotional Development
Communication and Language
Physical Development

Specific Areas: These areas include essential skills and knowledge for children to participate successfully in society. They are;

Literacy

Mathematics

Understanding the World

Expressive Arts and Design



Play helps young children to learn and develop through doing and talking, which research has shown to be the means by which young children learn to think. We use the EYFS to plan and provide a range of activities which help children to make progress in each of the areas of learning and development. During the day there are opportunities for teacher-led activities in phonics and maths, as well as child initiated learning. Group time is a time when children will be working in small groups in a more formal teaching activity.

Key Stages 1 and 2

Mathematics

We aim to provide an enriched mathematical curriculum where children are engaged and appropriately challenged through a range of activities and opportunities. The concepts of number, calculations, shape, space, measure and data are developed through a range of teaching methods including the use of practical experiences, equipment, games and ICT. Careful planning using The National Curriculum, ensures children are encouraged to problem solve and transfer knowledge and skills to the different concept areas of mathematics and, where appropriate, the wider curriculum.

Science

Much of the science work is practically based. Children are encouraged to talk about their work, to develop lively, enquiring minds and to think scientifically, developing such skills as:

- ❖ Planning and predicting
- ❖ Making observations
- ❖ Designing and carrying out investigations
- ❖ Interpreting results and findings
- ❖ Drawing inferences

❖ Communicating tasks and findings

Children are taught about living things, materials and physical processes such as forces, together with a respect for their natural environment and all living creatures.

English

Your child will be taught the basic skills of reading, listening, conversation and questioning in line with the requirements of the National Curriculum.

There is a strong emphasis on phonological development with many interactive activities linked to 'Letters and Sounds' in Reception and Key Stage 1, further developed in KS2 through use of National Curriculum materials. We also develop spelling individualised to each child's spelling needs by providing an online spelling programme called Lexia.

Speaking and Listening

A tremendous amount of learning goes on through children's talk and they are given many opportunities to develop their skills in Speaking and Listening. Children are involved in imaginative play, talking about their work, sharing ideas, following simple instructions and asking questions. Skills are then developed through drama, role play, sharing assemblies, discussion and presentation of work. They are encouraged to listen to other children and adults alike, take turns in conversation and ask questions throughout all areas of the curriculum. 'Learning Partner' work takes place regularly: talking with a peer develops learning and confidence.

Reading

We aim to help children to become readers and to take pleasure in reading throughout their lives. We believe that a close partnership with parents will enhance a child's learning and enjoyment. Most children can read with fluency and understanding when they leave this school, especially if their parents/carers have encouraged them at home. They are also able to use dictionaries and simple reference books. The National Curriculum puts a great deal of emphasis on reading for pleasure and reading outside school hours. Learning to read is vitally important, particularly in the early stages. The children take books home and we hope that parents will find a few minutes every day to hear them read, read to them, discuss their book and reflect on what has been read. Communication with parents is encouraged through the Reading Diary Record. Reading is taught through the sharing of books, building of phonological skills and the learning of sight vocabulary. Children read individually as well as in guided group reading sessions. Our reading books are colour coded to an appropriate reading level. This enables the children to gain confidence, through reading a variety of books at each level.

We have a well-stocked library in the middle of our school. Children are encouraged to take a library book or newspaper every week to share at home.

Writing

Writing is taught alongside reading and spelling. To begin with children write about things relevant to themselves, their experiences and learning. This is initially approached through emergent and guided writing plus word processing. Our children

are given many opportunities across the whole curriculum to write for a variety of purposes and in a variety of ways – individual news, stories and poems, letters, scientific reports and factual accounts of things they have done or made, keeping in mind the 'audience' for whom they are writing. Basic spelling, punctuation and grammar are taught, although this is done as sensitively as possible so as not to impede the development of early writing skills.

This includes fiction, non-fiction, poetry, instructions, play writing and letter writing etc. Children are introduced to cursive (joined-up) writing from the beginning of Reception Class.

Information and Communication Technology

We have excellent resources available in every classroom and a full range of software. In addition we have laptops, notebooks and tablets used by all classes. Our computers are used to enhance the quality of teaching and learning. We aim for children to develop their ability to communicate ideas and information. Word processing programs are used to support children's writing. We seek to integrate the use of our computers in all areas of the curriculum.

History

Through the use of story, artefacts and the study of particular periods we aim to develop understanding and knowledge of chronology. Children are encouraged to develop appropriate language and to record their views, observations and evidence in a variety of forms.

Geography

We believe that children need experiences which enable them to develop an awareness and interest in their environment. Their geographical knowledge is developed through:

- ❖ Learning skills such as use of a compass, map making and reading, use of an atlas, weather forecasting etc.
- ❖ Learning about places on the world map, in Britain and the local areas.
- ❖ Thematic studies, including settlements, environmental change.

Design and Technology

Technology is cross-curricular. Children are taught skills in order to design and make a variety of objects and artefacts. They experience and explore different processes and learn through appropriate use of tools and equipment and a range of structures, materials, products and mechanisms.

Physical Education

Regular physical activity is important for health, growth and wellbeing, and is a compulsory part of the curriculum. Indoor facilities include a hall with a range of gymnastic apparatus. Outdoors we have a large playing field and hard surfaces suitable for a range of games. Children are taught physical skills and co-ordination through the following activities:

- ❖ Gymnastics using floor and apparatus
- ❖ Dance, movement, games skills
- ❖ Outdoor adventure activities such as orienteering.

Years 3 and 4 learn to swim and to improve swimming skills at Tiddenfoot Leisure Centre throughout the year. Parents are asked for contributions to meet the cost of swimming.

Our aim is for children to have the opportunity to participate in competitive sport within school and against other schools. Heathwood competes in a number of competitions throughout the year supported by Leighton-Linslade Sports Partnership and we benefit from the involvement of a professional coach in Classes 1 to 4.

Music

Children have the opportunity to listen to and appreciate a variety of music, to make music and to perform for others. All children are encouraged to experiment with pitched, unpitched and percussion instruments in order to appreciate the elements of music. There are regular class and whole school singing sessions and children are encouraged to sing on their own as well as in groups.

Class 3 have a weekly P-Bone lesson with a Music teacher from Inspiring Music.

We have a variety of specialist peripatetic teachers, offering private, individual and group lessons. (Guitar, Cello, Violin, Piano)

We have a school choir who rehearse regularly and have taken part in a number of concerts.

Art

The children are taught to use a variety of media and techniques to create 2D and 3D work both in the classroom and throughout the school. They are encouraged to appreciate the work of famous artists and that of their peers.

Religious Education

Here, as in all county state schools, Religious Education is provided which, dependent on the child's age and understanding, aims to develop a child's ability to reflect on his/her environment, to learn to live happily with and to show concern for others as well as to acquire a basic understanding of religion and religious ways of living in a multicultural world.

Every effort is made to educate our children to appreciate, without prejudice, the customs and lifestyles of the different cultures which they are likely to encounter. This is done, for example, in Sharing Assemblies presented by year groups, with the help of visiting speakers and by children being taken to visit places of interest when possible. We welcome children from all cultural backgrounds into our school, and hope they will learn from each other about the diversity of human life in a spirit of tolerance and understanding.

Collective Worship

Daily whole school or class assemblies are held which include the compulsory Collective Act of Worship. Themes are developed to cover a range of issues and enhance the teaching of R.E.

Children are taught to have respect and tolerance for the wide range of beliefs and customs that exist in our modern world.

Parents have the right to withdraw their children from the Collective Act of Worship and religious education lessons if they wish.

SMSC and Values

SMSC stands for **spiritual, moral, social and cultural** development. All schools in England must show how well their pupils develop in SMSC

We have an obligation 'under section 78 of the Education Act (2002) which requires schools, as part of a broad and balanced curriculum, to promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society.'

We consider the children's spiritual, moral, social and cultural development to be at the centre of our school ethos and the responsibility of the whole curriculum.

We strive to provide and maintain for our pupils an education that provides opportunities so that they can explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures.

We believe spiritual, moral, social and cultural development is promoted through the school ethos, the climate of the school, collective worship, all curriculum areas, the school behaviour code, extra-curricular activities and circle time activities. We have daily opportunities for reflection through a variety of mindfulness activities.

School values underpin everything we do. They serve as a benchmark for all our decisions, policies and practices. We believe that children come first and that every child matters. British values are promoted in so much of what we do, not least during our school assemblies, curriculum and the whole school ethos of Values.

As well as actively promoting British values, the opposite also applies: we would actively challenge pupils, staff or parents expressing opinions contrary to fundamental British values, including 'extremist' views.

We have a School Council, Fair Trade Council and Sports Council which meet regularly and represent the views of all the children in the school, and a system of playground buddies which gives children responsibility. We are now on our journey to becoming a Rights Respecting school and have set up a steering group to guide our journey forwards.

Sex and Relationship Education

Sex and Relationship Education is part of the curriculum offered during 'Healthy Heathwood Week' however aspects are also naturally addressed as they arise in pupils' lives and work at school. Their questions are answered factually and sensitively. We use the Channel 4 'Living and Growing' DVD as an introduction for discussion. This is age appropriate and follows the life of a family each year.

Enrichment

Every week we have an Enrichment session, working in mixed age groups in our House teams. Children take part in activities such as photography, cooking, Fair Trade, Nature and bird watching. Class R join in during the Spring and Summer terms.

Equal Opportunities

All staff members at Heathwood are committed to providing all children with the same opportunities in school, regardless of sex, race, creed or culture. We believe every child has the right to a broad, balanced and relevant curriculum matched to their ability and needs.

Assessment

Children's learning is continually being assessed. As appropriate, learning expectations are differentiated to meet children's needs and abilities.

Children in the Foundation Stage (Year R) are assessed throughout the year using the Foundation Stage Profile. Assessments for this are made through teacher observation. National Phonics screening takes place in Year 1 and National Standard Assessments Tasks (SATs) take place for children during Year 2. Parents receive the results of these tests/tasks with the end of year reports.

Teachers use a range of formative and summative assessments as diagnostic tools to support teaching and learning.

Records of children's progress are kept securely in school. On transfer to middle school, records are passed on just before the end of term in July. Should children leave before the end of Year 4 these records will be passed on to the receiving school.

Homework

We encourage children to share reading and library books with their parents on a daily basis. The children all have a school diary which parents are encouraged to write in. Children have weekly Numeracy and/ or Literacy homework which is linked to the current class topic, sometimes homework involves some extra research.

Extra-Curricular Clubs and Activities

Children throughout the school are offered a wide variety of extra-curricular activities throughout the year. These might include:

Art club, Recorders, Choir, Science, Multi- Sports, Mini tennis, Netball, Athletics, Gardening



Football

training is organised by parents and supported by a football coach from Future Games and takes place on Saturday mornings.

Most of these clubs are run with the help of staff and parents who give freely of their

own time and expertise.

The school enters many local Lower School sports tournaments and festivals.

Visits

The children enjoy many visits every year into the local and wider community in order to enrich the curriculum. Year 4 pupils also participate in a residential trip at the New Barn Field Centre in Dorset.

Throughout the school the children also benefit from visitors who come to school to share their expertise.



The school's Charging Policy is in line with LA and DfE regulations. We ask for voluntary contributions towards visits or visitors. No child will be prevented from taking part in an activity because his/her parents are unable to contribute. However, if contributions collected do not cover the cost of the trip it may have to be cancelled. A copy of the school's Charging Policy is available on request.

Inclusion

At Heathwood Lower School, we are committed to developing and offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs and abilities. Our school believes that every pupil has an entitlement to develop his/her full potential. Inclusion recognises a child's right to a broad, balanced, relevant and challenging curriculum that is appropriate to their individual abilities, needs, talents and personal qualities. We aim to work in true partnership with parents/carers and pupils to make learning exciting and positive for all of us. Diversity and difference is valued as a rich resource that supports the learning of all. Our school understands its responsibility to actively promote positive attitudes towards diversity and difference - not just so that every child is included, but also so that they learn from the earliest age to value diversity in others and grow up making a positive contribution to society. We believe in equality of opportunity; with all children having access not only to the taught curriculum, but also to the many enrichment activities we offer.

The school's policies on Inclusion and Special Educational Needs and Gifted & Talented take account of both current national legislation and the Local Authority's guidance. The school has an Inclusion Manager who is responsible for both Special Educational Needs and Disability and Gifted & Talented.

Specialist Language Provision

Our school has a specialist Language Provision which provides places for up to 8 children with an Educational Health Care (EHC) Plan which identifies Speech & Language as their primary need. The children are fully integrated with their year group and receive support from the Language Provision Team both in the classroom and on a 1-1 or small group basis in the Rainbow Room and from a part time Speech and Language therapist.

Access

Our school has a Disability Equality Scheme which is a plan of how, over time, we intend to make our school more inclusive for all those involved in our school community.

Admission Arrangements

The school adheres to the Local Authority's Admission Policy and therefore has no special admission arrangements for limiting or promoting access for pupils with SEND and/or disabilities who are without statements.

Preparing Your Child for School

The following list is given as a result of many requests from parents/carers of ways in which they can prepare children for 'big' school at 4 or 5 years of age.

Practical ways

Encourage your child to:

- Dress him/herself without getting clothes inside out and begin to learn to fasten buttons and shoes
- Go to the toilet unaided and wash their hands
- Use a knife and fork
- Be able to blow their own nose
- Clear away toys etc. themselves

Pre-reading skills

- Learning to read must be an exciting adventure, not a chore. Do not force your child to read before he/she is ready; not all children are ready to read at the same time. If you force your child to read, he/she could be put off books and reading for a long time.

Try to:

- Read to your child every day
- Let children see *you* reading for pleasure
- Learn colours
- Play games with sounds e.g. I spy colours then sounds
- Learn nursery rhymes
- Play memory training games e.g. shopping basket

- Help them to follow lines of writing from left to right
- Look at and talk about pictures
- Sing songs using hand actions
- Encourage recognition of familiar signs, e.g. Tesco, McDonalds etc.
- Talk to your child about letter names and letter sounds (see our website)
- Encourage recognition of child's own name — *not* in capitals!

Pre-writing skills — hand control

Try to:

- Use colouring books — large ones
- Explain which books may be written in!
- Use crayons and paints
- Show how to use a pencil using the correct 'tripod grip'. Find pencils which are a convenient size
- Cut out various materials — using children's scissors
- Play with jigsaws
- Build with bricks and constructional toys e.g. Lego
- Use plasticine and dough
- Make junk modelling
- Let them see you writing for a purpose
- Write together - cards, shopping lists etc

If your child does show an interest in writing, please use **lower case letters** and not capital letters except in the correct places such as at the beginning of their name etc. In the Reception Class we never teach children to write in capital letters (except as stated for the start of their names), and we link the handwriting to the sound of the letter. If your child is reluctant to write please do not force him/her as in time they will begin to learn this skill.

Pre-number skills

Try to:

- Count to 10 and beyond e.g. stairs, places at table etc.
- Match one to one e.g. 3 = three things
- Talk about the language of number i.e. more, less, bigger, smaller, short, tall, heavy, light etc.
- Recognise coins, buying something, use of money
- Cook — let them help weigh and measure
- Count anything and everything
- Teach number rhymes
- Be aware of the times of the day and the hours of the day
- Play dice games, dominoes, cards, snakes and ladders, ludo —these all aid number recognition and counting
- Be aware of shapes and solids
- Help with gardening — counting and matching
- Sort buttons, bricks etc. for shape, size and colour

- Play with sand and water, an invaluable asset to mathematical understanding, e.g. concepts of capacity, weight and mass

Language and development

Try to:

- Talk with your child about anything of interest to him/her
- Discuss books read and pictures seen
- Join in their play occasionally to bring a new idea or extend their thinking
- Encourage their imagination; let them play with boxes, blankets over chairs etc. – anything to spark off new ideas and thoughts
- When you are out, talk with your child about what you see and make him/her aware of even the smallest things
- Help them to learn the names of things they see and be aware of relationships between different items e.g. garden tools, things which go on wheels etc.
- Help them to question things and work out their own answers. 'Why?' is a very important step for a child
- Never be afraid to play 'I don't know!' to help your children think for themselves; they often need time to think out an answer
- Above all spend *time* talking *with* your children: it is so valuable and necessary to the learning of all skills.

General Information

Our School Day

The school day is divided into the following:

Morning

8.55 - 12.00 **Key Stage 1**

8.55 - 12.15 **Key Stage 2**

Afternoon

1.00 - 3.30 **Key Stage 1**

1.15 - 3.30 **Key Stage 2**

Morning playtime is from 10.15 - 10.30

Afternoon playtime is from 2.15 - 2.30 **Key Stage 1 only**

School dates/holidays are posted in the noticeboard outside the foyer and on the website. <http://www.heathwoodlower.com>

Children are taught for the following amount of time each week (excluding break times and assembly)

Key Stage 1: 24 hours 10 minutes

Key Stage 2: 25 hours 25 minutes

Registration takes place at the beginning of morning and afternoon school. Please ensure that your child is on time. Parents are advised not to bring their child to school

too early in the morning as no responsibility will be taken for the children on school premises before 8.55 am.

Children spend most of their working day in the classroom with their teacher. Children may be taught as a whole class, in groups or individually. Each child progresses at their own rate through stages of learning.

Houses

When children join our school they are allocated a House - Badgers, Foxes, Rabbits or Squirrels. Family groups are kept together in the same house. Each week the children get to work in their House groups across the age range and they can collect points for their team.



Attendance and Punctuality

Good attendance and punctuality are essential for life-long learning. We expect every child's attendance to be at least 95%. Children should be in school on time. If they arrive at school after 9.05a.m., they must report to the school office on arrival and be signed in by a parent/carer. Remember, 15 minutes late four times a week adds up to an hour of missed school.

Absence

All schools, by law, are required to record authorised and unauthorised absence rates. This information is checked regularly by the Education Welfare Officer and must be sent to the Department for Education.

When children are absent, the school must be informed before 9.00am each day of absence. In the case of doctor/dental appointments please inform us in advance whenever possible and provide an appointment card or letter.

Children will not be allowed out of school during the school day unless pre-arranged and signed out by a parent or guardian.

Holidays

Holidays during term time are strongly discouraged and will not be authorised except in exceptional circumstances. Parents who take their child on holiday without authorisation may be served with a penalty notice. This penalty notice is a fine of £60 per child, per parent, which, if not paid within 28 days, rises to £120. If you are issued with a penalty notice and you fail to pay it within 42 days you will be prosecuted in court.

School Uniform

We are very proud of our school uniform. Our children wear the following school uniform:

[Heathwood Lower School Prospectus](#)



Grey trousers (long/short) Grey pinafore/skirt
White shirt
Heathwood jumper/cardigan
Heathwood tie
White/grey socks
Summer dress purple and white-gingham
Suitable school shoes with laces/bar/Velcro
Children in year R wear a white polo shirt and no tie.
Children will also need:
Purple Heathwood PE top
Black shorts
Black joggers
Black or purple sweatshirt (not hooded)
Plimsolls or trainers
PE bag
Craft apron
Swimming trunks/costume and swimming hat. (Years 3 and 4)

Heathwood uniform is available from Uniform Stockists-
"wear 2 school" North Street, Leighton Buzzard.

We have a selection of second hand uniform available for purchase in school. Please ask at the school office.

Aprons should be provided for art work and should cover as much as possible of the children's clothing. An old shirt with elasticised sleeves is ideal.

Parental Involvement

We believe in a strong partnership with parents to enhance the quality of children's learning. We welcome the help of parents or friends in the community both in and out of the classroom. This may include hearing children read, supporting creative activities etc. Other parents help us by making or doing things at home. We are always pleased to hear from new volunteers who would like to share their expertise with children, or talk about special interests.

All offers of help are greatly appreciated

Please speak to a member of staff if you would like to help.

Parent Consultation

Parents' evenings are held in the Autumn and Spring terms to discuss children's work and progress. Parents receive an annual written report on their child's progress in the spring term and the second half of the summer term. The report is an important link between home and school and it is used to record strengths and targets for development. We encourage parents to see teachers when a query or problem arises. Appointments can be made with teachers after school by mutual agreement.

Parent Teacher Association (PTA)

There is an active, supportive Parents' Association which raises funds and promotes a warm, friendly atmosphere for families. Events such as the Christmas Bazaar, Quiz Evenings and Discos are organised and well attended. Many items in and around the

school have been purchased by the Association including carpets, playground equipment and technology equipment. We are always grateful for the support that parents give to these fundraising events. The Association holds an Annual General Meeting, usually at the beginning of the school year, everyone is welcome and new committee members are elected at this meeting.



School Meals

In 2014 the government launched Universal Infant Free School Meals (UFSM). At Heathwood we are very proud of our 'in house' school lunches. School lunches are prepared on the premises daily and there is a good choice of both first and second courses, including a vegetarian option. All our ingredients are sourced from local farms and suppliers. We are committed to providing healthy, appetising school lunches that meet the Government's food based standards and have been awarded a Level 5 Food Hygiene award.

You can view the menu on our school website. Parents are invited to sample the school meals on a regular basis.

School meals for Years 3 and 4 should be paid for in advance weekly, half-termly or termly.



Packed Lunches

Packed lunches should be as nutritionally balanced as possible. Drinking water is provided. Lunch boxes should be clearly named. We are unable to provide refrigerated storage for lunch boxes and encourage parents to pack ice packs in their child's lunch-box during the warmer weather.

****No glass containers, please***

Snacks

Children in Reception, and Years 1 and 2 are provided with a piece of fruit daily

as part of the 'School Fruit and Vegetable Scheme'

Children in years 3 and 4 are allowed to bring a 'healthy snack', e.g. a piece of fruit or cheese, for morning break. ***No sweets, biscuits, chocolates or crisps, please***

If your child would like to have milk at school, you may purchase a 1/3 pint (189ml) carton of milk per day from 'Cool Milk' please see their website (www.coolmilk.com) for details on how to register.

Children are encouraged to bring a water bottle to school daily (Plain water only please, NO juice or squash)

Breakfast Club

The 'Breakfast Club' is open daily from 8a.m.during term time and offers morning care for Heathwood and Doversy Down pupils. The club provides a warm friendly environment for the children to come and have breakfast, fun and free time before starting the school day.

The cost of the club is £3.00 per session payable in advance, on a monthly or termly basis. Breakfast club operates a waiting list; please speak to our school office staff to book any sessions with as much notice as possible.

'Stay and Play' is based at Doversy Down Lower School and offers after school care for both schools. Members of 'Stay and Play' staff collect children from Heathwood and escort to Doversy Down.

Health and Safety

The health, safety and welfare of all the people who work and learn at our school are of fundamental importance. We aim to provide a safe, secure and pleasant working environment for everyone.

Security

All visitors (including parents/carers during school session times) **MUST** report to the School Office in the Main Entrance before proceeding around the school. They will be required to sign in and out and to wear a Visitor's badge. The main school gates are kept locked during the school day, opening only for the start and end of the school day. Please call at the Office before collecting a child for an appointment. Children are never allowed off the premises unaccompanied. Parents/Carers are requested to sign the Log Book and give reasons for taking their child off site during school hours. These security measures have been made with your child's safety in mind. Please help us to enforce them.

Child Protection

Our first priority is your child's welfare and therefore there may be occasions when our concern about your child means that we have to consult other agencies even before we contact you. The procedures we follow have been laid down by the Bedfordshire Safeguarding Board. If you want to know more about this, please speak to the Headteacher.

Code of Conduct

Throughout the school we place great emphasis and importance on good discipline, along with consideration and respect for others, their property and the school environment. We call this 'The Heathwood way'. We believe in the importance of a happy, caring school in helping each child to develop self-discipline and mutual respect for others.

We promote positive behaviour, encouraging reflection and 'good choices'. Any child not making the appropriate choice is dealt with initially by the class teacher and referred to the Headteacher as appropriate. Children are encouraged to reflect on any inappropriate behaviour and discuss the consequences of their actions. Assemblies and Class Circle times are used for promoting moral values and mutual respect.

Parents are always informed if a pupil's behaviour causes serious concern, so that we can work together to support the pupil.

Emergency and Home Contact

Parents must ensure that the school office has telephone numbers for parents and other named people willing to take responsibility for their child if they cannot be contacted. Please notify the school immediately of any changes to these details, or any other circumstances that may affect your child.

Parents must notify the school if their child is to be collected by a different adult at the end of the day if, for example, the children is going on a 'play date'.

Medicals

The School Health Team carries out health checks and screening at regular intervals. You will be notified in writing.

Medicines

If your child needs to take a course of *prescribed medicine* at school you must complete an indemnity form giving permission to a named adult to administer the medicine. Medicines must be clearly marked with full instructions and delivered to the school office by an adult. We cannot administer any medicine without a prescription except asthma inhalers. Please DO NOT send your child to school with any medicine.

Road Safety

Parents are encouraged to walk, scoot or cycle to school with their child. If you need to travel to school by car, for safety reasons, we ask you not to drive on to the school grounds, but to park safely in the vicinity of the school observing road markings and with courtesy to our neighbours.

Dogs

With the exception of guide dogs, no dogs are permitted within the school boundary.

Smoking

Please note that NO Smoking or E-Smoking is permitted in or around the school.

Phones

Please put your phone away when you are waiting on the playground and meet your child with a smile and a greeting!!

Information Available

We aim to provide the best possible education for all our children at Heathwood. Should you have any concerns about your child's education then, in the first instance, these should be discussed with the class teacher, who may refer you to the Headteacher. Subsequently, in the rare event that you still feel concerned, then a formal complaint can be made after reference to the complaints policy.

If you have a concern or worry do come and speak to us. Don't let things become a major problem; we are here to help.

All school policies are available for parents to read on request.

The School's Ofsted Report is available from the school, public library and hyperlinked on the School's web site.

Attainment of Pupils

EYFS

	Percentage of children who met the expected standard		
	2014	2015	2016
Heathwood Class R	43%	56%	61%

Phonics Screening

	Percentage of children who met the expected standard		
	2014	2015	2016
Heathwood Class 1	53%	73%	61%

Key Stage 1 Attainment 2016-17

	Heathwood Average	
	Expected or above	Working at Greater Depth
Reading	83%	45%
Writing	79%	10%
Maths	76%	17%

Year 4 Attainment 2016-17

	Heathwood Average	
	Expected	Working at Greater Depth
Reading	93%	62%
Writing	93%	34%
Maths	97%	31%

Term Dates 2017-18

Autumn Term 2017

Tuesday 5th September-
Friday 20th October

Monday 30th October-
Tuesday 19th December

Spring Term 2018

Wednesday 3rd January-
Friday 9th February

Monday 19th February-
Thursday 29th March

Summer Term 2018

Tuesday 17th April-
Friday 25th May

Monday 4th June-
Friday 20th July

INSET Days & Bank Holidays

Friday 1st September 2017

Monday 4th September 2017

Tuesday 2nd January 2018

Monday 16th April 2018

Friday 6th July 2018

Monday 7th May 2018 - May Day Bank Holiday

Heathwood Lower School

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