

Crosshall Infant School



Academy Trust



Prospectus 2011



INVESTOR IN PEOPLE



Dear Parents,

Welcome to Crosshall Infant School,

The information in this prospectus gives you a flavour of life at Crosshall Infant School. It cannot, however, convey the supportive and friendly atmosphere that we try to create as an essential element of the school.

We constantly strive to achieve high standards of learning and behaviour. We are delighted that in our last Ofsted inspection, in October 2007, Crosshall was recognised as being 'an outstanding school'. This was the third, consecutive inspection, over a period of ten years, in which the school has received the highest grade. This reflects the consistently high standards of teaching, learning and care that the school has achieved and continues to provide.

We work closely with parents to ensure the educational experience of the children is happy and that the environment is both stimulating and caring. We encourage each child to become independent learners, to develop positive attitudes to learning, to achieve high standards of work and to develop good social skills and relationships.

We look forward to working with you during your child's time at Crosshall Infant School.

Yours sincerely,

Mrs Deborah James
Headteacher

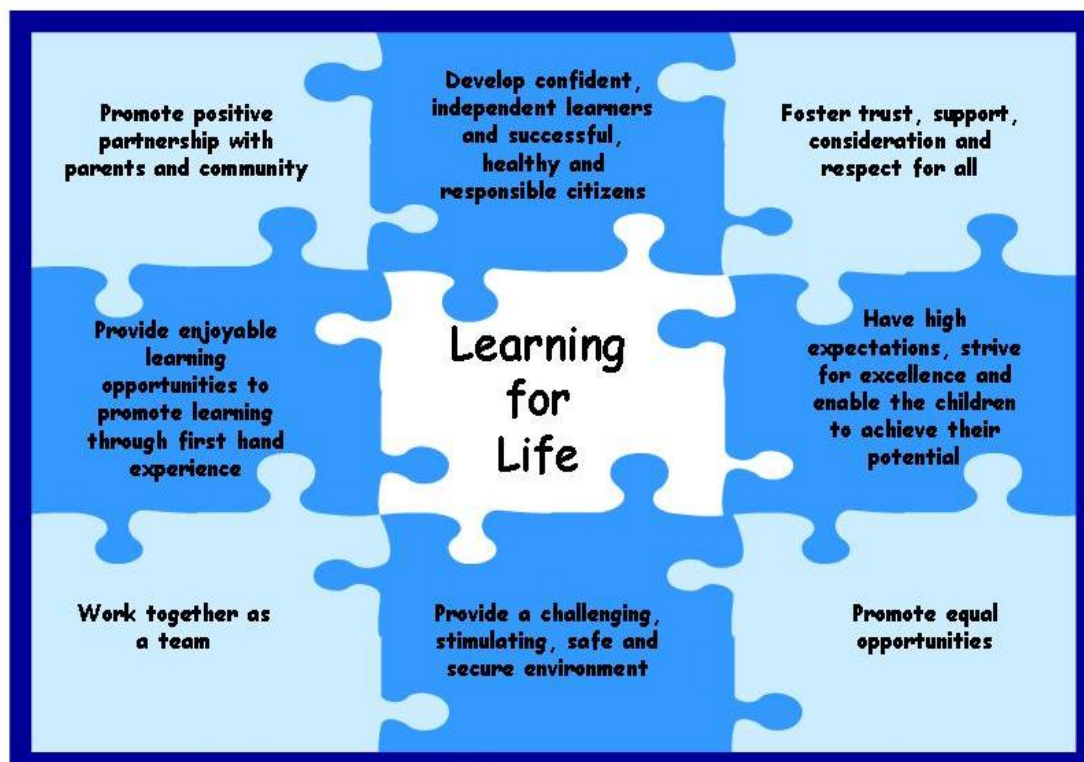
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Please note: This document is available in larger print or via e-mail on request. It is also available on the school website at www.crosshallinfant.co.uk.

MISSION STATEMENT

The Staff and Governors of the school are committed to the following mission statement for everyone in the school community: "Learning for Life." To achieve our mission statement we have developed the following aims:



OUR SCHOOL

Crosshall Infant School is:

- **An Academy.** An Academy is a publicly-funded, independent school that provides a first-class education. Academies benefit from greater freedoms to help you innovate and raise standards. These include:
 - freedom from LA control
 - ability to set pay and conditions for staff
 - greater freedom when devising the curriculum
 - ability to change the lengths of terms and school days
- **A Member of the National SCITT, (School Centred Initial Teacher Training), for Outstanding Schools.** A SCITT school is part of a consortium of schools nationally that have designed and are entitled to conduct a government-advised training programme that leads to QTS (Qualified Teacher Status) and a PGCE (Postgraduate Certificate in Education). The National Scheme for Outstanding Schools has been personally recognised by HRH, the Prince of Wales.
- **A National Support School (NSS).** The Headteacher, who is a National Leader in Education (NLE), and staff provide support, training and guidance to staff in other schools.

Crosshall Infant School has:

- **An 'International Schools Award'**. This recognises the schools work and commitment to global issues.
- **An 'ICT Mark'**. This recognises the schools outstanding provision, teaching and achievements in ICT.
- **'Investors in People' Status**
'Investors in People' is the National Standard which sets a level of good practice for training and development of all staff in the school. Re-accreditation was achieved in March 2010.
- **A 'National Healthy Schools Award'**
The school meets and exceeds the standard set by the government in PSHCE, (Personal, Social, Health and Citizenship Education), Healthy Eating, Physical Activity, Sex and Relationships Education and Drugs Education. Accreditation was achieved in 2007.
- **A 'Basic Skills Award'**
This recognises the high standards achieved in literacy and numeracy throughout the school. Re-accreditation was achieved in July 2010.
- **'FMSIS' (Financial Management Standards in School) Status**
This recognises the efficient and effective way staff and governors manage the school financially. Accreditation was achieved in December 2007.
- **The 'Governor Mark'**
This recognises the excellent leadership and management of the Headteacher and Governing Body. Accreditation was achieved in July 2008.

Crosshall Infant School was opened in May 1974. The buildings have been extensively remodelled and extended. The expected number on roll in September 2011 will be 360 plus 78 children in Crosshall Nursery School. The operational capacity of the school is 120 in each year group, totalling 360. There are four classes in each year group. One of the Year 2 classes is situated in a free-standing, independent building, which also houses the computer suite. The Nursery children are accommodated in a purpose built nursery building at the front of the school.

Each teaching area is open plan with individual class 'bays' and a central practical area shared by all four classes. The flexibility of this area means that it can be used for a variety of activities applicable to all children's needs.

In addition, the school has resource rooms, a kiln room, a music room, a purpose-built children's kitchen, a small hall (shared with the Junior School) and a main hall which also serves as a dining hall. There are also offices and a reception area.

The grounds provide a variety of different landscaped areas to encourage safe and happy play. This includes an adventure playground, a 'quiet' garden and areas for different types of play.

The out-of-school 'Kids Club' is situated on the school site. This operates before and after school in the term time and throughout the holidays. Kids Club provides before and after-school care for children in the Infant School and day care for children of 3 to 4 years of age.

For more information on the school please visit our comprehensive website on www.crosshallinfant.co.uk.

THE SCHOOL STAFF

The school is staffed by a team of highly skilled and dedicated teachers. They are supported by teaching assistants, lunchtime supervisors, office administration staff and kitchen staff.

- **Headteacher:**
Mrs Deborah James

- **Assistant Headteachers:**
Mrs Carol Stobbs, who is also a class teacher
Miss Julie Shaw, who is also the Nursery Leader

- **Team Leaders, who are also class teachers:**
Mrs Rebecca Smith - Reception Team Leader
Mrs Claire Boyce - Year 1 Team Leader
Miss Rebecca Willis - Year 2 Team Leader

- **Class Teachers:**
Miss Amanda Crawford
Mrs Elizabeth Cooper
Mrs Melanie Green
Mrs Clair Hayes
Mrs Hannah Heeney
Miss Jane Hemingway
Mrs Sue Hook
Miss Joanne Isom
Mrs Jenna Jones
Mrs Deborah Juggins
Mrs Elayne Kenway
Mrs Deborah Mickelburgh
Mrs Claire Scullion
Mrs Rachel Waller
Miss Maxine Willsher

THE GOVERNING BODY

The Governing Body of an Academy Trust is wholly responsible for the management of the school. The school is run according to the requirements of the law, the powers and duties given through the Education Reform Act and as laid out in the Memorandum of Agreement and Articles of Association. The Memorandum of Agreement and Articles of Association are available for reference on the school website.

The Articles of Association set out how the academy is governed, including how governors and trustees are appointed.

The principle responsibilities of the governing body are to:

- Ensure the quality of educational provision
- Challenge and monitor the performance of the academy
- Manage the academy trust's finances and property
- Employ staff
- Secure services that the LA previously provided
- Audit financial accounts and sending the audit to Companies House and the Charity Commission.

The Governing Body has three key roles:

- **To provide a strategic view of where the school is heading**

This means that the Governing Body decides what it wants the school to achieve and sets the framework for getting there. It achieves this by reviewing policies, setting objectives and aims and deciding priorities for improvement, to be included in the school improvement plan. It takes advice on all of this from the Headteacher but then makes its own decisions.

- **To act as a critical friend to the school**

As a critical friend the Governing Body offers support, constructive advice, a sounding board for ideas, a second opinion on proposals and help where needed. But it also challenges the school, asks questions, seeks information, improves proposals and seeks to arrive at the best solution for all concerned. The day-to-day running of the school is delegated to the Headteacher, who is supported by two Assistant Headteachers.

- **To hold the school to account for the educational standards it achieves and the quality of the education it provides**

Setting targets for the school to achieve in the light of national and local targets, and then systematically monitoring and formally evaluating outcomes, lie at the heart of this aspect of the Governing Body's role. The Governing Body is very aware of the government's aim for every child, whatever their background or their circumstances. The aims are, to have the support they need to be healthy, to stay safe, to enjoy and achieve, to make a positive contribution and to achieve economic well-being.

The Governing Body meet twice a term for a business meeting and the committees meet regularly as required. Each member of the Governing Body sits on a committee, which concentrates on and develops a particular aspect of the school as a whole. These committees are: Admissions; Finance; Curriculum and Pupil Welfare; Property and Personnel.

The Governing Body produces an annual school profile which contains performance data, an OFSTED report summary and additional information about the school. The school profile is accessible from the following website: <http://schoolsfinder.direct.gov.uk>.

The Governing Body comprises:

- Six Parent Governors (elected by the parents):
Flaminia Bartolini, Nicole Brace, Mark Fenton, Samantha Gilliam, Mayna Kfoury and Jason Turner
- One Local Authority Representative Governor:
Mark Abeyasekera
- Eight Community Governors (appointed by the members of the Academy Trust):
Emma Bettsworth; David Brown; Christine Henderson; John Law; Tom McCormick;
Keith Martin (Vice Chair); John Piesse (Chair) and Tim Robb
- Three Staff Governors:
Deborah James (Headteacher) Ex Officio Governor; Carol Stobbs and Elayne Kenway

"Reception Children"



"Play Time"



"Out and About"



"Inside Our School"



"Activity Time"





Crosshall Infant School

Inspection Report

Unique Reference Number: 110891
Local Authority: CAMBRIDGESHIRE
LA
Inspection number: 310455
Inspection date: 9 October 2007
Reporting inspector: Sheelagh Barnes

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school: Infant
School category: Foundation
Age range of pupils: 4-7
Gender of pupils: Mixed
Number on roll (school): 340

Appropriate authority: The governing body
Chair: Mrs Amanda Reeve
Headteacher: Mrs Deborah James

Date of previous school inspection: 24 March 2003

School address: 446 Great North Road
Eaton Ford, St Neots
Cambridgeshire PE19 7GG

Telephone number: 01480475980
Fax number: 01480404792

Introduction

The inspection was carried out by an Additional Inspector.

The inspector evaluated the overall effectiveness of the school and investigated the following issues: the ways in which the school uses information and communication technology (ICT) and practical activities to make lessons interesting, outdoor activities and provision for children in the Foundation Stage and the induction of new members of the senior management team. Other aspects of the school's work were not investigated in detail. Evidence was gathered in a range of ways. These included; discussions with the headteacher, chair of governors, pupils and members of the senior management team, scrutiny of documents and pupils' work, analysis of parental questionnaires and of data, and observations of teaching and learning, lunchtime and assembly.

Description of the school

Crosshall Infant School is larger than most schools. Well below average proportions of pupils are eligible for free school meals and fewer speak English as an additional language than nationally. The proportion of pupils with learning difficulties and/or disabilities is below average. Attainment on entry to the Reception year covers the full range and is broadly in line with that expected for children's ages. There have been a number of changes to staffing since the previous inspection. The school has the Healthy Schools Award, the Basic Skills Quality Mark, and Investors in People. It is part of the national scheme for outstanding primary schools taking part in school-based initial teacher training.

Key for inspection grades

Grade 1 Outstanding

Grade 2 Good

Grade 3 Satisfactory

Grade 4 Inadequate

Overall effectiveness of the school

Grade: 1

This is an excellent school. It provides an outstanding education for all the boys and girls who attend. Pupils enjoy school and, as a result, they come to school happily and attendance is extremely good. In questionnaires, nearly all their parents confirm this. They say, 'This is a fabulous school!' and, 'I am always impressed with the standard of teaching and care!'

The main reason for the very high standards the school achieves is the very strong leadership of the headteacher. This leadership very effectively links the evaluations of the school with setting targets for improvement. Outstanding management ensures that well-laid plans come to fruition. Regular evaluations of strengths and areas for improvement are made in all aspects of the school's work. These are used in continuous and determined efforts to aim for the very highest standards in an extremely well planned programme of development. The inspection agrees with the majority of the school's own evaluations, but shows that some features, which are outstanding in relation to the national picture, are modestly judged by the school to be only good.

Children in the Reception classes settle quickly and easily into school because of the excellent provision. As a result, they have a very good start to their formal education. This start is built upon extremely effectively in Years 1 and 2. In speaking and listening, reading, writing, mathematics and science standards are consistently well above average, and boys and girls achieve equally well. Results in tests at the end of Year 2 in 2007 were significantly well above the national averages. Progress is outstanding and pupils from all

groups achieve exceptionally well. Pupils are prepared very well for the next stage in their education.

The quality of teaching and learning is outstanding. Teachers plan each lesson together extremely well to build steadily on previous lessons. They use information from assessment exceedingly carefully in this and share with pupils what it is they need to learn next. Because relationships are so good and routines so effectively established, pupils quickly settle and are happy. They concentrate exceptionally well and try to do their very best at all times. The curriculum is outstanding and is based very strongly on providing pupils with practical, memorable and in many cases outdoor experiences. ICT is used extremely effectively as a teaching aid.

Personal development is excellent, and pupils' spiritual, moral, social and cultural development is of a very high standard. Pupils develop high levels of self-assurance and communicate with other children and with adults with confidence. They develop an exceptionally good awareness of others, both in school and in the wider community. Pupils learn how to keep healthy and to stay safe through an exceptionally well-planned programme of activities. Regular physical exercise forms an important part of the curriculum. The care, guidance and support that the school provides for its pupils are excellent. Very good care is taken to ensure that pupils know who to turn to if they need help with a problem and this makes them confident and happy. The ability to make wise choices is emphasised at lunchtime, during playtimes and in lessons. Pupils' contribution to the community is excellent.

The partnerships the school has developed are outstanding. Many of these significantly enhance the provision for pupils with learning difficulties and/or disabilities and those who are potentially gifted and talented. The school provides a wealth of good information for parents in a range of formats, including e-mail, which they appreciate. Parents are very positive about the school, although a significant minority say they would appreciate even more opportunities to express their views and have them taken into account.

The outstanding resources, including the well-equipped grounds, are used very well. In particular, excellent use is made of the outdoor areas as a teaching resource in all weathers. Governors are very well informed about the school and finances are managed efficiently to provide excellent value for money. There has been an exceptionally good level of improvement and maintenance of the highest standards since the previous inspection. The newly formed middle management team are already very knowledgeable about their aspects of the school. They have swiftly formed an extremely cohesive team. The school has an excellent capacity to continue to maintain exceedingly high standards and improve still further.

Effectiveness of the Foundation Stage

Grade: 1

The quality of provision for children in the Foundation Stage is outstanding. Children enter school with skills and experiences which overall are in line with those that are expected for their age. Because of the extremely good systems for induction and the welcoming ethos staff create, children settle very quickly and happily into school routines. They make excellent progress during their time in Reception and often exceed the targets expected for their age when they enter Year 1. This is largely because teaching and learning, including

curriculum planning, is excellent. Staff work together very well as a team and provide an outstandingly good range of activities with a practical basis. The care, guidance and support of the children are excellent. Leadership and management are excellent. There is a clear and rigorous programme of monitoring which ensures that the teaching and planning for all children is of the highest quality.

What the school should do to improve further

- Seek ways to ensure that parents are given every reasonable opportunity to express their views and have them considered.

Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate

School
Overall

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	1
The capacity to make any necessary improvements	1

Achievement and standards

How well do learners achieve?	1
The standards ¹ reached by learners	1
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and disabilities make progress	1

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	1
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

OFSTED AND ACADEMY STATUS

Crosshall Infant School was invited to become an Academy because it is an outstanding school. Ofsted continues to monitor the school from a distance but they currently have no plans to return to inspect the school because they are satisfied that we are continuing to provide an outstanding education to all of the children in our care.

Ofsted's Interim Assessment is detailed in the following letter received by the school.

Aviation House
125 Kingsway
LONDON WC2B 6SE

T 0300 123 1231
enquiries@ofsted.gov.uk
www.ofsted.gov.uk



28th March 2011

Dear Parent,

Crosshall Infant School Academy Trust: Ofsted's interim assessment

I am pleased to provide some important information about Crosshall Infant School Academy Trust.

As you may know, during its last inspection in October 2007, Ofsted inspectors judged your child's school to be outstanding. The 2011 Education Bill proposes that, from January 2012, schools that were previously judged to be outstanding will not be subject to routine inspection unless concerns are raised about their performance.

To help decide whether we need to inspect an outstanding school, Her Majesty's Inspectors look at various sources of information, as listed below. This is called an 'interim assessment.'

The results of the interim assessment

In carrying out the interim assessment, we considered the following:

- pupils' academic performance
- pupils' attendance
- any inspection visits carried out by Ofsted since the last routine inspection
- qualifying complaints* about the school by parents or carers
- any other significant concerns brought to Ofsted's attention

I am pleased to inform you that our interim assessment indicates performance has been sustained and that we will not be inspecting your school unless we receive further information that raises concerns. We will continue to undertake annual assessments of the school's performance.

I wish everyone in the school continued success in the future.

Yours sincerely

Christine Gilbert

* Ofsted has specific powers (under section 11AA-C of the Education Act 2005, as amended) to investigate certain complaints, known as qualifying complaints.

PARENTAL INVOLVEMENT

Positive parental involvement is central to the learning process. This can be achieved in many ways: by taking an interest in children's learning; talking; sharing books and encouraging children in every aspect of their school life. This support can have a real effect on children's performance and their future.

The school has a Home/School Agreement, which all parents are asked to sign each school year. This agreement outlines the shared expectations of working together for the benefit of the children.

Our aim is to make parents welcome at all times. Involvement can happen through helping in Classrooms, working with children on their activities, supporting educational visits or general assistance within the school. All parents who help in school must have Criminal Records Bureau (CRB) clearance. Forms are available from the school office. We invite continual communication, ensuring that parents are fully informed about their children's progress. These processes include Parent/Teacher Consultation Evenings and annual reports.

Parents are regularly informed of day-to-day issues through newsletters, curriculum updates and bulletins. We encourage parents to receive information from the school via e-mail rather than paper copies.

The staff at the school are always happy to meet parents should they require further information or have any questions. We make ourselves available as frequently as possible for this purpose. If you want to guarantee a time, for example if you require more than a 'quick chat', please make an appointment either directly with the Class teacher or via the school office. The Headteacher aims to keep the slots of 8.45 - 9.00am and 3.00 - 3.30pm available for parents, although this cannot be guaranteed. Appointments to see the Headteacher may also be made via the school office.

THE CURRICULUM

Early Years Foundation Stage

The Early Years Foundation Stage (EYFS) of learning begins when a child is 3 years old and is completed at the end of the Reception year. The separation of the EYFS from the later stages of the Infant school emphasises the importance of these early years:

"Early childhood is valid in itself and is a part of life, not simply a preparation for work or the next stage of education." (Early Childhood Education)

The EYFS curriculum consists of the Early Learning Goals, which are usually achieved in the Reception class. Children learn and refine new skills as they develop in all the Early Learning areas and these are taught through play and fun activities, with an increase in formal teaching as the year progresses. The Early Learning Areas are: - Personal, Social and Emotional Development, Communication, Language and Literacy, Problem Solving, Reasoning and Numeracy (PSRN), Creative Development, Physical Development and Knowledge and Understanding of the World.

Some examples to illustrate these areas: -

Personal, Social and Emotional Development

How children relate to others, share, take turns, dress and undress independently, adapt to routines, persevere at tasks, become increasingly independent.

Communication, Language and Literacy

How children talk and listen, understand and follow instructions, are able to retell stories, learn letter sounds and words to become a reader, learn how to hold a pencil and write letter shapes, words and sentences.

Problem Solving, Reasoning and Numeracy

Learning about the world of numbers, adding, subtracting, learning ways of doing this "in their heads," exploring concepts of shape, size, time, capacity and money.

Creative Development

Making pictures with all sorts of media, enjoying music through singing, dancing and playing instruments, learning to express their feelings through the arts.

Physical Development

Learning "large body" skills such as pedalling a bike, climbing over a scrambling net, bouncing a ball and "small body" skills such as holding a pencil, moulding clay, writing letters.

Knowledge and Understanding of the World

All those "how and why" questions explored through learning through play i.e. why does a toy truck move faster down a slope than on the flat? How do flowers grow? What happens to water if the weather is cold? Or hot? Or where does water go when it rains?

All these areas of learning are, of course inter-related and are taught and explored in various ways.

The National Curriculum and its Requirements

The National Curriculum specifies four main stages in relation to the period of compulsory schooling.

5-7	Key Stage 1 (Year 1 and Year 2 - Infant School)
7-11	Key Stage 2 (Year 3 to Year 6 - Junior School)
11-14	Key Stage 3 (Secondary School)
14-16	Key Stage 4 (Secondary School)

The Curriculum comprises: English, Mathematics, Science, Information Communication Technology, Design Technology, History, Geography, Music, Art, Physical Education and Religious Education.

In addition, cross-curricular themes and skills are identified. These include: Multicultural Education; Environmental Education and Personal, Social, Health and Citizenship Education.

There is a Curriculum Overview booklet available to parents, which gives an overview of all curriculum areas and how they are taught in school. (This can be accessed on the website or from the school office.)

Key Stage 1

The curriculum is taken in its broadest sense to include experiences in all aspects of school life. It enhances the development of the children's physical, social, emotional and spiritual well-being.

Learning is approached through a topic, the focus of which changes every half-term. Alongside this topic, basic skills, attitudes and knowledge are taught.

We spend 23 hours per week teaching the curriculum. There is a strong emphasis on the 'core' National Curriculum subjects of English, Mathematics, Science and Information Communication Technology (ICT).

The curriculum is very carefully planned. All planning follows the school's policy documents, which outline the content, and progression that should be on offer to children in the specific subject areas. These documents are based on the National Curriculum and are available for parents to read in school. Planning is carried out at a whole school level to ensure subject coverage, continuity and progression. This planning is then expanded by the year group teachers on a half-termly, weekly and daily basis.

Learning is arranged in different ways depending on the subject content being taught and the children's age. The children are taught in a variety of ways: as a whole class, in groups and on an individual basis. Work is matched to individual abilities. Sometimes children work in groups according to level of ability, previous experience and rate of progress.

Subject Leaders, Year Group Leaders, Assistant Headteachers and the Headteacher continually monitor the quality of teaching and learning within school. (Refer to the Assessment section for individual progress.)

ENGLISH

English teaching is based on the Primary Framework for Literacy.

Speaking and Listening

In school we continue the good work you have been doing at home by further developing the children's speaking and listening skills. We broaden the children's understanding of the spoken word and their capacity to express themselves effectively in a variety of speaking and listening activities.

Reading

The school endeavours to create an exciting environment, which will promote and stimulate, in the children, a love of books and language. We have a wide range of books. This variety means that all children will find many books that are pleasurable and interesting to read.

Children are encouraged to take books home regularly to share and enjoy with their family and

friends. This starts in the early days of school life with books that have a simple format of attractive illustrations and few words. Our books are colour-coded according to approximate reading ages. This allows for practice at a comparable level before moving on to a more difficult stage.

Reading levels are a rough guide; children cannot be judged on them alone. All children go at their own pace, as assessed by the teachers. There is no gain in rushing through the stages, only to stumble later. It is not a race but a steady build up of skills, confidence and understanding.

In Appendix 2, we have listed the sounds and the key words that Reception children will be expected to know before they progress to Key Stage 1. These will be taught gradually over your child's first year in school.

Writing

Children are encouraged to share their own thoughts and feelings in the written form. Early on the teacher will use a number of strategies to support and enable the flow of written language. From the beginning of school life, children are helped to see themselves as writers, to believe it is something they can do. Their writing is valued at whatever level, from the first squiggle on the paper to a page of writing. They are presented with lots of opportunities to try writing for themselves and are encouraged to use their increasing knowledge of written language and the resources in the classroom to help them.

Alongside this we use the computer and scribes (adults as writers) for the children. Children also regularly write as a group or class, with everyone making a contribution to one piece of work.

Handwriting

It is important that correct letter formation is taught at the first stage because bad habits are difficult to break. In Appendix 1 there is a handwriting letter formation guide should you wish to help your child at home.

Children are taught to write using the joined script as soon as they enter school.

Spelling

We use a combination of the phonetic (sound) and visual approach to word building. At first we teach the letter sounds, followed by the learning of letter names and then move on to look at other phonic and visual letter patterns within words.

Children are not asked to copy words. Instead they are encouraged to **Look** at the word, **Cover** it up, and try to **Write** it from memory and then to **Check** if their attempt is correct. In school this is known as the 'Look, Cover, Write, Check' method.

MATHEMATICS

Mathematics teaching is planned from a combination of elements from the National Curriculum, the National Primary Framework and a scheme of work. The mathematics curriculum is split into seven strands and all of these areas help develop mental strategies for

calculations and solving problems (with the appropriate methods of recording these). The seven strands are: using and applying mathematics; counting and understanding number; knowing and using number facts; calculating; understanding shape; measuring and handling data.

The skills, processes, facts and applications of mathematics are taught in a systematic progression. We encourage the development of these skills and concepts at the individual's pace and level of understanding, and these are assessed at regular intervals. Much emphasis is placed on practical experience, problem-solving and using mental strategies. The use of games, of all types, is valued alongside practical and recorded activities in developing the young mathematician.

SCIENCE

In guiding the children towards an understanding of the world in which we live and through our approach of first-hand learning experience, science quite naturally becomes of prime importance. The observational skills that we develop through a range of curriculum areas are a key part of the scientific investigations the children will complete as part of their lessons. Scientific activities are designed for the children primarily under the umbrella of the class topic. This helps children to obtain scientific concepts in a meaningful way. By carefully choosing topics for the children to study, we ensure that the requirements of the Science National Curriculum are met.

We have a quiet garden at the back of the school. Here the children are able to study plants, mini-beasts, birds, butterflies, etc. in a natural environment.

INFORMATION COMMUNICATION TECHNOLOGY (ICT)

Information Communication Technology develops the children's use and knowledge of computers and everyday devices that have control mechanisms. As well as computers, the children use voice recorders, cameras, (both still and video), and programmable toys.

We have one computer suite with 15 PCs that is used for the dedicated teaching of ICT skills. We also have a mobile trolley with 30 netbooks for use in the classrooms. Both the suite and the netbook trolley are used for teaching specific IT skills and also cross-curricular teaching and learning. Each classroom and the suite has an interactive whiteboard that are used to support teaching across the curriculum. In addition, the Reception Year and Year 1 have classroom PCs for teacher-directed independent use. All computers in school are radio networked and have access to the Internet via Virgin Media with protected access. Children are always supervised when accessing the Internet. They are also protected from inappropriate access by the use of secure filters and firewalls.

Information Communication Technology is embedded across the curriculum and children become familiar with a range of software. We provide children with experiences of word processing, data handling, simulations and graphics. Our bank of cross-curricular software and the use of websites support children in Mathematics, English, Science, History, Geography, Art and Music. We ensure that the children are prepared for the challenges of the 'Information Age' in which we live.

DESIGN TECHNOLOGY

Design and Technology involves the children in a range of topic-related designing and making activities. The children learn how to use tools safely and develop an increasing range of skills as they progress through school. As their skills develop they have greater independent choice of materials and tools for their construction activities. Much of the work involves problem-solving, where the children have to make decisions about the most suitable materials, processes and mechanisms to use for their products.

In addition to designing and making using raw materials the children also have access to a variety of construction sets.

There is a children's kitchen in school where children have the opportunity to cook in small groups with close adult supervision.

THE ARTS

Art, Music and PE

Art

The children are given the opportunity to explore various media: paint, pastel, pencil, pen, textiles, printmaking, collage, clay and 3D materials.

Many activities are chosen to encourage careful observation. Other activities are provided for the children to use memory and imagination in their work. The children observe and discuss the work of a variety of artists and use this to influence some aspects of their own work.

Music

Children participate in all aspects of music making and music appreciation. Singing plays an important part in children's musical experience, and activities are undertaken to nurture this whilst also developing their understanding and knowledge of sound, rhythm and pitch. Time is also spent listening to and learning about a variety of music from different times, cultures and composers.

In addition to children's musical experiences in school, opportunities are also provided for the children to develop performance and technical skills in extra curricular choir, recorder and musical theatre groups.

Physical Education (PE)

PE is important in the development of physical control and personal confidence. It also teaches children to learn to share and work together. Physical Education includes gymnastics, games and dance skills. In the Foundation Stage, the outdoor curriculum provides many opportunities for developing physical skills in a less formal situation.

HISTORY and GEOGRAPHY

History

History is taught through the use of artefacts, stories, educational visits, records, photographs, videos, pictures and people's memories and experiences. At first the children explore the living past through their own history and that of their families. They then move on to history beyond living memory. We aim to develop in the children an understanding of the past, the ability to sequence, to collect information and to make comparisons within a chronological framework..

Geography

Geography extends the children's knowledge and understanding of the area in which they live while affording challenging glimpses of places far away. The children learn how to care for their environment and how to question environmental quality. Early mapping skills are developed from fieldwork, aerial photographs and stories.

RELIGIOUS EDUCATION

Teaching Religious Education is a legal obligation for schools. It is provided in accordance with the Cambridgeshire agreed syllabus and is non-denominational. It reflects the predominately Christian culture in which we live but also fosters an awareness of other religious beliefs and practices. Children are taught to appreciate the value of religion and the importance of respect for all people.

Religious Education is presented as part of the thematic learning experience we offer to the children. We try to help children understand the nature of a religion and what it means to take a religion seriously but it is not the job of the school to make children believe in any one religion.

An assembly is held each day. Assemblies are of a broadly Christian character and are seen as a vital part of the children's education, developing both a sense of community and individual worth.

Parents have the right to withdraw their children from any part of this curriculum area but we feel that it is delivered in such a way as to negate the necessity for such action. Any requests for withdrawal should be made in writing to the Headteacher.

PERSONAL, SOCIAL, HEALTH AND CITIZENSHIP EDUCATION (PSHCE)

As a caring school we are concerned about the development of each child as an individual.

PSHCE permeates school life; however, there are designated 'Circle Time' sessions that take place at least once a week in every class. The children are invited to discuss a range of topics that involve understanding their feelings, personal safety, achievements and aspirations.

We aim to encourage a thoughtful attitude towards others and the environment. We have 'Golden Rules' that provide clear guidelines on behavioural expectations, within school and in the playground.

Golden Rules

In school it is important that...

We try our best.

We are good listeners.

We are kind and polite to each other.

We do what adults in school ask us to do.

We share with each other.

The teachers work with the children and their parents to ensure that the 'Golden Rules' are adhered to. The children are encouraged to take responsibility for their behaviour and to think positively.

Personal and Social Education includes Health Education, Personal Safety and the promotion of self-esteem. New parents to the school are asked to support us by signing our Home/School Agreement.

We have been awarded National Healthy School status. This indicates our active commitment to all areas of Health Education within school.

DISCIPLINE

A kind, firm approach to discipline sets the tone of our school. Children are required to act with consideration for other people at all times. We endeavour to create a happy learning environment. The staff display a high degree of caring for the children and the children, in turn, are expected to care for each other and the school. We aim to foster self-discipline. Children do need to understand early on the parameters of acceptable behaviour. These standards are set out in the 'Golden Rules' and in the school's behaviour policy. We pride ourselves on the high standards of behaviour and discipline throughout the school, which help to ensure high-quality learning takes place. These high standards are frequently commented on by the many visitors we have in the school.

The school operates a zero tolerance of any incidents of bullying. Bullying, as defined by Cambridgeshire Local Authority, is a persistent, deliberate attempt to hurt or humiliate someone. We find that our approach to discipline means that although children can sometimes test our 'golden rules', which is a natural part of growing up, incidents of bullying are rare. The school, however, does take any bullying allegation seriously and works closely with parents and children to ensure issues are resolved quickly.

The school is committed to ensuring that all our staff and adults with responsibility for children's safety and welfare will deal professionally with all incidents involving aggressive or reckless behaviour. Physical intervention is used as a last resort in line with DFE and Cambridgeshire County Council's guidance. If used at all, it will be in the context of a respectful, supportive relationship with the pupil. We will always aim to ensure minimal risk of injury to pupils and staff. Parents/carers will be informed after a non-routine incident where physical intervention is used with their child.

Racist Incidents

Under the 'Race Relations (Amendment) Act 200 and Home Office Code of Practice on reporting and recording racist incidents (2000), schools are required to record and investigate all racist incidents.

Definition of a Racist Incident

Cambridgeshire Local Authority and schools, as advised by the Home Office, adopted the definition recommended in the Stephen Lawrence Inquiry Report 1999:

"A racist incident is any incident which is perceived to be racist by the victim or any other person"

This definition emphasises perception, so that if anyone thinks an incident is racist it will be recorded and investigated as such, however minor it may seem.

Incidents involving children and adults will be recorded whether or not those responsible intended their behaviour to be racist. It should also be noted that a racist incident does not necessarily have a victim.

Procedures

Parents/carers will be contacted if their child is involved in any way in an alleged racist incident and they will be kept informed on the progress and outcome of any investigation.

Any incident that is alleged or perceived to be racist will be recorded and if, following investigation, it is concluded that it is not racist, this outcome will be noted on the school record of the incident.

The school will seek advice from Cambridgeshire Race Equality and Diversity Service (CREDS) as and when required and parents/carers may also discuss any concerns regarding racist incidents with the Service.

ASSESSMENT

Assessment is the process by which a teacher establishes children's current level of understanding and ability in a given area before planning their next stage of learning. It is at the heart of promoting children's learning and it is an integral part of the curriculum.

Assessments are made of the knowledge, concepts, skills and attitudes that the children have acquired. They are carried out through teacher observations of oral and written work.

Assessments are included within the termly and weekly planning and are part of the teaching day taking place through normal classroom activities.

Early Years Foundation Stage

Most assessment in the Early Years Foundation Stage is ongoing observational assessment and provides information for the child's Early Years Foundation Stage Profile, which is a record of a child's achievement towards the Early Learning Goals. These assessment results are sent home to parents with the annual report. The charts on the next page show the percentage of children achieving 6 scale points is the average achievement for children across the

Foundation Stage. Crosshall Infant School results are shown in comparison to National and Local Authority 2010 scores.

Setting/LA/National Summary

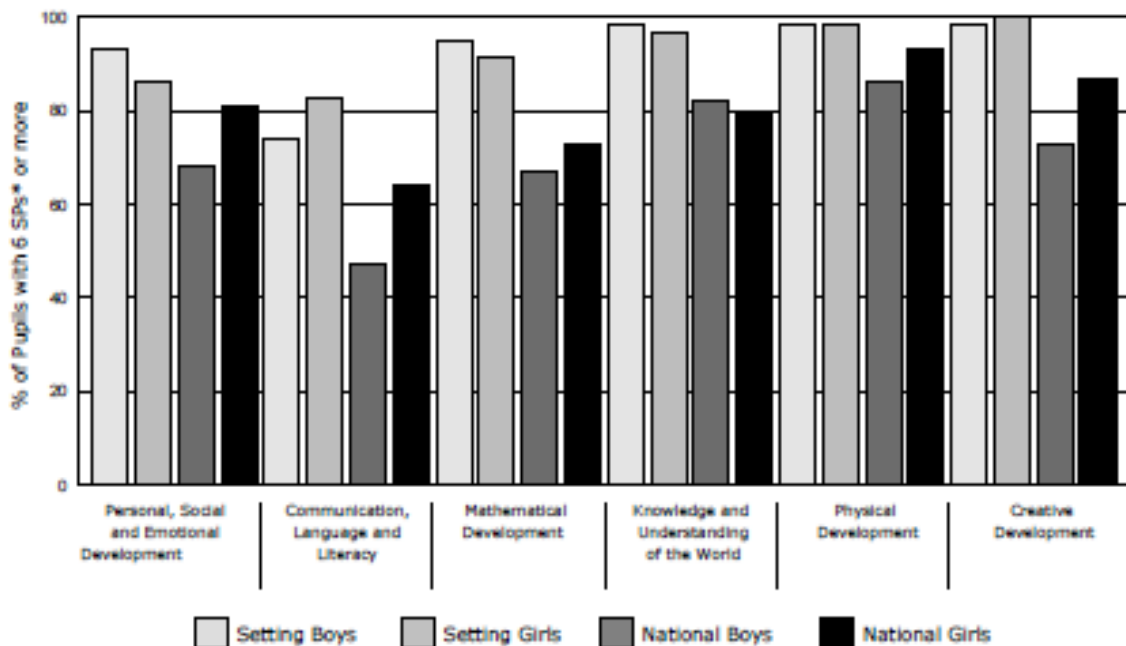
End of FSP / 2010
<FSP Settings>

5203: Crosshall Infant School

Setting Pupil Count: 120

Area of Learning	% of pupils with 6 SPs* or more								
	Setting			LA**1			National **2		
	All	Boys	Girls	All	Boys	Girls	All	Boys	Girls
Personal, Social & Emotional Development	90.0	93.4	86.4	75.3	69.2	81.9	74	68	81
Communication, Language & Literacy	78.3	73.8	83.1	59.1	50.8	67.9	55	47	64
<i>PSE and CLL</i>	73.3	72.1	74.6	54.8	45.9	64.4	52	43	61
Mathematical Development	93.3	95.1	91.5	73.8	72.4	75.4	70	67	73
Knowledge & Understanding of the World	97.5	98.4	96.6	83.3	82.4	84.3	81	79	82
Physical Development	98.3	98.4	98.3	89.3	85.4	93.5	90	86	93
Creative Development	99.2	98.4	100	80.3	73.0	88.1	80	73	87

Foundation Stage Profile - % of pupils with 6 SPs* or more (Setting & National)



Please note that pupils with an N in an assessment (or in the case of an Area Of Learning any of the assessments that make up that Area Of Learning) are not included in calculations. In order to achieve 6+ in an Area Of Learning a pupil must have at least 6 scale points in each of the assessments that make up that Area Of Learning.

- * SP - Scale Points
- **1 Please note that applying groups to this report does not affect the LA figures
- **2 Please note that the reported National data is for the year 2009

Standard Assessment Tasks and Tests (SATS): End of Year Two Assessments

In the Summer Term of Year 2 teachers make a formal assessment of the level at which the children are working in Reading, Writing, Speaking and Listening, Mathematics and Science. The children also complete the National Tests and Tasks for 7-year-olds (Standard Assessment Tests and Tasks). These results are used to inform the Teacher Assessments. The results of these assessments are sent home to parents with the annual report.

The charts on the next page show the percentage of children achieving each level in June 2010. Crosshall Infant School results are shown in comparison to National and Local Authority 2010 scores.

Teacher assessment in Reading, Writing and Mathematics is informed by the administration of statutory tasks and tests during Year 2, unless the children are working below level 1.

Key: Reading, Writing, Mathematics

Levels W, 1 and 2c are below the nationally expected standards for most 7-year-olds.

Level 2b is the nationally expected standard for most 7-year-olds.

Levels 2a and 3 are above the nationally expected standards for most 7-year-olds.

Key: Science, Speaking and Listening

Levels W and 1 are below the nationally expected standards for most 7-year-olds.

Level 2 is the nationally expected standard for most 7-year-olds.

Level 3 is above the nationally expected standards for most 7-year-olds.

We are very proud that the children of Crosshall Infant School achieves such high standards and achieves well above both the Local Authority and the National average. Thank you to all the children, staff and parents who work so hard to achieve this success.

Records of Achievement

When children enter school a 'record of their achievement' is begun. This information is built up over the three years in the Infant School and contains details of assessment in the subject areas and evidence of personal targets set by the children each term. Alongside this, the children have a Year Book which is a collection of 'best' work from the topic for each term. Year Books are sent home to parents when the children leave the Infant School.

An Annual Report to Parents outlining development across all aspects of learning also forms part of this Record of Achievement. All records can be seen at any time by prior arrangement with the Class teacher.

Crosshall Infant School Key Stage 1 Results 2010

These tables show the percentage of eligible children at the end of Key Stage 1 achieving each level in the school 2010. The number of eligible children was 117.

RESULTS OF TEACHER ASSESSMENT 2010									
	Percentage at each level								
	W	1	2	2C	2B	2A	3 or above	Disapplied children	Absent children
Speaking and listening	0	3	51				45	0	0
Reading	0	4		0	9	29	57	0	0
Writing	1	3		8	24	16	48	0	0
Mathematics	0	0		3	12	30	56	0	0
Science	0	0	48				52	0	

Cambridgeshire Key Stage 1 Results 2010

This tables show the percentage of eligible children at the end of key stage 1 achieving each level in the county in 2010. The number of eligible children was 6217.

RESULTS OF TEACHER ASSESSMENT 2010									
	Percentage at each level								
	W	1	2	2C	2B	2A	3 or above	Disapplied children	Absent children
Speaking and listening	1	10	67				22	0	0
Reading	2	12		10	20	23	31	0	0
Writing	3	14		19	28	20	16	0	0
Mathematics	1	8		15	25	25	25	0	0
Science	1	8	67				24	0	

National Key Stage 1 Results 2010

This table shows the percentage of eligible children achieving each level at the end of key stage 1 in 2010.

RESULTS OF TEACHER ASSESSMENT 2010									
	Percentage at each level								
	W	1	2	2C	2B	2A	3 or above	Disapplied children	Absent children
Speaking and listening *									
Reading	3	12		12	23	24	26	0	0
Writing	4	15		21	28	20	12	0	0
Mathematics	2	9		16	26	27	21	0	0
Science *									

'W' represents children who are working towards Level 1 but have not yet achieved the standards needed for Level 1. Figures may not total 100 per cent because of rounding.

* National Data not available

Things you need to know by the School Council

What do we wear to school?

We wear a blue jumper with our school logo on it, a white shirt and trousers. Some girls like to wear a skirt or a dress.



What do you do if the fire bell goes off?

Walk sensibly to the closest door that leads outside. Line up quietly on your class spot or number.



Who will teach me?

At school we have 20 teachers. Some of them are here all the time and some only come in on certain days.



Where do I go to the toilet?

In Reception and Year 1 every class has their own toilet. In Year 2 only Class 9 has its own and Classes 10, 11 and 12 are grown up and share them.

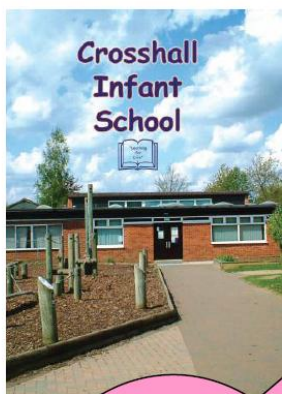
First aid at school

You can go to first aid if you get hurt. It is in the choosing area or in the shed at lunchtimes.

What happens at playtime?
We have little play and big play. Big play is a learning time. For little play you can bring a pocket size toy to play with and a healthy snack. We can bring cheese, fruit or vegetables. If you are lonely at play time you can go to the friendship stop. A grown up or a child will come and see you.



What do we have for dinner?
We have different dinners every day. We eat in the school hall. There is always something hot and something cold to choose. There are always vegetables, bread and salad. All the dishes are delicious!



How big is our school?
Our school has 12 classes with 30 children in each one. We have 3 year groups; Reception, Year 1 and Year 2.

What happens at lunchtime?
In Year 1 and 2 the lunchtime supervisor blows the whistle and holds up your class number. We all have lunch in the dinner hall. When you have finished your main course you have to put your hand up to ask if you can go onto your pudding.

SPECIAL EDUCATIONAL NEEDS (SEN)

Whilst we recognise that all children have individual needs we generally acknowledge that children with special needs are ones who may need additional support owing to a particular learning, behavioural or physical difficulty.

The school's Special Educational Needs Policy, which is totally inclusive of all children's needs, is based on the Special Educational Needs Code of Practice published by the Department for Children, Schools and Families (DCSF) in November 2001.

The Special Educational Needs Policy is successful in providing a supportive framework so that children with special educational needs can be identified quickly, given the individual help they need and their progress can be monitored by teaching assistants, class teachers and parents. Children with special educational needs may be given an Individual Education Plan (IEP) with specific targets that are reviewed on a termly basis.

The school is committed to working closely with parents and external agencies to ensure the best provision is given to all children with special educational needs. Children are encouraged, as appropriate, to give their views on their learning needs and progress they make.

The school employs a number of teaching assistants to work with children who need additional support.

Special educational needs support on a one-to-one basis is generally provided for a child who has undergone statutory assessment of their special need by the Local Authority.

Mr David Brown is the Governor with specific responsibilities for Special Educational Needs in school.

All children have access to a broad, balanced and differentiated curriculum, according to individual needs. Provision for the gifted and talented children is part of our general provision and we build on this through enrichment and extension. Enrichment takes the form of exploring a subject that other children may not cover. Extension occurs when an aspect of a subject is taught to a greater depth. A teaching assistant is employed to work in Key Stage 1 with groups of very able children. Each half-term children from each year group are chosen to focus on a subject, according to their knowledge and understanding, linked to the current topic. These tasks are carefully planned to include children who have a specific ability in one or more areas of the curriculum. There is also a weekly Challenge Club at lunchtime to which gifted and talented children are invited.

EDUCATION WELFARE SERVICE

The Headteacher monitors attendance in school. She liaises with the Education Welfare Officer (EWO), who supports, explains and advises on many issues that may prevent children from attending school. The aim of the EWO is to help all children benefit from the education being offered.

Guidance and advice may also be given in respect of free school meals, uniform grants, employment of children, children in entertainment, welfare rights, child abuse and special education. The EWO works closely with other professionals including Social Workers,

Health Visitors, School Nurses, Education Psychologists, General Practitioners, Probation Officers, the NSPCC and Voluntary Agencies.

The EWO is based at: St. Neots Locality Team, The Bargroves Centre,
Cromwell Road, St. Neots, Cambs. PE19 2EY

CHILD PROTECTION

All the staff of Crosshall Infant School are committed to promoting and safeguarding the welfare of children. The DFE legally requires Headteachers to report any obvious or suspected case of child abuse. This includes non-accidental injury, severe physical neglect, emotional abuse and sexual abuse. This procedure is intended to protect children at risk and schools are encouraged to take the attitude that where there are grounds for suspicion it is better to be safe than sorry. This does mean that the Headteacher risks upsetting some parents by reporting a case with parents' knowledge which, on investigation, proves unfounded. In such circumstances it is hoped that parents, appreciating how difficult it is for the Headteacher to carry out this delicate responsibility, would accept that she was acting in what she believed to be the child's best interests. The school also has an agreed protocol which is followed should late or non-collection of a child occurs, (a copy of which is available from the school office on request).

SEX AND RELATIONSHIPS EDUCATION

Sex and Relationships Education is firmly rooted in the PSHCE curriculum through the Staying Safe Programme and the Social and Emotional Aspects of Learning (SEAL) Programme. We aim to promote the children's spiritual, moral and cultural development both in the context of school and in society. We help pupils to develop their relationships and responsibilities with each other.

SCHOOL HEALTH SERVICE

Children who are happy and healthy achieve more at school.

Health and emotional problems can prevent children from enjoying school and can slow down their learning capabilities. If you think your child has a problem it is very important that their teacher knows. We want to work with you to help your children stay fit and well and make the most of their good health.

Our school is supported by the Huntingdonshire School Health Service, which comprises the School Medical Service and the School Nursing Service. School Doctors and Paediatricians working within the School Medical Service identify the way in which medical conditions may affect a child's ability to learn. They work closely with family doctors and hospital consultants.

Our school nurse is Jas Basra. She assists at medical examinations and immunisation sessions and carries out screening procedures. She provides teaching and advice on health matters in co-operation with the Health Education Department.

Together they:

- Arrange health checks, to make sure any problems are found early and appropriate referrals are made. All children receive a hearing test and have their height and weight measured on entering school. Medicals take place for specific children only, in consultation with parents, where either the school and/or the parents feel there is a need.
- See parents and children when asked to discuss health and personal problems.
- May explain any special health needs to teachers.
- Encourage a healthy life style at home and at school.
- Act as a link between home, school and health workers.

They can be contacted at -

School Health
Oaktree Centre
1 Oak Drive
Huntingdon,
Cams. PE29 7HN

Telephone No: 01480 418641/ 53

ATTENDANCE and ILLNESS

Prompt and continuous attendance at school is essential.

Illness during Term Time

- a) If children are ill, parents should ring the school in the morning to let the school office know their child will be absent. A phone call is only necessary on the first morning of an absence unless the absence is lengthy. If the absence is lengthy, eg over a week, a follow-up call will be necessary. If a call is not received, parents will be required to complete a pink medical/sickness absence form, (available from the office or downloaded from the school website at www.crosshallinfant.co.uk).
- b) Parents should complete a pink medical/sickness absence form for their child, when they are aware of a forthcoming medical appointment, eg doctor, dentist.
- c) From time to time we get an incidence of 'tummy bugs' in school. If children have sickness or diarrhoea we ask parents to keep them away from school for 48 hours after it ceases. This gives a chance for you to see if it has completely cleared or developed into something more serious. It also helps prevent the germs from spreading to other children and staff.

Other Absence

The school's policy on absence and term time holidays is as follows:

The legal framework is that schools are not required to authorise absence for term time holidays, although they do have the discretion to grant up to 10 school days in any one year. (Schools cannot authorise more than ten school days absence in any one year unless there are exceptional circumstances.)

Leave of absence for a family holiday in term time should be avoided if possible. If this proves to be absolutely unavoidable then you should make a written request (using an orange holiday request form), at least two weeks before the date when you plan to go away, stating the reason why you feel that you are unable to arrange this holiday during the published school holiday dates. Forms are available at the school office or they may be downloaded from the school website at www.crosshallinfant.co.uk.

Each request for term time leave is considered on an individual basis and a range of factors are taken into account. The most important considerations will be your child's previous attendance record and the effect which any absence is likely to have on his/her educational progress and social stability.

Parents should not expect all requests for term time leave to be granted and whilst it is recognised that this will cause disappointment, it is hoped that you will understand the reasons for the school's decision. Should parents take their child out of school for the purposes of a holiday without first requesting authorisation from the school or should they take their child on a holiday when the authorisation from the school has been requested but has not been granted then any absence which is accrued as a result will be recorded as unauthorised.

Should you request leave of absence for your child for the purposes of a term time holiday and this is granted it is very important that your child comes back to school promptly at the end of the holiday. Where a child fails to return by the agreed return date, and there is no good reason for this, such as illness, we will remove the child's name from the school roll. This means your child would no longer have a place at the school.

Authorisation will not normally be granted for long weekends, birthday treats or at the beginning and end of terms.

Authorisation for exceptional circumstances such as music/ballet exams, funerals etc, need to be requested via a letter.

For Year 2 children SATS will be administered throughout the whole of the first half of the summer term. Please do not take your child out of school during this time. Any absences, which are planned for this period, will be unauthorised on the recommendation of the DFE. Unauthorised absences are reported to the DFE.

The following indicates the number of absences throughout the period September 2009 to July 2010 for children of compulsory school age:

(Authorised absences cover sickness, medical appointments and educational visits, etc.)

No. of pupils in school (includes children who left during year)	366
No. of sessions ($\frac{1}{2}$ days)	380
Total attendance (in sessions)	125308
No. of pupils with authorised absences	4.3%
No. of pupils with unauthorised absences (in sessions)	0.6%

First Aid

When the children are in school they are in the charge of the Headteacher, who is caring for

them instead of the parents, that is, *in 'loco parentis'*. The Headteacher delegates this responsibility to members of the teaching and non-teaching staff.

When necessary, simple first aid is applied in school. We have members of staff who are fully qualified first-aiders, while others have emergency first-aid training. If an accident needs hospital treatment or other medical attention we try to contact parents first. If we are unable to do so the school will take the responsibility for dealing with the situation as appropriate. It is extremely important we have an up-to-date address and telephone number so that we can contact you quickly in case of an emergency.

Medicine

As a general rule, we do not accept responsibility for administering medicines in school. You are free to come to school to do so or alternatively to keep your child at home until he/she is completely recovered. We make some exceptions, at the discretion of the Headteacher, eg for asthmatic children who need to use an inhaler regularly. These medicines must be securely named and handed into the school office, where a medicine form needs to be filled in.

SCHOOL UNIFORM

The school is a uniformed school and we expect all children to wear uniform. It can be ordered from the school via the office.

Uniform consists of:

- ❖ A navy sweatshirt or cardigan.
- ❖ A white blouse or polo shirt.
- ❖ Dark-navy, black or grey trousers or skirt.
- ❖ In the summer, girls may wear a blue-checked dress and boys may wear dark navy, black or grey shorts.
- ❖ Dark, flat footwear.
- ❖ If girls choose to wear tights, they should be plain, black, navy or grey.
- ❖ Long hair needs to be tied back.

If children come to school in boots, please provide another pair of shoes to be worn inside the building.

Tattoos, nail varnish, make-up and extreme hairstyles are not appropriate for school.

PE

Every child should have a pair of shorts, a t-shirt and plimsolls for the warmer weather and jogging pants and a sweatshirt for the colder weather. All PE clothes should be sent to school in a drawstring bag (these can be ordered from the school office). Children work in bare feet in the hall.

Artwork

An overall, such as one made from an old shirt, with the cuffs and collar removed and elastic in their place named and with a loop sewn in for hanging up, is ideal. These are then worn with the buttons at the back.

School Bags

As the cloakrooms are extremely small we ask that children do not bring their belongings in large bags. A drawstring bag which can hang up and a book bag which can fit into a child's drawer are acceptable and may be ordered from the school office.

An order form for uniform is available from either outside the school office or from the school website at www.crosshallinfant.co.uk.

JEWELLERY

The wearing of jewellery in school is discouraged. Please ensure that if your child has pierced ears, only stud earrings are worn. Expensive watches, precious toys and personal belongings should not normally be brought to school except when connected to the work the child is undertaking in class. This reduces the risk of loss or damage.

EQUALITY AND DIVERSITY

Our school aims to be an inclusive school. We hope to make all our children welcome and feel happy in order that they look forward to their school day. We aim to provide equal opportunities for all irrespective of social background, culture, race, gender, differences in ability and disability. Every child is unique and we view differences as an opportunity for adults and children alike to learn more about ourselves. To ensure that our school is inclusive we set suitable challenges, respond to the diverse needs of learners and overcome potential barriers to learning and assessment for individuals and groups.

If your child has a disability, he or she will be treated no less favourably than other applicants for admission. We make reasonable adjustments to ensure that pupils with disabilities are not placed at a substantial disadvantage. Our accessibility plan, describes the arrangements we have already made and the further proposals planned, to improve physical access to the school, access to the curriculum and access to written information. A copy of our accessibility plan is available from the office.

The school has a policy for supporting children with special educational needs. It is reviewed every year. Our aim is for all children to have access to all aspects of school life, as far as is reasonable and practicable.

We aim to ensure that disabled pupils in our school are not placed at a substantial disadvantage. We take all reasonable steps to ensure that people with a disability are not treated differently without lawful justification. We make reasonable adjustments for disabled pupils and we know we have succeeded when disabled pupils participate fully in school life.

In order for effective partnership working between home and school to take place, we request that parents:

- Inform the school at the earliest opportunity if their child has a disability or special need and the exact nature of it.
- Provide the information the school needs to plan effectively for the child to be a full member of the school community.

- Acknowledge that when deciding whether an adjustment is reasonable, one of the factors the Headteacher must consider is the effect of the proposed change on all members of the school community.
- Recognise the importance of school and home working in partnership.

MULTICULTURAL EDUCATION

The school takes positive steps to ensure that all pupils are aware of and gain some insight into the multicultural society within which we live.

SCHOOL ADMISSIONS

The Governing Body of the Academy Trust is the admission authority for the school. This means that the Governing Body sets and applies the Admissions Policy for the school. All decisions regarding the admission of children into the school are made by a sub-committee of the Governing Body.

In determining the Admissions Policy the school complies with current legislation. There is a Statutory Code of Practice on School Admissions set out by the Department for Children, Schools and Families in the School Standards and Framework Act 1998 that states no school providing education for children up to the age of seven-years-old should exceed class sizes of 30 children).

Crosshall Infant School ('the School') is approved by the Secretary of State for Education to admit up to a certain maximum number of children in each of the three year groups: Reception, Year 1 and Year 2. This figure is set at 120 children per year group (a year group is then divided into four classes with each class having a maximum of 30 children).

The school has had several occasions when we have been unable to offer places to all parents wishing their child to attend the school. It is unfortunate when this occurs, but the school has a set limit beyond which it cannot function efficiently, pupil/teacher ratios will become unacceptable and the school may not comply with various health and safety etc. regulations. In order to allocate places on a fair basis to all, we have formalised the admissions procedure and clearly defined the method of prioritising in the event of over subscription.

The school places no constraints on who may apply for entrance to the school and all applications will be considered and processed in accordance with the guidelines in this document. Children will be admitted without reference to ability or aptitude.

This document sets out to clearly state the following regarding admission to Crosshall Infant School:

- Admission criteria in the event of over subscription.
- The method of applying and the way in which the application will be handled.

Throughout this document the following definitions apply:

'Parent' is defined as the parent/s or guardian/s of the child.

"Year 1 Children"



"Sports Stars"



"Out and About"



"Creative Fun"



"Reading Time"



'Brother or Sister' is defined as children aged 4 to 16, living in the same family unit.

'Looked After Children' is defined as children who are in public care.

'Home Address' is to be taken as the address of the adult/s with parental responsibility with whom the child normally lives. The home address is that which applies at the time of application. Where children spend time with parents at more than one address, the address used to allocate a school place will be the one at which the pupil is ordinarily resident. Where children spend equal time with both parents, the address used will be the one most advantageous to the application. Changes of address occurring shortly after application can normally be taken into account if notified in writing to the LA Admissions Team or the school. Places cannot be allocated on the basis of intended future changes of address, unless house moves have been confirmed through the exchange of contracts or the signing of a formal lease agreement. A temporary address will only be used for allocation purposes where no permanent address is available.

Admission Criteria For Reception Year - September Intake

In order to qualify for entry into a Reception class children must have reached the age of four by the 31st August in that year.

Application Procedures

The application process for admissions into Reception Year (the initial year of entry) is co-ordinated by Cambridgeshire LA, which acts on behalf of the Governing Body to offer places at the school. Parents should apply online at www.cambridgeshire.gov.uk/admissions or submit a Cambridgeshire Application Form available from the school or from the LA Admissions Team, no later than the national closing date. Offer letters will be issued by the LA on the published offer date.

Late applications (those submitted after the national closing date) will also be handled by the LA Admissions Team.

Parents wishing to visit the school prior to submitting an application are welcome to do so, though it may not always be possible to organise this at short notice. Visits are not interviews and do not affect any decision regarding the availability of a place. No interviews are held as part of the admissions process.

All parents are advised to read the LA booklet for parents on primary admissions before submitting an application.

Priority Criteria

Children who have a statement of special educational needs that names the school will be admitted.

NB. Those children with a statement of special educational needs that does not name the school will be referred to Student Assessment to determine an appropriate place.

First Priority

Children in Care, also known as Looked After Children (LAC).

Second Priority

Children who have a brother or sister (as defined by the Children Act 1989) at Crosshall

Infant School or Crosshall Junior School, at the date of admission.

Third Priority

All other children.

In the event that there are more children in any category than there are places available, places will be prioritised and awarded to children who live nearest the school.

The distance, for admissions purposes, is measured using the straight line distance from the centre point of the home to the centre point of the school as determined by the National Land and Property Gazetteer (NLPG). These distances are produced by the LA Admissions Team for the school. For families who live outside the area covered by the Cambridgeshire mapping system, distances are determined using a combination of local maps and online resources.

A child's attendance at the Nursery does not guarantee that child a place in the Infant School. (Please note there is a separate 'Nursery Admissions Policy'.)

Oversubscription

For admission into Reception Year - September intake, the LA, on behalf of the Governing Body, will offer 120 places to children. This is the Published Admission Number (PAN) for that year group. In the event that more than 120 applications are received, the over-subscription criteria will be applied to determine priority for places. All school preferences, as declared by parents on the LA application form, are treated equally, regardless of whether they are first or second preferences.

When an application is refused, the child's details are automatically placed on a reserve list for the year group, ranked according to the admission criteria.

As part of the co-ordinated scheme for primary admissions, the LA Admissions Team will maintain a reserve list on behalf of the Governing Body, ranked according to the school's oversubscription criteria. Parents will be contacted immediately if a place becomes available for their child, but should be aware that their child's place on a reserve list may change if an application is subsequently received that meets a higher criterion than their own.

In Year Admissions

Applications for a school place after the start of the school year, or for any other year group, are processed by the Local Authority (LA) Admissions Team, who may be contacted by telephone 01223 699662/699200 or by e-mail: admissions@cambridgeshire.gov.uk

An application form must be completed and returned to the LA Admissions Team, who will then contact the preferred schools to determine the availability of a school place. The LA Admissions Team will then write to parents to confirm the details of the school place at which a place is to be offered.

Parents are encouraged to contact the school directly in order to arrange a visit prior to making an application.

If a place at Crosshall Infant School is offered, parents are asked to contact the school again so that the relevant paperwork may be completed, and both a visit to the child's new class and a start date can be agreed.

Where the Admissions Team is unable to meet any preferences expressed a place will be offered at the next, nearest alternative school with places available. The child's details will be held on a reserve list by the LA Admissions Team on behalf of the Governing Body for a minimum period of one term following the term of application.

Allocation to Alternative Year Group

If there is no place available for a child's year group, the school will not allocate a place in another year group. This has been tried in the past and is not in the best interests of the child or other children in the class.

Requests to Transfer Schools

The school will always discourage parents wishing to transfer a child from another local school as a result of a dispute with that school and will always request that the matter is discussed with the Headteacher of the child's school. It is better to address the problem and seek a solution rather than transfer schools.

Ethnic Origin

It is the school's policy that children of all ethnic backgrounds shall have equal consideration relating to all aspects of the running of the school, including admissions.

Free School Transport

For the purpose of providing assistance with home-to-school transport, the LA has a defined catchment area for the school, although the school does not use a defined catchment area for the admission process. Any child living within the LA defined area, but more than two miles from the school, is entitled to assistance with transport. For further information, contact the LA Admissions Team.

Starting School

- Parents can request that the date their child is admitted to the school is deferred until later in the school year or until the child reaches compulsory school age in that school year.
- Parents can request that their child attend part-time until the child reaches compulsory school age.

If parents wish to take up this option we request they make an appointment with the Headteacher.

Review Panel

In 1998 the School Standards and Framework Act was passed which changed the legislation relating to infant class sizes. It is no longer permitted to exceed 30 children in an infant class with only one qualified teacher.

If you are not offered a place at a school because of the infant class size rule, you will be offered the opportunity to have an independent review panel look at the decision made by the admission authority.

Although a review is a form of appeal, the review panel can only overturn the decision to refuse a place if you are able to show that:

- The decision to refuse a place was not one which a reasonable admission authority would have made in the circumstances of the case;

OR,

- The child would have been offered a place if the admission arrangements had been properly implemented.

Very few reviews are successful.

Crosshall Junior School

Crosshall Infant School and Crosshall Junior School operate as separate schools on a shared site. There is however much close co-operation between the two schools.

The offer of a place at the Infant School does **NOT** imply any priority places at the Junior School for older brothers or sisters. Their placement must be dealt with directly with the Junior School.

The offer of a place at the Infant School does not guarantee that a place in the Junior School at the end of Year 2 will be given.

Further information

All parents are advised to read the LA website or parent booklet on primary admissions.

For further information please contact either:

the LA Admissions Team

Tel: 01223 699200 (In Year Admissions) or,
01223 699662 (Transfer Groups)

E-mail: admissions@cambridgeshire.gov.uk or,

Mrs Emma Jarman, School Admissions Secretary (Monday, Tuesday or Friday)

Tel: 01480 475980 (Main School Office)

E-mail: info@crosshallinfant.co.uk

SCHOOL MEALS

As a National Health Promoting School, we take great pride in the excellent standard of our school meals. All food is freshly prepared and home cooked on site. The menus are designed with young children in mind.

Children are encouraged to select their own food from a guided choice. There are a wide variety of foods to suit all tastes, including a protein option (a vegetarian choice is always

available), fresh vegetables, a salad bar, fruit, yoghurt and fromage frais. Our Catering Manager is happy to discuss and cater for children with special dietary requirements.

The children sit with their friends and enjoy the social interaction that sharing a meal together allows. Parents, families and friends are also welcome to join the children for lunch. Please book your meal at the school office, up to 9.30 am on the day, subject to availability of places.

Dinner money should be paid in advance and given to the class teacher in a sealed and named envelope. It can be paid weekly (on Monday morning) half termly or termly. If you wish to pay by cheque please find out the exact cost from the school office, make your cheque payable to 'Crosshall Infant School' and print your name and address on the back. The menu and the amounts due each half term/term can be found on our website: www.crosshallinfant.co.uk.

From September 2011 children's meals will be £1.80 and adult visitors will be £3.60.

Free School Meals

Parents whose children are eligible for free school meals must submit an application form to the school finance department; forms are available from the school office. Applications are usually processed within a week to process and proof of entitlement will need to be shown. Free school meals cannot be provided until the application has been approved.

Playtime Snacks

If you feel your child needs a snack during morning break, please send in a snack of fresh fruit, raisins, raw vegetables or cheese. Please do not send in 'School bars', 'Fruit bars', 'Fruit Flakes', health bars or any processed items for snack.

Every afternoon all the children are provided with a piece of fresh fruit or vegetable as part of the Government's 'Free Fruit for Schools' scheme.

Packed Lunches

If your child chooses not to have a school meal they may bring a packed lunch. The school has strict guidelines on the contents of packed lunches and how they must be sent into school for storage. There is more information on the school website at www.crosshallinfant.co.uk or, alternatively, a copy of the guidance can be collected from the school office.

No Nut Policy

In order to safeguard those children who have a nut allergy, the school operates a 'no nut' policy. This is particularly important for those children whose allergy is so severe that they can have a reaction to someone eating food containing nuts in their vicinity or even entering a room where nuts have been eaten previously. The school kitchen is a nut-free environment but parents are asked to check that any food sent for snack time or for packed lunches is also nut free.

FUNDRAISING COMMITTEE

A full and varied programme of social and fundraising activities is planned at the beginning of each academic year, for the benefit of all the children in the school. These activities are organised and run by staff and parents.

We are very fortunate to enjoy the active support of a large number of parents. This is a great way to find out more about the school community and maybe make new friends. Support is welcomed on a regular or occasional basis. If you would like to help, please contact the school office.

The money raised from fundraising events is used to provide additional resources for the school or sent to charities to help fund their work.

OUR SCHOOL DAY

School starts:	8.45 am	
Morning break:	10.30 am - 10.45 am	
Lunch break:	Reception Year	12.00 noon - 1.00 pm
	Key Stage 1	12.30 pm - 1.30 pm
School ends:	3.15 pm	

Children may come into school between 8.45 am and 8.55 am. You are asked to respect school times and to see that your children arrive and leave punctually. The school is open to children for 190 days per year.

Children enter the building at the entrance for their class. Once the children have settled in we ask you to encourage their independence by saying "Goodbye" to them at the classroom door.

It is important that parents inform the class teacher of who will be collecting their child if they are unable to do so themselves. This may be done by writing details in the class 'going home arrangements' book on a daily basis or, by letter when it is a long-standing arrangement. The class teacher is unable to allow children to go home with unauthorised people or older siblings.

TRAVEL PLAN

Our travel plan has been created as a result of the Government's 2003 'Travel to School' initiative'. This initiative aims to encourage walking and reduce dependence on the car for travel on all school-related journeys.

At Crosshall Infant School we fully endorse this initiative. Our main issue is congestion outside the school gate and we wish to address this as one of our main concerns within this travel plan. We also hope to increase the number of children walking to school and participating in Walk to School Week through the promotion of our Park and Stride scheme. If you do not live within walking distance of the school, parents are able to park in the 'Co-Operative' store car park and then walk the short distance to school.

In 2003, the Government published a green paper, entitled 'Every Child Matters', which looks at the well-being of children and young people. The paper identified five outcomes most important to children, namely (taken from <http://www.everychildmatters.gov.uk/aims>):

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

Our travel plan aims to support the first two outcomes, namely to improve health through walking rather than being driven by car, and to improve safety on all school-related journeys.

Parking

Unfortunately, we are unable to provide parking for parents on the school site. When parking outside the school, parents are requested to follow parking regulations, keep the school entrances and exits clear for emergency vehicles and to be considerate of our neighbours. Please be aware that our Community Police Officers regularly patrol the outside of the school and issue parking tickets to parents who commit parking offences. You are, however, welcome to take advantage of our 'park & stride' facility, which allows parents to park at the Co-Operative store on the Great North Road and walk the short distance to school.

There is one disabled parking space on the school site for visitors to the school who need to access disabled facilities.

PREPARING TO START SCHOOL

During the summer term there are a number of opportunities for parents and their children to find out more about school life.

New Parents' Evening

This is held in June. During this evening parents will have the chance to meet the staff and to look around the school. They will be informed about the general organisation and running of the school, as well as how we would like parents to help prepare their children for school life.

Liaison with Crosshall Nursery School and Pre-Schools

The Reception Team Leader liaises with the Nursery Leader and pre-school leaders prior to children starting school.

Parent/Child Interviews

During the middle of June parents and their children will be invited into school to have a personal meeting with a member of the Reception staff. This will be an informal discussion allowing parents to ask any questions and the school to find out particular details about the children.

After this parents will be able to walk around the school with their children.

"Year 2 Children"



"PE Time"



"Artists' of the Future"



" 1,2,3 it's Maths Time"



"Victorian Day"



Activity Sessions

In early July all the new children starting school in September are invited to an 'activity session' at school where they are able to meet their Class teacher again as well as some of the other children who will be in their class.

Home Visits

During the first two weeks of term in September the class teacher will visit all children at home during the afternoon. This will be a chance for them to see the children in a familiar setting and for parents to ask any last-minute questions.

We aim to provide a varied programme of opportunities for parents and children to get to know about school life at Crosshall Infant School. The aim of this introduction into school is to start the partnership process between home and school and ensure that all children's time in school is happy.

STAGGERED ENTRY

Children's entrance into Reception Year is staggered in line with their birthday. For the first two weeks of term all children attend part-time (up to, but not including, lunch time). Each class will take just a few children each day to enable the class teacher to make home visits in the afternoons. Each child is given their own start date in the induction pack that is handed out at the New Parents' Evening. Children start full-time attendance in line with their birthday also, as shown below:

BIRTHDAY	START FULL TIME
1 st Sept - 31 st December	Third week of term (19 th September 2011)
1 st Jan - 30 th April	Sixth week of term (10 th October 2011)
1 st May - 31 st August	After the October half term (31 st October 2011)

EDUCATIONAL VISITS and CHARGING

Educational visits form an important part of the curriculum and are usually an introduction to or a follow-up from a topic of focus. They provide a valuable first-hand experience for the children to learn from.

Schools are unable to make compulsory charges for activities if the major part of the activity takes place within school time. Charges incurred include transport, admission charges, visiting professionals, ingredients and materials for practical activities such as cooking. The school will therefore ask for 'voluntary contributions' to cover the cost of these activities, which, without adequate financial support, will not be able to take place.

TRANSFER TO CROSSHALL JUNIOR SCHOOL

Crosshall Junior School is a completely separate Academy with its own Principal, Governing Body and Admissions Policy. Parents must apply for a Junior School place. Automatic transfer from the Infant to the Junior School cannot be guaranteed. The majority of our children do, however, take up a place at the Junior School. Parents are sent application forms in the

Autumn Term of Year 2. Forms are processed by Cambridgeshire LA Admissions Department and offer letters are sent out in the May before the September pupils are due to start.

There is constant liaison between the two schools to ensure continuity of the learning process. To avoid any unnecessary anxiety, arrangements are made for the children to find out about life in the Junior School as the time for their transfer draws near. This includes meeting their new Class teacher and seeing their classroom, working alongside Junior School children and spending lunchtime there. Records of work covered, levels of achievement and any other relevant information about the children is passed on between teachers.

SCHOOL DOCUMENTATION

Information about the National Curriculum, Special Educational Needs, the most recent Ofsted Report and school policies can be read on request at the school office.

COMPLAINTS PROCEDURE

Should you have any cause for concern it is always possible to make an appointment to discuss it.

All issues concerning children's welfare or learning should initially be addressed to the Class teacher. Further difficulty may then be dealt with by the year group's Team Leader, an Assistant Headteacher or the Headteacher, as appropriate.

Any concerns relating to general aspects of the school can be put on a comment sheet and placed in the box provided in the school entrance hall. Feedback may also be given via the school website at www.crosshallinfant.co.uk.

There is a full complaints procedure document available. Please ask in the office if you wish to look at this.

VISITORS

All visitors are asked to sign in at the front office and to wear a 'Visitor' badge before entering the school. Crosshall Infant School receives and welcomes many visitors to school every day. Visitors are always welcome in our school; however, if they are violent, threatening or abusive to any child, member of staff or other visitor, they will be asked to leave the premises.



round we go



all the way round and out



all the way round, up, down and flick



all the way round, right up, down and flick



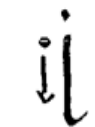
all the way round, up, right down and round



all the way round, up, right down, flick



across and round we go



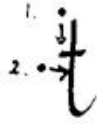
down, flick, do the dot

start •

direction →



top to bottom and flick



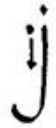
top to bottom and flick, pencil off, then across



down round, up back down and flick



down round, up, all the way down and round



all the way down and round, do the dot



top to bottom, up and over and flick



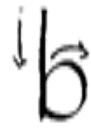
top to bottom, up over, down and flick



top to bottom, up and over, down, up and over, down and flick



top to bottom, half way up over, down and flick



top to bottom, half way up and round



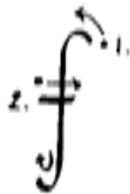
top, right down, up and round



down, half way up, round, out and flick



round and back again



around, all the way down and round, pencil off, then across



down, up and out



down up, down up and out



down left to right, pencil off, down right to left



across, down, across

Do not use capital letters with the children apart from for the first letter of their names.

APPENDIX 2 - READING GUIDE

The 46 letter sounds that children are taught are shown below:

s	a	t	p	i	n	m	d
g	o	c	k	ck	e	u	r
h	b	f,ff	l,ll	ss	j	v	w
x	y	z,zz	qu	ch	sh	th	ng
ai	ee	igh	oa	oo	ar	or	ur
ow	oi	ear	air	ure	er		

The 72 keywords are divided into words to sound out as shown in the first table below and those that are tricky words as shown in the second table on the next page:

Words to Sound Out:

a	at	is	in	it
an	as	dad	on	had
get	big	into	can	back
not	if	off	got	but
mum	up	will	that	this
them	then	with	see	for
look	took	now	down	went
its	from	children	just	help

Tricky Words:

and	to	the	no	go
I	too	he	she	we
be	me	was	my	you
they	her	all	are	said
so	have	like	some	come
were	there	little	one	do
when	out	what		

NOTES



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