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## **Welcome from the Headteacher**

Dear Parents and Carers

On behalf of the governors and staff, I would like to welcome you and your child/ren to Queen's Hill Primary and Nursery School.



Our school is a growing one and this does mean that our policies and procedures change as the school evolves. The one thing that never changes is our aim to give your child the best education that we possibly can. At Queen's Hills that's not just about reading, writing and maths - we care about the whole child. Our aim is that your child leaves us with a love of life and learning and the confidence to move onto their next stage of learning whatever their academic ability.

Community values are central to our curriculum; our children learn to care for others, make decisions about their own learning and begin to understand their role within the school, wider community, country and the world.

We can't achieve this on our own. Education is a partnership between parents and school. We hold many events to help parents to support their child's learning and we have an open door policy should you have any queries we can help you with.

If you would like to visit our school please give us a call.

Yours sincerely

Penny Sheppard



## Catchment

Queen's Hills is a developing estate and is part of Costessey, about 5 miles from the City of Norwich in Norfolk. Originally owned by Lord Stafford (hence the Stafford knot in our logo), the land became used for gravel pits and in 2004 Cofton's bought the site and has since sold to a number of developers.

Unusually it was decided to build our school before the development was completed. We opened on Monday 8 September 2008 with just 29 pupils aged between 4 and 11 years old.

In January 2009 the maintained Nursery opened providing 26 places in the morning and the afternoon.

The school's catchment area is the Queen's Hills Estate. We start classes in September with the capacity to grow throughout the year. During some school years we have had to restructure as there have been a number of new houses released. Current building work will allow the school to admit 90 children per year group. We do try to take all the children within our catchment from Reception to Year 6 and this may mean that classes can be greater than 30 on occasions.

### *Queen's Hills Country Park, Costessey, Norwich, NR8*

Queen's Hills Map working together with Queen's Hill Primary & Nursery School

Serving the community of Queen's Hills



## Our Mission

The school will strive to provide equal opportunities for the whole community in helping children to maximise their potential and become successful and happy learners.

To provide an environment where young people will achieve highly in knowledge and skills, thereby enabling them to offer a lifelong contribution to society.

To provide a safe and secure environment in which we can value and care for each other.

## Our Aims

To promote self-control and self-discipline.

To develop trusting, tolerant attitudes with respect for other's beliefs.

To think of others, recognising that we are all different and can all contribute to a happy, friendly school.

To offer a broad, balanced curriculum which excites the imagination and desire to learn.





## How do I register my child?

There are separate admission arrangements for Nursery and main school places.



### **Nursery**

Children may be offered a morning or afternoon place for the term after their third birthday. Our nursery is often oversubscribed and it is unlikely that places will be available mid year. Our main intake is in September. Places are allocated the half term before your child is due to start. Please contact the school office to ensure your child is considered for a place. The Nursery Admission policy is on our school website.



### **Reception**

For places for Reception for the next academic year, please contact the Admissions Department at the Local Authority at [www.admissionsonline.norfolk.gov.uk](http://www.admissionsonline.norfolk.gov.uk)

Please note that if your child gains a place in our Nursery, this does not guarantee a place in our Reception.

Children must be offered a full time primary school place in the school year that they turn five. Parents are entitled to defer admission or request their child to attend on a part time basis. However, children must attend full time on the day that follows their fifth birthday, or the day of their birthday, if it falls on one of the prescribed days (31<sup>st</sup> December, 31<sup>st</sup> March or 31<sup>st</sup> August). For more information, please follow the link to the parents' guide on Norfolk County Council's website <https://www.norfolk.gov.uk/education-and-learning/schools/school-admissions/admission-to-reception-classes>.

## **New to the area**

If you are looking for places in our current Reception Classes through to Year 6, please contact the Local Authority on [www.admissionsonline.norfolk.gov.uk](http://www.admissionsonline.norfolk.gov.uk). Year 6 children will have details sent out to them concerning Secondary Transfer in the Autumn Term. We work with a number of High Schools to ensure a smooth transition for our children.

***See Admissions Policy***



## **Enjoying and Achieving**

Excellence and enjoyment are central to our school ethos. Learning and fun go hand in hand as we encourage our children to become independent and creative learners.

We provide a rich, varied and creative curriculum which ensures that every child has an equal opportunity to learning.

The curriculum takes into account both the multi-cultural diversity of the school and the wider community. We want children to understand their community, its history, geography and culture and to value the cultural heritages they bring to school.

To become a valued member of the community requires self-discipline as well as rules. We expect a high standard of behaviour from all of our children, and therefore, we operate a policy of zero tolerance of violence and bullying in our school.

We help children to develop self-discipline by asking them to follow our Home/School Agreement, class and school rules. These remind the children of the importance of working and playing together. Some children may need an individual behaviour plan to support them in school. In this case parents will be asked to come to school to discuss their child's behaviour and if necessary we will seek advice from other agencies to help support the school and family.

However, our emphasis is always on recognising and rewarding good behaviour in all aspects of school life. We believe that this encourages children towards higher standards and provides reinforcement and motivation to help raise children's self-esteem.

***See Teaching and Learning and Behaviour Policies***



## **Volunteering at Queen's Hill**

Queen's Hill Primary School recognises the significant role of parents in helping their children to progress and greatly values the contributions parents make to the life of the school.

Queen's Hill Primary School has a Parent, Teacher and Friend Association called "Friends of QHS". Every parent automatically becomes a member. The Friends have become involved in organising social events and developing fund raising ideas. They meet regularly at the school, usually each half-term.

In addition, adults are welcome to come into school to support children, hear them read and provide general assistance on a volunteer basis. We wish to celebrate the diversity of our local community and seek to meet the needs of each individual child by welcoming adults in to share their cultural and life experiences.

Disclosure and Barring (DBS) checks are required for everyone working with children, these can be requested at the school office.

It is our policy for parents/carers to work in classes other than those where their own child attends.

We welcome the experience and support that parents, grandparents and friends can provide.

***See Visitors in School Policy***





## **Equal opportunities for all**

Children and adults learn in different ways. At Queen's Hill Primary School we use teaching strategies which allow all of our pupils to succeed in their own way, in their own time and often 'child-led'.

Pupil progress is monitored closely and children are encouraged to assess their own performance and set future targets.



### **Special Educational Needs & Disability (SEND)**

A wide range of difficulties may affect a child's progress and achievements in school- academic, emotional, behavioural and medical, these aspects are acknowledged within our school's Pupil Support provision.

The early identification of children with SEN or Additional Needs allows us to offer them support from the initial stages of their school life, and this is maintained, monitored and reviewed, in cooperation with parents, for as long as deemed necessary.

***See SEN Policy***



### **Gifted, Able and Talented**

Children who demonstrate outstanding artistic, musical or creative talent, sporting talent or particular leadership qualities are recognised as much as those who have academic excellence.



## **English as an additional language (EAL)**

We work alongside specialist teachers to ensure that children's needs are met. An initial meeting is held with parents to establish how we can provide additional support should it be needed.

We teach children to recognise and respect people's differences as well as their similarities, to accept and to treat everyone in a way that we too would like to be treated.

On occasions it may be necessary to positively discriminate for some groups of children. We are proactive in making practical and reasonable adjustments in school in order to make the curriculum and school premises accessible to all.

## Staying safe



### CHILD PROTECTION & SAFEGUARDING

Queen's Hill Primary School takes its responsibilities in keeping children safe and detecting and preventing child abuse very seriously. We have three designated teachers responsible for Safeguarding, Mrs Sheppard, Mr Roughsedge and Mr. Hadjigeorgiou. Our Safeguarding Policy is available on our website and hard copies can be obtained from our School Office. Parents should be aware that the school will take any reasonable action to ensure the safety of its children; a leaflet explaining our legal responsibilities is distributed as part of our Induction Pack.

We are also taking part in a jointly run operation between Norfolk County Council, Norfolk Police and our school, called Operation Encompass. Encompass has been set-up to help schools to provide support to children who have been present at incidents of domestic violence.



### SAFE TRAVEL

In the interest of safety, parents are asked to exercise great care when calling at the school. Walking to school is by far the safest and easiest option and children will be encouraged to walk wherever possible. In the event of parents living too far from the school to walk, they are asked to park cars well away from the school entrances to avoid any accidents. There are parking restrictions on our Fieldfare Way and Kestrel Avenue entrances. Families are asked not to park on the yellow zig-zag lines.

Children are encouraged to cycle to school. Children in Year 5 receive cycle training funded by the school. The school has cycle parking spaces for children at the Fieldfare Way entrance. There is also space for adult/staff cycle parking which is covered, adjacent to the kitchen area.

# Pupil Premium

Pupil premium is allocated each year for every child that is registered for free school meals or who has been registered in the last six years. It was first allocated to schools in 2011.

## Principles

- We ensure that the teaching and learning opportunities in our “Creative Learning Journey” meet the needs of all of the pupils as best we can.
- We analyse the provision in place for various different groups of learners including those who are/ were socially disadvantaged.
- We recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that there may be some children who are socially disadvantaged who do not receive free school meals.
- Pupil premium funding will be allocated following a needs analysis which may be linked to the School Improvement Development Plan. Not all children receiving free school meals will be in receipt of pupil premium interventions at one time.



## Free School Meals (FSM)

All children in Reception and KS1 are entitled to universal free school meals. In addition to this children of families receiving Income Support, Employment Support Allowance (Income related) or Income Based Job Seekers Allowance are entitled to Free School Meals.

Families receiving Child Tax Credit but who are not entitled to a Working Tax Credit, and whose annual income (as assessed by the Inland Revenue) does not exceed £16,190 are also entitled as are those who receive the Guarantee Element of State Pension Credit.

Forms to apply for FSM are on the website.

For further details please visit <https://www.gov.uk/apply-free-school-meals/norfolk>.

**Pupil Premium Grant (PPG) Allocation for 2016/17 was: £97680 (75 children)  
(Outcomes will be measured at the end of the academic year 2017)**

<b>Area targeted</b>	<b>Rationale</b>	<b>Cost (approx.)</b>	<b>Desired impact</b>
<b>To continue to provide an additional specialist teacher (All Children developing, Oracy, Reading and Numeracy)</b>	<i>Previous intervention has proven successful</i>	£28K	Teacher to work with small groups in Y5/6 and with pairs and individuals in Y2 to raise attainment
<b>To provide access to a Parent Support Advisor for families and Time 4 U sessions for vulnerable children</b>	<i>Previous support has proven successful and frees teachers to teach</i>	£18K	Barriers to learning in school are overcome leading to raised attainment
<b>Pupil Premium Champion to be non-class based and working with specific children</b>	<i>Bespoke programmes can be introduced and staffed</i>	£5K	Children have access to individualised and group programmes to ensure they make at least the progress of non PP children
<b>To provide an additional teacher within Year 6 and provide 1:1 tuition</b>	<i>Ensure needs can be identified early, immediate feedback and focus on small groups.</i>	10.5K	Children have access to individualised and small group provision to ensure they make at least the progress of non PP children
<b>To provide a school librarian</b>	<i>To maintain a love of books – all research shows reading is the key to learning</i>	£9K	Children have a love of books and a thirst for reading which impacts on reading ability
<b>Equality funding</b>	<i>Children given every opportunity possible to develop a love of learning</i>	£4.2K	Finance is not a barrier to children having equality of opportunity – on a needs led and individual assessment basis at discretion of the HT.
<b>To maintain “Fast ForWord” to improve reading, memory, processing skills – software and TA support</b>	<i>Pilot programme very successful</i>	£14.4K program and £2.5K staffing	Children make better than expected progress in reading. Engagement and progress in lessons further improves.

<b>To provide a Teaching Assistant for focussed groups inspiring children to read</b>	<i>Reluctant readers will be inspired to read with TA and school dog</i>	£1.3K	Children make at least the progress of non PP children in reading
<b>To provide additional TA for breakfast club to hear children read / play games and start the day positive.</b>	<i>Children will read at least 4 times in a week and will have a positive start to the school da.</i>	£1.2K	Pupil Premium children make at least the same progress of non PP children in reading
<b>To provide staff with access to Shirley Clarke website for ongoing CPD</b>	<i>Staff will have confidence to teach the most vulnerable groups and will be kept well informed of latest research and literature. (e.g. feedback known to have greatest impact on outcome for children)</i>	£300	Teaching is at least good across the school and vulnerable groups attain and progress in line with their peers.
<b>To provide parenting books, to be loaned to parents</b>	<i>Parents will feel supported in raising their children and supporting the learning process at home</i>	£300	Parents are able to access high quality parenting books to support their child's social and academic learning
<b>To provide a home learning club</b>	<i>Children will have the opportunity to complete work outside of school hours</i>	2K	All children are able to complete home learning
<b>To provide a nurture programme for the most vulnerable groups including Pupil Premium and Forces children</b>	<i>Children will attend nurture groups to ensure their well-being needs are met</i>	4K	Children feel emotionally safe and able to participate fully in learning

***Please see Pupil Premium Reporting to Parents on website.***

# Healthy Schools



Healthy Eating is important and gives our children the confidence, skills and understanding to make healthy food choices. Healthy and nutritious food and drink are available across the school day.



## Snack

During snack times, EYFS and Key Stage 1 children benefit from the national free fruit scheme (for children aged 4-6). Key Stage 2 children bring only healthy snacks. Children should not bring crisps, biscuits or chocolate bars to school for snacks. We recommend fruit or vegetables.



## Lunchtime

### School Lunch

Many of our children choose to have a school dinner cooked on site. We offer a healthy selection of meals and have a choice of traditional or vegetarian meals.

### Packed lunch

Those children who opt to bring a healthy packed lunch to school are asked to bring a plastic plate to set their meal out.

### Water

All children have access to water throughout the day and are encouraged to bring a named sports water bottle to avoid interruptions to learning. Juice, squash or flavoured water should only be drunk at lunchtime.



## **Prohibited Food Stuffs**

Children should not bring the following to school:

- sweets, chocolate or crisps
- glass containers or cans
- nuts, peanuts and all nut and peanut products
- bubble gum and chewing gum are not permitted under any circumstance.





## The School Day

Nursery:	<b>8.30 – 11.30am</b> <b>12:00 - 3pm</b>
Main School:	<b>8.30am</b> Gates Open <b>8.40am</b> Morning starts Lunchtime <b>11.40-12.40</b> (Reception) <b>12:00-13:00</b> (KS1 and 2) <b>3pm</b> End of day
Breakfast Club:	<b>7.45am</b> For children in main school - please see the school office for details.

At the end of the session/ day children in Nursery, Reception and Key Stage 1 must be collected from the class teacher. In Key Stage 2, children should be collected from the playground that your child's class door leads to. They may walk home alone, but permission for this must be given to the class teacher.

Teachers must be informed if circumstances change, for example if someone different is collecting your child.

Outside normal hours - after a club or school trip etc we expect you to collect your child from the school reception area unless we have written consent to say otherwise.



## School Uniform

We are proud of our school uniform and the children often get praised for how smart they look when they are out on school trips.

We strongly encourage all of our children to wear school uniform and sensible footwear. Our children go outside in all weathers - "there is no such thing as bad weather, just inappropriate clothing".

If we consider your child's clothing to be unsuitable for school we will call you to provide an alternative. Fashion clothing and footwear are neither appropriate nor acceptable at school.

All items of clothing should be clearly named– it is impossible to identify clothing without a name! Lost property is stored at our Fieldfare Way entrance.

All school wear can be bought online from Birds at [www.schoolwear-uk.com](http://www.schoolwear-uk.com)  
Local supermarkets also stock general school wear.

### Boys and Girls

- Purple school sweatshirt (optional for Nursery)
- White polo shirt (optional for Nursery)
- Flat, sensible school shoes
- Purple fleece jacket (optional)
- Purple reversible jacket (optional)

**Boys:** Grey trousers/shorts

**Girls:** Grey skirt/ pinafore/ trousers/ shorts  
Purple gingham dress in summer  
Purple school cardigan

### PE KIT

- Purple school polo shirt (KS2)
- White t-shirt (EYFS & KS1)
- Black shorts and black plimsolls
- Hooded school sweatshirt (KS2)
- Swimming costume and hat (KS2)
- Outdoor trainers and tracksuit bottoms

### Outdoors

Wellies and waterproof clothing essential in Nursery and Reception

### Accessories

- Purple School Book bag
- Rucksack with school logo





## House Teams

In 1546 Henry VIII granted Costessey Manor to Anne of Cleves.

We have six house teams - all of them named after Henry's six wives.

The children refer to these as both names and colours. House teams are used to organise our lunch sittings, team events and curriculum days. Siblings are in the same team.

HOWARD - ORANGE



BOLEYN - BLUE



SEYMOUR - GREEN



PARR - PURPLE



ARAGON - RED



CLEVES - YELLOW





## The Team

The **Headteacher** is accountable to our **governing body** which is comprised of representatives from the community, the local authority, parents of children in the school and staff. The Headteacher reports to governors on the day-to-day running of the school.

The Headteacher is supported by the **Leadership Team** which is made up of the Deputy Headteacher, the Inclusion Leader and Phase Leaders.

The **teachers** in each phase (Early Years, Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2) are supported by **teaching assistants** (TAs). The TAs work within the classroom and with individuals and small groups.

There are also a number of **support** staff who work within and outside of the school day to help the school to run efficiently.

## Our School Dogs

### Seb

Seb is our reading dog. He is trained to work with our children, listening to them read. The purpose of reading dogs is to lessen stress and anxiety to help children make good progress and develop their English skills in a non-judgemental environment. Our children love working with Seb and results of targeted intervention show that it has a positive impact on achievement and progress.



### Molly and Jasper

Meet Molly and Jasper, our latest members of staff. Molly and Jasper are primarily used for nurture and reward. They bring much joy

and love to children that work with them. Children who struggle with social interaction also find a friend in Molly and Jasper.

When children register with our school, a permission form will need to be signed to provide permission for working with our school dogs. Any anxious children will be treated sensitively. Our dogs have already helped to support many children in developing positive relationships with animals.

We also have other animals in some classrooms such as rabbits, guinea pigs and a bearded dragon. We do not have permission slips for children to be in the classrooms with these pets, but if your child has allergies etc. please let their class teacher know.



## Young Leaders

Children in Upper Key Stage 2 are given the opportunity to take on a leadership role within the school. This might be supporting younger children within the classroom, listening to younger children read or organising lunchtime clubs. We also have student librarians who work alongside school staff to ensure our library is well stocked and manned even at lunch times. Children can also apply for the post of School Ambassador, where they will be interviewed by leadership and governors. In this role, children act as the voice of their peers and help make important decisions about the future of our school.



### School Council

Representatives for each class are voted for by their peers. The School Council meets regularly and performs tasks requested by school staff and governors as well as responding to requests and comments from the pupils. They have an annual budget to spend.



### Sports Champion

Each year a Sports Champion is appointed. This means he/she is responsible for raising the profile of PE and Sport with his/her peers. As well as organising inter-school competitions and celebrating PE achievement in assemblies, The Sports Champion helps the PE team to decide how Sports Premium funding should be spent.



### House Captains

House Teams vote for a boy and a girl house captain at the start of the year. House Captains ensure all children feel part of their team by organising inter-house competitions and contributing to the planning of the Curriculum Days.

All of the above children take their roles very seriously and are a huge asset to the smooth running of the school.





## **Educational visits**

We believe that educational visits are an important part of school life. It is these visits that give our children first hand experiences that are so much more worthwhile than reading a book or looking on the internet. Our aim is to have one trip/visitor linked to the term's topic from Year 1 upwards, but we also value other "one - off" opportunities.

Residential trips are a fantastic opportunity for our children to experience time away from home. We have developed strong links with Whitwell Hall in Reepham where Year 3 and 4 children camp for three days and Year 5 for five days. All children in Y3/4/5 are expected to take part in camp as part of the KS2 outdoor and adventure P.E curriculum.

Where possible we try to subsidise the cost of trips, visitors and residentials from fundraising and the main school budget. If there are not sufficient contributions to cover the cost of a trip we may have to cancel it at short notice.

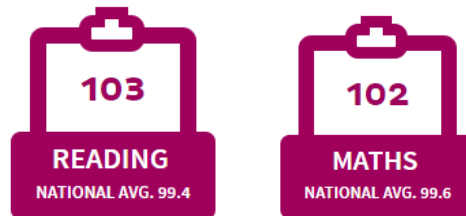


## Achievements

The results on this page relate to the most recent key stage 2 results as published by the Secretary of State. At the time of writing these are the 2016 results.

% of children achieving expected standard or above in reading, writing and maths **55%**

*Local Authority average* **50%**



### Progress

	Reading	Writing	Maths
School progress score	+2.8	+4.7	+1.1
Confidence interval	+0.6 to +5	+2.5 to +6.9	-0.80 to +3
Well above national average (about 10% of schools in England)		●	
Above national average (about 10% of schools in England)	●		
Average (about 60% of schools in England)			●
Below national average (about 10% of schools in England)			
Well below national average (about 10% of schools in England)			
Norfolk average (local authority)	-0.4	+0.7	-1.5
National average	0	0	0



**Keeping you up-to-date with your child's progress**



Parent teacher progress meetings take place in the Autumn Term. This gives you an opportunity to discuss how well your child has settled into school, their next steps of learning and how you can support your child at home.

In the Spring Term there are progress meetings for children in Nursery and Reception. Children in Year 1 upwards receive a formal written report containing targets to work on.

In the Summer Term progress meetings are held for Year 1 upwards. Formal reports are written for children in Nursery and Reception.

If you have any concerns at any time during the year please contact your class teacher in the first instance. If the situation cannot be resolved please arrange a meeting with the Phase Leader or Deputy Headteacher.

We have a Complaints Policy which is available from the school office and on the school website.



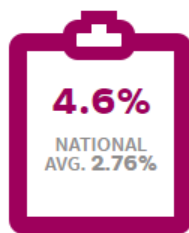
## Attendance

We encourage all of our children to have good attendance. Illnesses are an inevitable part of growing up and we do not endorse sending children to school unwell. However, most children can still come to school with the odd cold or headache. Please ensure you tell the class teacher if you have administered pain relief to your child before school.

If your child is not well enough to come to school please let us know straight away. A message can be left on the ansaphone.

Leave of absence during term time will be discouraged. Parents will be reminded of the effect that absence can have on a pupil's potential achievement. The school will consider any application for leave of absence and will only agree to authorise the absence in exceptional circumstances; parents must apply in advance for permission for their child to have leave of absence.

All pupils whose attendance level falls below 90% will be subject to an action plan to support their return to full attendance. These action plans will be set up by the Headteacher or Deputy Headteacher. Children in main school are awarded 100% Attendance Certificates termly and annually. Classes receive weekly certificates and rewards if they have full attendance all week.



Our attendance rate is improving but we still have above the national average of persistent absentees. (children whose absence is below 90%).



## Home Learning

Everyone is given home learning regularly. There are home learning tasks which encourage the whole family to be involved in an activity. This is to bridge a link between home and school and encourages children to respond to an activity in a way that suits their own learning style. Tasks may take on the form of a project, so teachers and phase leaders will inform you of deadlines to work towards. Keeping to these dates are important, as it sets children up to meet targets and deadlines as they move to high school and beyond.



### Read 4 a Star!

Children are expected to read at home daily (from sharing a daily story in Nursery to answering questions and discussing the text in Year 6). There may also be High Frequency Words or spellings for the children to learn weekly and times tables to learn. Evidence of this will be recorded by parents (or children in KS2) and signed as proof that this has occurred. If children have read four times in one week they receive a star in their diary. When they have accumulated stars they receive certificates and prizes! The importance of reading at home will also be promoted in a display in each classroom.



### Marvellous Maths!

Children are expected to complete daily maths tasks as part of continuing learning at home. This could range from timing how many star jumps can be done in one minute, to playing a card game or practising times tables. Evidence of this will be recorded by parents (or children in KS2) and signed as proof that this has occurred. If children have completed a maths task at least four times in one week, they will receive a marvellous maths stamp and stamps mean certificates and prizes! The importance of maths at home will also be promoted in a display in each classroom.



## Injuries and illnesses

If your child is hurt or becomes ill at school we will administer first aid and, if necessary, seek further medical assistance.

We will always contact you if such an illness or injury causes us concern. Please make sure that you keep contact details up to date. If we are unable to contact you or any of your named emergency contacts we will act on the advice of the doctor or other health professional attending your child.

If a younger child has received a bump to the head we give them a sticker so that adults at school and home know to keep a close eye on them.



### Administration of medicine

Following training (Managing Medication in a Childcare Setting), we have been advised that it is better for children to have medicine before school, after school or at bedtime. If more doses are needed they should be given during the night, as medicine works best as you sleep.

There is no reason to have any medicines in school. It is a big responsibility and staff are not obliged to administer it. On rare occasions we will of course be empathetic towards a child's needs. Only prescribed medication should ever be in school.



### Head Lice

This seems to be part of growing up and is nothing to be ashamed of. We do ask that you check your child's head regularly and let us know if your child has them so that we can send out a note to other parents of children in the class to ask them to check their child's hair. There are lots of potions and lotions out there but the most successful method is to regularly wet comb with conditioner and a nit comb. Your child does not need to be off school with head lice, but if you notice them in the morning we do ask that you treat your child/ remove the head lice before they come to school.



### Infectious diseases

If we are aware of outbreaks that may cause risk to other children or pregnant women we will let you know. We may sometimes ask

you to take your child to the doctor for confirmation of whether your child is a risk to others if they have an unidentifiable rash etc.



## **Vomiting and diarrhoea**

Health professionals advise children to be kept away from school 48 hours after their last “emptying”. See [www.nhs.uk/Livewell/Yourchildatschool/Pages/Illness.aspx](http://www.nhs.uk/Livewell/Yourchildatschool/Pages/Illness.aspx)

for more details.



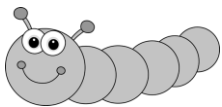
## Our Curriculum

### **Early Years (3-5 year olds in Nursery and Reception)**

In the Early Years Unit, children are taught the foundational skills to become enthusiastic and independent learners. We follow 'Development Matters', integrating care and learning with activities planned for children to develop their next steps in order to progress to the next stage of their development. Through a mixture of formal teaching, indoor and outdoor exploration, practical activities and play, children learn at their highest level. All learning begins with observations of the children and builds upon their interests. Careful planning ensures that learning starts from what the children can do and then extends this further.

We keep a learning journey scrapbook for each child. This documents children's achievements and interests. We hope that parents and carers will also contribute to the learning story by sharing any achievements or interests children have at home.

### **Our Nursery Class**



#### **Chenilles (Caterpillars)**

When children start in our nursery, each child is allocated a key worker, to work with parents to provide a settling in programme that is individual to each child. Our experienced staff provide a supportive environment and work hard to develop a bond with each child to ensure that they are happy and settled at nursery.

Children learn through carefully planned play and practical activities. There are daily opportunities for children to practise their communication, language, counting and physical skills. The nursery classes are introduced to introductory phonic activities such as rhymes, listening games and stories. These activities are developed over the year providing children with a sound basis for developing their language and literacy skills.

Children enjoy visiting the school library where they select a book to take home each week. Children have free flow access to our secure outside area where they enjoy our climbing trail, wheeled toys, sand, mark making and lots of other fun activities. Nursery children attend special assemblies through the year, take part in our Nativity and enjoy taking part in fundraising activities such as our Big Toddle for Barnados.



## **Reception Classes**

Children in Reception Classes are quickly settled in and provided with an exciting and fast-paced introduction to phonics through the 'Read Write Inc' programme. This quickly opens up the world of reading and writing and children are given sound boxes to practise at home, followed by reading games and books. Maths is also practised daily in class and all formal learning is followed up by adult led small group activities and independent play-based learning.

Writing activities are planned to teach children correct pencil grip and letter formation. Our aim is to inspire children to enjoy writing and it takes many forms such as using chalk outside, writing lists in our role play areas and using clipboards in the building area.

Children have free flow access to the outdoor area where they access practical activities based on all areas of learning. We gradually introduce children in reception to whole school activities, where they are encouraged to join in with older children and siblings. Through the year they start to attend assemblies, whole school events and curriculum days.



## **The Early Years Foundation Stage (EYFS) Curriculum is outlined below:**

The ways in which the child engages with other people and their environment by playing and exploring, active learning, and creating and thinking critically, underpin learning and development across all areas and support our children to remain effective and motivated learners.

### **The EYFS is divided into 3 prime and 4 specific areas:**

- **Personal, Social and Emotional Development:** We help children to make positive relationships. Children are nurtured to develop self-confidence and self-awareness. We support children to manage and understand their own feelings and behaviour. Our school PATHS lessons help children to develop their personal skills and work together as a team.
- **Physical Development:** Physical development is essential to children's development and provides a sound basis for future learning. We focus on developing moving and handling skills and teaching children about health and self-care. Nursery children take part in physical development activities daily in the indoor and outdoor areas. Reception children develop their skills by starting weekly Physical Education sessions in the school hall or outside.
- **Communication and Language:** It is essential for children to develop good listening and attention skills. We provide activities to develop their understanding and speaking. Play, exploration, first hand experiences and planned interactions with adults and other children are vital for children to develop their communication and language.

**The specific areas of learning are Literacy, Mathematics, Understanding the World and Expressive Arts and Design.** These specific areas include essential skills and knowledge for children to participate successfully in society. Please see the information about nursery and reception classes for further information about how the specific areas of learning are taught. We aim to involve parents and carers in their children's learning. When your child starts in the unit there will be many opportunities for you to get involved



in the Early Years Curriculum and find out how to support your child with their learning.

## **Key Stages 1 & 2**

From Year 1 to Year 6 we follow a termly topic based on the requirements of the National Curriculum. We ask the children to offer suggestions of what they would like to learn. The teachers then plan a unit of work based on the skills, knowledge and understanding that need to be covered each year based on the National Curriculum. Maths and English are generally taught discretely but with regular cross curricular Maths and English lessons taking place.

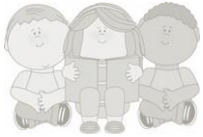
## **English**



### **Phonics and spelling**

Reception and year one follow the Ruth Miskin Read, Write, Inc. programme. Phonics is taught daily for twenty minutes. Read, Write, Inc. is a powerful teaching tool which provides a structured and systematic approach to teaching phonics. Children are taught in ability groups to ensure that every child learns sounds and spelling rules at the pace that meets their learning needs. In order to diminish the difference, slower graspers, will have additional intervention time in the form of the Read, Write, Inc. 1:1 programme.

Years 2-6 follow the Read Write Inc. Spelling programme to meet the needs of the National Curriculum. This is a fast paced, systematic programme, which takes place for 15 minutes each day. Following this programme helps children to build on the good progress they made throughout the Read, Write Inc. phonics programme. It also provides a repetitive structure to enable children to build confidence and commit learning into their long term memory. In Key Stage Two, we use Sound Discovery as an intervention to support children working below age related expectations in phonetic development. It follows a systematic approach, with a clearly defined and structured progression for learning all the major grapheme/phoneme correspondences. Identified children will be assessed and put onto an appropriate level of the programme, which will be led by a teaching assistant. We aim for each identified child to access at least two sessions per week.



## **Reading**

We aim for each child to become fluent readers with good understanding and a passion for reading outside the classroom as well as inside!

Guided reading begins in Reception and takes place in both key stages one and two. In key stage one, children will take part in at least two planned guided reading and shared reading sessions each week. In KS2, children will take part in at least four guided reading sessions. Guided reading is led by the teacher and/ or a trained teaching assistant. Children are also given the opportunity to apply their reading and comprehension skills independently. Children's reading ability and progress are monitored regularly, with children being given appropriately matched books from a colour coded scale.



## **ERIC (Everyone Reading In Class)**

This takes place for half an hour each week. This experience provides children with further opportunity to read for pleasure in a calm and relaxed environment. Teachers also join in with this session to show that reading does not end when you leave school! Children should be encouraged to read their

own reading book or text of their choice, with KS2 children and some KS1 children writing comments in their diary when the session is over. Teachers may also take the opportunity to provide children with a range of different texts to read, e.g. newspapers, comics and recipe books.



## **Libraries and librarian**

We are very proud of our libraries at Queen's Hill Primary and Nursery School. Our libraries provide an engaging environment giving children a range of genres to choose from, including texts from other cultures. Children have the opportunity to request texts, so our collection is kept up to date to engage readers and encourage them to come to the library in their own time. Fortnightly on Thursdays, children can choose texts from the library bus. Our school library also boasts a range of texts available to staff within the school to support CPD and an area for parents and carers for supporting development of the whole child.

Each class has a dedicated library time. Here, we encourage children to explore different types of texts and also help them become more familiar with library systems such as classification and behaviour. Tailored reading

sessions are provided for selected groups of children in each phase. Our library also offers a variety of resources including educational games, talking pens, multi-language resources as well as computers for research and educational activities. There is an after school reading club 'Chatterbook Club', which takes place weekly for all ages of children. The library is also open at lunch times for children to choose reading as a free choice activity. This is very popular!



## Writing

By the end of EYFS we aim for children to be able to:

- Use their phonic knowledge to write words in ways which match their spoken sounds
- Write some irregular common words
- Write simple sentences which can be read by themselves and others  
some words are spelt correctly and others are phonetically plausible

Throughout key stages one and two, we aim for children to be able to:

- Have developed stamina and skills to be able to write at length
- To use spelling and punctuation accurately in their work
- To use grammar accurately
- To be able to write in different forms, such as narratives, explanations, descriptions, comparisons, summaries and evaluations

- To rehearse their writing skills to consolidate their knowledge and embed understanding



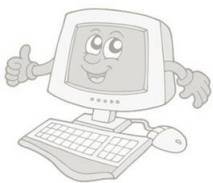
## **Maths**

Fluency, reasoning and problem solving are at the core of maths teaching and learning at Queen's Hill Primary School and Nursery. Pupils love applying their maths skills in problem solving and through play. Children have daily maths lessons and mental maths sessions. In key stage one children follow the 'Number Masters' mental maths programme. In Year One, teachers use 'Maths – No Problem' within their maths lessons. Pupils in EYFS and KS1 have access to Easimaths at home and in key stage two children are encouraged to complete tasks assigned to them on Manga High. We also have maths games that can be borrowed from our school library. We expect children to complete 'at least' four maths tasks at home per week.



## **Science**

We build upon the children's scientific knowledge and skills as they progress through the school. By the time they are in Year 6 we expect pupils to be able to plan, carry out and make generalisation about their own fair test. Where possible we use the outdoors to enhance the children's learning using both whole class teaching and independent enquiry to satisfy the children's natural curiosity about how the world works. We have invested in 'Developing Experts' Science program to support teachers in planning.



## **Computing**

We believe the ability to use computing effectively is an essential life skill in modern society. Our aim is to produce learners who are confident and effective users of computers.

We believe that all pupils have an entitlement to the computing curriculum regardless of gender, disability, ethnicity, social class or special learning needs and we will ensure that our provision meets the needs of all learners.

We recognise that computing has the ability to motivate and enthuse pupils, to enable them to work individually, co-operatively and collaboratively and to develop perseverance and flexibility. We will plan opportunities for pupils to develop these skills.

Our aim is to ensure that all pupils achieve high standards in computing and to develop the knowledge, skills and understanding required to become confident and competent users of computing.

The pupils will be taught to use and apply their computing knowledge, skills and understanding confidently and competently in their learning and in everyday contexts. They become independent and discerning users of technology, recognising opportunities and risks and using strategies to stay safe.



### **Humanities**

We plan our topics carefully to ensure the children have a broad and balanced curriculum. Where possible we use the local area to make the learning real for the children - for example looking at local castles, visiting a farm or place of worship. In contrast we also study topics to find out about people and places afar and from different times. We aim to teach both the skills that lead to enquiry and key facts and figures. Parents have the right to remove their child from Religious Education lessons and Collective Worship. No pupils are currently withdrawn.



### **“The Arts” (Art, Design, Drama, Dance and Music)**

The highlight of the year is Arts week which is held in the Spring/Summer Term. Each year there is a different focus and we invite a number of artists and experts to work with the children. We encourage children to use their creativity and imagination. Wherever possible we showcase the children’s work for the wider community, for example we have had an art exhibition at the local supermarket and regularly put on Music and Drama events in Costessey and the wider area. Singing is a big part of life at Queen’s Hills Primary School and we have been awarded with the “Sing Up” Platinum Award.



### **Primary Languages**

In key stage 1 we learn how to greet each other in a variety of languages. We encourage children who speak a Home Language other than English to share this with the class.



During our Annual European Languages Day in September we welcome parents to share their home language, whether it is from Europe or beyond. All of our classes have French names and whenever possible we welcome staff with a specialism in Language to work in the school - including work placements from abroad.

In years 3 and 4 children learn Spanish and in years 5 and 6 the children learn French.



### **Personal, social and health education**

We use a scheme called “Promoting Alternative Thinking Skills” throughout the school. Each day a child is randomly chosen as the PATHS pupil. They receive compliments from their class peers and are encouraged to take their compliment sheet home to share with family. Assembly themes are based upon values important to help a community to thrive. At Queen’s Hills we pride ourselves in the nurturing environment we create for our children and parents who have experienced other schools often comment positively on the way our children show respect and tolerance for each other.

Sex and relationships are taught from Reception upwards in the Summer Term. You will be invited to attend a meeting beforehand to discuss any concerns or worries you may have and to review the materials that will be shared with your children. You will also receive a short pamphlet to explain what is to be covered in your child’s year group. If you choose to withdraw your child from these sessions you are able to and parents have exercised this right, mainly due to cultural values.



### **Physical Education - Actively Passionate about Sport**

We are a Healthy School. All children are expected to take part in PE lessons unless we receive a valid reason in writing from their parent. We sometimes use professional coaches to deliver sessions and we try to enter as many tournaments and events as we can. All children will have the opportunity to learn to swim or develop their swimming during key stage 2. Our aim is for children to achieve their 25 metre distance award.

Sports Premium funding ensures that children receive High Quality P E teaching and learning with fantastic resources. It also ensures children can be active at play and lunchtime. Please see website for further information.



### **Activity cafes**

We regard communication and developing a partnership with parents as key in supporting children in making progress in reading. One way that we do this is by organising regular reading/ activity cafés in every phase. Parents/ carers are welcomed into a relaxed atmosphere, where the teacher reads a story and children then complete a creative follow up activity with their adult. The cafes help to promote a love of reading and immersion in different texts. They also encourage adults and children to talk about books, helping to further develop their understanding.



### **Assessment**

Class teachers will make termly assessments in relation to objectives outlined in the National Curriculum and also key performance indicators. Assessment evidence will be gathered from a variety of sources, including test evidence, guided reading observations and recorded activity outcomes.



### **Inclusion**

Children identified as falling behind or having gaps in their learning will be provided additional support to help them make rapid progress. This may take the form of additional provision in the classroom, or tailor made small groups sessions.