



Girnhill Infant School



“Where everyone is valued and futures matter.”

Parent Handbook



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Headteacher: Mrs Jane Littlewood



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Chair of Governors: Mrs Janine Ward

Proud to be part of the INSPIRE Partnership Multi Academy Trust





Our Mission Statement

TODAY
*is the day to
learn something*
NEW

At Girnhill Infant School we believe that every child is entitled to enjoy their learning. This is a place where everyone is valued and cared for as an individual, their views and heritage respected and where the children are at the centre of all we do. We believe that a good education can truly transform children's lives. A strong academic education is at the core of what we do, but we also know that in order for all children to reach their full potential each child's whole needs must be nurtured. Our curriculum is designed to develop the whole child with our curriculum aims and values threaded throughout each year.

As a school we aim:

- To create a happy, healthy school in which all members of the school community feel valued and enabling everyone to be proud of our individuality, respect our diversity and be proud of our heritage
- To provide a caring, secure and stimulating environment in which to educate each child intellectually, socially, emotionally, morally and physically, so that he/she can reach their full potential; moving on to the next stage of their education with confidence and high self-esteem, fully prepared for their role in society
- To ensure that all stakeholders share the same vision of excellence by being the best that they can be and taking pride in all that they do for themselves and the school
- To empower children to lead positive lives that are physically and mentally healthy
- To ensure that all teaching is of a high standard, enabling children to make at least good progress in all subjects through employing a wide range of effective teaching and learning strategies to make lessons engaging, challenging and rewarding
- To provide an inclusive, creative curriculum that is broad, balanced, coherently planned, vocabulary and knowledge rich, relevant, challenging and differentiated to each child's needs, enabling children to know more and remember more
- To enable all learners to confidently apply basic skills across the curriculum to exhibit independence and therefore enabling them to take ownership of their learning
- To provide equality of opportunity for all children, regardless of age, gender, race, creed, culture, physical disability or special educational need

BE BRAVE
BE CREATIVE
BE KIND
BE THANKFUL
BE HAPPY
BE YOU
pitkiebums...



- To involve parents in their children's education and encourage strong links between home and school
- To have high expectations of standards, both of achievement and behaviour
- To encourage children to be self-motivated and develop a positive attitude towards learning so that they can respond to challenges, develop lively, enquiring minds using both logic and creativity and apply themselves to tasks with self-discipline, resilience and an increasing sense of responsibility for their own actions
- To foster an ethos in which children co-operate with each other, develop an understanding of right and wrong, and feel and show respect and tolerance towards the beliefs, opinions and values of others
- To foster in children a sense of responsibility and caring for the local school environment and to become aware of the global community and of how wider environmental issues may affect them

We encourage all children to be:

Successful learners who enjoy learning, make progress and achieve

Confident individuals who are able to live safe, healthy and fulfilling lives

Responsible citizens who make a positive contribution to society.

We believe our aims provide the basis for the delivery of a dynamic, exciting curriculum, the provision of a stimulating and creative learning environment and a strong holistic foundation, which will prepare our children for the ever-changing nature of society.





Our Curriculum Intentions and Aims

Our Curriculum Vision Statement:

- Ensure our children aspire to be the best that they can be, enabling and building on academic foundations and a love of learning.
- Offer a rich curriculum experience that promotes language development and develops cultural capital in all areas.
- Empower children to have high self-esteem and be learners who are resilient when faced with a challenge.
- Encourage and support children to lead lives that are physical and mentally healthy.
- Enable everyone to be proud of and a part of our school and local community.

Our Curriculum – Intentions, Implementation and Impact

Intention

Our curriculum has been designed to cover all of the skills, knowledge and understanding as set out in the National Curriculum. We then enhance the National Curriculum by ensuring that it relates to our locality and the heritage of our pupils. In addition, we enrich learning through providing a range of opportunities, visits, visitors and experiences that build meaningful and real-life learning. To ensure that pupils develop secure knowledge, skills and understanding that they can build on, our curriculum is organised into a progression model that outlines the knowledge, vocabulary and skills to be taught in a sequentially coherent way in each year group. All aspects of the curriculum are carefully mapped out to ensure that pupils build on secure prior knowledge so that they can make meaningful connections. Each subject taught has its own progression grid, designed by the curriculum leader for that subject. When covering each subject, the progression grids are carefully organised by staff teams through a long-term plan. Knowledge, vocabulary and skills are planned for at a greater level of detail in medium term plans. All subjects are delivered through subject specific teaching organised into blocks under a theme. Meaningful links with other subjects are made to strengthen connections and understanding for pupils, enabling pupils to know more and remember more.

Implementation



All learning will begin by revisiting prior knowledge. This will be scaffolded to support children to recall previous learning and make connections. Staff will model explicitly the subject specific knowledge, vocabulary and skills relevant to the learning to allow pupils to integrate new knowledge into larger concepts. Teachers support children to practice new learning, questioning for understanding, checking for misconceptions and giving clear and appropriate feedback. This moves children from supported practice to independence at the correct pace for them, ensuring all children are challenged. Learning will be supported through the use of knowledge organisers that provide children with scaffolding that supports them to retain new facts and vocabulary in their long-term memory. Knowledge organisers are used for pre-teaching, to support home learning and also as a part of daily review. Consistent learning walls in every classroom provide constant scaffolding for children. Tier three specific vocabulary, based on the research of Alex Quigley, is displayed on the learning wall along with key facts and questions, and model exemplars of the work being taught. Shared spaces around school display subject work from early years to the end of KS1, highlighting the curriculum content and concepts that are developed over time. Weekly sharing of class learning journey big books and curriculum quizzes are used to review learning and check that children know more and remember more. Learning is reviewed, half termly and termly basis, after a period of forgetting, so that teachers can check whether information has been retained. Assessment is ongoing throughout the relevant cross-curricular themes to inform teachers with their lesson planning, activities and differentiation. Our children will be given a variety of experiences both in and out of the classroom, where appropriate, to create memorable learning opportunities and to further support and develop their understanding and language acquisition. Please see our “Subject Specific Approaches” guidance for more detail and examples.

Impact

At Girnhill Infant School, the impact of our curriculum is shown in several ways. In core subjects, impact is shown through the progress and outcomes of pupils in national testing. In addition, pupil voice and the quality of work in pupils’ books demonstrates the deeper impact on pupils knowing and remembering more. In the wider curriculum, pupil voice shows that pupils are confident and able to talk about what they have learnt using subject specific vocabulary. Pupil voice also demonstrates that pupils enjoy and are able to recall their learning over time. Pupils’ work demonstrates that the curriculum is taught at an age appropriate standard across each year group with opportunities planned in for pupils working at greater depth. Work across the curriculum is of good quality and demonstrates that pupils are acquiring knowledge, skills and vocabulary in an appropriate sequence so that they know more and remember more.

Our Values and Wellbeing Curriculum



Teaching our pupils to have core values is at the heart of everything we teach and woven throughout our curriculum. Through our values-based curriculum we enable our pupils to have a developing understanding of what our values mean and look like in school, at home and within the local and wider community.

We strive every day to treat each other with **respect**, show **honesty**, and express **love** for each other and value our friends, family and community.

Every day, we give our children opportunities to show **responsibility**, to learn though work and play, taking pride in all they do and achieve.

We expect everyone to appreciate **equality** and individuality, **patience** and **determination** when faced with challenges.

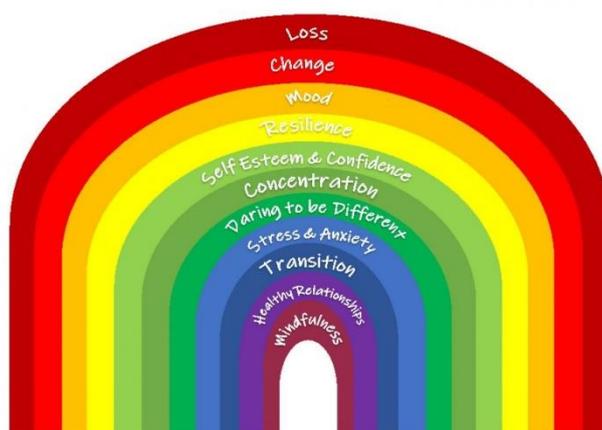
We understand and appreciate that **friendship** is one of the greatest gifts we can have and share.

With **aspiration** our children can reach for the stars and do anything or be anyone they choose to be!

Through **trust** and **thoughtfulness**, we aim to build a community of kindness and togetherness.

Everyone at Girnhill strives to live by our school values to make sure that we are being the best that we can possibly be!

At Girnhill all pupils are taught how values underpin everything school does and this gives a meaningful context for British Values and SMSC, supporting their understanding of how they underpin our society. As a values-based school we ensure that British Values are introduced, discussed and lived out throughout the wider values-based philosophy that infuses the ethos and work of the school. All curriculum areas provide opportunities for further understanding of these concepts so that pupils can embrace these concepts with enthusiasm and demonstrate a good understanding of their application. The skills and attributes developed through the teaching of values enhance the curriculum and pupils' learning behaviours; raise attainment; attendance and pupil wellbeing.



Mental Health & Wellbeing

At Girnhill Infant School our staff who support mental health and wellbeing in school are:

Mrs Hughes



Miss Robinson



Miss Craushaw



Good mental health and wellbeing helps us cope with the ups and downs in our daily life. When we feel good and positive about ourselves we can make and keep positive relationships with others and can manage the full range of emotions e.g. happiness and excitement through to less comfortable feelings e.g. anger, fear or sadness.

It's good to talk so if you need to discuss any issues please speak to one of our staff members.





School Meals

School meals are served on the premises served from our School kitchen. Special dietary requirements e.g. due to cultural, religious or medical needs can be catered for by special arrangement.

Dolce is our school meals provider and online pre-ordering of meals is required. Please contact the school office for more information on ordering school meals.

- Children can bring sandwiches, although no facilities exist for warming food brought in, or for chilling food, except in exceptional circumstances.
- Water is provided to drink or water from the children's own water bottles can be drunk straight after lunch.

All children are entitled to universal free school meals in Reception, Year 1 and Year 2. However, parents/carers are still encouraged to apply for free school meals based on eligibility even if their child is in Reception, Year 1 and 2 as the school can then benefit from additional funding for these pupils. Application forms for free school meals are available from the Academy office.

Healthy Eating

- The School promotes healthy eating. Children are not allowed to bring sweets, chocolate or drinks other than water.
- The School is also part of the government's School Fruit and Vegetable Scheme, which provides a piece of fruit or vegetable for every child in Nursery and Key Stage one each day.
- Children are also strongly encouraged to drink water and will need a water bottle each day. Please encourage children to bring their bottle home each evening in order for it to be thoroughly washed.

SECRETS OF AN A* LUNCHBOX
Tick off each of these key components for a balanced packed lunch

- Starchy carbs (wholegrain if possible) for energy, vitamins, minerals and fibre: bread, rolls, wraps, pitta, pasta or rice
- Protein to fill them up: meat, fish, eggs or pulses
- Vegetables and fruit to count towards their five-a-day
- Calcium-rich foods for healthy bones: lower-fat milk, yogurt or cheese

<p>ROLLS SWEET-CHILLI CHICKEN ROLL Sliced lean cooked chicken breast, baby spinach, sliced tomato and cucumber, and a little sweet-chilli sauce (pictured, left)</p> <p>EGG MAYONNAISE 1 chopped hard-boiled egg, low-fat mayo and lettuce</p> <p>WRAPS TUNA SALAD Tuna canned in water, grated carrot, cucumber batons and lettuce (pictured, left)</p> <p>HUMMUS & BEANS Hummus, roughly mashed four-bean mix and diced yellow pepper, with 4 cherry tomatoes on the side</p>	<p>SANDWICHES CHEESE, CARROT & SALAD Grated reduced-fat cheese, grated carrot, finely sliced cucumber and lettuce or baby spinach (pictured, right)</p> <p>HAM & CUCUMBER Thinly sliced lean ham, sliced tomato and cucumber, and lettuce</p> <p>PASTA CHICKEN & SWEETCORN Cooked pasta tossed with chopped lean cooked chicken, cherry tomatoes, sweetcorn, baby spinach and a little sweet-chilli sauce (pictured, right)</p> <p>TUNA & BEANS Cooked pasta tossed with tuna canned in water, cannellini beans, tomatoes and cucumber</p>
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Uniform

Guidance

At Girnhill Infant School our uniform consists of the following:

- Polo shirts - polo shirts with school logo are available from My Clothing or light blue or white polo shirts/shirts
- Grey or Black trousers
- Grey or black skirts and dresses
- Checked blue dresses for summer
- Cardigans and jumpers (with school logo) or plain royal blue
- Suitable shoes; black/blue/grey
- PE Kit - Royal blue shorts and a white T-Shirt (*We do request that if children have PE, earrings are removed by parents/carers before school*)

All uniform should be clearly labelled.

All children must attend school in full school uniform.

If you wish to purchase any uniform, please access the link below:

<https://myclothing.com/featherstone-girnhill-infant-school/25737.school>



Useful Information

Session Times

Hedgehogs am – Mrs Golec

Designated Entrance/Exit point – Large gate at Verner Ginnel
Start Time: 08:45 – 09:00 Collection Time: 11:45 – 12:00

Hedgehogs pm – Mrs Golec

Designated Entrance/Exit point - Large gate at Verner Ginnel
Start Time: 12:30 – 12:45 Collection Time: 15:30 – 15:45

Badgers Class 1 – Miss Robinson

Start Time: 09:00 – 09:05 Collection Time: 15:25 – 15:30
Designated Entrance/Exit point: Large gate at Verner Ginnel

Badgers Class 2 - Miss Ritchie

Start Time: 09:05 – 09:10 Collection Time: 15:30 – 15:30
Designated Entrance/Exit point: Large gate at Verner Ginnel

Rabbits Class – Miss Smith

Designated Entrance/Exit point: Main Entrance
Start Time: 09:00 – 09:10 Collection Time: 15:25 – 15:35

Otters Class – Miss Bennett

Designated Entrance/Exit point: Main Entrance
Start Time: 08:50– 09:00 Collection Time: 15:15 – 15:25

Foxes Class – Miss Green

Designated Entrance/Exit point: Main Entrance
Start Time: 08:40– 08:50 Collection Time: 15:05 – 15:15

Safeguarding

Safeguarding Lead
Mrs Jane Littlewood
Headteacher



Designated Safeguarding Officers

Miss Leah Robinson, Mrs Paula Hughes & Mrs Janine Ward
Deputy Headteacher Learning Mentor Chair of Governors



If staff members or visitors have concerns about a child they should raise these with the Designate Safeguarding Officers. This includes vulnerability to radicalisation as well as situations of abuse which may involve staff members.

If the Headteacher is absent, then all concerns should be raised with the Designated Safeguarding Officers.

Any allegation relating to the Headteacher, please see the Chair of Governors.



However, if at any point there is a risk of serious harm to a child, a referral should be made to Social Care Direct immediately

on **Tel: 03458 503 503**

Trust your senses. If something doesn't feel right or you have a concern don't ignore it - report it.

Call 03458 503 503.

Remember, for immediate risk always contact the Police.

Pupil Health and Welfare



Learning Mentor: Mrs Paula Hughes

Mrs Hughes is the Learning Mentor in our school. She is available to support teachers, parents/carers and children with any worries or concerns they may have.

Mrs Hughes will:

- Listen
- Offer support
- Promote positive behaviour
- Identify the barriers to learning and set targets
- Offer encouragement and build self-esteem and confidence
- Support individuals and groups of children

If you have any concerns or worries regarding:

- Safeguarding
- Bullying
- Bereavement
- Domestic Violence
- Separation