

Great Hollands Primary School



Great Hollands Primary School
Wordsworth
Bracknell
RG12 8YR

Telephone: 01344 424911
E-mail: secretary@greathollandsprimary.co.uk
Website: www.greathollandsprimary.co.uk

Head teacher
Chair of Governors
Local Authority

Mr. Richard Ferris
Mrs. Mary Temperton
Bracknell Forest

Welcome from the Headteacher and Chair of Governors

Dear Parents and Carers

Welcome to Great Hollands Primary School. We hope that this is the beginning of a strong home-school partnership that will enhance all aspects of your child's learning.

Great Hollands Primary School is proud of its many strengths. It offers excellence within a happy, caring, supportive environment, in which parents, carers, staff and governors play a full and active role in promoting the school and striving for each child to achieve his or her very best.

We are an inclusive school, committed to providing an education that promotes equality of opportunity for all children in an environment in which they feel valued, respected and treated fairly. We hope that you will share in making this a happy, successful time in your child's life.

We are very lucky to have a large, green site within the centre of Great Hollands, which is easily accessible to the community and provides us with

many opportunities for learning out of doors. The school is extremely well resourced, with a purpose-built gymnasium, excellent ICT facilities, and ample learning space throughout a bright, airy building.

We hope that this prospectus, together with the Parents' and Carers' Handbook and the website, will answer many of your questions but please do not hesitate to contact us if you require further information. We try to avoid jargon but please let us know if there is anything that you do not understand. Once your child joins us, we will tell you about access to our virtual learning environment, which will provide more information, display children's work and show pictures of learning in action.

It is our firm belief that education is a partnership between home, school and the community, working together to ensure that all children achieve both academic and personal success. We look forward to meeting and welcoming you and your family.

**Mr. Richard Ferris, BEd (Hons) NPQH
Headteacher**

**Mrs. Mary Temperton
Chair of Governors**



Our Vision Statement

Working together as a community to provide a happy, caring, secure and stimulating environment in which children are valued as individuals, motivated to learn, and encouraged to reach their full potential.

Our School Values

Staff, governors and volunteers work together to encourage the development of an ethos that embraces difference and diversity and respects the rights of all children and adults. We celebrate individuality and the contribution that each individual can make.

We are committed to safeguarding the welfare of all children. We recognise our responsibility to take all reasonable steps to promote safe practices and to protect children from harm, abuse and exploitation.

Our School Aims

To create an environment in which all children and adults feel valued, respected and treated fairly, and to ensure that all members of the school community enjoy learning and experience success.

To provide a happy, caring, secure and stimulating environment, in which all children able to develop self-motivation and independence.



To provide a broad, balanced, creative curriculum in line with the National Curriculum.

To develop children's skills, knowledge and understanding of English, including speaking, listening, reading and writing.

To enable children to understand the concepts of number, measurement, shape and size in order to apply them in everyday life.

To create an awareness of basic scientific ideas through investigation and interpretation; to encourage children to analyse and to solve problems.

To develop children's self awareness, understanding and respect of others, their school environment and the wider community.

To develop children's understanding of how places, people and beliefs have changed and developed over time.

To nurture in our children a sense of community and of being responsible citizens, making a difference locally, nationally and globally.

To encourage moral development through discussion, sharing and an appreciation of other people's beliefs and values within a diverse community.

To provide a learning environment in which every child is treated with fairness, honesty and respect and is given every opportunity to succeed and view himself or herself as a lifelong learner.

To promote the importance of a healthy lifestyle.

Our School

Great Hollands is a Local Authority community primary school with a Nursery, accommodating 60 children in each year group:

Foundation Stage 1: Age 3 to 4*
(Nursery)

Foundation Stage 2: Age 4 to 5
(Reception)

Key Stage One:

Year 1 Age 5 to 6
Year 2 Age 6 to 7

Key Stage Two:

Year 3 Age 7 to 8
Year 4 Age 8 to 9
Year 5 Age 9 to 10
Year 6 Age 10 to 11

Our school consists of two interconnected spacious main buildings each one with its own hall as well as a separate gymnasium. This is surrounded by generous and well equipped play spaces, wooded quiet areas and vast green fields for play, sports and outdoor learning.

The school has many additional classrooms for small-group work and breakout sessions as well as free access to halls / media rooms / cookery areas and library areas. The school has several laptop trolleys throughout the school full of up-to date laptops as well as a large mobile IT suite with enough equipment for each child to have one laptop each. Each Year groups has access to at least 10 iPads at any time to support learning.

*Reaching this age by 31 August of the relevant year.

Our Nursery

The Nursery has 52 places, 26 in the morning and 26 in the afternoon, staffed by a qualified teacher, a qualified nursery nurse and trained learning support assistants.

You are encouraged to put your child's name on the waiting list after his or her 2nd birthday. Children usually start Nursery before their 4th birthday, and are admitted at the start of each term. We hope to offer all children at least



three terms in Nursery.

Our Rainbow Resource

We are fortunate to have a class for children in the Foundation Stage who have social and communication difficulties. The Resource takes up to six full-time or 10 part-time children, and is staffed by a teacher, a nursery nurse, a learning support assistant and a part time speech and language therapist.



Children join in Nursery and Reception classes with support when they are ready to do so, and return to their home schools when they are ready.

Our School Day

Nursery times (Foundation Stage 1)

Morning session 8.40-11.40 am
Afternoon session 12.30-3.30 pm

Children must be accompanied to Nursery by an adult and collected by an adult promptly at the end of the session.

Reception times (Foundation Stage 2)

Morning session: 8.50 am-12.15 pm
Afternoon session: 1.15-3.15 pm

Years 1 and 2 (Key Stage 1)

Morning session: 8.50 am-12.15 pm
Afternoon session: 1.15-3.15 pm

Years 3-6 (Key Stage 2)

Morning session: 8.50 am-12.30 pm
Afternoon session: 1.30-3.15 pm

Teaching staff will open their classroom doors from 8:40am to allow children to enter and get themselves prepared for the day ahead.

If children arrive late for registration, they must go to the school office to be signed in by office staff. Arrival after 9am will incur a late mark in the register.



Admissions to the Nursery

The school is responsible for admissions to the Nursery. You are encouraged to complete an application form as soon as possible after your child's 2nd birthday.

Admission will not normally be before age three and depends on availability. Careful consideration is given to recommendations from professionals such as health visitors for a priority admission, for reasons of educational need.

We will contact you when a place is available. Once a place has been accepted, you will be invited to visit with your child to meet the staff and learn more about the Foundation Stage curriculum.

Starting dates for Nursery are staggered so that only a few new children start at the same time. It is strongly recommended that children do not attend pre-schools or other nurseries while attending our Nursery, as they can get confused by different routines.

Please contact us if you have any concerns about admissions to Nursery.

Please note that a place in Nursery does not guarantee a place in the main school.



Admissions to the Primary School

Admissions to the primary school and the Rainbow Resource are managed by the Local Authority. Successful applicants for places will be offered up to three terms in Reception starting in September. The youngest children will be offered a staggered start. There is a full induction programme for both parents and children.



Appeals

If your child is not offered a place, you have the right to appeal. Details of the process are given in the refusal letter. Full details of the admission procedure are available on the Bracknell Forest Council website, www.bracknell-forest.gov.uk [follow the A-Z link to Admissions (Primary Schools)] or telephone the admissions team on 01344 354023.

Induction

An induction programme is organised in the summer and autumn terms for children starting Nursery or Reception in September.



Keeping your Child Safe and Healthy

Your child's safety is of the greatest priority to us. The Health and Safety Policy clearly outlines all procedures linked to the welfare of children and adults. It is reviewed regularly.

General health and safety rules

Children share responsibility for their own safety and that of their fellow pupils.

Children must not be on the school site before 8:40 when the gates open and must not use school playground equipment before or after school.

Children must wear appropriate dress, including sensible black shoes. Rings and necklaces may not be worn. We prefer children not to wear earrings but they may wear plain studs with safety backs. Watches are the responsibility of the owner and must be removed for P.E. so we suggest that very basic, cheap watches are worn to school. The governing body accepts no responsibility for loss or accidents to jewellery or watches.

Children cycling to school should wear cycle helmets.

Children may not bring sweets, chewing gum, glass bottles or cans onto the school site. Fizzy drinks and nuts and food containing nuts are also not permitted.

Children must not misuse, neglect or interfere with safety equipment. They should not plug in or unplug electrical equipment unless asked to do so by a member of staff.

Parents' and carers' details

Please keep us up to date with contact details, including address and telephone numbers, children's medical details, emergency contacts and any other relevant information. It is very helpful for us to have a phone number for text messages, as this provides a way of sending information quickly if, for example, a coach is held up and children are likely to arrive back later than expected. Please make sure you register with Parent Mail online.

Security in school

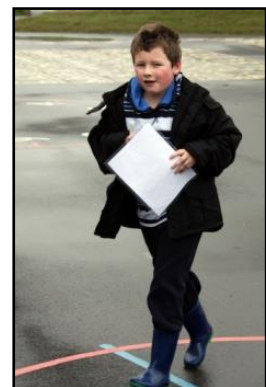
The security of the school is a priority. During the day all gates that access the playgrounds and rear of the school site are locked.

The internal Reception doors are controlled electronically and cannot be opened by anyone who is not entitled to enter.

Visitors sign in at Reception and wear a badge. Staff understand the need to check the identity of anyone on school premises who is not wearing a badge.

There is an action plan in case of any emergency. We hope never to use the plan but you will appreciate the importance of having procedures in place. Emergency procedures are practised regularly.

We rely on the local community to support us in keeping our school safe. Please let us know if you see any unusual or suspicious activity around the building.



Child Protection

The school has a clear policy on child protection and safeguarding in line with that of Bracknell Forest Council. The Headteacher is the designated Child Protection Officer. We have close working relationships with a number of professionals, such as members of the health and social services.

If an issue is raised about a child who appears to be neglected, ill treated or not thriving, we have a duty to clarify the situation. We will contact parents/carers to find out whether there are any problems that can be dealt with, however in certain circumstances the law requires us to take action to protect a child from abuse or neglect by contacting social services without first informing parents or carers.

We recognise that all families have times of difficulty and might need some support. We encourage you to let us know if you need help, and we will do our best to put you in contact with the right people.

We believe that an open, honest partnership with families is vital. Problems at home often show themselves in school and vice versa. Communication is essential so that we can support you and your children. Please let us know if events at home might affect your child's behaviour and emotional well-being in school.



Family Support Adviser

The Family Support Adviser, Mrs Sarah Tranter, is in school 4 days a week to help with family issues that may affect children's welfare and progress in school. Please visit her if you have any problems. You can contact her via our main reception or by calling the school on 01344 424911.

Disclosure and Barring Service (DBS) check

The school follows rigorous procedures when employing staff. All members of the school staff, adults who help regularly in school, governors, and adults from outside organisations, for example sports coaches, are checked.

The Internet and Use of Photographs

We have a policy about use of the Internet. Please let us know if you do not want your child's photograph to be used in publications that go out of school. The use of cameras and video equipment is not banned at school events but please be sensitive when taking photographs of your own children for personal home use only. Children are photographed or filmed as part of their lessons to aid evaluation and discussion.

Bullying

Bullying is unacceptable and will be challenged vigorously in order to ensure children's well-being. Bullying is not a major issue in school but there is a process in place to deal with it when it does occur, and parents/carers are involved very early in the process. Please ask in the school office if you would like a copy of the behaviour management and anti-bullying policies. You do need to contact us if you feel that your child may be being bullied.

Personal, Sex and Health Education

In Years 1 to 6, studies include health and hygiene, the body's systems and senses, smoking and drugs education, with an emphasis on taking care of oneself and others. Sex education is approached in the general context of PSHE, appropriate to the child's age and maturity. We aim to:

- Help children to understand that positive, caring environments are essential for the development of a good self-image, and that they are responsible for their own bodies
- Provide knowledge about the processes of reproduction and the nature of sexuality and relationships
- Encourage the development of skills and attitudes that allow children to manage relationships in a responsible, healthy way, respecting themselves and others
- Help children to form responsible attitudes and caring relationships.

Year 6 parents are invited to view the sex education curriculum, which the school nurse helps to teach. You have the right to withdraw your child from sex education but not from other parts of the PSHE curriculum.

Head Lice

When an outbreak of head lice is noticed, the affected child is not sent home but is kept away from contact with other children as much as possible.

The child's parents/carers are informed as are all other families in the child's class. The child may return to school once the outbreak has been treated.

School Lunches

Each day there is a choice of three hot meals freshly cooked on site, an open salad bar and a variety of puddings. Copies of the three-week rota of menus are available on request and on the school website.

School meals may be paid for on the day or in advance. You can pay online using the school caterers Cypad system.

If you wish to pay day to day with cash then we recommend that your child has a purse, preferably on a cord or belt, to prevent money from being lost or money in a named envelope which can be handed to the class teacher during registration at the start of the day.

Parents of children who are entitled to a free school meal must show proof of their entitlement by bringing the book/letter to the school office at the beginning of each term.

Applications for free school meals can be made through the local authority.

Medicines

If your child needs medicine during the school day please complete a medical form from the school office and return it to school with the medicine. Asthma inhalers are kept in the classroom and are readily available for all named pupils. All other medicines are stored in a locked cupboard

If your child has a long-term need for medication, please speak to the Headteacher before the medicine is brought into school so that a care plan can be put in place.

Parents in Partnership

Education is a partnership between home, school and community. Parents, staff and governors work together to ensure that all children achieve both academic and personal success. We encourage you to visit before your child joins us, to be part of the community by helping in school or joining the Friends of Great Hollands School, FROGS, to support your children's learning and to send your children to us every day in uniform, fit, and ready to learn.

Visits to School

You are always welcome to visit school. Please telephone beforehand to make sure that someone is available to speak to you. We particularly welcome visits by the whole family.

Helping in School

There are many ways in which you can help in school. You might like to listen to readers, help in art, science or technology lessons, accompany off-site visits, cover books, make displays, read with children first thing in the morning, run a club. You do not need to have any special skill; your time will be appreciated.

If you would like to volunteer, please speak to your child's class teacher. All volunteers who come into school regularly will be DBS checked.



Keeping you Informed

We send out regular newsletters with information about school dates and events, so please ask your children whether they have been given any letters to bring home, and please let us know if you need more information. Newsletters are posted on the website.

You will be given information about what your children are learning through termly 'Areas of Study' letters.

Throughout the year there are formal opportunities for you to discuss your children's learning:

Autumn Term: consultation afternoon/evening to discuss how your children have settled into their new classes.

Spring Term: consultation afternoon/evening to discuss how your children are progressing.

Summer term: an opportunity to discuss your child's report. In Year 2 and Year 6 the report will include teacher assessments and SATs results.

All parents/carers and members of the community are welcome to join us for the summer term Open Evening, which gives an opportunity to tour the whole school. You will also be welcome at class assemblies, drama productions and sports fixtures.

If you need to see your child's teacher or the Headteacher at any other time, to discuss your child's progress or any other issue, please make an appointment for a mutually agreeable time.

Home-School Agreement

When your child starts school, you will be asked to sign a home-school agreement, which states clear expectations that the school has of itself, of parents/carers and children.

Friends of Great Hollands School (FRoGS)

Parents/carers are automatically members of the FRoGS parent-teacher association. FRoGS support children's learning by fundraising to purchase extra equipment, organising social events, and providing refreshments for school activities. Your help would be very much appreciated.



The Governing Body

Governors oversee the direction of the school and meet at least twice a term as a full governing body and more often in committees. One committee oversees all aspects of the curriculum and partnerships with parents and the wider community; the other oversees finance, premises and personnel.

Governors represent parents and carers, staff, the Local Authority and the community. Associate governors bring specific expertise to the governing body. If you are interested in being a governor, please contact the Chair, Mary Temperton, via the school office.

Home Learning

Home learning is set throughout the school to complement the work undertaken during lessons. From Reception to Year 2, home learning is linked to reading, spelling and mathematics. From Year 3, we have an exciting 'Work after School Programme' comprising regular work in literacy and mathematics together with extended tasks or projects related to other areas of the curriculum. Supporting your child with home learning is invaluable. Please help by:

- developing a home-learning routine and setting aside a quiet place for your child to do homework
- allocating time at home to read to or with your child every day
- encouraging your child to learn times tables and spellings
- following up ideas in the termly 'Areas of Study'
- encouraging your child to use a dictionary and if possible access the internet to develop independent learning
- involving your child in practical maths activities
- taking your child to places of interest
- taking time to discuss your child's learning with him or her.

Please access the school website to see what your child has been doing in school. If you need help with home learning activities please speak with your child's teacher.



Building Learning Power

To help children to become better learners, we use a scheme called Building Learning Power. Children learn many life skills through this initiative and, as they progress through the skills, they become more familiar with the following 'learning muscles' to avoid distractions.

You can help us by using some of these terms at home.

- Absorption
- Noticing
- Questioning
- Imagining
- Capitalising
- Revising
- Imitation
- Meta-Learning
- Empathy and Listening
- Managing
- Perseverance
- Making Links
- Reasoning
- Planning
- Distilling
- Collaboration
- Interdependence



Helping You

We are here to support you should the need arise. A chat with the Headteacher, class teacher or Family Support Adviser may help to alleviate a concern or, if appropriate, we can put you in touch with a support organisation.

Our school nurse can help with health matters.

Lifelong Learning

We never stop learning and we encourage our parents/carers and staff to be learners too. We sometimes invite you into school to learn more about what your children are learning and how we are teaching them. We encourage you to take advantage of the excellent courses held at Bracknell Open Learning Centre, where you can learn with your Nursery/Reception child, or on your own if your children are older. Many useful workshops are also held at The Oaks Children's Centre. Please ask in the office for more information.

When Things Go Wrong

We are open and clear about what the school offers, how it operates and the expectations on staff, children and parents/carers but we understand that sometimes things can go wrong. If they do, we need to know so that we can put them right and learn from them.

We make every effort to promote good communication between home and school and ask you to phone or call in if a problem arises so that it can be resolved as quickly as possible. Most issues can be resolved by discussion. Please talk first to your child's teacher or, if this is not appropriate, to the Headteacher. If you feel that your problem has not been resolved satisfactorily, please speak to the Chair of Governors, whose contact details are available in the school office. If the situation still cannot be resolved, you should write to the Local Authority:

Director for Children, Young People and Learning
Seymour House, 38 Broadway
Bracknell RG12 1AU.

Encouraging High Standards of Behaviour

We aim to establish a positive ethos and strong relationships as the basis for all children to be successful and to build self-esteem. To enable effective teaching and learning, there must be an orderly atmosphere so sensible behaviour is expected at all times.

The school is a community in which all children are expected to play their part. There is a whole-school approach to promoting positive behaviour. Every effort is made to teach children to respect the well-being of others and to behave in a socially acceptable manner.

Outside the school premises, we expect children to continue to act as good ambassadors.

Discipline

We strive to instill self discipline in children. They are encouraged to behave reasonably, particularly by making appropriate choices in their behaviour, to concentrate on their work, and to be considerate of others at all times.

Sanctions will be applied to those who do not comply with the standard of behaviour required. We hope that the partnership developed between home and school will help us to deal with children who have problems in adapting to school expectations.

We keep close contact with parents/carers and assume parental co-operation in matters of behaviour. If children fail to meet expectations, their teacher will ask to meet parents/carers to discuss a co-ordinated approach to discipline.

Serious breaches of discipline will be dealt with by the Headteacher, who will meet parents/carers to find a way forward. Exclusions are very rare but will be imposed in cases of persistent or very serious breaches of discipline.

At lunchtime, children are supervised by lunchtime controllers and a play supervisor, who will inform a senior member of staff if there is misbehavior. Problems can usually be resolved by separating the children involved, clear explanation, discussion or firm guidance. Parents/carers will be informed if children are given a lunchtime detention.

We have trained peer mediators who can often resolve small-scale disagreements. All our lunchtime staff support the children to deal positively with problems that may occur.

Rewards

A system of reward 'Good Day Ticks' focuses on attendance, completing home learning, bringing in PE kit, good behaviour, personal effort, academic achievement, and community service.

Stickers and certificates are used to celebrate achievement and are presented in whole-school celebration assemblies. Pen licences are awarded for neat handwriting.

All Key Stages 1 and 2, children receive house points for good behaviour, manners and social skills. The house point totals are announced weekly, and the overall winning house receives the House Cup at the end of each term.

Children from each class will be given a Building Learning Power 'Star of the Week' certificate for particularly good use of a learning muscle during the week.

School Rules

Children have rights under the UNICEF 'Rights of the Child' Charter and we respect that charter but with rights come responsibilities, which all our children are taught throughout the school. Children have a right to learn and a responsibility to allow learning to take place.

School rules follow basic common sense, but on specific points the following must be observed:

Children must show courtesy and good manners in speech and action to other children and adults at all times.

Children must listen when other people are talking

Children must walk quietly in the building at all times, even if you are in a hurry.

Children must keep the school clean, tidy and attractive.

When the bell sounds for the beginning of school or the end of a break, children must stop playing and talking, line up in class groups and wait for the teacher to bring them into school.

At break times, children may only play on the playground. If conditions are suitable, the duty teacher will allow the field to be used.



School Uniform

We like our children to be neat, clean and dressed appropriately for school, and encourage them to take pride in their appearance. Long hair must be tied back for reasons of hygiene and safety.

Safety is also a consideration in what is worn. The school uniform is a white shirt/blouse, grey or black skirt/trousers, and a blue school sweatshirt or cardigan, which you can buy from the office. Children may not wear tracksuit bottoms or jeans. **Sturdy black shoes must be worn. Trainers are NOT school uniform**



PE Kit

All children must have a change of clothes for physical activities stored in a small bag. PE kit is a white t-shirt, blue or black shorts, socks and black trainers. A tracksuit is advisable in colder weather. All kit should be named.



Attendance

Good, consistent attendance is vital for children's achievement. We urge you to ensure that your child attends school on all possible occasions. If your child is unwell, please phone on the first day of his/her absence and follow this up with a note of explanation when your child returns to school. Without explanation, your child is marked as an unauthorised absence.



If your child needs a routine medical or dental check-up or treatment, please try to arrange this after school or in the holidays. If this is impossible, please try to minimize the amount of time your child is absent from school. Children leaving school during the day must be collected by a parent/carer known to the school.

Odd days off for any reason are very disruptive to children's learning and should be avoided. Being absent not only affects learning as children can miss key information but can also lead to friendship issues at playtime.



If a child is absent frequently, we will discuss with parents/carers how we can work together to improve attendance. If it does not improve, we will involve the Education Welfare Officer.

Absence from school during term time is not permitted unless in exceptional circumstances. Absences from school must be requested by filling in a Leave of Absence form. Holidays are not permitted during term time. Unauthorised absences from school may result in a fixed penalty notice being issued by the Local Authority.



The Foundation Stage Curriculum

You are the first and most important educator of your child, and you are vital in the partnership between home and school as we begin to teach your child. Throughout the Early Years Foundation Stage your child will be working on three prime and four specific areas of learning and three learning characteristics as set out below.

Under each area we have added some suggested activities for you to do at home.

The prime areas of learning:

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

The specific areas of learning:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

The learning characteristics:

- Playing and exploring
- Active learning
- Creating and thinking critically

Communication and Language

a) Listening and attending b) Understanding c) Speaking

In the areas of speaking and listening you can help by listening to your children when they speak; by finding time to talk - let them ask questions and find the answers; by talking about things that you see when you are out and about; by modelling clear speech; reading stories which they listen to encouraging response with questions

and actions; challenge them to follow a series of specific instructions which need question responses like "how" and "why"; recount known events from the past as well as that in the present, even the future so children need to use the different tenses in their speech.

Physical Development

a) Moving and handling b) Health and Social care

Help your children to develop physical control, from large to small, for example:

Let them run around or ride a bike in the park; play football, cricket or catching games together; help your children to learn to sew and use scissors safely; provide pencils, crayons, felt tips and paper for your child to draw and start to write. Please speak to your child's teacher if you are not sure how he or she should hold a pencil.

Help children to take responsibility for their own personal hygiene and basic personal needs like dressing and going to the toilet; develop knowledge of the importance of a good healthy diet and physical exercise as well as finding ways to keep healthy and safe, age appropriate.

Time is very precious and it is difficult to find time to do all these things but the time that you invest in your children in these early years will never be wasted.



Personal, Social and Emotional Development

Self-confidence and self-awareness b) Managing feelings and behaviour c) Making relationships



You can help your children by showing them that other people are entitled to respect although they may hold beliefs and opinions different from our own; by helping them to be independent - letting them do things for themselves, even though it may take a little longer; by helping them to learn to make choices and to reject when appropriate; by teaching them to put toys and games away when they have finished playing with them; talk about how they and others show feelings and how those feelings and behaviours can be managed.

Literacy

a) Reading b) Writing

Develop reading and writing by looking at books together - showing how to turn pages, looking at the pictures, talking about what is happening and the people in the stories, asking questions, reading stories at every opportunity; by letting your child see you enjoying books and magazines; by sharing nursery rhymes and songs; by providing opportunities and materials for your child to write; using early phonic sounds to write letters and words

Mathematics

a) Numbers b) Shape, space and measures

The concepts of same and different are basic to early mathematics so you can help your child by providing opportunities to sort and match, for example:

- Matching - clean socks or family shoes into pairs, finding the right lids for your saucepans.
- Sorting - buttons by size, shape, colour, number of holes, etc.
- Ask your child to lay the table with one knife, fork and spoon for each person.
- Play simple number games and card games such as Snap and Happy Families.
- Count stairs together as you go up and down, or vehicles as you walk to school (how many red cars, how many buses, etc.).
- Talk about the shape and size of windows, doors and road signs as you walk to school, and cartons and bottles as you put away the shopping.
- Point out the time on digital and analogue clocks (clocks with hands).
- Talk about the different coins in your change.

You can also help your child by using mathematical words such as large and small, few and many, more than and less than, longer and shorter. You don't need to turn these activities into a 'lesson'; they can all be done incidentally every day.



Knowledge and Understanding of the World

a) People and communities b) The World c) Technology

In this area you can help by encouraging your children to observe their surroundings and to describe what they see; ask what they think about an object, animal or activity; encourage your child to look for objects that are similar or different; ask them to help to make things like models or cakes and show that you value their efforts; teach your children to use equipment safely; encourage them to ask questions and seek answers; talk about your extended family; read stories from other countries; visit and talk about local amenities such as shops, parks and the library; talk about the weather, climate and seasons and what they mean to your child, for example 'in hot weather we wear' ... 'in cold weather we ...'.find out about and use a range of technology now in our homes

Expressive Arts and design

a) Exploring and using media and materials b) Being imaginative

In this area you can encourage your child to have a go at any creative activity, such as drawing, painting, junk modelling, using Duplo, Lego or K'nex. Praise their efforts, help with their creations, display their work around the house, and show them examples of art from our own and other cultures. You could also take your child to look at a piece of art or sculpture - at South Hill Park or in town (look in some of the underpasses near the station) or visit Reading Museum, just a few minutes' walk from Reading railway station.



Key Stage 1 and Key Stage 2 Curriculum

We aim for all children to develop to their full potential, and provide a curriculum that is broad, balanced and follows the national guidance, in order to develop an intellectually and socially mature child.

Teaching is matched to children's skills, is challenging, and seeks to be both relevant and meaningful so that every child is equipped with the knowledge, skills and understanding needed for life in the 21st Century.

We teach using a multi-sensory and stimulating integrated approach, so that children look, listen and speak, touch, smell, and sometimes taste as part of their learning. Children learn best when they are fully engaged and we encourage them to develop as individual learners and problem solvers.

Each team of teachers works closely together to ensure continuity and progression, both in classes in the same age group and across the school. Curriculum planning takes place at a whole-school level, team level and individually at class level.

Teaching is organised so that the majority of subjects are taught primarily through themes and in mixed ability groups; mathematics is taught as a separate subject. On any day, your child will experience a variety of teaching styles according to the nature of the work: whole-class teaching, ability and mixed-ability group work and individual tuition where appropriate.

Your child will enjoy the following subject areas: English, mathematics, science, information communication technology, design technology, music, history, geography, modern foreign languages, art, physical education, citizenship, and religious education.

At the start of each term, you will receive a programme of study for each curriculum area. We hope that this will encourage you to support your child's learning at home. Our Learning Platform, Fronter, also provides links to websites that will complement work in school.

English

Every possible opportunity throughout the curriculum is used to develop children's speech, language and literacy skills.

Speaking and Listening

Our aim is to develop children's ability to listen attentively and with understanding, and to encourage confidence and competence in speaking in a wide range of situations and activities. Every class presents at least two class assemblies during the year, to which parents are invited. There is also a range of concerts and performance opportunities that give children a chance to develop self-esteem and confidence and to share their many talents.



Reading

We promote every opportunity to share and enjoy books at home and at school. We aim to teach children to read fluently, with understanding and enjoyment, and we use a variety of approaches. We encourage children to use the school library independently and hope that you will take them to the public library regularly.

Each year we hold a focus week to celebrate and promote children's love of books and learning in literacy.

Writing

Our aim is to teach children to write confidently, enthusiastically and imaginatively for a variety of purposes and audiences and in different contexts. Each week we build up to a 'big write' on Fridays, giving children the opportunity to write an extended piece of work.



Mathematics

The National Numeracy Strategy provides a framework through which children will:

- develop understanding of basic mathematical concepts
- develop the use of correct mathematical language

- acquire mathematical knowledge, skills and understanding through practical work and tackling real-life problems
- develop an appreciation and enjoyment of mathematics
- use a range of mathematical apparatus, including calculators.

From time to time, parents and carers are invited to observe lessons and become involved in their children's learning through fun activities.

Science

Our aim is for children to develop intellectual and practical skills that allow them to explore the world of science. We encourage them to observe, to plan and predict, to design, to experiment, to interpret results, to communicate their findings, and to draw inferences from them.

There is an emphasis on collaborative learning with children discussing ideas in small, mixed ability groups.



Computing

We have invested in computer technology to enhance children's learning in this important subject. A newly refurbished ICT suite has 16 networked computers with Internet access, which all classes use weekly.

A technician supports the teaching staff to ensure that children's learning opportunities in this excellent resource are maximised.

All classrooms have an interactive whiteboard and a bank of wireless laptops and I pads that enable our children to use the Internet for research as well as accessing numerous supportive apps and downloadable programs.

The development of computing skills is promoted in all areas of the curriculum where its use is appropriate. The website is used to host a learning platform (Fronter), which supports home learning.



Design Technology

Programmes of study promote the design process: identifying needs and opportunities, generating a design proposal, planning and making to a desired outcome, testing and reviewing.

A high priority is given to the development of problem-solving and thinking skills. Children work with a wide range

of materials and components, tools and techniques, which they learn to use correctly and safely.

Music

There is a strong commitment to music. We involve children in a variety of enjoyable experiences, including singing, performing, playing a musical instrument and composing. We also encourage the ability to listen and be able to appraise a variety of musical styles. We also aim to develop children's self-confidence and social skills through music.



The music curriculum is supported by excellent extra-curricular opportunities with the school choir, and concerts that celebrate various festivals. Recorder teaching is offered to all children in Years 3 and Year 4. Teaching of brass, wind or string instruments, such as cornet, clarinet and violin, can be arranged through Berkshire Maestros on request.

Modern Foreign Languages

Spanish is taught from Year 3 to Year 6. The aim is for children to acquire basic language skills and to develop a good understanding of the culture of the chosen countries in a fun way that will spark their interest in these languages.

History

History is studied so that children can learn to understand the past, fostering a sense of time and place. In order for it to be meaningful, we start with ourselves and our own experiences, considering questions such as 'Who am I?' and 'Where am I?'

We aim to help children to understand the present in the context of the past; to encourage them to enjoy history by making it interesting, relevant and challenging; to introduce children to a wide range of evidence, for example tape recordings, photographs and films, and to teach a progression of study skills; to provide opportunities for different interpretations and to raise questions about society in the past.

Children are encouraged to make use of a wide range of historical sources to form judgements about reliability and value.

A trip to Ufton Court, near Reading, enables children to experience life in an Elizabethan manor house.



Geography

Geography helps children to make sense of their surroundings and the wider world. They will study places, the human and physical processes that shape them, and the people who live in them.

We aim to help children to develop their geographical knowledge and understanding, to introduce them to geographical enquiry, and to help them to develop a sense of identity through learning about the United Kingdom and its relationship with other countries.

Children undertake fieldwork, use maps, plans and globes, and sources such as photographs, videos and non-fiction books.



Art and Design

We aim to develop an appreciation and enthusiasm in our children for art, craft and design.

They will be involved in both investigation and making, developing observational, practical and imaginative skills, and working with a variety of materials and methods.

Children will study examples of art from different periods in history and from different parts of the world, knowledge that they will use to enhance the quality of their own work.

Physical Education

We provide a broad movement-based curriculum, promoting and supporting the development of more activity-related skills and concepts. Within carefully planned individual and team pursuits, children experience athletics, dance, team games, gymnastics, swimming (in Year 4) and outdoor, adventurous activities such as orienteering. The PE curriculum is supported by outstanding resources, a purpose-built gym and an excellent extra-curricular programme.



Personal, Social, Health and Citizenship Education (PSHCE)

The aim of all policies, schemes of work, cross-curricular themes, and teaching in PSHCE is to promote children's social, moral, cultural and spiritual development.

PSHCE encompasses: Qualities and attitudes - children's approaches to learning, self-confidence, respect and sense of fairness; knowledge and understanding about themselves and others - similarities and differences between people, and procedures, for example knowing how to react to bullying; abilities and skills in relation to oneself and others - reasons for rules and moral codes; social responsibilities and morality - consideration for others and preparation for an informed and active involvement in family, social, economic and civic life.

Money matters are also taught across the school

Religious Education

Religious education is taught in accordance with the Local Authority's agreed syllabus. The aim is to enable children to understand the nature of religion and fundamental questions of human existence, in order to form their own beliefs, opinions, allegiances and commitments.

Through learning about the beliefs and practices of the major faiths, we aim to foster respect for, and sensitivity towards, different faith communities.

Children are given the opportunity to understand the influence that religion has in shaping history, laws, institutions, the arts and people's everyday lives. They are offered time to reflect on, and share, their own thoughts and feelings about the deeper questions and dilemmas of life.

We do not seek to promote religious belief in general or any particular faith; however, in accordance with statutory regulations, studies will reflect the fact that the religious traditions in Great Britain are mainly Christian, while taking account of the teaching and practices of other main religions.

Visits are arranged to a Christian church (St Michaels, Easthampstead) and places of worship of other faiths, including a Hindu Mandir, a Jewish synagogue and a Sikh temple.



Collective Worship

School assemblies have a unique place in the life of a school, providing an opportunity for members of the school community to gather together, pause from activity, and reflect on the beliefs and values that bind us together. It gives those with a religious commitment the possibility of entering into worship, and those with no religious commitment to sense what worship means to others. Themes throughout the year are broadly Christian in character but reflect other major world faiths.

Friends of the school from different organisations and faiths are invited to talk to the children and/or to take assemblies.

Praising and sharing assemblies are held regularly and you will be invited to enjoy the many activities that your child has been enjoying. Certificates are awarded in assemblies to those who have worked hard or performed well in various areas of school life.

Religious education is a compulsory subject but parents/carers have the right to withdraw children from collective worship or from any part of the teaching programme that may be incompatible with personal beliefs or cultures. If you wish to withdraw your child, please speak to the Headteacher.



Special Educational Needs

The policy for meeting special educational needs seeks to provide a continuum of provision for children, whatever their needs. A curriculum matched to children's abilities is offered to all children, and every child will have equality of opportunity and be given access to a broad, balanced curriculum. The Special Educational Needs Policy is on the website or available from the school office.

Each child is valued and his or her achievements are recognised and celebrated.

The school's Special Educational Needs Coordinator (SENCO) is responsible for overseeing the day-to-day operation of the Special Needs Policy and co-ordinating teaching.

Children who need extra help are identified through an assessment when they start full-time school, and on-going assessments in the classroom. Once a child's needs have been identified, extra resources can be allocated.

There is a range of provision for children with special needs: additional support by a Learning Support Assistant (LSA) in the classroom; an intensive programme of support delivered by a LSA, under the direction of the class teacher; additional lessons with the SENCO or a Learning Support Teacher.

Individual Educational Plans are made for children who need a significant amount of extra help. Children who are fostered or 'looked after' in some other way have a Personal Education Plan drawn up by all the people working with that child, for example the school, social services and health services.

An Education Health Care Plan will be issued for children with more severe or complex needs. These plans replace statements of special educational needs from September 2014.

Information about other organisations that may be helpful is provided, wherever possible. Regular meetings are held with the Principal Educational Psychologist, to discuss children's needs, and we have strong links with other professionals such as the Educational Welfare Officer, School Health Sister, and Speech and Language Therapist, who support us in providing additional help.

The Parent Partnership Service can offer confidential and impartial advice to parents and carers of children with special educational needs. Please ask in the school office for contact details.

All school staff undertake training to help them to meet children's needs, and we are increasing small-group teaching to support children who have difficulty with literacy and numeracy. There may be times when the school is unable to meet a child's needs without additional staffing, in which case the Local Authority can help. Parents are always consulted and involved in the whole process.

Regular monitoring and evaluation of the arrangements for children with special needs is part of the cycle of reviewing our provision. Parents are consulted and kept involved through, at least, termly meetings, at which the child's Individual Education Plan will be reviewed.



Children with Disabilities

Except for the Nursery, arrangements for admission of children with disabilities will be made by the Local Authority. Great Hollands is an inclusive school and we will make all reasonable adjustments to ensure that children with disabilities have the maximum access possible to our facilities and learning opportunities. Every effort is made to ensure that disabled children have equality of opportunity to progress in their learning and social development. Should the need arise, short-term alterations or changes in teaching bases would be made.

Each child is valued and his or her achievements are recognised and celebrated.

The school building has appropriate access for children in wheelchairs, and has toilet facilities and internal signage to meet the needs of some disabled children. All classrooms and corridors are carpeted to assist children with hearing impairments. Please ask in the school office if you would like to see the the Disability Equality Policy or the Accessibility Plan.

We have good links with Kennel Lane Special School to train support staff on meeting the needs of autistic children.

As additional information, the government provides extra funds to the school to raise the educational attainment of vulnerable and disadvantaged children. Further details on how these “pupil premium” funds are spent are available on the school website

The Rainbow Resource

Children come to the Resource with various social and communication difficulties. Each child has an appropriate learning programme so that he or she can participate as fully and confidently as possible in the life of the school and, where appropriate, return to his or her home school.

Gifted and Talented Children

Some children are particularly talented in an area of the curriculum. The school has an able-pupil programme that provides children with special talents with curriculum enrichment activities and extension sessions.

Staff identify children who show high ability, a register of these children is kept, and individual progress plans are used so that they can be tracked through the school. We have recently purchased additional resources to meet the needs of our more able children.

Parents and carers are given as much information as possible to ensure that children who have particular talents in, for example, music or sport, receive the assistance to make the most of their talent.

Extra-curricular Activities

An impressive variety of clubs and activities is available before and after school and at lunchtime. These are usually free though a small contribution towards costs may be invited.

Sports: We aim to maximise every child's sporting potential. The school has impressive sports facilities that are used to the full.

Extra-curricular clubs include football, tag rugby, netball, dance, basketball, volleyball, cross-country, rounders, athletics, hockey and kwik cricket. Links with the Local Authority enable us to benefit from specialist coaching and to participate in competitive festivals. We are lucky to have the use of a community minibus to enable children to participate in away games and competitions.

Music and the arts: Children can develop their interests in dance and drama, music with the school choir, and creative skills through art and craft clubs. From the age of eight, small-group music tuition can be arranged through Berkshire Maestros.

The environment: There are successful Eco and Gardening clubs that use the school grounds to enhance learning and enjoyment. The school has achieved Eco-Silver status for highlighting recycling issues.



After-School and Holiday Club

The after-school club is available for children aged 4-11 years and is open from 3.30 to 5.30 pm each school day. A holiday club runs if there is sufficient demand.



Educational Visits and Residential Trips

We are proud of our tradition of offering off-site visits and trips. Visits are planned in conjunction with topic work to enrich the learning experience for the children and to stimulate further study. Parents/carers will be asked to make voluntary contributions towards the cost of these trips. No child will be excluded however we will cancel a trip if we do not receive sufficient voluntary contributions.

Year 6 children are offered a residential trip, usually to a PGL activity centre. The purpose of these extended visits is to broaden the children's horizons in a safe and secure environment. They give children the opportunity to mature socially and to participate in challenging outdoor activities such as abseiling and quad biking.

If children go on a residential visit a charge is made for board and lodging. Payment may be spread over several months. Any reduction in charges will be at the discretion of the governing body. If you need financial assistance, please contact the Headteacher.

Charges for Activities

You may be asked to pay for some ingredients used in cooking and materials used in practical lessons where the resulting item is taken home, for example sewing.

Governors also have the right to ask parents/carers to contribute towards the cost of replacement items incurred as a result of breakage, loss or damage to books, equipment and material other than normal wear and tear.

Transfer to Secondary School

Admissions to secondary school are managed by the Local Authority. Children transfer to secondary school in the September following their 11th birthday. There are six secondary schools in Bracknell Forest but Easthampstead Park Community School (EPCS) is the designated school for Great Hollands and the one to which the majority of pupils transfer.

There are regular meetings between staff at Great Hollands and EPCS to discuss areas of the curriculum and to ensure a smooth transfer for the children.

Year 6 are given opportunities to visit EPCS prior to transfer and to participate in an exciting transition project during the summer term. Every effort is made to plan for a successful transition if your child goes on to a different secondary school.



Website

We hope that you have found this prospectus useful and informative. More importantly, we hope that the education and social experiences that we provide will enable your child to leave us well equipped to deal with the challenges and opportunities of secondary education.

If you have any questions, please speak to your child's teacher or the Headteacher.

Every effort has been made to ensure that this prospectus is up to date however unforeseen changes may need to be made in organisation and/or curriculum. We will do our best to keep you informed of any changes.

You will find more information on the website:

www.greathollandsprimary.co.uk

