



Rosehill Infant & Nursery School Prospectus 2024

Together we are amazing



Together we shine



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Welcome

Welcome to our school!

We hope that this is going to be the start of a wonderful journey for your child and the start of a successful partnership between school and home.

We hope that by parents and school staff working together as partners it will enable your child to settle happily into school and to achieve his/her true potential in all aspects of education.

Everyone at Rosehill Infant and Nursery School looks forward to meeting you and your child and we will ensure that the first years of school life will be a happy time for you all.

If you have any questions regarding school, or anything that you want to share with us about your child, please do not hesitate to come and see us.



Our Aims

For the school to:

- be a happy, caring place, where everyone is included, valued and secure; teaching and learning is enjoyable and challenging and everyone is encouraged to achieve their full potential in all aspects of life and learning.

For the children to:

- develop enquiring minds and to be interested, excited and motivated to learn.
- become independent and collaborative learners.

For everyone to:

- feel valued and develop high self-esteem.
- achieve their full potential, personally, socially and academically.
- take pride in themselves and produce high quality work.
- develop an interest in new technology.
- be self-disciplined, polite, respectful and tolerant of others and their views, values and beliefs.
- be considerate of the environment in which they live.
- lead a healthy lifestyle.

Ethos and Mission

Our school is one where individuals are respected and diversity is celebrated. Through working with parents and the community we aim for every child to be the best they can be and to grow into confident and independent individuals who are ready for the next stage in their life. We provide children with an engaging curriculum which fosters a love of learning and helps them achieve a healthy lifestyle. As a community school we are committed to helping every child love school, love learning and to love themselves and others.

Our Motto is



Our school values, chosen by our children are:

- Respectful
- Enthusiastic
- Aspirational
- Creative
- Happy

British Values Statement:

Through our teaching and working closely with our community we promote the British values of:

- democracy
- the rule of law
- individual liberty
- mutual respect
- tolerance of those of different faiths and beliefs

School Organisation

Rosehill is an infant and nursery school which means that our children are aged between 3 – 7 years of age. Education at our school covers two distinct stages, which are ‘The Foundation Stage,’ which includes nursery and the reception classes and ‘Key Stage One,’ which includes Years One and Two. When children leave Rosehill at the age of 7 many of them move on to St James’ CE Junior School, which is next door to our school, this phase of education is known as ‘Key Stage Two.’

The Foundation Stage

The Foundation Stage is the period of education from 3 years to 5 years of age. It consists of nursery children who are aged 3 or 4 years of age and Reception children who are 4 or 5 years of age.

The nursery children generally start nursery the term after their third birthday, although there is often a waiting list so this is not always guaranteed. Nursery children currently come to school for either 5 morning sessions or 5 afternoon sessions. They stay in nursery until the end of the school year in which they are four. In Derby children formally begin their education in the September of the year in which they are 5 years of age, although education is not actually compulsory until the term after they are five. Their first class is called the Reception Class.

From September 2008 it is statutory that both nursery and reception children follow a special curriculum called the ‘Early Years Foundation Stage.’

Key Stage One

Following the summer holiday at the end of the Reception Year children enter a new stage of education. There are two year groups in this stage – Year 1 and Year 2. Children in Year 1 are 5 or 6 years old and children in Year 2 are 6 or 7 years old.

The school day

It is important that your child arrives on time to school each day.

Our start and finish times are:

Morning Nursery 8.30am – 11.30am

Afternoon Nursery 12.30pm – 3.30pm

Reception	Arrival - 8.45am
	Lunch time – 11.45 - 1.00pm
	Home time – 3.15pm

Year 1	Arrival - 8.50am
	Lunch time – 12.00pm – 1.00pm
	Home time –3.30pm

Year 2	Arrival 8.50am
	Lunch time 12.15pm – 1.15pm
	Home time 3.30 pm

The start of the day

All nursery children **must** be brought into the building by an adult.

Nursery - Children in the nursery class attend school for a **half-day session** either in the morning or afternoon. **Please take your child into the Nursery setting (follow the signs for Nursery to the left upon entering the playground).** Parents are welcome to stay and play with their child for a short while if they wish to.

Reception Classes – the classroom doors are open from 8.45am and you are welcome to stay and play for a while. **Please take your child into the Reception classroom as our Reception children do not line up on the playground.** Parents are welcome to stay and play with their child or read them a story if they wish to.

In Years 1 & 2 Children line up in the hall and are taken to their classrooms by their teacher.

Collecting your child at the end of a session

The Nursery children are collected from the Nursery side door. Reception children should be collected from their front, classroom door.

Year 1 should be collected from the exit at the right hand side of the hall. Year 2 should be collected from the double door at the front of the hall.

Please inform us if anyone different is to collect your child, but remember that we cannot let your children leave with children under the age of 16.

Attendance and punctuality

Punctuality

School begins at 8.50am. It can be upsetting for your child and disruptive for school when they are late. If your child is late then this will be reflected on their individual attendance tracker. If children are persistently late our School Attendance Officer will be in touch with you to find out the reasons and to see if we can help in any way. The Educational Welfare Officer, located at Derby City Council, also checks our registers every three weeks and will conduct home visits to families when punctuality is a problem.

Attendance

It is vital that your child attends school regularly. Your child's progress depends upon regular attendance and monitoring of attendance shows us that there is a direct link between how well children do at school and how much time they have off school.

If your child's attendance is	They will miss this many days of school in a year	Which means ...
100%	0 days	<u>Good Progress!</u> Your child has a flying start and the best chance of success!
95%	9.5 days	
90%	19 days	<u>Worrying Progress!!</u> Your child will find it harder to make progress and may fall behind.
85%	28.5 days	
80%	38 days	<u>Concerning!</u> Your child will find it hard to catch up and the gap between them and their friends will widen!
75%	47.5 days	

Illness

Although we encourage good attendance at Rosehill, we realise that sometimes your child will be ill and in these circumstances it is best that they stay at home to recover.

If your child has sickness or diarrhoea, please keep him/her at home for at least 24 hours afterwards. Occasionally if there is an epidemic we might ask that you keep your child at home for longer than this.

Please ensure you inform the School Office (tel : 229229) if your child is absent on the first day of illness.

Holiday leave

The law states that parents do not have the right to take children out of school for holidays during school time. It is, therefore, illegal to take your child out of school for unauthorized absence during school time. If a child is kept away from school without authorisation it will be recorded as un-authorised absence and noted on the child's attendance records. Un-authorised absence could ultimately result in your child losing their place at our school and both parents receiving a fine. If your child's name is removed from the school roll you must be aware that you may not be able to get a place back in our school on your return.

Time off school for shopping trips, going to the airport, family weddings or other such matters will not be authorised so we advise that you make alternative arrangements so that your child is able to attend school.

Monitoring punctuality and attendance

As is required by the Local Authority, our School Attendance Officer checks the percentage attendance for each child and discusses any children who have an unacceptable level of attendance with the Educational Welfare Officer. If we have concerns about your child's attendance and there does not appear to be good reason the school will contact you directly. The Education Welfare Officer may also visit you at home if your child's attendance is not at an acceptable level.

We reward our children that achieve a good level of attendance with stickers, certificates and prizes such as family entry tickets to local events.

The government collects attendance statistics and schools are monitored by the local authority. Our school aims to achieve the national standard of 96% attendance for all our pupils. Please help us and your child by doing all you can to ensure your child regularly attends school.

School Uniform

What should the children wear?

We are very proud of our school uniform and believe that the children look very smart! Your child will find it comfortable to wear and easy to take on and off for PE lessons. School sweatshirts and cardigans are available from the school office, while the rest of the uniform can be bought from local shops. Sweaters cost £7, cardigans £8 and book bags £3.

Girls

White polo shirt
A navy blue school sweatshirt or cardigan
Grey skirt, pinafore dress or shalwar Kameez
Blue checked dress for summer wear
Sensible black shoes

Boys

White polo shirt
A navy blue school sweatshirt
Grey or black trousers
Sensible black shoes



As you can imagine with young children, clothing can easily get lost. It is therefore, helpful if all items of clothing are clearly marked with your child's name. This makes any lost items easy to find.

Lost property will be kept until the end of the half term and then disposed of.

Jewellery

We do not feel it is safe for your child to wear jewellery to school, and we cannot take responsibility for any jewellery that is lost or damaged or injuries that occur because jewellery is worn. If children have pierced ears then they may wear a small pair of stud earrings. We ask you to help by discouraging your child from wearing jewellery to school.

All jewellery should be removed for PE lessons for obvious health and safety reasons. If your child cannot remove their earrings by themselves we would ask that you take them out before they come to school.

Behaviour and rewards

We aim to develop a happy, caring and safe school. We want all children in our school to have a strong sense of what is right and what is wrong. We believe that by having simple rules that are fair and consistent and rewards to reinforce good behaviour your child will choose to follow the school rules and we ask you to support us in this.

We know that when home and school work together your child will quickly learn what acceptable behaviour is and will enjoy being rewarded for good behaviour.

Our School Rules

The children are encouraged and expected to:

- be considerate, polite, co-operative and thoughtful;
- take care of the school and the environment; and
- understand and follow all safety rules.

At the beginning of a school year, each class also creates their own set of rules. We do not accept bullying, violence, rudeness, bad language, racist remarks or disobedience.

We encourage good behaviour by:

- praising and rewarding good behaviour and work with oral praise or stickers;
- giving the children the chance to take responsibility for themselves and others;
- setting a good example in the way we care for each other and for the school building;
- adopting a consistent approach throughout the school;
- catering for children's individual needs;
- developing children's self-esteem, self-awareness and independence;
- having a pattern and order to school life; and
- having clear expectations which the children understand.

Sticker Cards

The children all have a sticker cards which has spaces for 30 stickers on it. When they fill their cards they take them to our celebration assembly were they will receive a small prize . We also promote 'Green' and 'Wow' cards which the children can swap for prizes.

Celebration Assembly

We celebrate the children's achievements every week during our Achievement Assembly. Each week two children from each class receive an 'Achievement Certificate' which may be for their work or for many other things such as acts of kindness or thoughtfulness. We also celebrate birthdays in these assemblies. Children are also invited to attend a birthday party during the term that their birthday falls in.

Poor Behaviour

Despite our reward policy, occasionally poor behaviour still happens. In these instances an adult will talk to the child/ren involved to find out what has happened. In the case of a minor incident, the offending child/ren will be spoken to about their behaviour and why it is unacceptable and be asked to apologise. If a child is continually involved in minor incidents they will be taken under the wing of our learning mentor who will set up a special programme of 'personal and social' activities with them. This may involve special reward schemes being put in place but also privileges such as golden time or attendance at a club will be withdrawn if a child persists with unacceptable behaviour. Ultimately, if the behaviour continues to be poor or if there is a major incident then parents will be informed and invited to discuss the child's behaviour with the head teacher or learning mentor.

School Council

Our school encourages the children to tell us what they think about school and to feedback on subject areas and how they are taught. We also like the children to tell us about their playtime and the school environment.

Each class has a planned time to discuss whole school issues. Two class representatives are then elected to sit on the School Council and they then meet with the Head Teacher or other senior teacher to share the views of their classmates.

Food and drink

Lunchtime choices

You may choose to take your child home for dinner or s/he can stay at school to have a school dinner or a packed lunch.

School dinners

All Reception, Year 1 and Year 2 children in state-funded schools in England are eligible for free school meals. This is known as the Universal Free School Meals Programme.



Also your family may qualify for additional financial support through the Free School Meal programme (FSM). Please contact the School office for further information.

We are lucky to have excellent cooks and all our school meals are prepared on school premises. Our school promotes healthy eating and all meat is Halal (provided by McTurks).

Packed lunch

If you would prefer, your child may bring sandwiches. Your child's lunchbox will need to be labelled. Please try to encourage your child to have a healthy meal with easy to eat finger foods, for example a sandwich, fruit, yoghurt, and a drink, in a suitable container. Fizzy drinks, chocolates and



sweets are not allowed because we wish to teach your child about healthy food and to care for their teeth. Any uneaten food will be sent home so that you can see if you are sending too much. All drinks need to be in an unbreakable container with a screw top lid. **Please do not send any nut products in your child's lunchbox** as we have some children in school with nut allergies.

Home Lunch

Children can go home for lunchtime if you wish. Please wait for your child outside the front hall door at:

11.45am – Reception child

12.00pm – Year 1 child

12.15pm – Year 2 child

A member of staff will see your child safely out to you. If your child goes home for school dinner they should be back in school for **1.00 pm** for afternoon registration.

Snacks



We belong to a free fruit scheme and the Year 1 and Year 2 children are given a piece of fruit at playtime each day.

Nursery and Reception are asked to pay **£1 per week** so that we can provide additional snacks and treats as part of our work about healthy eating which includes encouraging the children to try a range of foods.

Drinks

We believe that water helps the brain to work more effectively and as part of promoting a healthy school we ask parents to provide their child with a bottle of water each day. Bottles should be clearly labelled with your child's name.



Health information

Please inform us about any health issues that your child might have that could affect him/her at school or if your child needs regular medical treatment.



Allergies

Please inform us if your child has any food or other allergies that we need to know about or needs any special procedures to be put in place.

Emergency Contacts

On occasions it may be necessary for a child to be taken home due to accidents or ill health, etc. In all cases the school makes every effort to contact a parent in the first instance. If a parent is not available the school will make contact with the child's emergency contact for the necessary arrangements to be made. It is essential, therefore, for the school to have an **emergency contact** that can be reached by **telephone**. Under no circumstances will a child be sent home / allowed to leave the school unaccompanied.

First Aid

We have 3 fully qualified first aiders in school and the majority of staff have a basic first aid qualification. All classrooms have first aid kits.

Medication

Although school staff have a professional and legal duty to safeguard the health and safety of pupils, the administration of medicine is actually the responsibility of parents or carers and participation in the administration of medicines by school staff, is purely on a voluntary basis.

We ask parents to help us to avoid unnecessary taking of medicines at school by:

- keeping children at home until they are well enough to not require medicine.
- being aware that a three-times-daily dosage can usually be spaced evenly throughout the day and does not necessarily have to be taken at lunchtime.
- asking the family doctor if it is possible to adjust the medication to avoid school time doses.
- being prepared to take a child home at lunchtime to give medicine.
- coming to school to administer the medicine themselves.

Medical Procedure

We believe that children have a right to be educated and should not be excluded purely as a result of requiring medication. Therefore, if it is essential for a child to have medicine during school hours and alternative arrangements cannot be made we will administer medicine but only in accordance with the procedures below:

- We will only administer medicines prescribed through a doctor and issued with the original dispensing label by a pharmacist. We cannot administer medicines that a parent has purchased from a pharmacist such as cough mixture or throat sweets and we do not keep any medication for distribution to pupils such as calpol.
- A consent form has to be completed and signed before we will consent to administer medicine. Each time there is a variation in the pattern of dosage, a new form should be completed.
- Normally one day's dosage should be brought to school each day. If necessary, parents/guardians will need to ask the dispensing chemist to provide a suitable container appropriately labelled for taking a daily dose of medicine to school.
- Medicine has to be stored in an original container from the pharmacist. You may therefore, need to ask for duplicate labelled bottles in order to send medicines to school.
- The medicine should be labelled and the label needs to state the child's name, the name of the medicine, dates of dispensing and the expiry date, advice or storage instructions, and the dosage to be given.

If your child needs medication, including asthma sprays, during school hours, please ask your child's class teacher for a consent form.

Asthma Inhalers

A parental consent form must also be filled in if you wish your child to use an asthmatic inhaler. It must be clearly labelled with the child's name and should also state whether it is a 'reliever' or 'preventer,' though it will mostly be 'relievers' that need to be

administered at school. At Rosehill, a supervising adult keeps the inhaler for safe keeping. We encourage children to be able to use the inhaler by themselves which most can do with the use of a 'spacer' device. An adult will supervise this.



Inclusive education

Social Cohesion

Rosehill comprises families, children and staff from a variety of countries, cultures and backgrounds. We have high expectations of all pupils and all pupils are supported to reach their potential. The school recognizes, and values, diversity and considers this to be strength of our school. The children at Rosehill quickly develop a sense of belonging and children from different ethnic backgrounds mix and get on well with each other. There are few racist incidents and there is a clear policy which sets out how any incidents are to be dealt with if they do happen. A copy of this policy is available from the School Office.

The curriculum is planned so that children learn about other countries, cultures and religions. We learn about and celebrate special occasions from many cultures and religions and often have special assemblies to which parents are invited.



We hope that parents will support us in developing an ethos where by children are taught to respect and value the beliefs and cultures of others.

The Foundation Stage Curriculum

The Foundation Stage Profile

It is a statutory requirement that teachers should assess each child's development in each of the 7 areas of learning by the end of the Reception Year at school. A government document called the Foundation Stage Profile has to be completed, which sums up the knowledge, skills and attitudes of each child at the end of the Reception year and is used to help the transition into Year 1. Adults in the nursery and reception classes make ongoing observations and assessments of what each child can do and needs to learn next. We also like to include parents in this and talk informally with parents about their child as the need arises. We also have parent/teacher consultations throughout the year.



The Key Stage One Curriculum

Overview

We want the children to develop enquiring minds and to be interested, excited and motivated to learn. We aim for them to become independent and collaborative learners. We strive to provide an enjoyable, creative and challenging curriculum, which builds on their previous experiences and knowledge and provides them with exciting, meaningful and purposeful learning experiences. We ensure that all children are included aim to enable them to achieve their full potential in all aspects of life and learning.

Speaking and Listening

The development of good literacy skills is vital for achievement across the curriculum. It involves the development of speaking and listening skills, as well as reading and writing. Developing speaking and listening is fundamental to all learning and at Rosehill Infant School, we give this area of the curriculum a high priority in all subjects, we call it ‘talk for learning.’ Children with English as a second language receive extra support to help them to develop speaking and listening in English.

Reading

We place great emphasis on children learning to enjoy books and strategies to help them to become fluent readers. We believe that reading is an area which parents can help children with at home and find that children, who share books at home as well as school, learn to read fluently, develop an extensive vocabulary and use the patterns and structures of written language in their own work. We provide a variety of books to motivate children to want to read, each class has its own book corner and we have a school library. Our core reading scheme is Oxford Reading Tree, which is supplemented by other graded books. Children are encouraged to take these books home to read to or with parents.

Throughout the year we hold special events to encourage a love of books and we have a Book Week with competitions, visitors and special activities.

Library

Children are encouraged to choose a library book to enjoy at home, with their parents.

Sharing books at home can be great fun! The more time you can spend reading stories to your child or looking at and talking about books with them, the easier it will be for them to learn to read themselves. It will help them to develop their own vocabulary, their imagination and they will learn about how stories are written which will enhance their own writing.

We are keen for children to choose library books and to share them both at home and school. You are welcome to change library books with your child as often as you would like to. Children will also have books from our structured reading programme to help them to learn to read and to develop their knowledge and understanding.

Writing

We teach children to learn the sounds that letters and combinations of letters make they use this skill to help them to both read and write by breaking words down into the sounds they hear or blending sounds together. Some words in English do not follow the usual rules and so the children have to learn these by memory. We call these 'tricky' words.

The children have to learn about different kinds of writing such as poems, stories, information and instructions. One way that you can help them to do this is by sharing different sorts of books with them at home and talking to them about the way they are written.

Science

Learning in science is very much hands on and experimental, using the environment and/or objects. We encourage the children to use the skills of enquiry and observation to discover the world in which they live and foster curiosity. We encourage them to look, listen and ask the questions 'why' and 'what if'?

History

During key stage 1 pupils learn about people's lives and lifestyles. They find out about significant men, women, children and events from the recent and more distant past, including those from both Britain and the wider world. They listen and respond to stories and use sources of information to help them ask and answer questions. They learn how the past is different from the present.

Mathematics

Our school aims to ensure that all children have access to a wide range of stimulating problems, activities and resources which will include the appropriate programs of study of the National curriculum 2014 and the Mathematics area of learning in the EYFS curriculum. As children move from home into school and from EYFS to key stage 1 their mathematical experience should be continuous, fluent and progressive, producing competent young mathematicians who are confident to explain their mathematical thinking and demonstrate brilliant reasoning skills.

We have implemented a Mastery in Maths approach to teaching and learning maths where children will learn mathematical concepts and then apply their learning and understanding at a greater depth.

Mastery with greater depth is characterised by children who can:

- solve problems of greater complexity (i.e. where the approach is not immediately obvious), demonstrating creativity and imagination
- independently explore and investigate mathematical contexts and structures
- communicate results clearly and systematically
- explain and generalise the mathematics

Teaching and learning is very practical and children are constantly encouraged to explain their answers, prove their answers, convince their peers that they are right and use their skills in words problems. Right from Nursery, children will be



encouraged to learn and use the language of mathematics which children will be encouraged to use throughout EYFS and KS1.

Mathematical skills are taught using concrete, pictorial and abstract methods. Children first learn skills using concrete objects to demonstrate their understanding. This is done through using a range of concrete resources represented in different ways linked to the learning objective.

After learning skills using concrete objects, children learn pictorial methods of representing their work to show their thinking processes. Pictorial is the “seeing” stage, using representations of the objects to model problems. This stage encourages children to make a mental connection between the physical object and abstract levels of understanding by drawing or looking at pictures, circles, diagrams or models which represent the objects in the problem.

Only once a child has demonstrated that they have a solid understanding of the “concrete” and “pictorial” representations of the problem, the children are introduced to the more “abstract” concept, such as mathematical symbols. Children are introduced to the concept at a symbolic level, using only numbers, notation, and mathematical symbols, for example $+$, $-$, \times , $/$ to indicate addition, multiplication, or division.

Children are taught a range of different written methods to solve addition, subtraction, multiplication and division calculations. Having the skill of knowing different methods, children have the choice of choosing their preferred methods when solving problems.

Shape, measuring and data handling skills are also taught through a problem based approach and children are taught how to solve calculation problems related to these areas of mathematical learning.

Computing

We have a good range of computers in every class room as well as a small computer suite. During key stage 1 pupils explore computers and other equipment and learn to use it confidently and with purpose to achieve specific outcomes such as practising an ICT skill like mouse control or use of the keyboard or linked to another curriculum area such as using a programme for phonic work or to retrieve information. They become familiar with a range of basic hardware and software.

Religious Education

Under the Education Act 1996 schools must provide religious education for all registered pupils. Schools, other than voluntary aided schools and those of a religious character, must teach religious education according to the locally agreed syllabus.

Each agreed syllabus should reflect the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the teachings and practices of the other principal religions represented in Great Britain.

We feel that religious education makes a distinctive contribution to the school curriculum by developing pupils' knowledge and understanding of religion, religious beliefs, practices, language and traditions and their influence on individuals, communities, societies and cultures. It enables pupils to consider and respond to a range of important questions related to their own spiritual development, the development of values and attitudes and fundamental questions concerning the meaning and purpose of life. We believe that religious education is important in promoting social cohesion and helping people from diverse cultures and religions to grasp an understanding of each other's beliefs.

However, parents can choose to withdraw their children and should put their request formally in writing to the governors if they request this.



Personal, Social and Health Education

In the infants, pupils learn about themselves as individuals and as members of their communities, building on their own experiences and on the early learning goals for personal, social and emotional development. They learn the basic rules and skills for keeping themselves healthy and safe and for behaving well. They have opportunities to show they can take some responsibility for themselves and their environment.

They begin to learn about their own and other people's feelings and become aware of the views, needs and rights of other children and older people. As members of a class and school community, they learn social skills such as how to share, take turns, play, help others, resolve simple arguments and resist bullying. They begin to take an active part in the life of their school and its neighbourhood.

Sex Education and Relationships

As our school is an infant school, this subject area is taught at a very basic level. It forms part of our PSHE policy and is also closely linked to the compulsory science curriculum. This subject at this stage focusses largely on children developing confidence in talking, listening and thinking about feelings and relationships. Children will learn that animals (including humans) move, feed, grow, use their senses, reproduce and change as they go through various stages of life. They will learn about their bodies and recognize similarities and differences between themselves and others and treat others with sensitivity. Parents can choose to withdraw their children from all or part of sex education. The policy is available in school for you to look at if you wish.

Design Technology

Work in Design Technology helps our children to understand how and why things around them work and are made. This builds on their early experiences of investigating objects around them. Children explore how familiar things work and are given opportunities to work

independently or collaboratively to design and make their own models using a range of materials and tools.



Music

Our main aim is to encourage all children to take part in and enjoy musical activities. During key stage 1 pupils learn to listen carefully and respond to a wide range of music. They play percussion instruments and sing a variety of songs from memory, add accompaniments and create short compositions. They explore and enjoy how sounds and silence can create different moods and effects. Composing and performing are key skill requirements in the National Curriculum for music and we aim to give children the opportunity to create, record and perform their own music. We also want the children to be aware of, appreciate and respond to music from their own and other cultures.

Geography

Pupils investigate their local area and a contrasting area in the United Kingdom or abroad. They find out about the environment in both areas and compare and contrast the two areas. They also find out about the impact of the environment on people and how they live.

Art & Design

Children are given the opportunity to experience a wide range of materials and to express themselves through creative activities. They are encouraged to work independently and imaginatively to try out different techniques and tools such as painting, clay modelling and printing. They develop their awareness of colour, patterns, textures and shape to create their work. We help them to appreciate and discuss the works of famous artists and give them opportunities to make their own creations in a similar style. We focus on the process that the children go through to produce their work and value the children's attempts and take care to display work around school to a high standard that shows that we value their work.



Physical Education

We aim to prepare the children to lead active and healthy lives. Our P.E lessons may consist of dance, games (individual or in a team) or gymnastics. Children learn about the effects of exercise on their bodies and that they need to exercise. Children are also taught to use equipment safely.

Year 1 & 2 children have a PE session twice a week. In the Foundation Stage a lot of the physical education is covered through outdoor play and they also have one session a week in the hall. Reception children do not take part in PE until they are settled in the classroom.



For PE your child will also need black P.E. shorts and a white t-shirt, and gym shoes. Children must come to school wearing their PE clothes on their PE Days.



Reception –Thursday

Year 1 - Monday and Wednesday

Year 2 – Tuesday and Friday

Nursery children do not require a P.E. kit but it would be helpful if they can learn to take off and put on their own socks and shoes. They need to wear sensible footwear suitable for climbing, riding bicycles and running outside.

Unfortunately children are not allowed to join in PE activities if they are wearing jewelry so please take earrings out and remove any necklaces before they come to school on PE days.



Special Educational Needs

Sometimes children need a little extra support or have other special educational needs. The teachers set focused targets and plan a special programme of work for them, this is known as 'an individual education plan' or MEP. They are supported within the classroom either individually, or in small groups, and we work with other agencies such as speech or occupational therapists when appropriate.

The school has a very effective inclusion team that works collaboratively to identify and meet the special needs of pupils. The team can be contacted directly on senco@rosehill.derby.sch.uk or 01332 229229.

Parents as partners

Homework

We aim to make each day as exciting and challenging as possible for the children and sometimes we like to extend school activities into their lives outside of school. This is support the work that has taught during the day but also emphasizes the idea that learning does not only take place at school. Most of the work we send home is reading and spelling based but sometimes it can also relate to the topic area which the children are finding out about.

Reading at home

Every day your child will bring a book home to share with you. This will either be for you to read to your child, for you to read together or for your child to read to you (depending on age and stage). This is the most important and most rewarding way in which you can help your child in the early years of school.

A home/school reading record book is provided for teachers and parents to communicate with each other about reading or anything else that they wish too. Please let us know through your comments in this book how your child gets on and what you and your child thought of the book. It is helpful if you can make a comment or draw a smiley face to show that you have shared a book. The teachers will try to write comments that help you to know how you can best support your child.

Other information

Special Activities

During the year, the school organises a number of educational visits which greatly enrich the curriculum and are highly valued. These may be in the immediate locality or may be to places of interest further afield. Letters will be sent out nearer the time of the event and will contain all the details and information you need to know.

We also like to bring the children's learning to life by inviting artists, story tellers, theatre groups, and musicians into school.

Charges for School Activities

The cost of activities such as school trips is not covered by Council funding although our school does allocate some money each year for these sorts of activities. The Education Reform Act 1988 requires that education for pupils at Rosehill Infant and Nursery will be free of charge if it takes place in school hours. The law, however, does allow us to ask parents for voluntary contributions to cover extra costs. There is no obligation to contribute, and no child will be excluded from an activity, unless it is the parents' wish. However, it is necessary to have substantial voluntary contributions in order that such activities can continue to take place, as unfortunately the school budget cannot withstand these costs.

In the unlikely event of school property or equipment being damaged or lost parents are normally expected to replace or cover the cost of damaged.

Keeping everyone safe

Security

Please help to keep the children safe by ensuring all doors and gates are closed and secure after you.

During school hours please use the main gate to enter school. A buzzer is located at the gate. If you have to collect your child from during the school day you will need to report to the school office.

The playground gate is locked when the children are out at play times. To enter the school premises during this time please use the gate buzzer.

Visitors and volunteers to our school are requested to report to the school office to sign in as a Visitor and obtain a Visitors Badge.

All adults who work or volunteer in school will have a full criminal record bureau check before they are allowed to work in our school.

Fire Drill

We have a fire drill practice each term to ensure that children, staff and visitors are aware of the correct evacuation procedures in case of fire.

Playground Safety

Children are expected to be under the supervision and control of their parents at all times and must not climb on the outdoor seating or damage any trees, shrubs or plants or outside equipment so please be mindful of this before and after school.

No unauthorised vehicles are allowed in the playground. Only guide dogs are permitted in the school grounds. To safeguard the health and safety of pupils and staff and to comply with current legislation, a no smoking policy operates in the school buildings and grounds.

Mobile Phones and Video Recording

Please be aware that we do not allow the use of mobile phones or video recording equipment once inside the school premises.

Road Safety

To avoid congestion in the road outside school and to ensure the safety of all children where possible please try to leave your car at home. If you do have to come by car, please park safely and with consideration for local residents, pedestrians and other road users. **Please do not park, or even pause, on the yellow zigzag lines or reverse your car into the school gate.**

When walking to and from school please keep your child close to you and help your child to learn how to cross the road safely.

Child Protection

The Education Service is as accountable as any other agency for the protection of children. We have a statutory obligation to make arrangements to safeguard and promote the welfare of children under section 11 of the Children Act 2004 and Keeping Children Safe in Education (KCSIE) 2019. Every child has a right to be protected from harm and to feel safe and secure in an educational environment. Children cannot learn if they are concerned or frightened about being abused or being the victims or witnesses of violence, therefore, we have procedures in place for child welfare and for protecting children from abuse. The school has a Child Protection Document which sets out our policy and procedures in case we have any concerns about the well-being of any of our children, which is available to parents on request. In all cases where abuse is suspected or a sustainable allegation is made, practitioners will report the information to the designated member of staff for child protection, who will in turn report the issue to the social services department.

At our school, the Head Teacher, Mrs Kelk and our Inclusion Mentor and Deputy Designated Safeguarding Lead, Mrs Tennant are our designated safeguarding leads. Mrs Kelk and Mrs Tennant can both be contacted for safeguarding issues at safeguarding@rosehill.derby.sch.uk.

Data Protection

Basic information about pupils is held on the computer to assist with the efficient organisation of the school and the children's educational needs. Security measures are taken to ensure that the information is kept confidential and is only available to authorised staff in compliance with the DATA Protection Act 1998.

Parents and community

Parents in school

We very much see parents as our partners in educating our children and believe that we can learn lots about your child from you. The teachers are available most days to talk to you informally about your child – the end of the day is probably better for us than the morning when we have a class to settle but if you have anything that we really should know about please let us know. Each term you are invited to talk with your child’s teacher about his/her progress and development in a more formal parent/teacher consultation. You will also receive a written report at the end of the year.

At least each half term we will send out a Newsletter which will keep you up to date with school events.

Parent helpers

We are always grateful for extra help and support from volunteers so please get in touch if you think you can help!

We need help with all sorts of things! Here are a few of the ways – can you help with any of these?

- Sharing books with children.
- Playing games with children.
- Helping with a group activities eg art, cooking, sewing etc.
- Organising resources.
- Making resources and costumes.

All adults who work or volunteer in school will have a full criminal record bureau check before they are allowed to work in our school.

Community activities

We have a thriving stay and play group which is run by Nursery Staff for parents/carers and babies/toddlers. It is held on **Wednesday mornings from 9.00 am** in our school hall. All are welcome.



School development

Each year the staff and governors look at how the school has developed over the past year and begin to make plans for the year ahead. As a result of this we write our School Improvement Plan which outlines our priorities for development. Parents/carers and the children also have an opportunity to express their views about the past year through a questionnaire. This all helps us to get a picture of the school from everyone's point of view. We see our school as a learning community and we are always looking to improve the opportunities for children's learning, our facilities and our partnership with parents.

Your ideas

We also like to find out your thoughts and views about what we do at school and how we can get even better at achieving our vision through informal events such as coffee mornings and breakfast mornings. Watch out for the dates! This gives you the chance to have a chat with the teachers and other parents about life at school and to discuss any ideas that you have. It would be lovely to see more parents at these events.



How Parents can help us

- Consider children's safety when you park your car or use our building.
- Make sure your child is in school by 8.50am.
- Let us know if your child is going to be late.
- Phone or send a note if your child is going to be absent.
- Arrange medical appointments wherever outside of school hours.
- Try not to take your child out of school in term time and request permission if you need to.
- Let us know about any specific help or support that your child or family need.
- Inform us of any allergies or medical needs that your child has.
- Ensure that your child wears sensible and comfortable clothes to school and no jewelry.
- Make sure that your child wears the correct PE kit in school on the right days and takes stud earrings out on PE days.
- Read with your child and comment in the home/school book.
- Support your child with school activities at home.
- Let us know any change of address or telephone numbers.
- Come and see us if you have a problem or a worry.
- Come along to school events.
- Come to parent teacher meetings and consultations.
- Come in and help in the classrooms
- Remember that we always have the children's best interests at heart.
- Enjoy your child's time at our school.

We hope that you won't:

- Park outside the school or in the school grounds.
- Let your child bring sweets, toys or money to school (unless they are for a specific educational reason eg school visit.)
- Bring dogs onto the school site.
- Smoke in the school building or grounds.
- Let your child wear jewelry to school (other than stud earrings.)
- Send medicines of any sort into school without obtaining permission.

THANK YOU FOR YOUR CO-OPERATION!

Helping Your Child in the Early Years

- Help your child to become independent. Encourage them to :
 - dress and undress on their own,
 - to try to fasten their own zip, buttons and shoes,
 - tidy their own things away,
 - take care of their own toilet needs, and
 - eat their meals with minimum help from an adult.
- Teach them to show respect for others by saying, “please,” “thank you,” and “excuse me” and to respect the property of others.
- Teach them to listen to people and to follow instructions.
- Encourage them to concentrate on activities for more than a few moments.
- Try to go out and about and talk with them about the things that you do or see.
- Read and talk about books with them and encourage them to look at books by themselves.
- Look at familiar words and numbers in the environment e.g. road and shop signs or food labels.
- Give them plenty of opportunities to use pencils, crayons, and paints. Remember that they need to go through the “scribble” stage to help them develop their manipulative skills before they can learn to write!
- If your child has good pencil control and you wish to teach them to write their name, please use a capital letter for the first letter only followed by lower case letters. e.g. Sehrish
- Encourage them to name the colours of things and to sort or match things according to colour or size and to talk about the things that they sort.
- Get them to count things and to look at numbers in the environment, like door numbers or numbers on car number plates.

REMEMBER THAT THE MOST IMPORTANT THING IS FOR YOU TO HAVE FUN WITH YOUR CHILD, PRAISE THEIR EFFORTS AND TO PLAY AND TALK WITH THEM AT EVERY OPPORTUNITY!

Complaints

It is hoped that the majority of questions and anxieties can be dealt with through discussion, initially with your child's class teacher. We encourage parents to discuss any concerns as they arise so that they can be resolved quickly and effectively. If the issue cannot be resolved, then an appointment can be made to meet with the Head Teacher. However, if complaints cannot be resolved following this meeting then a formal procedure involving Governors can be invoked. A copy of our Complaints Policy can be obtained from our School Office.