

How to Contact Us

Our School Office hours are
8.15 - 4.30pm, Monday to Friday.

The staff can help with most queries or requests for information.

Heathwood Lower School

Heath Rd.

Leighton Buzzard

Bedfordshire

LU7 3AU

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Web site : www.heathwoodlower.com

Heathwood Lower School



School Prospectus

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TERM DATES

Autumn Term 2010

Starts Thursday 2nd September, 2010
 Ends Friday 17th December, 2010
 Half-Term Week commencing 25th October, 2010

Spring Term 2011

Starts Wednesday 5th January, 2011
 Ends Friday 8th April 2011
 Half Term Week commencing 21st February 2011

Summer Term 2011

Starts Wednesday 27th April 2011
 Ends Friday 22nd July 2011
 Half Term Week commencing 30th May 2011
 May Day 2nd May, 2011

Autumn Term 2011

Starts Tuesday 6th September 2011
 Ends Friday 16th December 2011
 Half Term Week commencing Monday 24th October 2011
 Staff training day - Monday 31st October 2011

Spring Term 2012

Starts Wednesday 4th January 2012
 Ends Friday 30th March 2012
 Half Term Week commencing Monday 13th February, 2012

Summer Term 2012

Starts Tuesday 17th April, 2012
 Ends Friday 20th July 2012
 Half Term Week commencing Monday 4th June 2012
 May Day Monday 7th May, 2012

STANDARD ASSESSMENT TASKS (SATs)

Reading	% 2+	% 2B+	% 3+
School	88%	71%	25%
National	84%	72%	26%

Writing	% 2+	% 2B+	% 3+
School	88%	67%	8%
National	81%	61%	12%

Maths	% 2+	% 2B+	% 3+
School	96%	75%	13%
National	89%	74%	21%

ATTENDANCE STATISTICS FOR LAST 3 YEARS		
	Attendance	Unauthorised absence
2007/08	95.2%	0.16%
2008/09	95.4%	0.17%
2009/10	95%	0.2%
LEA average 2008/09	94.9%	0.29%

Headteachers Note

Welcome to Heathwood Lower School

This Prospectus is intended to inform you about our school, answer some questions that you may have and give you an insight into the workings of our school.

Our aim is to provide a caring, stimulating and supportive environment in which all pupils and staff have the opportunity to develop their full potential. We encourage positive social skills, self-respect and a caring attitude towards all others in the school and wider community. Our staff members are caring and committed, in meeting the challenges of education today. The Governors, Staff and myself highly value the involvement of parents in their child's education.

If you have any further questions or queries please do not hesitate to contact us. May I take this opportunity of welcoming you and your child to Heathwood Lower School. I look forward to a long and happy partnership.

Barbara Hutchinson (Headteacher)

OUR ETHOS AND VALUES

At Heathwood we aim to :

- create a secure, happy, purposeful, stimulating and well managed environment
- provide opportunities for academic, social, emotional, moral, and physical development for each child
- provide a broad, balanced curriculum appropriate to each child's needs
- encourage children to share and work co-operatively
- develop within each child a positive self-image and sense of achievement
- encourage high standards of behaviour, through a fair but firm approach to discipline
- work in partnership with parents in the education of their children

The School Community

Headteacher

Mrs Barbara Hutchinson

Teachers

Mrs. Elaine Dicocco
Mrs. Donna Bather
Mr. Paul Dicker
Mrs. Nikki Banfield
Mr. Rod Kilshaw
Mrs. Jackie Wright

Learning Support Assistants

Mrs. Jackie Aspinwall
Mrs. Louise Healy
Mrs. Lorraine Smith
Mrs. Maxine Stanford
Mrs. Lynette Wallace
Mrs. Elaine Randall
Mrs Davina Sweetman
Mrs Nicolette Sheehy

Nursery Nurses

Mrs. Wendy White
Mrs. Nicola Oxley

Language Provision

Teacher in Charge

Mrs Julie Allard

Nursery Nurses

Mrs Alison Holloway
Mrs Karen Houghton
Mrs Lindsay Hiles

Office Manager

Mrs Diane O'Reilly/ Mrs. Jackie Aspinwall

Finance/ Admin Assistant

Mr. Garry Martin

Caretaker

Mrs. Louise Healy
Mrs. Claire Collins

Midday Supervisors

Mrs. Sally Enright
Mrs. Davina Sweetman

Mrs. Johanna Beilby

Mrs. Jill Hopkins - Manager

Ms. Tracy Ord

Kitchen Staff

Governing Body

Mrs. Edith Griffith
Mrs. Barbara Hutchinson
Mr. Ian Sandiford (Chairman)
Mrs. Grace Murray
Mrs Alison Holloway
Mrs. Jennifer Akpeki-Tyrell
Mrs Paula Bangs

Mr. Graham Copeland
Mrs. Sheila Bacon
Cllr. Alan Shadbolt
Mr. Colin Aldous
Mr. Steve Ferguson
Mrs Elaine Dicocco
Mr. Paramjit Singh

Clerk to the Governors: Mrs Elleesa Godwin

Changes are necessary from time to time in the staffing and organisation of the school. We inform parents of changes in regular newsletters.

MEDICINES

If your child needs to take a course of *prescribed medicine* at school you must complete an indemnity form giving permission to a named adult to administer the medicine. Medicines must be clearly marked with full instructions and delivered to the school office by an adult.

INFORMATION AVAILABLE

All school policies, documentation relating to the National Curriculum and other DfE Regulations and Circulars are available for parents to read at school.

The School's Ofsted Report is available from the school, public library and hyperlinked on the School's web site. The school profile is available at <http://schoolsfinder.direct.gov.uk> Should you wish to look at a paper copy of any of these please contact the school office.

HEALTH AND SAFETY

The health, safety and welfare of all the people who work and learn at our school are of fundamental importance. We aim to provide a safe, secure and pleasant working environment for everyone.

SAFETY RULES

ROAD SAFETY

PARENTS BRINGING CHILDREN TO SCHOOL BY CARS ARE ASKED, FOR SAFETY REASONS, NOT TO DRIVE ONTO THE SCHOOL PREMISES, BUT TO PARK SAFELY IN THE VICINITY OF THE SCHOOL OBSERVING THE ROAD MARKINGS AND WITH COURTESY TO OUR NEIGHBOURS.

DOGS

DOGS, WITH THE EXCEPTION OF GUIDE DOGS, ARE NOT PERMITTED WITHIN THE SCHOOL GROUNDS

PLAY EQUIPMENT

THE OUTDOOR PLAY EQUIPMENT IS NOT TO BE USED OUT OF SCHOOL HOURS. IT IS ONLY IN USE DURING SCHOOL SESSION TIMES WHEN DIRECTLY SUPERVISED BY A MEMBER OF STAFF

CHARITY SUPPORT

The children are encouraged to support local, national and international charity work as and when possible. Charities are chosen each year by the School Council.

CODE OF CONDUCT

Throughout the school we place great emphasis and importance on good discipline, along with consideration and respect for others, their property and the school environment. We believe in the importance of a happy, caring school in helping each child to develop self discipline and mutual respect for others.

Any child who causes problems is dealt with initially by the class teacher and referred to the Headteacher. Children are encouraged to reflect on their behaviour and the consequences of their actions. Assemblies and Class Circle times are used for promoting moral values and mutual respect. Parents are always informed if a pupil's behaviour causes serious concern, so that we can work together to help the pupil.

Policy on Care and control of Pupils

If members of staff become aware of, or have a need to become involved in situations where a child may be at risk of hurting themselves or others, or if the behaviour of a child seriously disrupts good order in the school or causes damage to property, they may need to take steps to intervene physically. In such circumstances they will follow the school's policy for dealing with such situations. Any parent wishing to view this policy may do so on request.

EMERGENCY AND HOME CONTACT

Parents must ensure that the school office has telephone numbers for parents and other named people willing to take responsibility for their child if they cannot be contacted. Please notify the school immediately of any changes to these details, or any other circumstances that may affect your child.

MEDICALS

The School Health Team carries out health checks and screening at regular intervals and also by special request.

Head Lice - Please check your child's hair on a regular basis.

History of the School

Heathwood School was built in 1967 as a County Primary School catering for children aged between five and eleven years. With re-organisation to a three tier system by Bedfordshire in the early 1970s, it became a Lower School for children aged between five and nine years old. In the early 1990s provision to include four year olds was made. At the same time a provision for children with specific speech and language difficulties was made available at Heathwood.

School Accommodation

The school is built on a hexagonal design, with six classrooms designed to catch maximum light. The school is in the process of having two new classrooms built one as a base for the Language Provision and the other for Bluebell Heath playgroup, who operate on our site.

Every classroom is self-contained with its own cloakroom facility and each has a carpeted area. All classrooms are individually equipped to cater for the range of activities undertaken by young children. There is one main hall which is used for P.E., Music, Drama, Assemblies and wet playtimes. It is also used as a dining area where school dinners and packed lunches are eaten. The Library is situated in the foyer and is easily accessible to all children.

The school grounds consist of both hard and grassed areas. We are fortunate to have an enclosed school field with a nature trail running around the perimeter. Every effort is made to keep the school grounds pleasant, with continuous improvements being made to enhance the environment for the children. We strive to make our school a stimulating and enjoyable place in which to learn.



School Admission

We currently operate an annual admissions policy, where children start school part time from the Autumn Term leading to full time admission by January. We invite parents to meet the Reception Class staff in the preceding Summer Term. Home visits are optional at the beginning of the Autumn term prior to the children starting school.

The Admission Policy of the Governing Body is to give priority to children from within the School's catchment area. The following criteria are then applied:

1. Looked after children accommodated in the catchment area
2. Children living in the catchment area
3. Looked after children from outside the catchment area
4. Exceptional medical grounds
5. Brothers or sisters of children currently attending the school
6. Children living outside catchment area. Priority is given to children living nearest the school, (the distance measured in a straight line between the school office and where the child lives)

The Headteacher will be pleased to discuss any queries and prospective parents are always encouraged to visit the school.

Admission of children during the school year is provisional depending upon numbers and should be discussed with the Headteacher.

School Catchment Area

The School is situated on the north side of Leighton Buzzard. Our catchment includes the East side of Heath Road from Shenley Hill Road to Chamberlain Gardens and all roads leading off Heath Road to the east. All families living in Broomhills Road, Northcourt and Winston Close are able to choose either Heathwood or St.George's as their catchment school.

Transfer

In the September following their ninth birthday children transfer to Middle School and at thirteen to Upper School. Parents are invited to Middle School Open Evenings during their child's last year at Heathwood. There is close liaison between Heathwood and all Middle Schools.

School Access Policy Statement

"This school recognises that many of its pupils, visitors and staff, whether disabled, or otherwise, have individual needs when using the school and its facilities. However, we also recognise that for some pupils, the nature of their disabilities and or special educational needs may mean that they experience specific difficulties related to accessing education, and the physical environment. As part of the ongoing commitment to the delivery of an inclusive educational service, we will endeavour to ensure that pupils with disabilities or with special educational needs are given access to the same standards of education as all other pupils."

The school is built on one level and has full access for the disabled.

To further improve access in all areas the school will:-

- ◆ Discuss good practice on curriculum access and differentiation with school support services.
- ◆ Carry out an annual access audit to identify potential barriers to access in all areas of the school life and recommend appropriate improvements.
- ◆ Provide appropriate training for staff and governors.
- ◆ Review and improve the school's arrangements for accessible information.
- ◆ Use the routine refurbishment, maintenance and equipment budgets to improve the physical environment of the school.
- ◆ Always consider accessibility when carrying out any improvements.



SPECIAL EDUCATIONAL NEEDS

The school's Special Needs Policy takes careful account of the Education act 1996, the Code of Practice 2001, the SEN and Disability Act 2001.

We believe that every child should be given the opportunity to develop to their full potential. Each child's progress is closely monitored throughout school. Children experiencing difficulties are identified as early as possible. We support their learning and work with parents to ensure their confidence and progress is maintained. Annual targets are set and reviewed with parents each term. Our exceptionally able pupils are recognised as sometimes having special needs and appropriate provision is made to ensure they achieve their full potential.

ADMISSION ARRANGEMENTS

The school adheres to the admission policy of the LA and therefore has no special admission arrangements for limiting or promoting access for pupils with SEN who are without statements. It does however, endeavour to provide appropriate support for pupils with a range of SEN.

LANGUAGE PROVISION

The school has a Language Provision, which provides places for children with a Statement of Special Educational Needs which identifies Speech and Language Difficulties as their primary need. The children are fully integrated with their year group and receive support from the Language Provision Teacher, Nursery Nurses and part-time Speech and Language Therapist. The Language Provision staff may work alongside a child in the classroom or withdraw a small group or individual. Admission to the Language Provision is dependent on specific criteria and linked to the child's Statement of Special Educational Need.

All children admitted to Language Provision outside their own local school catchment area are entitled to transport provided by the LA.

The School day

The school day is divided into the following:

Morning

8.55 - 12.00 **Key Stage 1**

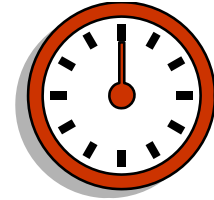
8.55- 12.15 **Key Stage 2**

Afternoon

1.15- 3.30

Morning playtime is from 10.30-10.45

Afternoon playtime is from 2.30-2.45



Reception Class times vary with the pattern of attendance.

School dates/holidays are posted in the foyer.

Children are taught for the following amount of time each week (excluding break times and assembly)

Key Stage One : 22.25 hours

Key Stage Two : 23.5 hours

Registration takes place at the beginning of morning and afternoon school. Please ensure that your child is on time. Parents are advised not to send their child to school too early in the morning as no responsibility will be taken for the children on school premises before 8.50 am.

School assemblies take place every day.

Children spend most of their working day in the classroom with their teacher. However, some subjects may be taught by a specialist teacher. Children may be taught as a whole class, in groups or individually. Each child progresses at their own rate through stages of learning.

Teachers spend considerable time planning and assessing children's work. We aim to provide a balanced programme over the week. We expect every child to work towards achieving their full potential.

Attendance & Punctuality

Good attendance and punctuality are expected. Children should be in school on time. If they arrive at school after 9.00a.m., they must report to the school office on arrival.

ABSENCE

All schools, by law, are required to record authorised and unauthorised absence rates. This information must be sent to the Department for Education and Employment and is published in the appendix to the school brochure.

When children are absent, the school must be informed on the first day of absence. In the case of doctor/dental appointments please inform us in advance whenever possible.

Children will not be allowed out of school during the school day unless collected by a parent or guardian.

HOLIDAYS

Holidays during term time are discouraged. However, if this is totally unavoidable a 'leave of absence' form may be requested and returned to the school office. An annual holiday of up to a maximum of 10 school days may be authorised at the discretion of the Headteacher



School Uniform

EXTRA CURRICULAR ACTIVITIES AND CLUBS

Children throughout the school are offered a wide variety of extra curricular activities throughout the year. Most of these clubs are run with the help of staff and parents who give freely of their own time and expertise.

The school enters all the local lower school tournaments and festivals.



Football training is organised by parents in consultation with the school and usually takes place on Saturday mornings.



VISITS

The children enjoy many visits into the local and wider community in order to enrich the curriculum. Year 4 pupils also participate in a Residential weekend at the New Barn Field Centre in Dorset.

Throughout the school the children also benefit from visitors who come to school to share their expertise.

New Barn Field Centre



Class 1 at Ashridge



ASSESSMENT

Children's work is continually being assessed. Where appropriate, expectations and work is differentiated to meet children's needs and abilities.

Children in the Foundation Stage are assessed throughout the year using the Foundation Stage Profile. Assessments for this are made through teacher observation.

Standard Assessments Tasks (SATs) take place for children during Year 2 and are used to support the class teachers judgements. Pupils levels are reported to parents with the end of year report.

In Years 3 and 4 children participate in QCA Tests

Records of children's progress are kept in school. On transfer to middle school records are passed on just before the end of term in July. Should children leave before the end of Year 4 these records will be passed on to the receiving school.

HOMEWORK

We encourage children to share reading and library books with their parents on a regular basis. The children all have a reading record book which parents are encouraged to write in. Children in KS2 have weekly Numeracy and Literacy homework.

The children are given homework each half term linked to the current class topic, which may involve some extra research.

Curriculum Complaints

We aim to provide the best possible education for all our children at Heathwood. Should you have any concerns about your child's education then, in the first instance, these should be discussed with the class teacher, who may refer you to the Headteacher. Subsequently, in the rare event that you still feel concerned, then a formal complaint can be made in writing to the Governing Body. If the complainant is not satisfied with any decision made by the Governing Body the matter may be taken further by writing to the Local Education Authority (LEA).

If you have a concern or worry do come and speak to us. Don't let things become a major problem; we are here to help.

School Uniform

Our children wear the following school uniform:

Grey trousers (long/short) Grey pinafore/skirt

White shirt

Purple jumper/cardigan

Heathwood tie

White/grey socks

Summer dress purple and white-gingham

Suitable school shoes with laces/bar

Purple PE top and black shorts, plimsolls and PE bag.

Craft apron

Swimming trunks/costume and swimming hat for long hair. (Year 3 and 4)

Children in year R wear a white polo shirt and no tie.

Heathwood uniform is available from Uniform Stockists-
"wear 2 school" North Street, Leighton Buzzard.

We have a selection of second hand uniform available for purchase in school. Please ask at the school office.

From Year Two onwards aprons must be provided for art work and should cover as much as possible of the children's clothing. An old shirt with elasticised sleeves is ideal.

Jewellery, earrings etc are discouraged for health and safety reasons and because they have to be removed for PE lessons.

We cannot accept responsibility for them.

***Please no -
sportsbags, haversacks
toys, money or sweets in school.***

Parental Involvement

We believe in a strong partnership with parents to enhance the quality of children's learning. We welcome the help of parents or friends in the community both in and out of the classroom. This may include hearing children read, supporting creative activities etc. Other parents help us by making or doing things at home. We are always pleased to hear from new volunteers who would like to share their expertise with children, or talk about special interests.

All offers of help are greatly appreciated

Please speak to a member of staff if you would like to help.



Making Bread

Parent Consultation

Parents' evenings are held each term to discuss children's work and progress. An appointment system is operated by individual class teachers. Parents receive a written report on their child's progress in the second half of the summer term. The annual report is an important link between home and school and it is used to record strengths and weaknesses. We encourage parents to see teachers when a query or problem arises. Appointments can be made with teachers after school by mutual agreement.

ART

The children are taught to use a variety of media and techniques to create 2D and 3D work both in the classroom and throughout the school. They are encouraged to appreciate the work of famous artists and that of their peers.

RELIGIOUS EDUCATION

Topics may be planned on the festivals and customs associated with the Christian religion and also other major religions. This is taught in accordance with the Bedfordshire Agreed Syllabus.

COLLECTIVE WORSHIP

Daily whole school assemblies or class assemblies are held which include the compulsory Collective Act of Worship. Themes are developed to cover a range of issues and enhance the teaching of R.E.

Children are taught to have respect and tolerance for the wide range of beliefs and customs that exist in our modern world.

Parents have the right to withdraw their children from the Collective Act of Worship and religious education lesson if they wish.

P.S.H.C.E

Personal, Social, Health and Citizenship Education takes place in all classes in the form of circle time. The school is a lead school in Bedfordshire for the National Behaviour and Attendance Strategy and uses SEAL resources linked to this strategy.

We have a school council which meets regularly and represents the views of all the children in the school, and a system of playground buddies which gives children responsibility.

EQUAL OPPORTUNITIES

All staff members at Heathwood are committed to providing all children with the same opportunities in school, regardless of sex, race, creed or culture. We believe every child has the right to a broad, balanced and relevant curriculum matched to their ability and needs.

SEX EDUCATION

Sex Education is not part of the formal curriculum, however aspects are naturally addressed as they arise in pupils' lives and work at school. Their questions are answered factually and sensitively.

PHYSICAL EDUCATION

Our school is well equipped for the children's needs. Indoor facilities include a hall with a range of gymnastic apparatus. Outdoors we have a large playing field and hard surfaces suitable for a range of games. Children are taught physical skills and co-ordination through the following activities:

- *Gymnastics using floor and apparatus
- *Dance, movement, games skills
- *Outdoor adventure activities such as orienteering.

Years 3 and 4 learn to swim and to improve swimming skills at Tiddenfoot Leisure Centre throughout the year. Parents are asked for contributions to meet the cost of the coach fare to and from the pool.

Our aim is for children to have the opportunity to participate in sport within school and against other schools. Heathwood competes in the local inter-school Football and Unihoc Tournaments, Swimming Gala and Country Dancing Festival. A Sports Day is held annually. The school is part of the Leighton-Linslade Sports Partnership and the children have benefited from the involvement in school of professional coaches, particularly in the areas of gymnastics and dance.

MUSIC

Children have the opportunity to listen to a variety of music, to make music and to perform for others. All children are encouraged to experiment with pitched, unpitched and percussion instruments in order to appreciate the elements of music. There are regular class and whole school singing sessions and children are encouraged to sing on their own as well as in groups.

Children in classes 3 and 4 are offered the opportunity to play the violin, cello and brass instruments which are taught by specialist peripatetic teachers.

School concerts are held regularly and parents are invited to come and share these events with us.

Heathwood Parents' Association

There is an active, supportive Parents' Association which raises funds and promotes a warm, friendly atmosphere for families. Events such as the Christmas Bazaar, Quiz Evenings and Discos are organised and well attended. Many items in and around the school have been purchased by the Association including computers, playground equipment, playhouse and technology equipment. We are always grateful for the support that parents give to these fundraising events. The Association holds an Annual General Meeting, usually at the beginning of the school year and new committee members are elected at this meeting.

CHARGING POLICY AND SCHOOL VISITS

The children enjoy many visits to the local and wider community in support of the curriculum. They also benefit from visitors who come to school to share their expertise. The school's Charging Policy is in line with LA and DfE regulations. This Policy indicates which activities children are entitled to free of charge. We ask for voluntary contributions towards visits or visitors. No child will be prevented from taking part in an activity because his/her parents are unable to contribute. However, if contributions collected do not cover the cost of the trip it may have to be cancelled. A copy of the school's Charging Policy is available at the school office.



GLOBAL LEARNING

Heathwood extends learning opportunities for the children through developing the international dimension in the curriculum. We learn about and share our learning with friends in several countries. We are always eager to have help from the children's families and friends in making new links.

School Meals

The school is a Flagship school for the Food for Life Partnership and is committed to providing healthy, appetising school lunches that meet the Government's food based standards. School lunches are prepared on the premises daily and there is a good choice of both first and second courses, including a vegetarian option. Parents are invited to sample the school meals on a regular basis.

School meals should be paid for in advance weekly, half-termly or termly. Cheques should be made payable to 'Eden Foodservice Ltd'.

PACKED LUNCHES

Packed lunches should be as nutritionally balanced as possible. Drinking water is provided, please provide your child with a plastic cup or beaker for their drink. Lunch boxes should be clearly named. We are unable to provide refrigerated storage for lunch boxes and encourage parents to pack ice packs in their child's lunch-box.

**No glass containers, please*

SNACKS

Children in reception, and years 1 and 2 are provided with a piece of fruit daily as part of the 'School Fruit and Vegetable Scheme'

Children in years 3 and 4 are allowed to bring a 'healthy snack', e.g. a piece of fruit or cheese, for morning break.

You may purchase a 1/3 pint (189ml) carton of milk per day, (payable termly to Heathwood Lower School),

**No sweets, biscuits, chocolates or crisps, please*

Breakfast Club

The 'Early Riser's Breakfast Club' is open daily from 8a.m.during term time. The club provides a warm friendly environment for the children to come and have breakfast, fun and free time before starting the school day.

The cost of the club is £3.00 per session payable on a weekly or half termly basis. To book any sessions a booking form must be filled in and sent into school with as much notice as possible.

The Stay and Play after school club situated in Doverly Down Lower School is available to children from Heathwood and runs sessions from 3.30—6.00p.m.



INFORMATION AND COMMUNICATION TECHNOLOGY



We have excellent resources available in every classroom and a full range of software. In addition we have a trolley of 15 laptops used by all classes. Our computers are used to enhance the quality of teaching and learning. We aim for children to develop their ability to communicate ideas and information. Word processing programs are used to support children's writing. We seek to integrate the use of our computers in all areas of the curriculum.

HISTORY

Through the use of story, artefacts and the study of particular periods we aim to develop understanding and knowledge of chronology. Children are encouraged to develop appropriate language and to record their views, observations and evidence in a variety of forms. The National Curriculum programme of study forms the basis of our planning.

GEOGRAPHY

We believe that children need experiences which enable them to develop an awareness and interest in their environment. Their geographical knowledge is developed through:

- ◆ Learning skills such as use of a compass, map making and reading, use of atlas, weather forecasting etc.
- ◆ Learning about places on the world map, in Britain and the local areas.
- ◆ Thematic studies, including settlements, environmental change.

DESIGN AND TECHNOLOGY

Technology is cross-curricular. Children are taught skills in order to design and make a variety of objects and artefacts. They experience and explore different processes and learn through appropriate use of tools and equipment and a range of structures, materials, products and mechanisms.

ENGLISH

In our language curriculum, English, both spoken and written, plays a central role. The National Literacy hour is incorporated into the English curriculum. There is a strong emphasis on phonological development with many interactive activities linked to 'Letters and Sounds' in reception and Key Stage 1, further developed by THRASS (The Teaching of Handwriting, Reading and Spelling Skills) in key stage 2.

SPEAKING AND LISTENING

A tremendous amount of learning goes on through children's talk and they are given many opportunities to develop their skills in Speaking and Listening. Children are involved in imaginative play, talking about their work, sharing ideas, following simple instructions and asking questions. Skills are then developed through drama, role play, sharing assemblies, discussion and presentation of work. They are encouraged to listen to each other, take turns in conversation and ask questions throughout all areas of the curriculum.

READING

We aim to help children to become readers and to take pleasure in reading throughout their lives.

We believe that a close partnership with parents will enhance a child's learning and enjoyment. Learning to read is vitally important, particularly in the early stages. The children take books home and we hope that parents will find a few minutes to hear them read, read to them, discuss their book and talk about what they are reading. Communication with parents is encouraged through the Reading Record. We have a structured approach to reading including phonics and key words. Our reading books are colour coded to an appropriate reading level. This enables the children to gain confidence, through reading a variety of books at each level.

WRITING

Writing is taught alongside reading and spelling. To begin with children write about things relevant to themselves, their experiences and learning. This is initially approached through overwriting, copy writing, emergent and guided writing plus word processing. As children develop they are encouraged to write in different ways for a range of purposes, e.g. letters, invitations, plays, stories and poems. They are initially taught pre-cursive script through the Reception class and into year 1, with joined up handwriting being introduced in the last term of year 1.

The Curriculum

At Heathwood our curriculum is delivered through a range of organisational strategies. Teachers use individual, group and whole class teaching as appropriate to the task.

The school curriculum -

- ◆ *Promotes spiritual, moral, cultural, mental and physical development of pupils*
- ◆ *Prepares pupils for opportunities, responsibilities and experiences of adult life*

The National Curriculum comprises the following subjects:

The Core subjects-English, Mathematics, Science, Information and Communication Technology

The Foundation subjects-History, Geography, Design Technology, Music, Art and Physical Education

All children are taught Religious Education in accordance with the Bedfordshire Agreed Syllabus.

In this school, full coverage of the National Curriculum is achieved in a two year cycle for both Key Stage 1 (ages 5-7) and Key Stage 2 (7+). School policies, schemes of work and other relevant documents may be viewed by arrangement with the Headteacher. Staff work in teams to review, revise and refine policies and practices. Training is an ongoing process for all members of staff.



Early Years

Heathwood recognises the benefits children gain from good quality early years education before compulsory school age and we admit four year olds on a once-a-year admission basis. We always endeavour to develop a friendly, purposeful atmosphere in which children learn to grow and develop. All teaching staff in the early years class are fully qualified with early years experience and have taken part in the Effective Early Learning Programme. We use our staffing to provide individual and small group learning activities. The classroom is a highly resourced environment, providing opportunities for all learning experiences across the curriculum areas.

Children joining the Reception class are in the final year of the foundation stage and follow the foundation stage curriculum. The curriculum for the foundation stage is designed to underpin all future learning.

During the school week the children are provided with activities that offer a wide range of learning experiences. The underlying ethos is that children learn best through play, exploration and practical experiences. The children are encouraged to develop independence and social skills as they interact with others. The foundation stage aims to give all children a wide range of opportunities to learn in the following areas:

- Personal, social and emotional development
- Language and literacy
- Mathematical development
- Knowledge and understanding of the world
- Physical development
- Creative development



MATHEMATICS

The National Numeracy Strategy is incorporated into our mathematics curriculum. We aim to provide a sound basis of practical experiences where children learn through investigation and mental and written calculations. Early experiences with numbers are planned formally and informally through play. Children are encouraged to learn their number bonds and multiplication tables. Concepts of time, measurement, shape and space are developed through practical experiences and using a variety of materials and equipment. Calculators and computers are used where appropriate.

SCIENCE

Much of the science work is practically based. Children are encouraged to talk about their work, to develop lively, enquiring minds and to think scientifically, developing such skills as:

- ◆ Planning and predicting
- ◆ Designing and carrying out investigations
- ◆ Interpreting results and findings
- ◆ Drawing inferences
- ◆ Communicating tasks and findings

Children are taught about living things, materials and physical processes such as forces, together with a respect for their natural environment and all living creatures.



Science Club



Shadows—Year 1