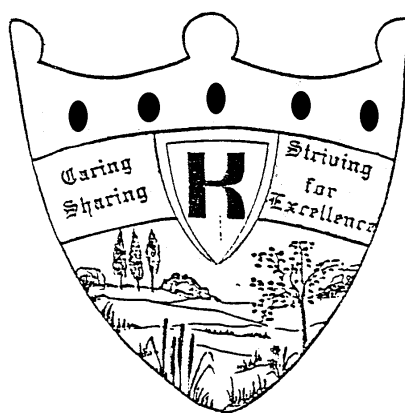


KINGSMOOR



KINGSMOOR SCHOOL PROSPECTUS 2011-2012

KINGSMOOR



Kingsmoor Lower School

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Kingsmoor Close,
Flitwick,
Bedfordshire.
MK45 1EY

Dear Parent (s) / Guardian (s)

Re: Kingsmoor Lower School Prospectus 2011-2012

Please find enclosed the School Prospectus.

We hope that you will find the information within useful and supportive of the educational provision offered in our School.

Yours sincerely,

Georgina Hurndall

John Meaney

Georgina Hurndall
Chair of Governors

John Meaney
Headteacher



Kingsmoor National Awards



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Introduction to Kingsmoor Lower School

Kingsmoor School was opened January 1965. The name `Kingsmoor' is an amalgam of Kings from Kings Road and Moor because of its proximity to Flitwick Moor. In September 1975 Kingsmoor became a Lower School for children between the ages of 4 – 9 years. We now offer a 3 – 9 years provision for all pupils.

At Kingsmoor School we deliver a well researched, differentiated curriculum with experienced staff trained to a high level. In addition to gaining language, mathematical, scientific and technological skills your child will build confidence, develop self-reliance, learn to make decisions and develop the ability to articulate feelings and ideas. We seek to develop in each child social skills which will enable them to build relationships and empathise with the feelings and needs of others. We feel that your involvement in this process is crucial, and to this end, we will provide frequent opportunities to keep you informed of your child's progress. The staff at Kingsmoor Lower School are dedicated to making your child's time at our school joyous and productive.

1. School Address:

**Kingmoor Lower School,
Kingsmoor Close,
Flitwick,
Beds,
MK45 1EY**

Tel: 01525 712448

Fax: 01525 755544

email:kingsmoor@cbc.beds.sch.uk

Website: www.kingsmoorlowerschool.co.uk.

Headteacher - John Meaney
Chair of Governors - Georgina Hurdall

How to find Kingsmoor School

The Site plan (appendix 1) indicates the location of the main school entrance.

2. The Values and Aims of our School

Values:

- Kingsmoor Lower School provides for our pupils, whatever their ability, the opportunity to develop their talents to the full, adapting our provision as they grow.
- We help pupils to understand and adapt to the world in which they live, providing sound skills relevant to life.

- The school fosters personal and moral values whilst respecting the religious values of other races and cultures.
- We recognise the importance of the individual contributing to the total environment as our children evolve into adults.

Aims:

- To help pupils develop lively, enquiring minds, display the ability to question and hypothesise.
- To help pupils acquire understanding, knowledge and skills relevant to the adult world.
- To enable pupils to use language and numeracy effectively.
- To fulfil the requirements of the Foundation Stage and National Curriculum.
- To encourage a respect for others and an understanding of and a tolerance towards the various races, religions and cultures present in our society.
- To develop the ability to contribute as a member of society and recognise the responsibility which that brings.

3. Admission Procedures

- Under the provision of the 1980 Education Act, parents have the right to express a preference for the School they wish their child to attend.
- All pupils are admitted in the September following their fourth birthday.
- The school governors and Head acknowledge the County Council admission procedures.
- The Headteacher will be pleased to discuss with parents the admission arrangements for their children. Parents are asked to telephone the school to make an appointment for a meeting at a mutually convenient date and time.
- A planned induction programme takes place for all pupils which includes an informed morning for parents and an opportunity to meet staff.
- An admission information pack is available from the school office.

4. School Organisation

- The school population is: 152
- Little Learners at Kingsmoor / Foundation Stage (1) (3 – 4 years)
- Foundation Stage (2) (4-5)
- Key stage 1 (5-7 years) which is years 1/2.
- Key stage 2 (7-9 years) which is years 3/4.
- The school organisation is outlined in Appendix 2.

5. School Staff

- Appendix 3 lists all the staff of Kingsmoor Lower School.
- Each member of staff is available at a mutually convenient time to discuss concerns or listen to opinions.

- The school office is open each day from **8.30 a.m. – 4.00. p.m.**
- An answer machine is available outside of office hours.

6. The Governors

- The duties and functions of governors are defined in the instruments and articles of governance for schools.
- The governing body of Kingsmoor School is listed in Appendix 4.
- The Chair of Governors is Georgina Hurndall
- All governors may be contacted (refer to Appendix 4) regarding the functioning of the school.
- The governing body meets regularly every term.
- Sub committees/task groups meet on an agreed timetable.
- School governors are elected parents, staff, local council representatives, community representatives, co-opted representatives.
- All governors have legal duties, powers and responsibilities; they act as a corporate body not as individuals.
- The governing body are responsible for making decisions of a strategic nature.
- The governors produce a School Profile (available on line at www.kingsmoorlowerschool.co.uk) which outlines the life of the school in the last year.
- The “parent” governor has a child at the school and is elected by parents to serve a term of office, they speak and act as individuals not delegates.

7. Dates and Times

- The term dates are listed as Appendix 5 (this includes Inset days).
- The school day is:

9.00 - 12.00 (Foundation Stage / Key Stage 1) **9.00 - 12.15** (Key Stage 2)
1.00 - 3.30 (Foundation Stage 1.00 - 3.25) **1.15- 3.30**
9.00 – 12.00 (Little Learners at Kingsmoor) morning session
1.00 – 3.30 (Little Learners at Kingsmoor) afternoon session

- Presently the total hours per week excluding daily act of worship, registration and break is:

Foundation Stage	-	19 HOURS 35 MINS.
Key Stage 1	-	20 HOURS 50 MINS.
Key Stage 2	-	22 HOURS 30 MINS.

- Registration is promptly at:

9.00 am (FS – 4)
1.00 pm (FS / KS1)
1.15 pm KS2

*** All late comers must report to the main office to receive the correct mark.**

8. Lunch Time

- All children are invited to stay on the school site for a school meal or “packed lunch”.
- All children are in the care of the Lunch Supervisory Team.
- The Senior Supervisor is duly responsible to the Headteacher or his Deputy.
- School meals are cooked on site. They provide a nourishing and healthy alternative to a “packed lunch”.
- Details of menu and cost may be found in newsletters and available on our website.
- Dinner money should be paid on the first school day of the week. All monies should be in a named envelope and given to the class teacher. Cheques are accepted and should be made payable to: Eden Food Services Limited. If you wish to pay for the half term this can be arranged.
- If Parents/Guardians feel they may be entitled to “free” school meals they should contact the school office and collect the relevant form.
- Snacks - children should have a good breakfast before coming to school; a mid morning snack is permitted. Key Stage 1 and Foundation Stage pupils receive fruit.
- Sweets - are not allowed in school. They sometimes prove too tempting for other children and can be the cause of squabbles and unpleasantness. They also cause dental decay.

9. School Uniform Policy

- The school uniform policy is outlined in Appendix 6.
- Uniform may be purchased each Thursday afternoon from the school office, subject to availability.
- A price list is available from the school office.
- All items of clothing should be named.

Valuables including jewellery and personal possessions should **not be** brought to school.

10a. Health & Safety/Pupil Welfare

- The Health, Safety and Welfare of your child is of paramount importance to our school. To help us please ensure **contact numbers** are always up to date.
- If a child is unable to contribute to lessons due to illness the Headteacher **will always** send the child home. Therefore contact numbers are essential if the child is in distress.
- **Minimum exclusion periods** - for childhood diseases (see appendix 7 - Childhood diseases)
- It is school policy to insist that a child be kept at home while “infected”. We seek parents/guardians support in this matter. Please inform the school.
- Health checks and medicals are a part of school life. Our School Nurse, Doctor and Dentist will on a regular basis monitor your child’s development.
- Routine inspections for **head lice are not part of the school medical service**. If your child contracts head lice, please inform the school immediately so that other families may be alerted in the class.

- Treatment and information regarding head lice can be obtained from your doctor. Remember all members of your family should be treated immediately. These little creatures love clean heads so it's no disgrace to catch them!!
- If you wish your child to receive medication please obtain an indemnity form at the office. The senior lunch-time Supervisor administers medicine which is kept in the staffroom refrigerator.
- Asthmatic children and those who suffer from hay-fever or other chronic illnesses may have an atomiser in school. Parents must sign an indemnity form. The atomiser must be left with the class teacher. Please ensure that the atomiser is marked with the child's name.
- First aid will be administered if a child suffers any minor accidents. It is only policy to inform parents if there is a need to monitor the injury further.
- If the schools first aider(s) consider that "off site" aid is needed then "contact" numbers will be used.
- In the case of emergency, 999 will be rung and parents/guardians informed.
- Pupil attendance/absence is strictly monitored. All parents are requested to supply written reasons for absence.
- Authorised absence is for:
 1. Illness or medical treatment.
 2. Annual family holidays for which a leave of absence has been submitted and agreed by the Governing Body. Only one such absence will be authorised each year.
 3. Specific leave for other reasons, applied for and granted by the Governing Body.
- Absence notes will be retained and filed in the class register folder.
- All registers will be regularly inspected by the Educational Welfare Officer.

10b. Security

- As a school we consider that we have to be mindful of the potential dangers in our Society. To this end the following steps have been taken:
 - Pupils should not be left on the school site prior to 8.50 a.m . Parents are reminded that the safety of your child is your responsibility.
 - At 8.50 a.m. a duty teacher will open and monitor the 'entry gate'; all children will go to their classes.
 - The school bell will ring at 9.00 a.m. At this time all parents / guardians must vacate the school site.
 - At all breaks the children are monitored by experienced teams. Each team leader is in contact with the school office.
 - At 3.30 pm the children are released to parents.
 - The school building is locked at 3.40pm, entrance can be gained by going to the office area.
 - Dogs, bicycles and scooters should not be brought to the school site.
 - All staff wear identity badges.
 - Visitors or "helpers" must wear badges, and sign "in" and "out" at the School Office.

- The front door has an “intercom” release system.
- ***All visitors must come to the front office.***

11a. The Curriculum

The school recognise the rights and needs of every child and therefore aims to ensure the highest quality education and equality of opportunity.

The school pursues this mission:

- Through partnership with parents and guardians, the pupils and the local community.
- By valuing staff and volunteers.
- Through efficient and effective management.
- And by the pursuit of excellence.

The staff work together to develop the differentiated curriculum offered to all pupils ensuring continuity throughout the school life of every child.

11b. The Key Stage 1 / 2 Curriculum Framework (Years 1 – 4)

The Curriculum Framework is broad, balanced and encompasses:

Core	Foundation	
English	P.E.	Art
Maths	Geography	P.S.H.E.
Science	History	French
I.C.T.	D.T.	Music
R.E.		

- The National Curriculum framework describes the types and ranges of performance that children working at a particular level should demonstrate. By the end of Key Stage 1 (years 1/2) the performance of the great majority of pupils should be within the range of Levels 1-3. At the end of Key Stage 2 (years 3/6) it should be within the range of Levels 2-5.

English

- English is taught in response to the National Curriculum and New Primary framework following the prescribed programme of study for Key Stage 1 (years 1/2) and Key Stage 2 (years 3/4).
- The general requirements for English are that pupils’ abilities will be developed so that they may communicate effectively in speech and writing, and be able to listen with

understanding. It should also enable them to be enthusiastic, responsive and knowledgeable readers.

- To develop effective speaking and listening, pupils will be taught to:
 - use the vocabulary and grammar of standard English
 - formulate, clarify and express their ideas
 - adapt their speech to a widening range of circumstances and demands
 - listen, understand and respond appropriately to others

- To develop as effective readers, pupils will be taught to:
 - read accurately, fluently and with understanding
 - understand and respond to the texts they read
 - read, analyse and evaluate a wide range of texts, including literature from the English literacy heritage and from other cultures and traditions

- Every class has a daily literacy lesson.
- There is a wide variety of literacy materials used in the teaching of reading.
- The School has a purpose built Library.

Mathematics

- Mathematics is taught in response to the National Curriculum and New Primary framework following the prescribed programme of study for Key Stage 1 (year 1/2) and Key Stage 2 (year 3/4).
- The general requirements for mathematics are that pupils in Key Stage 1/2 will develop abilities in the areas of:
 - using and applying mathematics
 - number
 - shape, space and measures
 - data handling

- Every Class has a daily numeracy lesson.
- Our central mathematics resource is the Abacus Mathematics Scheme which is used within a daily numeracy lesson.

Science

- Science is taught in response to the National Curriculum framework and following the prescribed programme of study for Key Stage 1 (year 1/2) and Key Stage 2 (year 3/4).
- The general requirements for Science are that pupils in Key Stage 1/2 will develop their understanding of;
 - Systematic enquiry
 - Science in everyday life

- The nature of scientific ideas
- Communication
- Health and Safety
- and be given opportunities to apply this in the areas of
 - Experimental and Investigative Science
 - Life Processes and Living Things
 - Materials and their Properties
 - Physical Processes
- Varied resources are used in the teaching of themes.

Design and Technology

- Design and Technology is taught in response to the National Curriculum framework following the prescribed programme of study for Key Stage 1/2 (year 1/2) and Key Stage 2 (year 3/4).
- The general requirements of Design and Technology are that pupils in Key Stages 1/2 will:
 - develop their capabilities in Design and Technology.
 - be given opportunities to;
 - Work with a range of materials, components and construction kits, where appropriate.
 - Investigate the working characteristics of materials.
 - Apply skills, knowledge and understanding for the P.O.S. of other subjects
 - develop the skills of design and making.
 - apply knowledge and understanding.
- Pupils will be taught to develop their design and technology capability through combining their design and making skills with knowledge and understanding in order to design.

Information Communication Technology

- Information Technology is taught in response to the National Curriculum framework following the prescribed programme of study for Key Stage 1 (year 1/2) and Key Stage 2 (year 3/4).
- Pupils in Key Stage 1/2 will be taught to use I.C.T. equipment and software confidently and purposefully, to communicate and handle information and to support their problem solving, recording and expressive work.
- Pupils will be given opportunities to:

- use a variety of I.C.T. equipment and software.
- explore the use of computers.
- look at the use of I.C.T.
- communicate and handle information.
- experience control monitoring and modelling.
- The School has a purpose built I.T. Suite.

Art and Design

- Art is taught in response to the National Curriculum framework following the prescribed programme of study for Key Stage 1 (year 1/2) Key Stage 2 (year 3/4)
- Art is interpreted as “Art, Craft and Design”.
- Pupils’ understanding and enjoyment of Art, Craft and Design will be developed through activities that unify requirements from “investigation and making”, “knowledge and understanding”.
- All pupils in Key Stage 1/2 will be:
 - given opportunities to experience different approaches to Art, Craft and Design
 - taught creative and imaginative skills
 - taught visual and tactile elements in art
 - introduced to the work of artists, craft people and designers
 - taught safety skills in practical situations

Music

- Music is taught in response to the National Curriculum framework following the prescribed programmes of study for Key Stage 1 (year 1/2) and Key Stage 2 (year 3/4).
- Pupils understanding and enjoyment of music is developed through activities that bring together requirements from:
 - Performing and Composing
 - Listening and Appraising
- All pupils in Key Stage 1/2 will be given opportunities to use sounds, respond to music and make appropriate use of I.C.T.
- To: perform, compose, listen to and appraise music.
- Experience an extensive repertoire to extend musical knowledge and experience.
- The School has a music room for use by all pupils.

History

- History is taught in response to the National Curriculum framework following the prescribed programme of study for Key Stage 1 (year 1/2) and Key Stage 2 (year 3/4).

Key Stage 1

- **Pupils in Key Stage 1 will be given opportunities to:**
 - develop an awareness of the past and how it differs from the present.
 - begin to establish a chronological framework.
 - begin to understand how we find out about the past.

through the following areas of study;

- everyday life, work, leisure and culture of men, women and children in our past.
- lives of famous people e.g. ruler, artist, explorer etc.
- different events from the past e.g.. Gunpowder Plot, battles and sporting triumphs.

Key Stage 2

- **Pupils in Key Stage 2 will:**
 - be taught about important episodes and developments in Britain's past/ancient civilisations and history of other parts of the world.
 - be helped to develop a chronological framework.
 - have opportunities to study local history.
 - have opportunities to use a range of information sources through the following areas of study:
 - Romans in Britain.
 - Tudors and Tudor exploration.
 - Victorian Britain.
 - Children in the 2nd World War.
 - An aspect of Local History.
- The Key Elements of:
 - Chronology
 - Range and depth of historical knowledge and understanding
 - Interpretation
 - Enquiry
 - Organisation and communications

are relevant to study units in Key Stage 1/2.

Geography

- Geography is taught in response to the National Curriculum framework following the prescribed programmes of study for Key Stage 1 (year 1/2) and Key Stage 2 (year 3/4)

Key Stage 1

- **Pupils will be given the opportunities to:**
 - investigate physical and human features of their surroundings.
 - undertake studies which focus on direct exposure in the locality of the school.
 - develop an awareness of the wider world beyond their own locality.

The elements of the programme of study include:

- geographical skills
- a study of places (Flitwick and another settlement in the U.K. or overseas)
- Thematic Study - the quality of the environment in the "Place" studied.

Key Stage 2

- **Pupils will be given opportunities to:**
 - investigate places and themes on a widening scale.
 - undertake studies that "focus" on geographical questions e.g. how did it get like this?
 - develop the ability to recognise pattern i.e. rainfall, land use.
 - become aware of how places fit into a wider geographical context i.e. town, city, rural area.

The elements of the programme of study include:

- geographical skills
- a study of 3 localities - Flitwick village, UK locality, one of the following, in Africa, Asia, South America, Central America.
- Thematic Study (4 elements) rivers, weather, settlement, environmental change

Physical Education

- Physical Education is taught in response to the National Curriculum framework following the prescribed programme of study for Key Stage 1 (year 1/2) and Key Stage 2 (year 3/4).
- Physical Education will involve pupils in the continuous process of planning, performing and evaluating with the greatest emphasis placed on the actual performance aspect of the subject.
- All pupils will be:
 - taught the virtues of a healthy life style.

- helped to develop a positive attitude to P.E.
- taught safe practices.
- The elements of the programme of study include:
 - ball skills
 - games (including netball, Unihoc, football, cricket, rounders)
 - gymnastic activities (floor and apparatus work)
 - dance
 - athletic activities (Key Stage 2 only)
- The school offers extra curriculum activities for all KS1/2 pupils in:
 - Football
 - Specialist coaching opportunities through Redborne Sports College
- Pupils in Years 1/2/3/4 compete with other local schools in football tournaments.
- The school has excellent facilities:
 - school hall
 - playgrounds
 - fields

Religious Education

- Religious education as required under the Education Reform Act 1988 is a part of the curriculum for each child.
- The framework of the agreed County syllabus provides the basis for our programme of study for Key Stage 1 & 2 , coupled with Q.C.A. Units.
- The central aims of religious education is to contribute to the development of pupils as individual members of Society by fostering a reflective appeal to life in the context of a growing understanding of the experiences, attitudes, beliefs and religious practices of humanity.
- The programme of study for Key Stage 1/2 is divided into:
 - Religions - writings, people, workshop, places, fasts/festivals/celebration, rites/rules.
 - Human experience - self and others, natural world.
- A parent may withdraw their child from R.E. and/or collective worship (having discussed the matter with the Headteacher).
- School assembly is our daily act of worship, when the school meets together sharing individual and group experiences. We celebrate the Christian festivals throughout the year and recognise our place as part of a wider multi cultural community.
- Visitors are invited to take part in our assemblies. Our assemblies are non-denominational in character.

Personal, Social & Health Education

- All pupils will experience a programme of study which reflects important aspects of life, and will be given opportunities to express and develop personal view points in:
 - circle time.
 - religious study.
 - the study of selected PSHE themes appropriate to each Key Stage / Foundation Stage
- Sex education is addressed within the P.S.H.E. curriculum.

Spiritual, Moral, Social & Cultural Education

- The spiritual, moral, social and cultural education of our pupils are actively promoted through the policies of:
 - * Religious Education. * P.S.H.E
 - * Child Protection * Equal Opportunities * Social Inclusion

French (Year 1 - 4)

- Pupils in Year 1 – 4 will experience French to develop their linguistic competence.

Opportunities for children to:-

- Become familiar with the sounds, initially and written form of a Modern Foreign language.
- Develop language and language learning skills.
- Understand and communicate in a new language.
- Make comparisons between the foreign language and English.
- Increase their cultural awareness by learning about a different country and its people, further developed in P.S.H.E.
- Foster positive attitudes towards Foreign Language learning.
- Use their knowledge to understand what they hear and read and express themselves in speech and in writing.
- Form a sound base for further study in Year 5 and beyond.

11c The Foundation Stage Curriculum (1 / 2)

The curriculum is organised into six areas of learning, (the structure of which is outlined in Appendix 12):

- personal, social and emotional development,
- communication, language and literacy,

- problem solving, reasoning and numeracy,
- knowledge and understanding of the world,
- creative development,
- physical development.

In **personal, social and emotional development** the children will be given opportunities to:

- develop positive dispositions and attitudes to school, forming good relationships with adults and peers.
- grow in confidence and self esteem, and develop their independence.
- be sensitive to the needs of others and develop respect for their own and other peoples' cultures and beliefs.

In **communication, language and literacy** the children will be given opportunities to:

- develop language by interacting with others, listening to stories and rhymes, and by engaging in role-play activities.
- develop alphabet knowledge by naming and sounding letters.
- develop reading skills by exploring a range of words and texts.
- write their name, simple sentences and develop handwriting skills by writing recognisable letters which are formed correctly.

In **problem solving, reasoning and numeracy**, the children will be given opportunities to:

- use numbers as labels, and for counting using number names and recognising numerals 0 to 9.
- use calculating by comparing numbers and using simple addition and subtraction skills.
- use shape, space and measure by using language to describe and compare shape, position, size and quantity.

In **knowledge and understanding of the world**, the children will be given opportunities to:

- investigate objects and materials and identify features of living things.
- develop designing and making skills by using a wide range of objects and materials.
- develop information and communication technology (I.C.T.) skills by using everyday technology and programmable toys.

- develop a sense of time by finding out about past and present events in their own lives and those of other people.
- develop a sense of place by finding out about their environment and the natural world.
- develop awareness of their own cultures and beliefs and those of other people.

In **creative development**, the children will be given opportunities to:

- explore colour, texture, shape, form and space in two or three dimension.
- sing songs from memory and recognise and explore how sounds are made in music.
- use their imagination in art and design, music, dance, role play and stories.
- respond, express and communicate their ideas in a variety of ways.

In **physical development**, the children will be given opportunities to:

- Move confidently with control, co-ordination and an awareness of space.
- Use a range of small and large equipment with control and safety.

Play

The Foundation Curriculum places strong emphasis on the importance of play and its integral role in supporting the six areas of learning.

At Kingsmoor, we believe that purposeful play is a key way in which young children learn. Through structured play, children are able to explore and develop learning experiences which are vital for later skill development. Above all else, it makes learning fun!

11d. Special Educational Needs

- The staff of our school assume a shared responsibility for identifying and assessing every child's needs and for planning and delivering a differentiated and balanced curriculum which will meet the full range of a pupil's abilities; We guarantee equality of access to a differentiated inclusive curriculum.
- The Special Education Code of Practice identifies a five staged model of Special Educational Needs.

The first three stages are based in the school, which will as necessary, call upon the help of external specialists. At stages 4 & 5 the LA share responsibility with schools:

Identification: Class or subject teacher identify or register a child's Special Educational Needs and, consulting the school's SENCo, take initial action.

School Action: The school's SENCo takes lead responsibility for gathering information and for co-ordinating the child's special educational provision, working with the child's teachers.

School Action Plus: Teachers and the SENCo are supported by specialists from outside the school.

Statutory Assessment: The L.A. consider the need for a statutory assessment and, if appropriate, make a multidisciplinary assessment.

Making a Statement: The L.A. consider the need for a Statement of Special Education Needs and if appropriate, make a statement and arrange, monitor and review provision.

Parents will be consulted if this procedure is activated which involves external agencies. As a school we believe that the child is of paramount importance in this procedure and are willing to answer any questions if the need arises.

11e Gifted and Talented

The Gifted and Talented Policy outlines the protocol and strategy that exist within the School for the teaching and learning opportunities provided.

11f. Equal Opportunities

All pupils are entitled to a differentiated educational provision. The staff of Kingsmoor School also have the right to equal opportunity.

11g. Teaching Strategies/Styles

- A differentiated curriculum is delivered using varied and appropriate strategies.
 - class teaching
 - group work
 - individual assignments
- All pupils are guaranteed equality of opportunity through a differentiated curriculum which reflects the National Curriculum framework requirements, acknowledging the needs of each child. The curriculum is currently apportioned to reflect the needs of each Year Group (Appendix 11)

11h. Assessment, Recording and Reporting

- We believe that by recognising and implementing good practice in assessment, recording and reporting we will improve and raise standards of achievement for each child in our school and facilitate a smooth transition to Middle School.

- We aim to keep sufficient accurate information about each child to enable each teacher to:
 - plan work and set targets that match learning needs
 - discuss the child's progress, strengths and weaknesses with parents.
 - write an informative annual report
 - plan accurate, up to date, useful information pack for the next phase
 - provide teacher assessments at the end of a Key Stage

- Successful assessment, recording and reporting will result in:
 - the teacher offering a curriculum appropriate to the needs of the children.
 - the teacher being able to write a transfer report at any time of year.
 - the children having the opportunity to show what they know and can do.
 - the parents being involved in their child's progress.

- We report to parents through the following:
 - the school prospectus.
 - an annual profile which provides information on achievements, strengths and areas of weakness which need further development. Any individual or comparative data will be explained clearly. (Appendix 10)
 - Providing termly opportunities for consultation with the class teacher.

The Head, teaching staff and co-ordinators will be available by appointment should parents feel further consultation is necessary.

Transfer to Middle School

- There are excellent liaison links with Woodland Middle School and an effective transfer of information has been agreed which facilitates a smooth transition to Middle School.

In the Summer Term prior to leaving:

- the head of year 5 (W.M.S.) visits the year 4 children at Kingsmoor.
- the Special Needs Co-ordinator visits Kingsmoor.
- the year 4 children visit the Middle School.
- Kingsmoor advise on friendship groupings, a bridging project is started and finished on arrival at Woodland.

The following information and evidence is provided by Kingsmoor:

- up to date portfolios
- Bedfordshire folders.
- Bedfordshire Schools Pupil Transfer Record.
- Special Needs Transfer sheet (where appropriate)

A liaison meeting is arranged by the middle school staff in the Autumn Term to discuss how the children have settled in their new school.

School Reports

- A written report is produced each July for every pupil. This is followed by an opportunity to discuss this report and your child's overall progress and development with the class teacher.

12. Home, School and Community

- A Home School partnership agreement is in operation and will be reviewed yearly.
- The school staff are always available at a mutually agreed time to discuss all aspects of school life.
- We provide the following opportunities to consult and receive information about your child and our school.
 - Termly parental consultation evenings.
 - Notice boards at the main entrance.
 - Monthly newsletters.
 - Termly curriculum booklets
 - Digital Display
 - Learning Platform
 - Each child has a weekly work book so that parents/guardians may communicate with the class teacher.
 - Key Stage 2 pupils have a diary.
 - The Headteacher is available to all to discuss all aspects of school life.
 - The P.T.A provides an important link with the wider school community.
 - Other links which contribute to the life of our community are:
 - liaison with local schools.
 - contact with feeder groups.

13. Pastoral Care

- Kingsmoor staff consider each pupil as an individual and strive to develop the child within the social context of our school.
- Our Behaviour Management Policy outlines our belief that children are encouraged to have respect for themselves for others and for our School.
- Attendance is regularly monitored (Appendix 8)

They depend on adults for their moral standards and for guidance on the behaviour that is acceptable. The children at Kingsmoor will be encouraged to develop positive self images within a secure and caring community.

14. Behaviour & Discipline

- Each class of pupils and their teacher develop rules to focus on appropriate, and acceptable behaviour patterns, based on:
 - respect
 - accountability
- Out of class rules focus on:
 - movement
 - communication
 - treatment
 - safety.
- Parental/guardian support is sought if this approach to discipline is to be successful.
- The governors and staff of the school seek to develop the spiritual, moral, social and cultural dimension of each pupil through a structured differentiated curriculum and thoughtful child centred social fabric.

15. Assessment Results

- Each year our children in year 2 will take part in the National SATs Assessments.
- SATs data may be viewed in appendix 9.

16. Keeping in Touch

- We all lead busy lives therefore as a school we are continually updating forms of contact.

Presently they are:

- arranged appointments with staff
- informal contact with staff
- parental consultations
- annual pupil report
- notice board
- newsletters / flyers
- Friends of Kingsmoor Lower School newsletters
- annual report to parents from governors
- Home School Partnership Agreement
- School Website
- School Profile

▪ **Invitation to contribute to school life:**

- join the Friends of Kingsmoor School Association
- become a parent governor
- respond to questionnaires
- support school initiatives i.e. reading, library, school uniform
- attend school events
- give time to the school
- Share your child's day!!!!

17. Moving on - Transfer and Routes

- On reaching year 4 all parents/guardians will receive information from the LA. regarding Middle Schools choices.
- Following this Parents/Guardians are notified of the open evenings at these schools.
- All pupils residing in the Kingsmoor catchment area are as a matter of course offered a place at Woodland Middle School. If this is not acceptable parents/guardians indicate their preference on the form provided at the time.

18. School Finances

- The Governors of the school are statutorily obliged to account for all school money.
- The school has a "charging" policy which seeks parental monetary support for school activities i.e. entertainment, theatre companies.

19. Homework

- The school seeks parental/guardian support for assignments sent home on a regular basis.
- In the main reading, tables, spellings, listening activities and research skills are promoted with parental support.

20. Extra Curricular Activities

- Kingsmoor presently offers:
 - musical activities
 - sporting activities
- Peripatetic violin, cello, brass, guitar, percussion and keyboard lessons are also offered (fee paying)

21. Access to School Documents

- These documents are available in school:
 - School prospectus
 - Behaviour Management Policy
 - Special Educational Needs Policy
 - School Uniform Policy
 - Governing Body's Curriculum Policy Statement
 - Ofsted Report
 - Curriculum Policies
 - L.A. agreed R.E. Syllabus
 - L.A. Curriculum Statement

22. Complaints Procedure

- It is the right of every parent/guardian to complain if a grievance is felt and can be justified.
- The complaints structure is:
 - discuss with teaching staff
 - discuss with S.M.T.
 - discuss with the Headteacher
 - consult Chair of Governors

23. Starting School (Foundation Stage 2)

- Children are admitted to the school in the September term after they are four. These children make visits to Kingsmoor in the half term preceding their admission.
- Parents are invited to visit the school when they are also shown round and given the opportunity to ask questions about the school's organisation.
- On Entry day to the school, admission will be staggered.

What Can You Do?

There are many ways in which you can help your child to settle into this new environment. Remember you have already started his/her education. The greatest period of development will have taken place in the first five years. You will have taught your child to walk, speak, eat and wash etc. and there are many other ways you can help in preparing your child for school.

Conversation help!

Talk to your child about what he/she might expect to happen in school. Be reassuring. Discuss P.E. activities and make a P.E. bag to keep shorts, plimsolls and T-shirt in. Talk about why it is important to change clothes - again reassure.

Self help!

Encourage your child to do these things for him/herself :

dressing	going to the toilet	washing
managing a midday meal	using a knife and fork	tidying bedroom

Remember to praise all attempts at anything!

Home help!

Train your child to:

- put away toys and games
- care for clothes
- respect property
- do tasks without your help e.g. set the table

Above all make helping fun!

Friends help!

Give your child experience of playing with other children

- at home
- pre-school settings
- in the park

Being away from you for short periods helps independence

Books help!

We hope that by now you already have the habit of reading to your child every day. Encourage him/her to sit with you to listen to a story. Talk about the pictures and discuss what might happen next. This will help to develop vocabulary and is the first step he/she will take in reading for him/herself.

Join the Flitwick library; the children in school will use the School library a great deal this will help your child to feel at home.

Games help!

Encourage your child to play in a constructive way using “Lego” bricks or other construction toys.

Play games together that need counting on and counting backwards and that are demanding e.g Ludo, draughts etc.

Encourage creative activities - drawing, making craftwork, music. Provide writing and drawing paper, pencils and felt tipped pens.

Watch television in a selective way for pleasure and information. Talk about the programme afterwards.

Take advantage of all shared opportunities you experience with your child.

The First Day

If your child can do most of the things already mentioned, he/she will certainly be ready for school.

Before the first day you will be given a time to bring your child to school. You will be welcome to stay with your child, assisting him/her to hang up coats etc. When you are happy that he/she is settled, leave, having assured him/her that you will be waiting at the end of the day.

Try to make sure that nothing prevents you from being back at school to welcome your child at the end of the day. The sense of security which you will give cannot be over emphasised.

If at any time, an emergency should arise which would prevent you meeting your child, please let the school know what alternative arrangements you have made.

Early worries

You may feel apprehensive about how your child will manage. I hope that I can reassure you by saying that often parents take longer to adjust than their child! It is natural that you should feel anxious, teachers do understand. They have been trained to care for your children and are always willing to discuss difficulties with you.

Coming home

Children are often tired by the end of the school day. They may seem bad tempered and unwilling to talk about school. They certainly will have missed you and this behaviour may be their way of asking you for a bit of extra love and attention. This stage will soon pass but do be patient.

Children often cannot describe clearly the activities in which they have taken part. When they say “I played all day”, they may mean they were busy. In fact they will have been working on pre-reading, mathematical or creative activities. If they describe this as play

then we, as teachers, are delighted, for it means that they have been working with enjoyment.

Learning with enthusiasm is the most effective kind of education

Your child’s first teacher becomes a very important person in all your lives! You may find that she is quoted constantly! Do not accept everything on face value. Some things become a little changed in the telling.

24. The School Day

The school day is divided into two sessions. The times of the sessions are:

	Foundation Stage / Key Stage 1	Key Stage 2
Morning Session	Starts – 9.00 a.m.	Starts – 9.00 a.m.
	Ends - 12.00 noon	Ends - 12.15 p.m.
Break	10.30 – 10.45 a.m.	10.30 – 10.45 p.m.
	2.15 - 2.30 p.m.	
Afternoon Session	1.00 – 3.30 p.m.(Foundation Stage finish at 3.25)	1.15 – 3.30 p.m.

- In addition would you please note the following arrangements affecting the school day.
- Children should be in class at 9.00 a.m
- Children should not arrive on the premises before 8.50am. A teacher will be on duty from 8.50am.
- At the end of the school day please wait in until your child’s teacher brings his/her class to the release area. You may then make contact. This helps all our children to find their parent/guardian.

25. Appendices

1. Site Plan
2. School population
3. School staff
4. The Governors
5. Term dates
6. School Uniform
7. Childhood diseases
8. Absence data
9. Assessment results
10. Ethnic Data
11. Curriculum Structure K.S.1 / 2
12. Curriculum Structure Foundation Stage

APPENDIX 2**CLASS ORGANISATION
2011-2012**

YEAR GROUP	NUMBER OF CLASSES	POPULATION
3 / 4	2	58
1 / 2	2	54
Foundation Stage	1	32
TOTAL	5	144
Foundation Stage (1) (Part time)	1	21

SCHOOL STAFF

Headteacher:	Mr. J. Meaney
Deputy Headteacher:	Mrs. D. Brewster
Senior Teachers:	Miss P. Mitchell
	Mrs. S. Longmuir
Teachers:	Mrs. F. Culhane
	Mrs. V. Younger / Mrs. A. M. Allen
	Mrs. C. Topley
Office Administrators:	Miss L. Reynard
Office Administrators:	Mrs. J. Vass
Nursery Nurse	Mrs. G. Barge
Teaching Assistants	Mrs. J. Adamson
	Mrs. D. Bradshaw
	Mrs. C. Fulton
	Mrs. D. Inskip
	Mrs. K. Wright
	Mrs. D. Scott
	Mrs. D. Teutsch
Pre-School Practitioner	Miss A. Parker
	Mrs. E. Nock
	Mrs. C. Neville
Pre-School Assistant	Mrs. B. Ralevic
Senior Cleaner	Mrs. J. Elkins-Daye
Kitchen Manager:	Mrs. C. Makin
Lunch-time Supervisors: Senior Supervisor	Mrs. B. Ralevic
	Mrs. L. Gee
	Mrs. J. King
	Mrs. G. Irani
	Mrs. D. Inskip
	Miss A. Parker
	Mrs. J. Elkins-Daye

Kingsmoor School Governors

2011-2012

	Name	Address	Telephone No.	Representation	Term of Office	
					Start	Finish
Chairperson	Miss G. Hurndall	2 Minden Close, Flitwick	01525 717944	Community Governor	1.7.2010	1.7.2014
Vice Chair	Mr. P. Gibbard	6 The Avenue, Flitwick	01525 716061	Parent Governor	01.11.2008	01.11.2012
	Mr. J. Meaney	c/o Kingsmoor School	01525 712448	Headteacher	1.9.2000	
	Mr. K. Phillips	15 Mendham Way Clophill	01525 860606	Community Governor	8.10.2005	30.9.2013
	Mrs. C. Topley	c/o Kingsmoor School	01525 712448	Teacher Governor	1.9.2009	1.9.2013
	Mr. P. Miller	55 Fir Tree Close, Flitwick	01525 716450	Community Governor	01.07.2010	28.06..2014
	Mr. L. Grahame	31 Gravel Pit Road, Flitwick	01525 750591	Parent Governor	7.11.06.	17.11.2014
	Mr. S. Elkins	8 Hinksley Road, Flitwick	01525 756574	Parent Governor	31.10.07	31.10.2011
	Mr. S. Knight	23 Trafalgar Drive, Flitwick	01525 715137	Parent Governor	01.09.2010	28.06.2014
	Mr. G. Kerrigan	5 Lincoln Close, Flitwick	01525 636648	Local Authority Governor	20.2.09	22.10.2014
	Mr. S. Taylor	5 Queens Close, Flitwick	01525 717225	Local Authority Governor	8.11.06.	01.04.2013

TERM DATES 2011-2012
<p><u>AUTUMN TERM 2011</u></p> <p>Tuesday 6th September - Friday, 16th December, 2011</p> <p>Half-Term - Monday, 24th – Friday 28th October, 2011</p> <p>Inset Day – Monday, 31st October, 2011.</p>
<p><u>SPRING TERM 2012</u></p> <p>Wednesday 4th January – Friday, 30th March, 2012</p> <p>Half-term – Monday 13th – Friday, 17th February, 2012.</p>
<p><u>SUMMER TERM 2012</u></p> <p>Tuesday, 17th April - Friday, 20th July, 2012.</p> <p>May Day - Monday, 7th May, 2012</p> <p>Half Term - Monday 4th June – Friday, 8th June, 2012</p>

SCHOOL UNIFORM

Thank you to all parents / Guardians for your support. May I remind you that School Policy requests that if earrings are to be worn, these should be **STUDS ONLY**; no other facial jewellery is permitted.

SCHOOL UNIFORM

Many Items available from the School Office	
Girls	Boys
<ul style="list-style-type: none"> • Navy / grey pinafore / skirt • Royal Blue sweatshirt / cardigan / knitted jumper. • White blouse / white polo shirt. • Tailored grey trousers (no jeans / leggings etc.) • School tie may be worn 	<ul style="list-style-type: none"> • Grey trousers (not jogging bottoms). • Royal blue sweatshirt or knitted jumper. • White shirt / white polo shirt. • School tie may be worn.
SUMMER	
<ul style="list-style-type: none"> • As above • Or blue and white checked / striped summer dress. 	<ul style="list-style-type: none"> • As above • Or short grey trousers
FOOTWEAR	
<ul style="list-style-type: none"> • Flat black shoes or enclosed sandals. 	<ul style="list-style-type: none"> • Flat black shoes or enclosed sandals
For safety reasons, flat black shoes are essential	
P.E. GIRLS AND BOYS	
<p><u>Indoors</u> - White T-Shirt, Royal Blue Shorts and Plimsolls. <u>Outdoors</u> - Tracksuit and Trainers</p>	
If your child has earrings, only studs are permissible; no other facial jewellery is permitted.	

APPENDIX 7

BEDFORDSHIRE HEALTH AUTHORITY

CHILDHOOD DISEASES

Exclusion periods for the commoner communicable diseases
for Schools, Nurseries and playgrounds, etc.

			MINIMUM EXCLUSION PERIOD	
DISEASE	INCUBATION PERIOD	INEFFECTIVE PERIOD	CASE	HOME CONTACT
Bacillary Dysentery	1-7 days	As long as organism is present in stools, but mainly whilst diarrhoea lasts, usually about 4 weeks.	Until clinically fit and no diarrhoea	CCDC will decide
Chicken Pox	2-3 weeks	From 1 day before till 6 days after the rash appears	6 days from onset of rash	Non-special case. Pregnant women – seek medical advice.
Conjunctivitis	1-3 days 5-12 days of Chlamydia	While a discharge is present	None	None
Cryptosporidium	3-11 days	Whilst diarrhoea lasts	Until diarrhoea settles	None
Diphtheria – cutaneous or pharyngeal	CONTACT CCDC IMMEDIATELY			
Erythema Infectiosum (Slapped Cheek Syndrome)	1-10 days	4 days before until 4 days after onset of rash	None	None- Special case Pregnant Women – seek medical advice.
Food Poisoning (Including Salmonellosis)	1-3 days	As long as organism is present in stools, but mainly whilst diarrhoea lasts.	Until clinically fit and no diarrhoea	CCDC will decide.
Glandular Fever	33-49 days	When symptomatic	Until clinically well	None
Giardia Lambia	7-28 days	Whilst has diarrhoea	Until diarrhoea settles	None
Hand, Foot and Mouth Disease	3-5 days	As long as active ulcers are present	None	None.

			MINIMUM EXCLUSION PERIOD	
DISEASE	INCUBATION PERIOD	INEFFECTIVE PERIOD	CASE	HOME CONTACT
Hepatitis A	2- 6 weeks	1 week before until 1 week after onset of Jaundice.	1 week after onset of jaundice	None – immunisation through G.P.
Human Immune Deficiency Virus	Up to 5 years	For life	None	None
Measles	1-2 weeks	Up to 4 days before until 4 days after rash appears	4 days from onset of rash	None
Meningitis – Meningococcus H. influenza	2 – 10 days	Few days before and 4 days after rash appears	Until clinical recovery	None
Mumps	2-3 weeks	1 week before until 10 days after swelling appears	10 days after onset of swelling	None
Poliomyelitis	INFORM CCDC IMMEDIATELY			
Rubella (German Measles)	2-3 weeks	1 week before and 4 days after onset of rash	5 days from onset of rash	None
Streptococcal Sore Throat and Scarlet Fever	1-3 days	As long as organism is present in throat, usually up to 48 hours after chemotherapy started	Until clinically improved (usually 48 hours after antibiotics started)	None
Shingles	Follows an earlier chicken pox infection	6 days after rash appears	6 days from onset of rash	None
Tuberculosis	1-3 months	Depends on part infected (usually only pulmonary TB) up to 2 weeks after chemotherapy started in the case of open T.B.	Until cleared by TB clinic (usually 2 weeks after appropriate chemotherapy)	None, but needs medical follow up.
Thread Worm	-26 weeks	As long as eggs present on perianal skin	Non but required treatment	Treatment necessary.
Typhoid Fever	1-3 weeks	As long as child harbours the organism.	CCDC will decide	CCDC will decide.

ATTENDANCE DATA

	2004-2005			2005-2006			2006-2007			2007-2008			2008-2009			2009-2010			2010-2011		
	ATTENDANCE	AUTHORISED ABSENCE	UNAUTHORISED ABSENCE	ATTENDANCE	AUTHORISED ABSENCE	UNAUTHORISED ABSENCE	ATTENDANCE	AUTHORISED ABSENCE	UNAUTHORISED ABSENCE	ATTENDANCE	AUTHORISED ABSENCE	UNAUTHORISED ABSENCE	ATTENDANCE	AUTHORISED ABSENCE	UNAUTHORISED ABSENCE	ATTENDANCE	AUTHORISED ABSENCE	UNAUTHORISED ABSENCE	ATTENDANCE	AUTHORISED ABSENCE	UNAUTHORISED ABSENCE
KINGSMOOR SCHOOL	95.4%	4.5%	0.01%	94.8%	5.2%	0.1%	95.2%	4.8%	0.0%	94.8%	5.2%	0.0%	95.5%	4.4%	0.08%	95.19%	4.70%	0.11%			
NATIONAL	94.6%	5.0%	0.4%	94.2%	5.3%	0.5%	94.9%	4.8%	0.3%	94.7%	4.8%	0.3%	94.6%	3.9%	1.2%	94.78%	3.7%	0.9%			
DIFFERENCE	0.8%	-0.5%	-0.3%	0.6%	0.1%	0.4%	0.3%	0%	0.3%	0.1%	0.4%	-0.3%	0.9%	0.5%	-1.12%	0.41%	1.0%	0.79%			

**ATTAINMENT AT KEY STAGE 1 - 2001-2011
LEVEL 2 + % SATS (YEAR 2)**

	2001-2002		2002-2003		2003-2004		2004-2005		2005-2006		2006-2007		2007-2008		2008-2009		2009-2010			
	Kingsmoor Lower	National	Kingsmoor Lower	National	Kingsmoor Lower	National	Kingsmoor Lower	National	Kingsmoor Lower	National	Kingsmoor Lower	National	Kingsmoor Lower	National	Kingsmoor Lower	National	Kingsmoor Lower	National	Kingsmoor Lower	National
Reading Comprehension *	91%	84%	95%	84%	84%	85%	92%	85%	95%	84%	100%	84%	100%	84%	98%	90%	90%	85%		
Writing	95%	86%	93%	81%	85%	81%	94%	82%	93%	87%	100%	80%	100%	80%	95%	90%	83%	81%		
Mathematics	97%	90%	100%	90%	92%	90%	96%	91%	98%	94%	100%	90%	100%	90%	100%	100%	90%	89%		

ETHNIC DATA 2010-2011

<u>Ethnic Group</u>	Gender Matches Male	Gender Matches Female
White – British	76	64
Mixed – White and Asian	1	1
Other Asian	1	1
Mixed – White and Black		1
Mixed – Any other Mixed background	5	1
White – any other background	1	1
Parent / Pupil preferred not to say		
TOTAL	84	69

**CURRICULUM STRUCTURE KEY STAGE 1/2
2011-2012**

SUBJECT AREA	K.S.1%	K.S.2%
	YR 2	YR 3/4
English / Literacy	34	25.1
Numeracy / Maths	19.6	22.22
Science	8	8.88
I.C.T.	4.8	4.44
R.E.	4	4.44
History	3.2	4.44
Geography	3.2	4.44
Art	4	4.44
D.T.	4	4.44
P.E.	8.8	8.88
Music	1.6	4.44
P.S.H.E.	1.6	2.22
FRENCH	1.6	2.22
Total	20 hours 50 minutes	22 hours 30 minutes

CURRICULUM STRUCTURE - FOUNDATION STAGE 2011-2012

Subject / Area	%
Personal Social and Emotional Development	7.42
Communication / Literacy / Language	26.75
Mathematical Development	19.40
Knowledge and Understanding of the World	23.82
Creative Development	11.91
Physical Development	10.12
TOTAL	19 hours 35 minutes

Kingsmoor National Awards

