



Haslingfield Endowed
Primary School



Welcome to Haslingfield Primary School



We want our learners to be resilient, aspirational and have the skills to be a compassionate member of society. We are a school that aims to judge our success not just on academic achievement, but on the well-being and happiness of ourselves and of our community.

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Welcome to Haslingfield

We would like to welcome you and your child to our school and hope that your time with us will be a hugely positive and rich experience. We know that children learn best when they are excited and engaged. Our aim is for Haslingfield children to love learning. It is very important that home and school work together in developing an effective partnership.



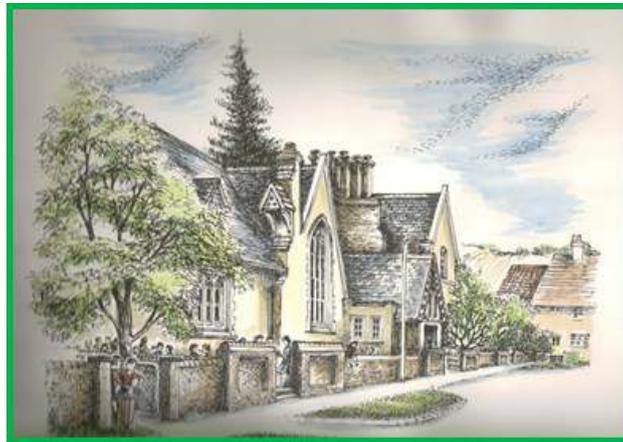
About This Booklet

This booklet is designed to be the first step towards building a successful relationship. It contains information about some of the learning opportunities and experiences that the children will have. The purpose of this document is to ensure you have all the information you need in preparation for a successful transition to our school for your child. We hope that you find everything that you need in this booklet however if you have any further questions please do contact the school office.

We look forward to working with you to support your child in school.

Village History

Haslingfield is a village and civil parish of South Cambridgeshire. The village is about six miles south-west of Cambridge, between Harston, Barton and Barrington. The population in the 2011 census was 1,507 people. Haslingfield appears in the Domesday book with a population of 400,[2] but there is archaeological evidence of people living in the vicinity 3,000 years ago. An Anglo-Saxon cemetery was discovered in the 1870s. The Church of All Saints was consecrated in 1352, and while much of the building dates from the 14th Century, the chancel walls date from the 12th century. The village sign shows Queen Elizabeth I who stayed one night at the Manor in the year 1564. During her stay she is supposed to have lost a ring and a number of ring hunts have been held in recent times.



School History

A school in Haslingfield dates back to the 17th century. According to a Parliamentary Report of 1843, Haslingfield was one of the 18 elementary schools in the country to have been endowed between 1660 and 1730. It received its endowments in 1640, 1658, and 1673. In a 1798 letter from the Rev. Marmaduke Johnson to the vicar of Trumpington, he describes “a Free school in Haslingfield for teaching the children of poor people Reading, Writing and Arithmetic.”

The original construction of the current school building dates back to the early 19th Century. The current Year 6 classroom, hall and kitchen was built in the 1960s and in the mid-2000s major construction work to the main school building created a new main entrance, Headteacher’s office, disabled access toilet, school office, children’s toilets and an additional group room.

Haslingfield ‘Endowed’ Primary School

The term ‘Endowed’ refers to the support from the local churches in the running of the school; the school is a voluntary maintained primary school. The United Charities, a group of 7 separate local charitable organisations have kept close links with the school and are incredibly supportive.

Senior Leadership team			
Headteacher Donna Peck <i>Curriculum lead, Pupil Premium, DSL, PREVENT, English and PSHE</i>			
Assistant Headteacher Andy Gilmore <i>Assessment lead, DDSL, PE, music, mentor</i>		School Business Manager Becki Davies <i>Health and safety</i>	
SENDCo Natalie Williams <i>SENDCo, Yr5/6 teacher and RE</i>			
Teachers			
Sarah Smyth <i>EYFS class teacher and Co PSHE lead</i>	Liz Noble <i>EYFS class teacher and History and Geography lead</i>	Ashley Brown <i>Yr 2/3 teacher, maths and computing lead</i>	Elanor Mayo <i>Yr4/5 teacher</i>
Christine Kimberley <i>Yr5/6 teacher, Science and DT lead</i>		Katherine Woodard <i>Art teacher, PPA cover</i>	Martina Marsh <i>MFL (Spanish teacher)</i>
Learning Coaches and support staff			
Jane Siddall <i>HLTA PPA cover</i>	Hayley Chadwick <i>HLTA PPA cover</i>	Paula Dopadlik <i>Pastoral Learning Coach</i>	Chloe Pink <i>Learning Coach</i>
Lucinda Baker <i>Learning Coach</i>	Tiffany Lovegrove <i>Learning Coach PPA cover- music Mid-day Supervisor</i>	Ella Pope <i>Learning Coach 1:1 Mid-day Supervisor</i>	Naomi Cunniffe <i>Learning Coach 1:1 Mid-day Supervisor</i>
Julie Coxall <i>Mid-day Supervisor</i>		Corinne Easy <i>Mid-day Supervisor and PP Learning Coach</i>	
Elliot Martin <i>Sports coach</i>			
Administration and maintenance			
Meirion Miller <i>Finance Manager</i>		Coryn Stanley <i>Office Manager, attendance</i>	
Alice Gathercole <i>Caretaker</i>			

Our Aims and Values

S.P.A.R.K.L.E. Values

At Haslingfield we aim to “SPARKLE” in all that we do. We expect all children, staff, parents/carers and volunteers to model our values. SPARKLE is an acronym for the below values. We also attribute a “SPARKLE” agreement to each value. If you ask our children they would say ‘At Haslingfield Primary School we SPARKLE!’.

At Haslingfield Endowed Primary School we...

Sparkle

-  Safety
-  Perseverance
-  Aspiration
-  Respect
-  Kindness
-  Loyalty
-  Equality



Our

Sparkle

Agreements

-  We look after ourselves, each other and our community
-  We believe in ourselves and never give up
-  We challenge ourselves to go further
-  We treat others how we wish to be treated ourselves
-  We take pride in helping others
-  We have trust in others
-  We celebrate difference and stand-up for it

Registration

8.40am - The school gates open at 8.40am.

If your child starts our school in Reception they will start part time for the first week and you will be able to assist the children with their belongings and help familiarise them with their drawer and coat peg. Once the children have settled into school life full time we would then like to encourage them to become more independent and come into school by themselves and put their own belongings away. Staff will be there to assist them if needed.

Home time

3.20pm – The school gates will open at 3:15pm and the children will be brought out by their class teacher for collection at 3:20pm. All parents are encouraged to wait on the main playground as close to the gate as possible.

The teacher will let each child go individually once they can see the adult that is picking them up. Please ensure that you make staff aware if anyone different will be picking your child up and that the child is also aware when you drop them off in the morning.

With permission, children in year 5 and 6 are allowed to walk home alone.

Break times

The morning break lasts for 15 minutes and starts at 10.50am.

Lunchtime lasts for one hour and starts at 12.15. Reception children go to the dinner hall at 12.05.

Before and After School Provision – run by JSSE sports.

Our morning activities club is available from 8am until 8.45 every morning.

Our out-of-hours school club (OOSC) is available from 3:20pm to 6pm. Pre-paid bookings are needed for your child to attend both the morning and afternoon clubs.

To register with JS Sports and to find out if there are spaces available, please email

info@jssports-education.co.uk



Lunches

In Reception, all children are eligible for free school meals. Parents do not need to apply. This is part of the Government's Universal Free School Meals scheme and is also in place for Years 1 and 2.

Menus are provided so that you and your child can choose which days you would like a school dinner. There is at least three choices each day. Diagnosed dietary requirements will be met. Our school meals are provided by HCL and need to be booked online up to latest 9am of the day your child would like a school meal.

Alternatively, you may wish to provide your child with their own packed lunch. If so, please note that this should not include any chocolate or sweets.

There are children with allergies in school and we kindly ask that any snacks and packed lunches do not contain the following foods:

- Nuts
- Kiwi
- Seeds and Grains (including multi-grain bread)



Snack Time

A range of fruit and vegetables are provided free of charge to our children in EYFS and KS1 each day. KS2 children are encouraged to bring their own healthy snacks into school.

For children in lower school snack time is a social time where the children take a break and enjoy a drink and snack with their friends and adults in their class.

At these times, the children are taught the importance of:

- Sharing in a social situation with a wide range of children
- Learning about healthy eating
- Understanding the importance of hygiene in relation to food
- Developing polite manners
- Talking about taste, flavours and textures of different foods
- Discussing where different foods come from.

Milk

Your child will have the opportunity to have milk during snack times too.

The milk is free until your child turns five and costs 20p thereafter.

If you would like to register your child to have milk please go to www.coolmilk.com.





Bikes and Scooters

Most people walk or cycle to school and there are bicycle racks to lock up bikes or scooters within the school grounds.

To keep the school as safe as possible, we ask that children and adults dismount from bikes and scooters once they are on school grounds.

Vehicle Parking

We kindly ask that parents and carers do not park on, or close to, either bends of the High Street as this causes a significant hazard to pedestrians and other road users.

It is also important to note that School Lane and Stearne's Yard are private roads and should not be used for public parking.

Please make note of these areas that are highlighted in red on the adjacent map.



School Car Park

The school car park is reserved for staff only. Please do not use for parking.

To ensure that the school site is safe during pick-up and drop off times, the car park is closed to all vehicles (including to staff) between 8:30am to 9am, and 3:15pm to 3:30pm.

Bus Bay

There is a bus bay directly outside of school on the High Street. It is in active use and so should not be used for public parking at anytime.

Harlton Families

For children that live in Harlton there is a school bus.

Late Arrivals

We expect children to arrive to school on time. Should your child be late, their parent should sign them into school via our electronic system in reception.

Please note that school gate will be locked at 8:50am so children arriving with bikes or scooters may not be able to be locked inside the school grounds.

At our School, uniform is compulsory. We have an inclusive uniform policy that can be found on our school website and by clicking [here](#).

Ordering Uniform

The uniform is designed to be both smart and practical for the range of activities that the children will be involved in. All of our uniform is available to buy through a company called 'Your School Uniform'.

The uniform can be ordered via www.yourschooluniform.com

Please allow at least 2-3 weeks for delivery. June to September are very busy months for school uniform providers – so please consider this when planning your order. Not all of your child's uniform needs to have the school logo on and can be purchased in high street shops or supermarkets.

PTFA Uniform Store

Located just inside the school entrance is the PTFA Uniform Store, which is where you can find pre-loved uniform. It is open Monday to Friday, 8am to 5pm as no access to the main school building is required. Do come and have a look and help yourself.



Be Prepared!

Children in Reception learn through play. Whilst we will do our utmost to protect their uniform from mess (eg aprons for the mud kitchen/painting area), there may be times when they will come home not as pristine as you had sent them in early in the day! This should mean they have had a brilliant day, full of learning, engagement and exploration.

Footwear

Flat soled, plain black shoes providing good support should be worn. We would strongly suggest that you chose Velcro fastenings rather than laces for younger children. Only buy laced shoes when your children are able to tie them up themselves.

Outdoor Play

Your children will have the opportunity to learn outside in all weather in reception. They will need:

- Wellington boots to be kept in school for the whole year
- A light waterproof jacket and waterproof trousers are also recommended. These can be kept in your child's P.E. bag.

Spare Clothes – Reception

In case of accidents, we keep a **small** selection of spare clothes. If your child needs to use these, please ensure that they are returned to school, washed, as soon as possible.

We strongly advise providing a bag of spare uniform/clothes so that your child can change into them if they have an accident or need to change for any other reason.

Uniform and Clothing

P.E

For P.E, the children will need:

- School red or white t-shirt with or without school logo
- Black PE shorts
- Trainers
- Drawstring bag
- A tracksuit or suitable alternative clothing for outdoor PE in colder weather

Branded PE kit can be purchased at www.yourschooluniform.com

Please ensure that your child's PE Kit is in school every day and is taken home at the end of the half term for washing.

Swimming

The school has an on-site swimming pool and in June and July all children are taught basic water safety skills.

For these sessions your child will need:

- A swimming costume/shorts and swim hat
- A towel



Water Bottles

We ask that each day the children bring into school a water bottle.

These bottles should contain water only - fruit juice/ squash is not permitted.

Book Bags/Rucksacks

Each child will need a school book bag or rucksack to store their belongings.

It is helpful to attach key-rings or tags so the children can quickly identify which is theirs.

Name Everything!

All Uniform, P.E. kit and personal belongings should be clearly marked with your child's name!

Items that are name are significantly more likely to be returned to their owner.

Name labels also helps children with their early reading skills!



Forest School Fridays *(Reception children only)*

We are very fortunate to access a high quality outdoor environment just off School Lane for our Forest School sessions. We attend these whatever the weather, and so it is essential that the children are dressed appropriately.

We kindly ask that parents support this by sending their children into school on Fridays with waterproof jackets and trousers. In colder weather they will also need warm woolly hats, scarfs and gloves.

Forest School– KS1/2

The children in KS1 and KS2 will have the opportunity to attend Forest School for one session per half term from Autumn 2 until Summer 1. These sessions will take place in the last two afternoons of the half term on a Friday afternoon.



Mrs Symmons is our trained Forest School teacher

Session Dates

For our Reception children, forest school sessions start the first Friday after the October half term and run until the last Friday before the May half term.

(swimming sessions then take place in June and July in place of Forest School)

Volunteers

Each session is reliant on parent volunteers enabling us to meet the required ratio of adults.

Do let the class teacher know if you can help attend any of the sessions.



We have a wonderful group of children that act as school ambassadors for our school. Their main job is to gain the ideas from all of the children in their class to make sure that everyone's voices are heard. Together we can make a positive impact on our school.

Our four groups, which change yearly, are:

- School Council
- Health Heroes
- Eco- Council
- Play Leaders

School Council:

Children can stand for elected positions as school councillors to represent themselves and their peers and to ensure that their voices are heard. Children are encouraged to write their own speeches (with support if needed) as to why they believe they should be part of the school council. All applicants are voted by their class, anonymously.

Our school council meet monthly to discuss any matters arising and to plan special events in the school. They also feedback and lead circle times where they receive ideas from their class to bring back to the next meeting.

Eco-Council:

These are a group of children that can choose to be involved in developing our school environment. The work of this group will be determined by the needs of our school and the local community.

Our Eco-Council help manage our school gardens and other aspects of the school environment (e.g. promote recycling schemes.)



Health Heroes:

Our Health Heroes are passionate about the physical and mental health and well-being of all of the children in our school. They work together to come up with ideas and events to make our school a happier and healthier place to be. They plan and help to organise diversity days, anti-bullying week, children's mental health week, sports days and sports events.



Play Leaders:

Once the children are in year 6, they have the opportunity to nominate themselves to become a play leader. The children do not have to be voted in to do this but we encourage as many children as possible to take part. The role of the play leader is for our oldest children to support and lead games and activities for the rest of the school at playtimes and lunchtimes. All play leaders receive training and have the opportunity to plan their own activities and games that they play, with support where needed.



Watch them grow!

Between the ages of 3-6 your child learns and develops more rapidly than at any other time during his/her life. We believe this learning should be a pleasurable and rewarding experience, in which they explore, investigate, create, practice, rehearse, repeat, revise and consolidate their developing knowledge, skills, understanding and attitudes.

Thinking and reflecting
Working in groups and independently

Developing Skills

The skills and ideas acquired during your child's year in Reception provide them with a firm foundation for their future development.

It is an exciting place where children learn through:

- Structured play
- Talking to others
- Investigating and discovering
- Making choices



Here is a brief overview of how learning is organised in the Early Years.

The Early Years Foundation Stage (EYFS)

Children in Reception complete the final year of the EYFS. The EYFS is a statutory framework that sets out the development goals for children to achieve by the end of their first year in school. Within the EYFS there are **7 areas of development** and these are organised into **3 'Prime' areas** and **4 'Specific' areas**. This creates 17 defined foci. Click [here](#) for more info.



Prime Areas of Learning

1) Communication and Language

- Listening, Attention and Understanding
- Speaking



2) Personal, Social and Emotional Development

- Self-Regulation
- Managing Self
- Building Relationships



3) Physical Development

- Gross Motor Skills
- Fine Motor Skills



Specific Areas of Learning

4) Literacy

- Comprehension
- Word Reading
- Writing

5) Mathematics

- Number
- Numerical Patterns

6) Understanding of the World

- Past and Present
- People, Culture and Communities
- The Natural World

7) Expressive Arts and Design

- Creating with Materials
- Being Imaginative and Expressive

Early Learning Goals (ELG)

Each of the 17 development areas has an ELG statement. The children will be assessed in June as to whether they have met these. Children that achieve the ELGs for Areas 1-7 are assessed as reaching a “good level of development” (GLD) by the end of the Early Years stage. Click [here](#) for more information.

Learning and Attainment—the EYFS

Communication and language development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.



Personal, social and emotional development involves helping children to develop a positive sense of themselves and others and to form positive relationships and develop respect for others. Children will develop social skills and learn how to manage their feelings, to understand appropriate behaviour in groups and to have confidence in their own abilities.

Physical development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.



Literacy development involves encouraging children to link sounds and letters and to begin to read and write. Children are given access to a wide range of reading materials (story books, information books poems, and other written materials) to ignite their interest.

Mathematics development involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems and to describe shapes, spaces, and measures.



Learning and Attainment—the EYFS

Understanding of the World

involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.



Expressive Arts and Design

involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

A Holistic Approach

All areas of learning are designed to be inter-linked. For example, after reading Little Red Riding Hood in the book corner, a child may choose to dress up as Grandma whilst drawing a map of her house, followed by counting out the cakes in the role-play area that Little Red may bake for her, before helping friends outside build a shelter to hide from the wolf.

Characteristics of Effective Learning

The characteristics of effective learning is a model that's aids the assessment of children's attitudes to learning. We use this when thinking about the development of the whole child. These 3 characteristics are:

Playing and Exploring – Engagement

- Finding out and exploring
- Playing with what they know
- Being willing to 'have a go'

Active Learning – Motivation

- Being involved and concentrating
- Keeping trying
- Enjoying achieving what they set out to do

Creating and Thinking Critically – Thinking

- Having their own ideas
- Making links
- Choosing ways to do things

The Infant Curriculum

Children in Reception, Year 1 and Year 2 share the same topic focus. The topics are taught on a three-year-cycle, ensuring that no topic learning is ever repeated. By sharing the same topic it also means that our mixed-aged classes can learn collaboratively alongside each other. Click [here](#) for more information about our school's curriculum

Skills and Knowledge Progression from Reception to Year 6.

Our curriculum for each subject has been carefully sequenced so that children build on knowledge and apply taught skills as they move through the school.

The Start of the Journey

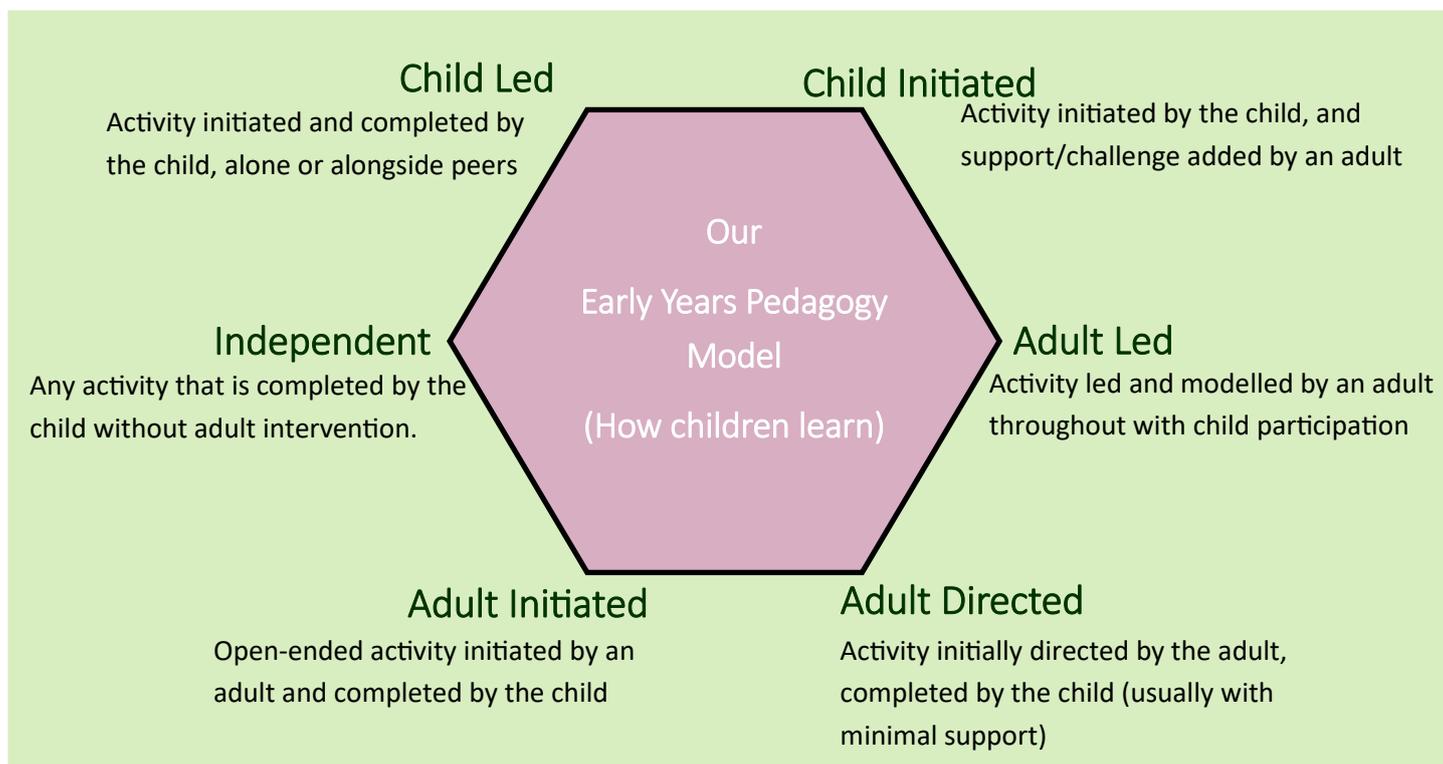
Reception is the first stepping stone on this journey and therefore, the learning aims of children in our reception class is included in our progression documents for all National Curriculum subjects.

This is so that our children leave Reception, not just with their EYFS Early Learning Goals, but also the knowledge and skills to succeed and access our curriculum in Key Stage 1 and 2.



Enabling Environments

Our Early Years teachers take significant consideration for the learning environment in Reception to ensure that it promotes a safe and happy space for children to learn and form good relationships. The classroom is zoned to enable children free-flow access to all areas of the Early Years curriculum.



Adult Led teaching sessions in a usual week will include:

- 5 whole class phonics sessions (20 mins max each)
- 5 whole class group sessions (covers English, or topic focus)
- 5 whole class maths sessions
- 2 small group sessions (covers English/topic or maths)
- 1 PE session
- 3 small group guided reading sessions

The Right Blend

Getting the right blend of provision in Early Years will change from child to child. For example one child may need minimal additional adult directed learning to make progress in their development, while another child may need more small group intervention or 1:1 time.



Rainbow Challenges

Rainbow Challenges are **adult initiated provision** that we use to entice children to explore, rehearse and extend their learning. The challenges are mostly linked to the class topic and/or children’s interests and are carefully planned to allow the children to complete with no or minimal adult support. Each challenge has a set colour of the rainbow to distinguish different areas of learning:

Red Social and emotional development		Orange Mathematical development
Yellow Physical development		Purple Scientific and world inquiry development
Pink Creative development		Blue Communication and language development



Engagement and Curiosity

The strategy behind our rainbow challenges is to support children to develop a love of learning. The children access rainbow challenges during their free choice time; we call these moments “playful learning”.

The challenges change weekly, and target the learning needs, next steps and interests of the children. As they are adult initiated provision, there is no expectation for the children to complete them. However, adults keep track of which children have completed which challenge and notice where the children’s interests are developing. It is this strategy which enables adults to tactfully enhance the provision in certain areas to entice and enthuse the children.

Thoughtfully Planned

Many of the challenges allow children to learn through play. Teacher’s also plan challenges carefully to ensure that children have opportunities to complete challenges solo, or collaboratively with peers. This helps support the children to develop as well balance learners.





Taking Ownership of their Own Learning

Continuous Provision refers to the resources in the classroom that are available to explore, manipulate and discover learning at the child's own pace and leisure. Our Early Years pedagogy highly values children's play, and so our Reception class is well resourced and organised to facilitate this. Continuous provision allows children to take charge of their own learning with what interests them; on some occasions this may be a solo activity, whereas other situations may support their social and emotional development by learning through play alongside likeminded peers.

Playful Learning

When the children are not taking part in a guided group or whole class session, they are able to decide what activity to take. We call this 'playful learning'.

Playful learning happens at numerous times throughout the day. At these moments, children may choose to complete rainbow challenges or select their own agenda through the continuous provision.



Examples

Examples of continuous provision on offer are:

- Role play area
- Creation station (for mark making, painting ect)
- Small world area (for small piece construction and imaginative play)
- Reading corner
- Access to maths and literacy games and resources
- Outdoor provision

The Importance of Outdoor Learning

High quality outdoor learning can have a significant positive impact on the development and learning of children. It can:

- Promote language and communication development
- Support children's opportunities for collaboration and relationship building
- Build secure gross motor skills and physical development
- Support good health and well-being
- Facilitate discovery of learning outdoors and widen the children's experiences and learning styles



The Reception 'Classroom'

We consider the indoor and outdoor space for Reception as the Early Years Classroom. Therefore, during playful learning time (free-flow), the children have access to both.

Outdoor Learning Opportunities

Our outside space for Reception offers children the same structure as indoor learning; this means that Rainbow challenges may be set for an outdoor activity as well as free access to outdoor continuous provision.

Our outdoor pedagogy believes that the type of provision children can access outdoor should differ to that of indoor. For example this may include "messy play" (mud kitchen), giant construction (large wooden building blocks), sand and water play, gross motor activity (such as obstacle courses and games)



Development

With support from the Haslingfield Local charities, PTFA and Parish Council, the school has invested in a new outdoor area which we hope to build on even further in the future.

Top Tips to Prepare Your Child for School

We understand that all children are different and develop at different rates. Having the following aspects in place will give them greater chance of settling into school quickly...

- 1) Dress and undress independently
- 2) Put on their shoes and fasten them
- 3) Use the toilet independently
- 4) Wash and dry their hands
- 5) Put on their coat
- 6) Carry their own belongings

Useful Parent Checklist

We expect there may be lots of thoughts going through parents' heads at this time of the year. We hope the list below helps to have everything ready and in place for September.

- Order uniform (or visit our Uniform Store)
- Name label all uniform (including shoes, coat and even socks!)
- Name label P.E. Kit and bag
- Ensure you have returned completed admissions paperwork to the school office, and that all contact details are correct
- Purchased a book bag
- Wellies, waterproof trousers and jacket ready (and able to stay in school)
- Purchase a non-spill water bottle (and name)
- Have a sun hat ready (incase we are blessed with September sun!)
- Look out for a Tapestry email from the school and sign-up for your parent account
- Checked the transition dates and timetable for the first few weeks.
- Checked the date of your home-visit
- Ensured that the office have been informed of any medical and dietary needs, and that you have shared official documentation



Our curriculum– KS1 and KS2

Curriculum

Our curriculum design is set so that children learn in “phases”. This supports mixed-age planning as well as promote collaboration and reduce teacher workload in a small school.



Infant Phase

Years: Reception, Year 1 and Year 2

Junior Phase

Years: 3, 4, 5, & 6

Topics are taught together on a 3 year cycle. Knowledge progress is taught as a phase, skill are taught to year group progression

Topics are taught together on a 4 year cycle. Knowledge progress is taught as a phase, skill are taught to year group progression

Subjects taught together as part of the phase cycles are:
English, Geography, History, Art, D.T

Subjects Taught Within Phase Model But Not Always Able To Link To Topics

These subjects may be linked with phase topics when applicable. They will be taught to classes with skills set to our class structure



Music



P.E.



P.H.S.E



R.E.



Spanish



Computing

Subjects Taught Outside of the Phase Model

These subjects are taught in year groups as skills and knowledge are linear



Phonics



Science



Mathematics

Curriculum

Click on the image to find out more about what the curriculum looks like in our school.



History



Geography



Music



Computing



PE



D&T



Art



R.E.



Spanish



PHSCE

Reading and Phonics



Ethos

We encourage parents to share books at home with their children as often as possible and for children to read to you too. In school we have a wide selection of fiction, non-fiction and picture books which the children will be encouraged to take home. For EYFS/KS1 these will be changed with the teacher or Learning Coach once a week. For children in KS2, they will be encouraged to change their reading book when they have finished.

Reading For Pleasure

We believe children should have free access to texts that interest them, and widen their experiences. Every classroom has a reading area, and we also have a well resourced school library. In Reception and KS1 children take home two books each week, one "reading" book (phonics based that they practice reading, and one reading for pleasure book (a book of their choosing from their class library area that may be read to them at home).



Phonics

Our phonics scheme is



In Reception and KS1 the children are taught using Little Wandle phonics to read and write all letters of the alphabet and simple words using a phonetic approach. These sessions happen daily. Click [here](#) for more information for parents.

Guided reading

In reception/KS1 the children have guided reading sessions in small groups which are linked to our phonics scheme 'Little Wandle.' They complete three guided reading sessions a week covering decoding, prosody and comprehension. As the children move into KS2 they then move to whole class guided reading whereby they all focus on the same text together and complete activities around this.



Book week

We love reading here at Haslingfield and always look forward to book week which takes place during the first week of March! A week of reading, mystery readers, dressing up, working together and celebrating the wonderful world of books.

We teach English as whole class lessons, so that all children have access to the age related skills and knowledge contained in the National Curriculum. Within lessons, teachers and Learning Coaches target support for children that need it to enable them to achieve at an age-related level wherever possible. This may involve a greater level of scaffolding and access to additional support materials such as writers' toolkits, word banks or a greater level of modelling. Those children that are greater depth are given opportunities to extend their writing in a variety of ways, including through showing greater control in their writing, a deeper understanding of the impact that their writing has on the reader and by using a higher level of vocabulary and grammar features.

Writing— please click on the image to find out more about our English curriculum.



Writing for pleasure

We want our children to enjoy writing and have the opportunity to write from their own choosing. To foster this excitement for writing each child has a free writing book where they have opportunities to write about things that they enjoy without any direct input from the class teacher!



Our school follow the main principles of Jane Considine's 'The Write stuff!'. In our English lessons we bring the children's learning alive by having regular immersive lessons including drama, music, finding a mysterious object etc. In addition to this, we sentence stack (building sentences) with the children focusing on key vocabulary, punctuation and using different techniques to captivate the reader.

Spellings

Children in EYFS and KS1 follow the Little Wandle phonics and spelling scheme. When the children reach KS2 they follow the 'No nonsense' spelling scheme. Spelling sessions take place during English mornings for KS2 and daily for EYFS/KS1. These spellings are shared with the parents termly so you know what spellings are being taught in class. In addition to this, the children in KS1 and KS2 learn common exception words which are practised in school and sent home for parents.



Mathematics is important in everyday life, therefore the purpose of maths at Haslingfield is to develop the ability to problem solve, reason, think logically and work systematically and accurately be it independently or with fellow pupils. Arithmetic and basic maths skills which build the foundation for solid understanding of more abstract skills will be practised daily to build fluency and develop mental maths capabilities. By practising these skills daily the children will be able to make links between mathematical topics. Our children, are exposed to Mathematical concepts through concrete, pictorial and abstract methods with a focus on being able to 'build it, draw it, write it and say it'.

Our maths curriculum– [click here to find out more.](#)



Have you got maths eyes?

Every week, each class in the school gets given an image. As a class, they are encouraged to think of mathematical questions around the image and where possible link this to the maths that they have been learning in the classroom.

Times table rockstars!

Each child will be given a log in to be able to practice their times tables. This app is fun and fast paced and the children love unlocking the next stage to their times tables adventure.

Maths Day

Every year, we have a full day of celebrating and exploring maths during our maths day. During this day, the whole school have the opportunity to work together in their classes to problem solve and share ideas. In addition to this, we welcome parents and members of our local community to come into school and explain to the children what maths looks like in their work place.

Teaching of maths

At Haslingfield, we follow the White Rose scheme of work for all year groups from EYFS-Yr6. In addition to this, the school use resources from NCTEM and ISEE reasoning to extend our children's learning further.

Maths is taught in individual year groups as the skills and knowledge that the children require is linear.



Maths rockstars!

Every week, our teachers and Learning coaches look for a maths rockstar! These are celebrated in our celebration assembly on Fridays! We have a lot of maths rockstars!



At Haslingfield Primary, it is our intention to recognise the importance of Science in every aspect of daily life. We give the teaching and learning of Science the prominence it requires. Science is taught as a discrete subject.

Knowledge Building

The Scientific area of learning is concerned with increasing pupils' knowledge and understanding of our world, whilst acquiring specific skills and knowledge to help them to think scientifically, to gain an understanding of scientific processes and also an understanding of the uses and implications of Science, today and for the future. It will develop the natural curiosity of the child, encourage respect for living organisms and the physical environment and provide opportunities for critical evaluation of evidence.

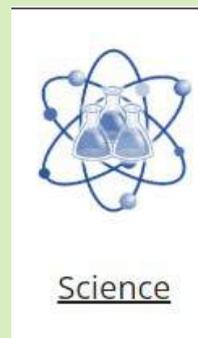
Skills Enquiry

Scientific enquiry skills are embedded in each topic the children study which are revisited and developed throughout their time at school. All children are encouraged to develop and use a range of skills including: observations, planning and investigations, question the world around them explore possible answers for their scientific based questions. Concepts taught are reinforced by focusing on the key features of scientific enquiry, so that pupils learn to use a variety of approaches to answer relevant scientific questions.



Our Science curriculum

Please click below to find out more about our science curriculum



Science day

Once a year, the whole school become scientists for the day during our science day. During this day the children explore, experiment and record their findings. In addition to this, parents and members of our community are invited in to share with the children what Science looks like in their workplace.

As a school we follow the White Rose Science scheme of work. Science is taught in individual year groups as the skills and knowledge that the children require is linear.



Behaviour

Our Positive Behaviour Policy

Our policy for managing and supporting children's behaviour can be found on the school website [here](#). It is expected that all staff, children, volunteers and parents and carers read the policy and implement it with a shared commitment and belief.

At Haslingfield we strongly believe in building supportive relationships between children and adults. The school's primary strategy for maintaining children's behavior is to focus on the positive and help guide children who are struggling. Our behaviour mission statement principles are:



House Points

We have a house system. House points are given as an in-the-moment positive reward. The children work as a team to get as many points for their houses throughout the week.

Our house groups are as follows

Fire

Earth

Air

Water

Reward System

House points fit into a wider reward system.



Bronze = House points

Silver = significant achievement or great effort over a period of time

Gold = Outstanding achievement / remarkable effort over time.

Sparkle Points

Sparkle points is a reward system that aims at classes working together for a whole school reward. For example walking quietly to assembly as a class or behaving well on a trip.

Class points are written in a SPARKLE book (kept in the Head's office) and highlights are mentioned in celebration assembly.



Stage	Examples of When to Use	Restorative Consequence
Re- mind <i>Stage 1</i>	All children make mistakes! A reminder 2 times before moving onto next stage. This gives every child the opportunity to make a positive change.	No direct consequence at this stage Identify school value not being shown Praise all positive behavior seen thereafter
Reflect <i>Stage 2</i>	a) When behavior has not changed following 2-3 reminders. b). When another child has been hurt c). When multiple school values have not been followed	Child completes 'Time to Reflect' activity sheet Identify school value not being shown Parents notified at end of the day. Teacher to keep record of reflections for later analysis
Restart <i>Stage 3</i>	This should be very rare. Only used for a) serious example of negative or dangerous behavior b) when multiple reflections over a 4 week period has not improved behavior outcomes	Seen by Headteacher or Deputy Headteacher Reflection sheet completed and Parents notified Restorative plan created between child, teacher and Headteacher

Special Educational Needs and Disabilities (SEND)

The Unique Child

At Haslingfield we understand that children develop at different rates. Some children present at or above the expected stage of development for their age, whilst others may need some support to have their needs met. Whatever your child's situation, we will strive to provide them the right provision and support.

A Collaborative Approach

Before Your Child Starts Reception

In the term before your child starts, we will make contact with pre-schools as part of the transition process. Any children under SEND support, external professionals (such as Speech and Language, health professionals) will be discussed. For children with needs, we will also offer a meeting at school in June or July to discuss provision, needs and transition arrangements.

Once Your Child Starts Reception

In the first few weeks of starting school, our Early Years team will be getting to know your child. Should any needs be identified we will request a meeting to discuss these with you.

Supportive Transitions for SEND

We understand that sometimes new parents may want to talk to the teacher, SENDCO or headteacher before their child starting. To do so, please contact the via the school office.

SEN Identification

The chart below shows our process for SEN. Follow [this link](#) to read our SEND information report and to see the chart in full.

	SEND REGISTER	APDR	Criteria
STAGE W			W = "Watchlist" These children may have an emerging need or may not be making expected progress in line with their peers. These children will be monitored closely by the class teacher. The SENDCO is informed.
STAGE 1			These children will have a recognisable need in at least one area without a formal diagnosis . Their needs are manageable within the mainstream classroom with reasonable adjustments. They will not have an APDR at this stage but their progress and attainment will be monitored.
STAGE 2	✓		These children will have a recognisable need in at least one area and a formal diagnosis , but their needs are manageable within the mainstream classroom with reasonable adjustments, meaning an APDR is not necessary.
STAGE 3	✓	✓	These children have moderate additional needs that may require specific targeted intervention. They may or may not have a formal diagnosis. Advice may be sought from additional agencies and a record of involvement with SEND services may be started/in action.
STAGE 4	✓	✓	These children have high levels of needs, often in multiple areas with SEND evidence gathered over an extended period of time. They are likely to require high levels of support in the classroom. They will have had and continue to need involvement from one or more external agencies.
STAGE 5	✓	✓	Following a Needs Assessment by the LA, they will have been given an Education, Health and Care Plan (EHCP) and there may be allocated funding for support. These Children will often have complex and long term needs. They may or may not have a formal diagnosis but they will have had significant involvement with one or more external agencies over an extended period of time.



Examples of SEN Intervention in EYFS

- NELI Speech and Language group
- 1:1 reading /phonics support
- Social interaction groups
- Fine and gross motor intervention
- Little Wandle and Kinetic letters

Special Educational Needs and Disabilities (SEND)

Parents and carers

We strongly believe that a partnership approach with parents/ carers is the best way to support a child's learning and needs. **The class teacher** will open a dialogue with parents at the earliest opportunity, to alert them to any concerns they may have and enlist their active help and participation in supporting their child at home.

Methods we will use:

- If an area of concern has been identified in any of the four areas of SEN need, your child's class teacher will contact you. This may be by phone or email. It is likely a meeting will be proposed to discuss next steps and provision.
- The class teacher may also talk to you about any issues during our twice yearly parent & teacher meetings.
- The SENDCo, or a member of the Senior Leadership Team may contact you regarding concerns about your child's learning.

Initial Intervention

The class teacher will make reasonable adjustments to High Quality Teaching in the classroom to ensure that the child receives the most appropriate targeted support they need. Parents are informed of what provision will be put in place and desired aims. Children who are slightly behind their peers for example, may only require minimal support in class to enable them to close a gap in their learning or to reinforce newly-taught skills. Others, however, with an identified learning need, may need a change in the way lessons are delivered to them and may need different ways of recording their work.

Further support

Where progress continues to fall below expected criteria, **the SENDCo and Class Teacher** will look at further strategies to support the child. More detailed assessments may be carried out by the Class Teacher or SENDCo to identify specific areas for development. At this stage the Class Teacher and SENDCo may initiate 2 cycles of Assess, Plan, Do, Review (APDR). The targets and planned support will be agreed with parents and the APDR shared. APDRs will be reviewed at least termly, and new targets agreed and set. If a child does not make expected progress following 2 cycles of APDR, this will be reviewed again with parents and at this point the SENDCo may enlist the support of external agencies for further assessment and advice with input and consent from parents.



The SEN graduated approach is a four-part cycle. Through this cycle, actions are reviewed and refined as understanding of a child's needs and the support required to help them secure good outcomes increases. This is known as APDR:

Assess: Identify strengths and barriers to learning

Plan: Agree specific intentions for targeted improvements

Do: Implement

Review: Review the impact and success to the intended outcomes

Special Educational Needs and Disabilities (SEND)

Learning Coaches

Traditionally in schools, adults who support in the classroom are called Teaching Assistants (TAs), however at Haslingfield Endowed Primary School we have decided at to change the title to Learning Coaches (LCs).

We believe that learning opportunities are in every aspect of the school day. Learning Coaches at Haslingfield not only support and scaffold children's learning in the classroom but also guide and coach them during the whole school day. This approach encourages optimum independence, develops habits of mind and self-regulation as well as metacognitive skills.

Therefore, one to one support is only in place if specifically stated in an EHCP. We hope for our children to be as independent as possible. Furthermore, we do not want our Learning Coaches to become a barrier to peer friendships or as a replacement in the child's access to their class teacher. All children will experience High Quality Teaching alongside their peers. Our practice is influenced by the research of Webster et al., (2016) Maximising the Impact of Teaching Assistants.

SEND coffee mornings

Once every half term, Mrs Williams, the school SENDCo leads either a SEND parent drop in or a coffee morning to share information and support our parent/carers.

Where possible we invite other professionals to share advice and expertise to support our families.

Therefore, Learning Coaches have multiple roles:

- Supporting children in the classroom, either individually or in small groups as directed by the class teacher.
- Supporting children in focused teaching groups as directed by the class teacher.
- Running interventions for children with additional needs as directed by the class teacher/ SENDCo
- Whole class supervision as directed by class teacher /SLT
- Supervising and assisting during break times and lunchtime.

All children are encouraged to learn courageously with adults intervening only when needed, coaching the learner to find a way to progress in their learning and social and emotional interactions during those moments of challenge.

The school has a comprehensive intervention/ booster group timetable that includes a range of subjects including:

- Little Wandle catch up groups
- Kinetic letters handwriting
- Pupil premium reading groups
- Maths groups
- Pastoral support and groups
- Social groups
- Writing booster groups

We believe the School has a key role in promoting children's positive well-being. Haslingfield Endowed Primary School has developed a range of strategies and approaches including:

- Chatterboxes where the children can share any concerns or worries that they might have.
- PSHE displays reminding children of strategies as to how they can look after their mental health and where to go if they need help.
- Quiet areas in the classroom for children to go to if they need time to reflect.
- Active lessons/classrooms encouraging them to move and be active in their learning helping with self regulation.
- PSHE lessons and class assemblies linked to PSHE and safeguarding
- Mindfulness Mondays
- Children's mental health week

Communication and Celebration

Capturing the Wonder

We enjoy sharing our children's learning and development with our parents and carers. Here are some of the key things to look out for.

- **Weekly Newsletter** - released each Friday afternoon. This has a bulletin from the headteacher and diary updates. The children also share their learning highlights from the week and the teachers add photos.
- **Celebration Assembly** - every Friday afternoon, there is a celebration assembly where our star writers and maths rockstars are shared. In addition to this, we celebrate our house points, silver and gold learners and any achievements that the children have obtained out of school. Parents are invited to this and will be notified by e-mail if your child is receiving a certificate.
- **Class Assembly** - Each class leads one assembly a year. Parents are warmly invited to come and share in the learning celebration. The date of this will be shared in advance in the school newsletter diary dates.
- **Christmas Nativity** - The Reception children join Year 1 and 2 children for a Nativity Play in December.
- **Christmas concert** - KS2 perform a number of Christmas hits for you all to enjoy.
- **Special Whole School Events** - We run many whole school events through the year where we invite parents in to watch. For example we always perform a whole school Harvest, Christmas and Easter service at All Saint's Church. Always keep an eye on the school newsletter for dates!

Sharing Your Child's Development



In addition to the above, in Reception the school use Tapestry which is a secure online learning journal that aids communication between home and school. We use Tapestry as a method for parents to add to their child's record of the development and progress of their child when they are not at school. School staff will also add photos of your child's experiences in school.



Parent & Teacher Meetings

Parent teacher meetings happen twice a year. Once in the Autumn term, and once in the Summer term.

Reports

At the first parents meeting, your class teacher will share with you a report stating your child's progress and attainment so far in the year and the targets that they will be working on for the rest of the year.

You will then receive a full written report in the spring term, just before the next parents meeting. Reporting at this time of the year (rather than the end of the summer) allows teachers and parents to understand which areas need further focus for the remainder of the year.





Taking Care of Your Children

Our staff take their responsibilities of keeping your children safe at school seriously.

To do this, staff are appropriately trained and there are secure protocol and practices in place — many of which require parents and carers to follow in order to help the school keep children safe.

First Aiders

Our school's First Aid leader is Mrs Chadwick and is Paediatric First Aid trained. Mrs Siddall also has this level of First Aid qualification. Should you have any questions about first aid or to discuss your child's **dietary** needs, Mrs Chadwick is parents first point-of-contact for these matters. All other teachers and Learning Coaches are trained in Emergency First Aid.

Early Intervention Family Worker (EIFW)

Our school has a linked Early Intervention Family Worker. No referral or paperwork is needed and parents can make direct contact. The EIFW is always willing to discuss with parents any worries about their child at home, such as behaviour, dietary difficulties, bed-wetting, sleeplessness.

Our contact is Clare Merrington 07776 679593

Sickness

Our policy for vomiting and diarrhoea is at least 48 hours absence following the last episode.

Attendance

Term time holidays will not be authorised. Please click [here](#) to view our Attendance Policy in full.

Absences

Parents/carers must report their child's absence to the school office by 9am. The reason for your child's absence must also be stated.

Safeguarding

We have two Designated Safeguarding Leads for Child Protection. These are Donna Peck (Headteacher) and Paula Dopadlik (Pastoral Learning Coach).

Health and Safety

Any Health and Safety concerns can be raised with Becki Davies, School Business Manager. You can contact her at office@haslingfield.cambs.sch.uk

SENDCO

Our school Special Educational Needs coordinator, Mrs Williams, is available to discuss any concerns you have about your child. Email SENDCO@haslingfield.cambs.sch.uk to book an appointment.

Safeguarding

Safeguarding

Haslingfield School recognises its responsibility to protect and safeguard the welfare of the children and young people entrusted to our care by establishing a safe environment in which children can learn and develop.

The staff and governors of the school are committed to establishing and maintaining an environment where children feel secure, are encouraged to talk, and are listened to. We will ensure that children know that there are adults in the school who they can approach if they are worried; the principles of confidentiality are made clear to children and young people. The school promotes a positive, supportive and secure ethos, giving pupils a sense of being valued. We listen to children and respond to their needs. We share information in line with the appropriate protocols to ensure that children are safeguarded.

Our children created their own Safeguarding Policy to remind them of the different ways that they can keep themselves safe and that the school keeps them safe.



Child friendly Safeguarding policy
Written by the school council in November 2023
Updated October 2024

Safeguarding means that all staff will:

- Help us when we need it.
- Protect us from harm.
- Make sure we are being safely looked after at school and home.
- Look after us when we are hurt.
- Listen to us when we need them.



If we need to talk:

- We can talk to **any adult** in school and they will listen to us.
- We can talk to Miss Peck who is our school DSL and Mr Gilmore and Mrs Dopadlik.
- We can use our class chatterbox if we don't think we can speak to an adult in school.
- We can also phone ChildLine who will listen to us and give us help and advice.



Keeping us safe:

- We have first aid kits in every classroom which are in a cupboard with a picture of a first aid kit on.
- We have fire extinguishers around the school and practise what to do when we hear the fire alarm.
- We have high school gates that are kept closed and locked. Only some trusted grown-ups know the code.
- Everyone in our school wears lanyards. **Green** means that they work in our school, **yellow** means they are a safe visitor and **red** means they are not allowed to be alone and have to be with a grown up with a yellow or green lanyard.
- When you come into our school you have to sign in so we know who is here and whether they are a trusted adult.
- We learn about how to keep safe online in our e-safety and computing lessons.
- In our PSHE lessons we learn about how to keep ourselves healthy, safe and happy.
- We learn about our SPARKLE values in our assemblies. Safe is our first school value and is incredibly important to us.
- We take a register in the morning and afternoon to check who is in school and who isn't.
- There are adults on the playground at playtime and lunchtime to keep us safe.
- There are rules that we need to follow to keep us safe.

Tell someone if someone is:

- Bullying you
- Saying things to you that upset you or make you feel uncomfortable.
- Touching you.
- Hitting you or hurting you.
- Taking your things.
- Sending unkind messages on the internet or to your phone.



For more information about Safeguarding at Haslingfield Endowed Primary School, please follow this link:

[Safeguarding - Haslingfield Endowed Primary School](#)

Volunteers and Governors

Volunteers are a hugely important and valued part of our school community whose help supports and enriches our school. We are lucky to welcome a wide range of volunteers into school, including parents, grandparents and community members.

Volunteers participate in a range of activities:

- Reading Support/library
- Early Years Forest School
- Swimming
- Gardening
- Sports Events
- School Events
- Whole school immersion days including Big Draw, Science Day and Maths Day
- Clubs including coding, chess and netball

We value the expertise of our parents/carers and wider community and are always open to new clubs. We are interested to hear how you feel you may be able to enhance our children's learning even further.

Signing Up

If you are interested in joining our Volunteer Register you will need to complete

- 1) A volunteer registration form ([Click to download](#))
- 2) A volunteer policy declaration ([Click to download](#)). Policies are available [here](#).
- 3) A DBS check. Please contact the School Office to arrange a check or to provide Update Service details so a check can be performed.
- 4) Additionally you will need to attend a Child Protection training session. There are held termly with the Headteacher.



School Governors

Our Senior Leadership Team are supported by a committed Governing Body who bring a wide range of differing skills and experience to the management of the School.

The Governors are responsible for focusing on strategy, policy and high level finances for the school and work closely with the Headteacher to provide an excellent education to our children.

Our Governing Body includes Parent Governors who represent the Parent Body. Parent Governors typically serve a four year term, so there will be an opportunity to consider joining if you are interested. Please look out for opportunities in the School Newsletter.



A Message from the PTFA

Welcome to Haslingfield Primary!

A warm welcome to the any new families joining the school, and a friendly hello to those with children all ready in other year groups.

About Us

The PTFA exists to advance the education of pupils in the school. We seek to achieve this goal by fundraising to provide facilities and equipment, and also by organising events which promote and support our school community. We are an enthusiastic and welcoming committee that is well supported by the staff and parents. We all joined the PTFA to help ensure the best facilities for our children and promote a fun and caring environment. This year our goal is to raise £15,000, which equates to roughly £100 for every child at school.



Please join our PTFA! Help Support Your Child's School!

Aside from providing financial support to school, we seek to enhance relationships between staff and parents and to promote a fun and caring culture at school. We make many cups of tea, and pour many glasses of wine, for parents at school events such as church services, sports day and performances. Lots of the events we organise have little or no fundraising element and are aimed at fostering community spirit and providing fun activities for the children and their families. We hope that when our children look back on their time at Haslingfield Endowed Primary School they will have fond memories of fairs and movie nights, bingo and chocolate tombola's!

Email ptfahaslingfield@gmail.com to join!

Fundraising For Facilities and Equipment

We fundraise throughout the school year in many different ways. We organise events such as the Christmas and summer fairs and have ongoing initiatives such as the 2nd-hand Uniform Store.

We also fundraise externally by encouraging parents to shop via The Giving Machine website and by applying for grants in relation to specific projects. Over the past couple of years the PTFA has provided the following facilities and equipment for school:

- The iPad rollout of 15 iPads and associated equipment was partially funded by the PTFA with a contribution of £8,000;
- Funding for our climbing frame with a donation of £9,000.
- We made a contribution of £5,000 towards the early years outdoor redevelopment;
- We also contribute around £1,800 annually to the maintenance of our school swimming pool.