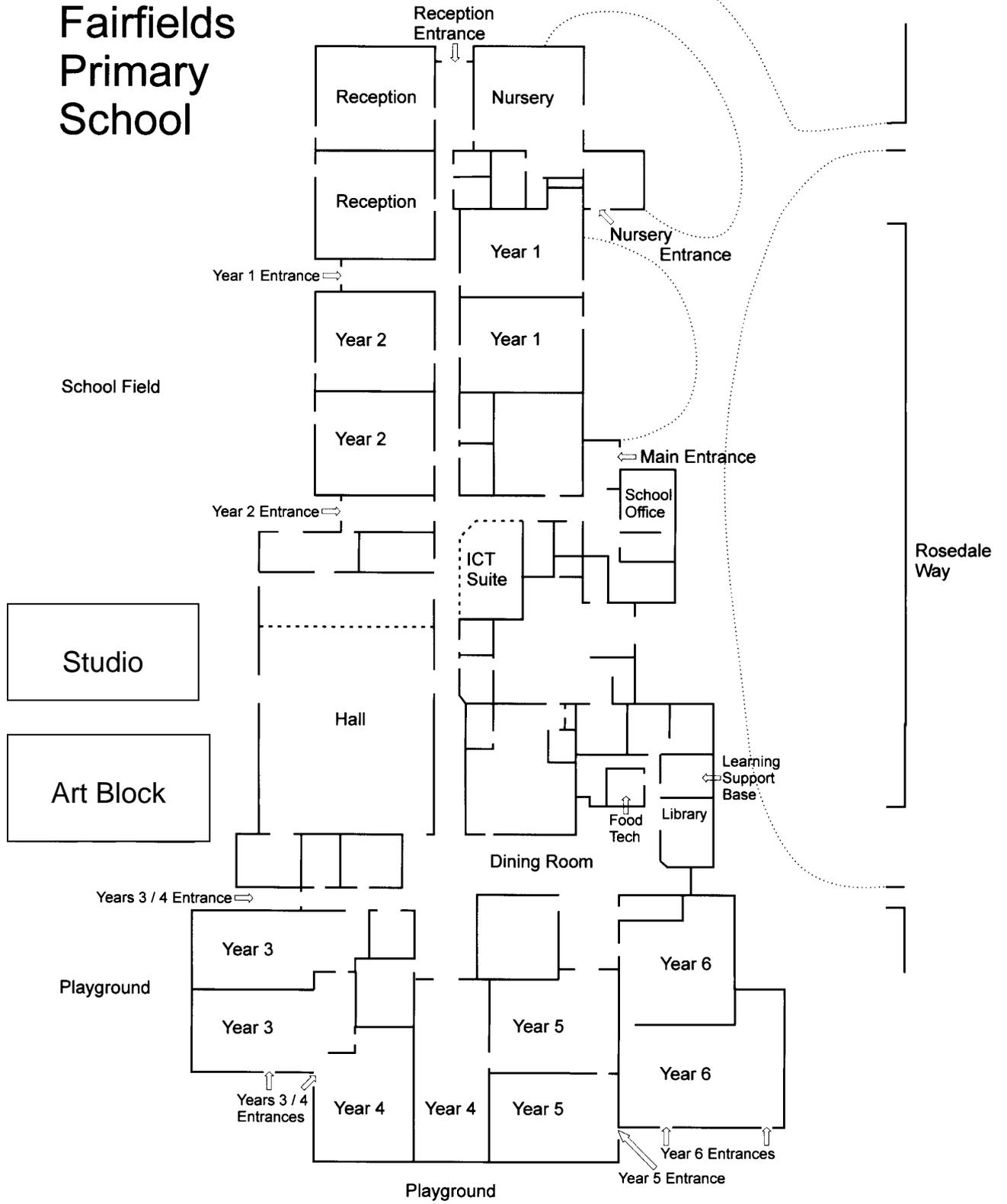


**Fairfields Primary School  
and Nursery**

**Prospectus for Parents**

Little Fields

# Fairfields Primary School



*Dear Parents and Carers,*

*The staff and I would like to welcome you and your child to Fairfield's School. We look forward to working with you in the years ahead.*

*As parents, you are vital partners in the work that we do. It is important that we build a firm relationship between home and school and thus ensure that your child's years at Fairfield's are happy and rewarding. Once your child has joined our school you are invited to sign, with your child, our Home School Agreement. A copy is included with this prospectus. This sets out the foundation stones of our partnership and the ways we intend to support each other.*

*Parents are welcomed into the school and visits to see the school at work or at lunch can always be arranged. To visit, please telephone or contact the school secretary.*

*Should you have a problem concerning your child or the school, please feel you can come and discuss the matter with your child's teacher or myself. The teachers are only too pleased to chat to you at the end of the school day in the classroom. Formal appointments are also welcomed. A meeting with me can easily be arranged through the school secretary.*

*I look forward to getting to know you over the coming years and developing the partnership between home and school for the benefit of your child.*

*Yours sincerely,*

*Giovanni Gaidoni  
Headteacher*

*Dear Parents and Carers,*

*As Chairman of the Governing Body of Fairfield's Primary School and Nursery, I would like to take this opportunity to welcome you to the school and the school prospectus. I hope you find the prospectus to be a comprehensive and informative document providing much of the information you will require to help you navigate through your child's time at Fairfield's.*

*The Governing Body recognise how vital the formative years are in developing an individual and are very proud of the high reputation that the school has attained in the community. A reputation that the experienced and dedicated team of staff maintain and build upon on a daily basis.*

*The school aims to provide academic excellence in addition to providing opportunities to experience a variety of sports, music and take part in a wide range of school visits.*

*As governors we strive to support and advise the school in their mission to provide a happy learning environment, where the children feel safe and are able to develop to their full potential.*

*In order to maximise the productivity and enjoyment of the learning journey the school actively encourages parental involvement. Whether that be joining the Friends of Fairfield's, helping in school, or as basic as monitoring your child's homework, I would encourage you to do so.*

*As a parent, I am confident that your experience of Fairfield's Primary School will be as positive as my own.*

*I look forward to meeting you at some time in the future.*

*Yours sincerely,*

*Philip Ions*

*Chair of Governors*

# Contents

<b>Introducing Fairfields .....</b>	<b>1</b>
About the school.....	1
Organisation of children .....	2
Admission Policy and Procedures .....	2
Our Educational Aims .....	3
<b>What you need to know: The Curriculum.....</b>	<b>5</b>
Foundation Curriculum.....	5
National Curriculum .....	5
English (Literacy) .....	5
Mathematics.....	7
Science.....	8
ICT.....	10
Learning Support .....	11
Personal, Social and Health Education (PSHE).....	12
Sex Education .....	13
Religious Education.....	13
Swimming.....	13
<b>What you need to know: Pupils, Parents and School .....</b>	<b>14</b>
Children first starting school.....	14
School sessions .....	14
Should I come into the classroom? .....	14
Homework .....	15
Helping my child to learn at school .....	15
How I can get involved at Fairfields .....	15
Friends of Fairfields.....	16
Governing Body.....	16
Governors' resource fund .....	16
Stories about school.....	16
Problems? .....	17
Communication with parents .....	17
Reports and contacts with school.....	17
Other school information .....	17
Complaints procedure .....	18
<b>What you need to know: Health &amp; Safety Matters.....</b>	<b>19</b>
Infectious and contagious diseases .....	19
Medicines .....	19
Medicals .....	20
School meals.....	20
Strangers .....	21
School discipline.....	21
School uniform .....	22
PE Kit .....	22
Parking.....	23
<b>What you need to know: Out of School .....</b>	<b>24</b>
Educational Visits.....	24
After School Activities .....	25
Lateness .....	25
Absences.....	25
Holidays.....	25

# Introducing Fairfields

## About the school

Fairfields opened as a County Primary School in September 1974. The building then contained space for eight classes and admitted approximately thirty-five children each year. A private nursery was opened, and this eventually became a fully funded County nursery class.

Owing to the school's popularity, and to answer the demand for more primary places in the area, the school underwent a major expansion project. Work began in July 1998 to convert Fairfields to a two-form entry school, allowing it to take sixty children each year. A large extension was built which now houses the younger children. The existing school underwent major refurbishment and the majority of the building work was completed in October 1999.

The school has both a large and small hall which are equipped for PE and used for assemblies, drama, and other activities. Our Friends of Fairfields Parents' group frequently uses the hall for fund-raising events in the evenings and weekends. We have a Learning Support Base, a dedicated arts block, a library, a kiln room, a purpose-built nursery, a pre-school unit which is attached to the school, and a reprographics room for staff use. We have an early-years outdoor play area which acts as an extension to the indoor classroom, enabling children to explore their environment through play. We have recently built a music and drama studio to further enhance the children's learning opportunities.

Our morning and afternoon nursery classes are based in a purpose-built room with its own parent entrance, enclosed play area and full nursery facilities. The children are fully integrated into the school; they attend assemblies and all other school functions. For further information about our nursery please ask for a copy of our Nursery Prospectus at the school office.

Outside there is an extensive playing field and three playgrounds. In one corner a conservation and gardening area has been set up. An adventure trail has been installed thanks to fund raising by parents, and all classes get to use it on a rota basis.

The school is extremely well equipped, thanks to careful financial control by the governing body and support from our parents. Classes are very well resourced with teaching equipment and books. The expansion project gave the school the opportunity to have computer cabling put into every teaching area. We have networked computers in every class, and a computer suite which all classes regularly use. Thanks again to Friends of Fairfields, we own two minibuses which fully conform to all current seatbelt and driver legislation.

Finally, security is very important to all of us. As well as having phones in all teaching areas for emergencies, we also operate a CCTV system that monitors all entrances and external areas.

## Organisation of children

As a Primary School, Fairfields is organised in the following way:

<b>Foundation Stage</b>	<b>Littlefields Pre-School</b>	Older 2 and younger 3 year olds, part-time
	<b>Nursery</b>	Older 3 and younger 4 year olds, part-time
	<b>Reception</b>	Older 4 and younger 5 year olds, full-time
<b>Key Stage 1</b>	<b>Year 1</b>	Around 6 years old
	<b>Year 2</b>	Around 7 years old
<b>Key Stage 2</b>	<b>Year 3</b>	Around 8 years old
	<b>Year 4</b>	Around 9 years old
	<b>Year 5</b>	Around 10 years old
	<b>Year 6</b>	Around 11 years old

Being a two-form entry school means we can take sixty children in each year group, forming two classes of thirty. We have one intake in September, for children starting in our Nursery. For more information on our induction programme to Reception please contact our school office.

## Admission Policy and Procedures

The school adopts and operates Hertfordshire County Council Admission policy and criteria. A copy of this can be obtained from the school office. Children transfer to secondary school in the year they become eleven. Hertfordshire Education Authority currently organises and processes all admissions on our behalf. If your child is of pre-school age then the authority should send you a form for you to indicate your preference of nursery/primary school. Should you fail to secure your preferred choice, there is an appeal process. Again the school office can give you further information about admissions.

If you are interested in a school place during the school year, perhaps through moving into the area, then please contact the school office who can advise if we have any vacant places.

The Headteacher is always pleased to show prospective parents round Fairfields. Please contact the school office to make an appointment.

## **Our Educational Aims**

Visitors to Fairfields comment on the calm, well-disciplined, friendly atmosphere within the classrooms. We believe that children feel happy and secure in this environment. This in turn creates the best possible attitude to learning.

The Primary School aims to extend children's knowledge of themselves and of the world in which they live, and through greater knowledge of themselves, to develop skills and concepts to help them relate to others, and to encourage a proper self-confidence. More specifically, our aim is that, from arrival at Fairfields, each pupil should move forward according to their age and ability to learn.

Finally, we provide opportunities that will help children to develop as individuals with the skills and attitudes necessary for survival in our rapidly changing society, where high technology must be balanced with respect for humanity and the natural world.

### **Fairfields School Aims for All Pupils**

- ✓ To ensure that every child has the opportunity to reach his or her full potential regardless of gender, age, race, physical or intellectual ability or class in a happy and secure learning environment.
- ✓ To develop the skills, values, knowledge and experiences necessary for pupils to have a fulfilling and enjoyable time at Fairfields through our whole school curriculum.
- ✓ To enable our pupils to be healthy, happy and confident and to see themselves as valued and valuable members of wider society.
- ✓ To provide a strong framework for promoting good behaviour and positive attitudes.
- ✓ To give our pupils a sense of success and pride in all their activities.
- ✓ To provide opportunities for our pupils to become successful independent learners through a wide variety of physical, intellectual and aesthetic experiences.
- ✓ To provide a partnership between home and school, with parents/carers and staff working together for the benefit of the children.

We hope your child will leave Fairfields as a well-adjusted, responsible person, with the right attitudes to work and towards people.

**Inspiring lifelong learning!**

## **Our Methods**

We believe that: children learn best from first hand experiences  
children learn when they are interested

Frequent use is made of the school grounds for our work and trips to local areas often provide a starting point for class activities in a variety of subjects.

Children use a wide variety of materials to express and record their work and often share with others what they have learnt in the classroom and assemblies.

Each child is encouraged to develop a sense of responsibility and an awareness of the need for self-discipline in the interests of him/herself and those around him. Children help plan and contribute to their own learning.

We expect every child to participate in all activities. A high standard of presentation is expected from all children when they carry out their schoolwork.

Emphasis is placed on the needs of the individual child. Care is taken to stimulate the more able, while children with specific learning difficulties are given special attention. We encourage children to work towards their own maximum potential and make every effort to ensure that each child meets with some measure of success ..... for nothing succeeds like success.

## **Our Objectives**

Our objective is to provide a broad, balanced and relevant curriculum. We not only hope to teach your child the basic skills of reading, writing and mathematics which are essential; but we want to open wide the doors to a whole range of activities and skills which develop the social, physical, emotional and spiritual values - thus engendering a good all round, balanced education.

# What you need to know: The Curriculum

## Foundation Stage Curriculum

The Foundation Stage Curriculum is followed from Pre-school right the way through to the end of the Reception year, and is based on the following areas of learning:

3 Prime areas of learning enable children to be curious, enthusiastic, form relationships and build capacity to learn.

4 Specific areas of learning strengthen and allow application of the above.

<b>Communication and Language</b>	Prime area of learning
<b>Physical Development</b>	Prime area of learning
<b>Personal, Social and Emotional Development</b>	Prime area of learning
<b>Literacy – Sounds and Letters</b>	Specific area of learning
<b>Mathematics</b>	Specific area of learning
<b>Understanding the World</b>	Specific area of learning - Includes all Foundation subjects
<b>Expressive arts and design</b>	Specific area of learning

## National Curriculum

The National Curriculum is divided into two groups:

<b>Core Subjects</b>	English, Maths and Science
<b>Foundation Subjects</b>	Art and Design, Computing, Design and Technology, Languages, Geography, History, Music and Physical Education.

In addition we teach Religious Education and Personal, Social and Health Education.

Each class follows a timetabled day with the mornings usually concentrating on English and Maths. The afternoons focus on the other subjects of the National Curriculum. The Headteacher is pleased to provide further information on the curriculum taught at Fairfields. Set out on the following pages is a summary of some of the subjects and what children of different ages might be expected to learn.

## English (Literacy)

The school follows the National Curriculum for English which aims to raise standards of reading, writing and the spoken language for all children. We also follow a structured programme of phonics called 'Letters and Sounds' and include Guided reading to teach reading techniques. A typical English lesson involves, discussion, reading and writing for the whole class and small groups. Where applicable we also teach English across our creative curriculum.

## **Reception**

Children participate as speakers and listeners during Literacy sessions. Language is developed and improved by talking, discussion, exchanging ideas and experiences. Children engage in a variety of activities to promote the learning of phonics and we follow the 'Letters and Sounds' programme starting at phase 2. Children also experience a range of different genres in the form of Big Books and electronic books e.g. fairy stories, non-fiction text, rhyme and recounts.

Children are encouraged to read to their parents for at least ten minutes every night. They also use the words and the phonic sounds in their word bags to practise sounds and sentence building.

General literacy activities take place inside and outside and can include: games, writing for different purposes, role play, chalking, puppets, jigsaws, computer programs, sand and water play.

## **Years 1 & 2**

In the Key Stage 1 classes, the children engage in a variety of whole class and small group activities including guided reading or writing, phonic work, spellings, vocabulary and grammar.

Children learn to recognise pronounceable sequences of letters within words and to acquire a range of strategies in order to decode unfamiliar words. They progress through a range of reading books within our reading schemes.

Within Literacy, children are encouraged to tell their own stories, to predict what might happen next, to describe experiences and be able to put their stories in sequential order.

Handwriting skills are continuing to be developed. Children will be given spellings to be learnt at home. These words are then used in school in the form of weekly spelling checks.

Children are taught to use a computer with confidence and may be asked to write their own story or poem using the appropriate software.

## **English at Key Stage 2**

### **Years 3 & 4**

The English lessons build upon the basic skills learnt in Key Stage 1 and extends the range of fiction and non-fiction texts which the children study. There is also a drive to improve vocabulary and new grammar.

Other aspects of English are regularly reinforced outside the daily lesson and these include guided reading, spelling tests and handwriting sessions. Junior children are expected to use a handwriting pen and most will start in Year 3. Regular time is also given to individual reading. Drama, speaking and listening activities also take place, as well as a chance to share work with the whole school each term in a class assembly.

## **Years 5 & 6**

The focus of the whole class part of the English Lesson at the upper junior age is to look at the style and organisation of a text, as well as how the author uses language to create feelings and moods. There is a range of grammar work to be revised and some new grammar to learn. Spelling patterns, rules and exceptions are taught and there are spelling tests every week along with guided reading sessions. Drama and performing skills are practised, and time is given for handwriting and individual reading. The range of texts continues to widen and the children look at classic fiction from Charles Dickens to Roald Dahl, plays by William Shakespeare and poetry in many forms. Non-fiction texts continue to be used and the children look at the purpose and uses of all types of writing. This leads up to the National Curriculum Tests, more commonly known as SATs, at the end of Key Stage 2.

By the end of their time at Fairfield's it is expected that pupils should:

- read and write with confidence;
- be able to orchestrate a full range of reading cues (phonic, syntactic, contextual) to monitor their reading and correct their own mistakes;
- understand the sound and spelling system and use this to read and spell accurately;
- have fluent and legible handwriting;
- have an interest in words and their meanings and a growing vocabulary;
- know, understand and be able to write in a range of genres in fiction and poetry, and understand and be familiar with some of the ways in which narratives are structured through basic literary ideas of setting, character and plot;
- understand, use and be able to write a range of non-fiction texts;
- plan, draft, revise and edit their own writing;
- have a suitable technical vocabulary through which to understand and discuss their reading and writing;
- be interested in books, read with enjoyment and evaluate and justify their preferences;
- through reading and writing, develop their powers of imagination, inventiveness and critical awareness.

## **Mathematics**

The National Curriculum gives a framework for the teaching of Mathematics. The daily Maths session lasts between forty five to sixty minutes depending on the age of the children. The lesson starts with mental and oral activities, such as working out answers to number questions. The next section is the main activity when the teacher works with the class on the lesson objective. The children then work, as groups or individually on practical or recording tasks, linked to the lesson objective.

The final part is the plenary or discussion time when the teacher and children talk about what they have learnt and discuss any difficulties.

## **Reception**

In the early years, Mathematics is taught extensively through a range of practical and play situations. We use a wide range of resources to support these activities. During this time we develop the child's familiarisation with number and counting including comparing and sorting, and simple addition and subtraction. We provide opportunities for talking about, recognising and re-creating patterns, looking at shapes and sizes, and solving simple problems.

## **Year 1**

The practical theme continues into Year One. We help to develop Mathematical skills and knowledge of number including addition and subtraction, beginnings of multiplication facts of twos, fives and tens, awareness of measuring (length, weight for example), and familiarity of common 2D and 3D shapes. We use a wide variety of practical games and equipment.

## **Year 2**

We extend children's knowledge further using numbers to at least one hundred. We develop their understanding of addition and subtraction, and children are encouraged to use their knowledge effectively and efficiently to solve problems. The children's knowledge of multiplication facts for the two, fives and ten times tables are consolidated and related to division.

## **Years 3 & 4**

Children use numbers up to and beyond one thousand. The children are given opportunities for developing their skills using the four operations, namely addition, subtraction, multiplication and division. They are also taught how to apply this to everyday problems. Children will be working on their times tables, focusing on their rapid recall of the two, three, four, five, six and ten times tables. They are taught to recognise fractions of numbers and shapes, using money and time appropriately and develop their knowledge of shape including work on symmetry and right angles.

## **Years 5 & 6**

In these years we further develop children's knowledge of the four operations. The children will be working on the rapid recall of all the multiplication tables up to ten and beyond. They use fractions, decimals, percentages, and positive and negative numbers in Maths sessions. Again they are taught how to use their skills to solve 'real life' problems and questions. Other topics include using area, shape, angles and co-ordinates.

## **Science**

Progression in science throughout the school is based upon the requirements of the National Curriculum that include the following different aspects of science: Science Skills, Life Processes and Living Things, Materials and their Properties and Physical Processes. From these broader topics each Key Stage will cover pre-determined topic areas which are taught through our creative curriculum.

## **Reception**

In the early years, children learn about the world around them by relating facts to their own experiences through the area of the foundation curriculum called *Understanding the World*. The children are encouraged to observe and communicate about their surroundings in various ways. Essentially at this stage, the children learn by structured play and lots of talking and asking questions. They carry out simple experiments and investigations and are helped to see common features in the things they look at through discussion. The children record their findings by drawing pictures, making simple models, talking, making charts and writing. Computers are used to aid this process.

## **Years 1 and 2**

In Key Stage 1 the children work on different aspects of science which are often linked to the termly topic, through our creative curriculum. We aim to encourage the children to be increasingly independent in their thinking and communication skills. We supplement the childrens science experience with workshops and school trips.

At this stage the children are more able to communicate their ideas in written form – either using the computer or writing reports, yet there is still an emphasis on discussion. Educational web links and software are used to futher encourage understanding of different scientific concepts.

## **Years 3 and 4**

In Key Stage 2, the children work on different aspects of science which are often linked to the termly topic, through our creative curriculum. Much of this work builds on previous knowledge and experience gained in Key Stage one.

Activities include practical investigations, observation, measurement, drawing conclusions and communicating their results. Report writing is practised, with the emphasis on the sequence of events. The children are taught to use indexes in reference books to find information and to use the internet for research. The children go on visits to environmental centres that provide starting points for investigations or reinforce a topic area.

## **Years 5 and 6**

The children continue to work on different aspects of science through their topic work. Much emphasis is placed upon individual research and the children are encouraged to visit libraries and use the internet to help with this.

At this stage the children develop the skills of drawing conclusions from observations and interpreting their findings. Much work in Design and Technology arises naturally from Science topics. Science work will occasionally include a visit to a place of interest, a presentation at school by a visiting scientist, or a hands-on workshop.

# Computing

A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

**Aims:** The national curriculum for computing aims to ensure that all pupils:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- are responsible, competent, confident and creative users of information and communication technology.

## **Introductory work**

In the nursery and reception classes children begin to develop early keyboard and mouse control skills using very simple educational programmes.

Educational programs to develop understanding across the curriculum are introduced in the Foundation Stage and progress in complexity in the later years.

## **In Key stage 1 Pupils are taught to:**

- understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions create and debug simple programs
- use logical reasoning to predict the behaviour of simple programs
- use technology purposefully to create, organise, store, manipulate and retrieve digital content
- recognise common uses of information technology beyond school
- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

**Key stage 2 Pupils are taught to:**

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. We expect all our children to be able to use, or be aware of new technologies and their uses.

**Special Educational Needs and Disabilities**

We have a Special Educational Needs Co-ordinator who co ordinates the educational provision for children who have areas of need, (either educationally, socially, physically or emotionally), that may impact on their ability to learn effectively. The SENco along with the Deputy Head will ensure that Teacher or Learning Assistant help is directed appropriately.

The SENco maintains, with the staff, a Register identifying which children across the school need extra support. She also liaises with other professionals, speech therapists, educational psychologists, health visitors and social workers. The school has a Special Educational Needs and Disabilities Policy and its aims are the early identification, assessment and appropriate action for children with special educational needs, together with regular reviews. Parents and children are encouraged to participate in that action. Provision is to be made via modification and differentiation of classwork as required.

## **Personal, Social and Health Education (PSHE)**

PSHE is a timetabled subject throughout the school and follows the 'SEAL' (Social, Emotional, Aspects of Learning) programme of study. This focuses on respect for oneself, others and property, promotes listening and communication to achieve empathy with others and to develop self-esteem and good behaviour.

The school operates a set of Golden Rules. There are also Playground and Safety Rules that relate to specific areas around the school:

### **The Golden Rules**

- I will be respectful and polite and I won't hurt anyone deliberately.
- I will be kind and helpful. I won't hurt people's feelings.
- I will be honest. I won't cover up the truth and tell lies.
- I will work hard. I won't waste time or disturb anyone.
- I will look after property. I won't waste or damage things on purpose.
- I will listen, wait for my turn and won't interrupt.
- **Under no circumstances will I bully other pupils.**

### **Playground Rules**

- I will be kind. I won't be rough or say or do hurtful things.
- I will play games that other children can share. I won't leave anyone out.
- I will respect the grown-ups on duty. I won't answer back but wait for my turn to be listened to.
- I will try to sort out my own problems but if I can't I will ask the grown-ups on duty to help me.

### **Safety Rules**

- I will move about the school quietly and sensibly – I won't run or push.
- I will only leave the premises at home time or with permission.
- I will remain in school if my parent/guardian is not there to collect me.
- I will not play ball games before or after school on the playground or field.
- I will not play on the Adventure Trail before or after school.

Year 5 children are invited to apply to become members of the **Fairfields Buddy Team**. At break time and lunchtime they help support all children in the school under the direction of the adults in charge.

The school also has a Student Council. Elected representatives from each class meet with the Headteacher regularly to discuss issues and make suggestions for developing our school.

## **Sex Education**

At the primary level, particular care and sensitivity is needed in matching teaching to the maturity of the pupils involved, which may not always be indicated by chronological age. At this level, teaching should aim to help pupils cope with the physical and emotional challenges of growing up and give them an elementary understanding of human reproduction. Pupils' questions should be answered sensitively and with due consideration for any particular religious or cultural factors bearing on the discussion of sexual issues.

At Key Stage 1 and the early part of Key Stage 2 we are concerned with laying the foundations for all aspects of the curriculum. In sex education for children from 3 to 8 years, honest answers and teaching are given to satisfy a child's natural curiosity and at a level suitable for the child to understand. Opportunities are taken to discuss embryos, birth and bodies as part of the general cycle of human, animal and plant life - sometimes introduced through topics such as 'Myself' and 'Mini-beasts' etc., frequently discussed when the birth of a new baby in the family or the arrival of animal babies is an exciting event and the topic of individual or class conversation.

Sex education as agreed by the governing body starts in Year 5. The community school nurse introduces through discussion the start of puberty. In Year 6 the community school nurse introduces reproduction as part of a health education and basic human biology course through a short video. Parents are always invited to watch a sample of any programmes before we show them to the children and ask about how we deal with any specific aspects of this subject. A copy of our full policy is available for parents. Please contact the school office.

## **Religious Education**

Religious Education is also included, following the Hertfordshire Agreed Syllabus and is non-denominational. During their time at Fairfields, the children will learn about various religions which will reflect life in the community. Children will also attend assembly of a different sort every day. The school meets together twice a week for whole-school assemblies, which are led by the Headteacher, and twice a week for Key Stage assemblies, one being a music assembly, which are usually led by a class teacher. These are all important occasions when various aspects of school life and individual achievements are celebrated in addition to the moral aspects taught. The children also have a class assembly once a week, which takes place in their classroom and is either teacher-led or presented by pupils. Parents may request their children to be withdrawn from school assemblies and Religious Education. The school has no religious affiliations but retains informal links with local churches and religious organisations.

## **Swimming**

We currently take the Year 4 children swimming on a weekly rota basis to a local pool. The children are taught by qualified teachers according to the National Curriculum Key Stage 2 PE Programme of Study.

# What you need to know: Pupils, Parents and School

## Children first starting school

Children starting school for the first time vary greatly in their reactions. Some early tears cause more distress to parents than to the child and should not be regarded with too much concern.

All new reception children take part in a gradual introduction programme which lasts approximately one week. This includes a half day for the first few days, then a stay for lunch on the following two days to gradually introduce them to the longer day. After a successful induction period the children attend full time unless the teacher feels a particular child may need a longer 'settling in' period.

Sometime during the first half term we will invite you to a short meeting to explain how best you can support your child with reading at home.

## School sessions

<b>Foundation &amp; Key Stage 1</b> (Reception & Infants)	Morning	9:00am to 12:00 noon	15 minute break mid-morning
	Afternoon	1:15pm to 3:15pm	No break

Total teaching time = 22 hours

<b>Key Stage 2</b> (Juniors)	Morning	9:00am to 12:15pm	15 minute break mid-morning
	Afternoon	1:15pm to 3:15pm	No break

Total teaching time = 23½ hours

Supervision is not provided before school in the morning. Children arriving before 9.00am will not be supervised on the playground. A good time to arrive with your child is about 8.50am. The teachers will invite the children into the classrooms from 8.55am.

At the end of the day the youngest infants are not allowed out of the classroom unless the right adult is there to collect them. Older children are allowed onto the playground but are reminded to come back into school if the adult they go home with is not there. Parents are asked to let the office know if they are going to be delayed or if someone different is collecting their child. It is really important that parents are on time to collect their children to avoid any unnecessary distress.

## **Should I come into the classroom?**

We find children more confident than ever in starting Reception. We encourage you from day one to say good-bye outside and let them go in on their own. However, if your child is particularly distressed please speak to an adult at the door. You might find quite quickly that your child will not want you to come in. This is very normal.

The teachers are very busy at the beginning of the day and it is not a good time for a 'chat'. Do let them know however if there is a problem with your child. At the end of the day the teachers will be pleased to talk to you, so do not be afraid to go in and see them. You can also write to the teacher or leave a phone message. If a teacher is unable to speak to you for any reason, please make an appointment.

## **Homework**

We believe the term homework covers any work or activities done outside school and not just the formal written work which is often associated with children in Key Stage 2 classes.

Throughout their time at Fairfields children will receive activities to be done outside school, such as learning words, reading their books and playing number games. Spellings and times tables are also set. Parents may be asked through the termly newsletter to support the work done in school at home with different activities. In Years 5 and 6 children will receive regular, formal homework and this is regularly monitored using their homework diaries.

Children learning musical instruments must set aside time to practise at home for at least fifteen minutes every day if they are to make progress.

## **Helping my child to learn at school**

We do find that children who have an early bedtime during the week are more responsive at school. It is not for us as a school to dictate in this matter but medical evidence suggests that even eleven year old children should be getting to bed by 9.00 p.m. to get sufficient sleep. Selective television watching is also helpful – some evening programmes are unsuitable for younger children. You may also wish to help your child learn to use the Internet properly and effectively. From time to time your child will come home with an enthusiasm to find out more for a topic at school. We also recommend that you access the information on our school website which gives information about the next weeks learning points. This has 'hints to help at home' and is updated weekly. As previously mentioned, finding time to read to your child and listening to them read is both beneficial and rewarding. Reading is really the key to lifelong learning.

## **How I can get involved at Fairfields**

If you have the time we welcome extra help at our school. Parents come in and work alongside the teachers, assisting with a variety of tasks including help with artwork

and hearing readers. If you would like to come in please chat to your teacher. It will be left to their discretion whether it is best for you to work in the class that your child is in or elsewhere.

We especially welcome help from parents on school trips, either for transport to places we visit or to help supervise on a day out. Normally we ask for help in the letter to parents explaining about the trip. For all helpers within school it is now a requirement that everyone has a current DBS check.

You may like to help with fundraising and join our Friends of Fairfields.

## **Friends of Fairfields**

The Friends of Fairfields meet regularly during term time to plan a programme of social and fundraising activities for parents and children. All money raised makes a significant difference and is used to purchase equipment and provide facilities for the school. Parents are free to give as much or as little of their time as they can spare, and they are welcome to join at any time by contacting the office or filling in a reply slip on one of the newsletters.

## **Governing Body**

The school has a Governing Body which meets during term time and works with the Headteacher in the running of the school. Parent representatives are elected to serve as Parent Governors for a four-year period. You may be interested in putting your name forward at the next elections. The Headteacher will be very pleased to talk to you about this. Details of the current Governing Body representatives can be found at the back of this prospectus.

## **Stories about school**

Your child is going to have a very busy and varied life at Fairfields. When it comes to the end of each day, quite often they will have had enough. 'What did you do at school today?' will probably get the reply, 'We just played' or 'Nothing much'. It really is not true!

You may get more disturbing stories of problems with other children. Again, usually you are hearing only a small part of the whole story. If you are ever worried by anything please come in and speak to the teacher. Please never approach another parent directly.

## **Problems?**

You may have concerns about the educational progress of your child. Remember, each child is under the care of a full time teacher who is responsible for his or her day to day education and pastoral care. It is the teacher who should be approached first by parents who are concerned about any aspect of their child's education.

## **Communication with parents**

A lot of information comes home by letter, sent to you directly from the class teacher explaining about trips etc. We try to send all letters out to you on a Friday, so this is the day to check your child's bag! At the beginning of each term you will receive a newsletter giving brief details of some of the work that each class will be covering. We then have a regular newsletter giving further news and occasionally reminding you of forthcoming events or particular school policies. We are increasingly putting school information such as newsletters on our website.

The school office staff are always pleased to advise you on any matter relating to school. Please call in or telephone if there is any matter you want to discuss.

## **Reports and contacts with school**

Consultations for parents are held every autumn and spring term. We formally invite you on these occasions to come along, talk in private with the teacher, and see your child's work. In July you will receive an annual written report of your child's progress. Information is included about the results of the National Curriculum Tests (SATs) for children in Year 2 and Year 6. In addition we have parent meetings for each year group early in the Autumn Term and an extra meeting for Year 2 and Year 6 parents regarding SATs information in the Spring Term.

You are also informally invited to visit school and meet the teacher for the next year. Teachers are pleased to talk to parents informally about a child's progress at any time during the year. Please contact the teacher directly.

## **Other school information**

The school has copies of its Curriculum Policies, School Improvement Plan, DfE circulars and Government regulations available. Please ask at the school office if you would like to examine these documents.

## **Complaints procedure**

The school aims to work closely with parents and we hope that parents who have any concerns or anxieties will in the first instance raise these with the class teacher or Headteacher. If you are not sure whom to approach please ask your child's class teacher (or get in touch with the school office who may be able to help you). We find that nearly all concerns or potential complaints can be resolved happily through discussion.

The governors of the school do have arrangements for considering complaints formally. For general complaints and matters to do with special educational needs they have adopted a procedure which follows guidelines recommended by Hertfordshire County Council. You can obtain a copy of this form from the school. There are, in addition, special arrangements for considering complaints about matters to do with the teaching of the national curriculum and about collective worship in the school. You can obtain a copy of these arrangements also from the school. In the event of a problem still outstanding, please write to the Chair of the Governing Body c/o Fairfields Primary School.

# What you need to know: Health & Safety Matters

## Infectious and contagious diseases

Below are listed some of the more common diseases and problems, with the recommended time children should be kept at home:

<b>Chicken pox</b>	6 days minimum from appearance of rash
<b>Conjunctivitis</b>	Until the eyes return to normal
<b>German measles</b>	5 days from appearance of rash. Please notify school so that pregnant women can be informed.
<b>Headlice</b>	Head infestations are quite common among children and can cause a great deal of discomfort and embarrassment. The well cared for, clean child is not immune. School checks have now been discontinued and parents are now responsible for carrying out regular checks. Hair treatment lotion can be bought from any chemist and the child can return to school as soon as he or she has been treated. Please inform the school so that other parents can be alerted.
<b>Measles</b>	7 days minimum from appearance of rash
<b>Mumps</b>	7 days minimum until last of swelling subsides
<b>Sickness &amp; diarrhoea</b>	Minimum of 48 hours clear of condition
<b>Throat infections</b>	Until the child is properly fit
<b>Whooping cough</b>	21 days
<b>Worms</b>	Until the first tablet or dose of medicine is taken. Please notify the school so that other parents can be alerted.

The school office has a very comprehensive list of diseases and conditions from our Health Authority with the recommended periods that children should be kept at home. Please ask for further details.

We do tend to find that children sometimes return to school before an infection or problem is fully healed. Obviously we cannot cope with persistent coughs, temperatures etc. and would phone you to take a sickly child home. Please make sure that your child is fully able to participate in all usual school activities, and able to go outside for break times.

If your child has a long term problem eg broken leg in plaster, please contact the Headteacher to see if is possible and practicable to return to school.

## Medicines

The school is unable to administer medication to children without the parents' written consent and approval by the Headteacher. A form is available from the school office. For children with long-term disorders such as asthma, diabetes, epilepsy etc., parents are asked to complete a medical form giving full details and instructions on administering any such medicines, such as Epipens for allergies.

## **Medicals**

During their time at Fairfields, children are examined by the school nurse. There are also periodic examinations of sight, hearing, and teeth.

## **School meals**

Dinners are cooked on the premises and are of a very high standard. A choice of menu is available and we recommend that your child has a school meal. Children starting school eating school dinners, tend to be less fussy eaters and enjoy the social side of eating a meal with others. The Kitchen is able to cater for children with special individual dietary requirements such as nut allergies.

The current cost of meals can be found by asking at the school office. Meals should be paid for in advance for each half term or full term by cheque. Payment is also accepted on a weekly basis by cheque or cash. Please note that this can only be done on the first day of each week. Adjustments are made for absences.

**Any money sent in to school with your child should be exact, and in a sealed, clearly marked envelope.**

Payment for various items should be in separate envelopes.

As an alternative to school meals, children may bring a packed lunch in a single plastic container clearly marked with their name. Drinks should be in cardboard boxes, or plastic bottles or flasks (no tins, glass bottles or squashy bags please). Water and beakers are provided at the table. Children are allowed to bring in a piece of fruit to eat at break time. This needs to be wrapped separately from any packed lunch. Oranges should not be provided as they prove to be somewhat messy for children to eat in school. Parents should note that packed lunches are stored in the classroom and not refrigerated. Please be careful that none of the lunch 'leaks' or melts! We ask that you do not include sweets in packed lunch boxes.

Changes from packed lunches to school meals or vice versa can only be made at the end of each term or half term. Advance notice is required in writing.

## **Milk**

Milk is available for all children but parents must pay for this in advance for each half term. The current cost can be found by asking at the school office. Unlike dinner money, refunds are not made for absences. Milk is provided free for Nursery children and children who qualify for free school meals.

## **Drinking water**

Drinking fountains are provided in all classrooms.

## Strangers

We regularly talk to the children about 'strangers' and how best to deal with any potentially dangerous situation. Our local beat police officer also comes into school to further support this subject.

From time to time the police warn us about 'stranger' problems in our area. We also have a local message link system with all other schools in Cheshunt so warnings can be quickly passed around. It may not be possible to send you a letter, particularly if a warning reaches us later on in the day. We may just verbally warn children to be extra vigilant.

We recommend that you do not allow your child to come to school or go home on their own (even if they are Year 6).

## School discipline

From the moment they enter the school, the children are encouraged to develop habits of self-discipline and to conform to an acceptable standard of behaviour. The school expects high standards of behaviour from all children and knows that parents also expect this. We have a set of *Golden Rules* (see PSHE earlier) set out in our *Home/School Agreement*. Problems such as bullying or rudeness are considered completely unacceptable. Children who behave in a manner which is considered to be unacceptable are punished. There is no corporal punishment in the school. The school has a behaviour code which sets out all the sanctions that will be implemented should a child misbehave. Most punishment usually takes the form of the transgressor being 'told off' or 'kept in' at playtime, and may involve doing extra schoolwork. Some children may lose certain privileges and may miss out on school trips. The teacher or Headteacher will contact parents if a child persistently misbehaves or a serious problem occurs.

On the positive side, we formally reward good behaviour, politeness and hard work through our 'Superstar' awards. Each week in assembly, children are publicly congratulated for their efforts.

Every child from Year 1 upwards has a merit card and earns merit points through working hard and good behaviour. These result in certificates which are presented in assembly.

Merit Point 

## School uniform

**Boys** White shirt (not a polo shirt), v-neck navy sweater, tie, grey trousers, short or long, plain coloured socks, black or plain coloured (not white) shoes or trainers which complement the rest of the uniform. No 'gel' on hair.

**Girls** White blouse or shirt with collar (not a polo shirt), v-neck navy sweater or cardigan (not zipped), grey skirt or pinafore (not culottes) - pleated or plain. White socks, blue/white check or striped summer dress, black or plain coloured (not white) shoes/trainers which complement the rest of the uniform. Neutral coloured material or simple plastic hair bands if necessary. We discourage hair bands that may injure others.

**Indoor footwear** We ask for children to wear different shoes in school. Plain black plimsolls are ideal but we accept trainers or sandals. Mules, clogs or slippers are not allowed. We expect footwear to be of a sensible plain colour that will complement our school uniform.

**Jewellery** The wearing of any jewellery is not permitted in school.

**Sun protection** During the warmer weather the children are welcome to wear sun hats or caps. If your child is very sensitive to the sun you may wish to consider applying a long lasting sun lotion before sending them into school. Please do not send in sun tan lotion as we are unable to put it on children ourselves.

## PE Kit

The following items are required by children for physical education:

- |              |                |  |
|--------------|----------------|--|
| <b>Boys</b>  | <b>Indoors</b> | Navy blue or black plain shorts, plain white tee shirt (or preferably with Fairfields logo). Gym shoes or, trainers.                                       |
|              | <b>Outside</b> | Navy blue or black plain shorts, plain white tee shirt (or preferably with Fairfields logo), training shoes, tracksuit or jumper.                          |
| <b>Girls</b> | <b>Indoors</b> | Navy blue or black plain shorts, plain white tee shirt (or preferably with Fairfields logo), or leotard (not lycra cycling shorts). Gym shoes or trainers. |
|              | <b>Outside</b> | Navy blue or black plain shorts, plain white tee shirt (or preferably with Fairfields logo), training shoes, tracksuit or jumper.                          |

A slipper bag with a drawstring or a small sports bag should be provided to hold articles of PE clothing. We cannot store large bags in school. We insist on a drawstring bag for children in Reception, Year 1 and Year 2.

All children are required to take part in Physical Education, which includes both indoor and outdoor activities. There is no choice in this matter whatsoever. Obviously, if you as a parent feel that your child is unfit to participate, then a note of explanation should be sent to your child's class teacher.

**All children's clothing should be clearly marked  
with their name to avoid confusion and loss**

**Coats preferably need a loop so that they can be easily hooked on a peg**

## **Parking**

The school gates are closed at the beginning and end of the day and parents are not allowed to park on the school premises. Rosedale Way becomes very congested at the beginning and end of the day. Allow plenty of time to park and walk to school. Please do not park where the Road Crossing Patrol operates or in the private parking bays at Rose Court next to our school.

# What you need to know: Out of School

## **Educational Visits**

From time to time, children will be taken to places of interest in connection with the classwork they are doing. Cost is kept to a minimum and you will be notified in good time of any proposed visit by your child. Short walks or local visits will also be undertaken during the working day, which incur no expense.

The school minibuses are frequently used to transport children and where necessary other school buses are borrowed. The school fully complies with all Hertfordshire LEA guidance on aspects such as seatbelts and drivers. Parents are very occasionally asked to transport children in their cars. We only use cars fitted with rear seatbelts.

Longer residential educational visits which are organised for the older children involve being away from home for periods of up to one week. Arrangements are made well in advance and parents are invited to meetings at the school so that details can be given and any questions answered.

Parents are asked to sign a form when children start at Fairfields giving permission for children to go on short walks or very local visits from school.

## **Charging**

Government legislation now states that schools are unable to insist that parents pay for trips etc. that take place in school time. This has forced our governing body in common with all other schools to set out a charging policy to avoid the school going into debt or parents subsidising each other. The school receives no money from the education authority to fund trips and therefore the cost has to be passed on to parents. We consider that educational visits are essential and hope that you support us over this. The school makes no profit with a trip. If a parent has a financial problem then the school may be able to help and the Headteacher should be approached directly. However if a parent refuses to pay then the trip will be cancelled.

## **Insurance**

It is sometimes assumed by parents that if an accident occurs at school, the Education Authority can be held responsible and liable for financial compensation. It cannot be emphasised too strongly that, in such circumstances, liability is strictly limited to cases where there is proven evidence of negligence.

Parents may like to take up the option of personal accident insurance offered by the authority to cover their children. Further information may be obtained from the school office. Please note that the school always insures children against accidents on trips.

## **After School Activities**

Various lunchtime and after school activities are offered to children. Participation in these activities is on a voluntary basis and they generally last for up to one hour after school usually finishing between 4:00pm and 4:30pm. School teams also represent the school in netball and football and play against local schools. This necessitates travel after school in the school minibus or private cars. Parents are asked to co-operate in giving priority to after school activities if their children are selected for school teams or to take part in musical activities.

## **Lateness**

Obviously this is very undesirable but does sometimes happen. Always take your child to the school office where they can be marked in the register. If your child needs to go to the doctor or dentist during the day then again call at the office. They will then fetch your child. We hope you are normally able to take your child for appointments etc. after school or in the holidays.

## **Absences**

It is important to encourage the habits of punctuality and good attendance. Please phone, text or email the school office in the morning if your child is not coming into school for any reason. In cases of major illness or emergency, the secretary or child's teacher should be notified if the absence is likely to be prolonged. Should you need to collect your child during the day for a hospital or dental appointment etc. a written note in advance is required. All children arriving during the day must be taken to the school office and collected from there, not the classroom.

At the end of the year absences, lateness and holiday absences are recorded on your child's written report. Details of the authorised and unauthorised absences at Fairfields for the current academic year can be found on an insert at the back of this prospectus.

## **Holidays**

Family holidays should not be taken in term time. Leave of absence will only be granted in exceptional circumstances and must be requested in writing. The current year's term times and school holiday dates are listed on the school website.

<p>We hope you have found our prospectus helpful and informative. Should you require further information please do not hesitate to contact our school office.</p>
---