

Edith Cavell Primary School

Ambitious, Achieving, Nurturing

Information Booklet



2023 - 2024



Welcome to Our School

Dear Parents / Carers,

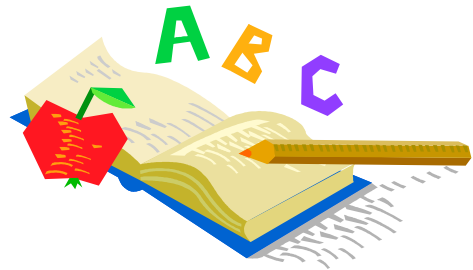
I would like to warmly welcome you and your child to Edith Cavell Primary School and look forward to an ever-developing, long and happy partnership between the school and your family.

Starting school is a most important time in a child's life and will inevitably evoke a variety of feelings. Excitement, uncertainty and challenge will all be experienced, and a whole wealth of new encounters introduced. A new set of relationships will be built as parents, children and staff work happily together, making sure that school is an enriching and positive experience for everyone involved.

You are always welcome in school and I especially look forward to seeing you at open days, class assemblies, parent consultations and information evenings, concerts and the many other school events that will occur during the year. There is an open invitation to help out in school, in any way that you are able; perhaps to work with pupils in class, attend school trips or to offer any talents you may have as part of topic work. Just let us know!

We operate a policy of equal opportunity that ensures all pupils have access to the curriculum at their own level. We place great emphasis on high standards of work and behaviour. We believe that pupils should enjoy learning and education and see it as a something that will enrich their life and open up the future. It is often the experiences we have in primary education that affect our view of education in adulthood.

Close links between home and school matter to us, as we know that your support is important if your child is to succeed. Our policy is one of openness with parents and the community based on mutual respect and understanding, to ensure that our children achieve their potential, both academically and socially.



I am always pleased to meet you and answer any queries you may have. I look forward to the start of the partnership between Edith Cavell and your family.

Heather Cooke

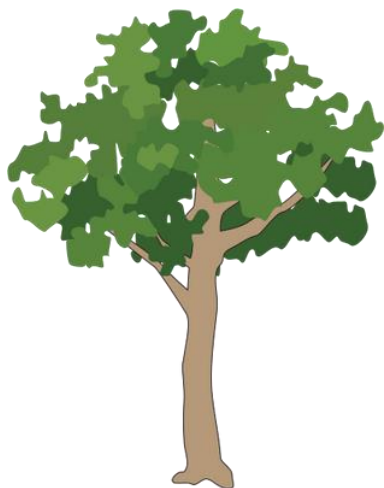
Head teacher



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About the School



Edith Cavell Primary School occupies a pleasant position in Manton Lane, Bedford, and is surrounded by grass and trees.

Its situation enables everyone to enjoy the advantages of being close to the centre of Bedford, with easy commuting links and all the facilities a town centre can offer.

Edith Cavell Primary School was purpose-built in 1974. The main building is well maintained and spacious, and is divided into seven classrooms, an eighth classroom is housed in a separate building and a new three classroom block was completed in May 2017 to accommodate Year 5 and 6 pupils. Each classroom is well resourced to meet the needs of the children and to allow them to be independent in finding their own resources.

There are three Key Stage 1 classes called Emerald, Jade and Aquamarines, two Lower Key Stage 2 classes called Ruby and Garnet and three Upper Key Stage 2 classes called Pearl, Opal and Quartz. Amber and Little Treasures are two very large, recently refurbished classrooms that cater for the more physical activities that are undertaken by our 'Foundation Stage' children aged from 3 – 5 years.

Each unit also has its own adjacent cloakroom and toilets. There is plenty of additional floor space for children to work individually or as a group with specific table arrangements. The school has a good reputation for working with children who have special educational needs.

In addition to the school's classrooms we have a large hall which is used for collective worship, lunch, physical activities and the variety of concerts and parental meetings which the school holds throughout the year.

There are lots of opportunities for children and staff to work together productively and co-operatively.

During the school day, the school is a secure unit and the only entrance is via the main front entrance. At the beginning and the end of the school day, the two gates on to Slade Walk are opened and parents and carers can access the playgrounds to collect children and walk all around the main school building to access the main entrance and school office.

The school has two cycle shelters. One on the Key Stage 2 playground and one by the Key Stage 1 playground, close to the gate to Slade Walk. Children are encouraged to walk, cycle or scooter to school as part of a healthy life style. Bikes and scooters should not be ridden within the school grounds for the safety of all accessing the site.



EDITH CAVELL PRIMARY SCHOOL

Ambitious, Achieving, Nurturing

Vision

At Edith Cavell Primary School, the staff, governors and parents are committed to providing a happy, ambitious and stimulating environment. All learners are nurtured to achieve their full potential and develop a love and enthusiasm for lifelong learning.

High expectation within a progressive, stimulating and enriching curriculum ensures all learners are safe, valued and diversity is celebrated. Therefore, Learning is Fun!

Children's Statement

- ◆ Learning is fun

Aims

- ◆ Provide an enriched and challenging curriculum, with an emphasis on securing basic skills and a passion for learning.
- ◆ Excellent teaching and learning
- ◆ Target potential by challenging expectations of achievement
- ◆ Raising standards and reflecting our high expectations through an exciting, challenging and happy learning environment
- ◆ Create a supportive ethos which is tangible to those who enter the school

Values

The core values that a school implicitly displays in its day to day activities and explicitly model, teach and reinforce are the standards that underpin the ethos of the school to benefit and develop the whole school community.

With a true partnership between parents, children, staff and governors these values are promoted and upheld. The core values that underpin the ethos of Edith Cavell are:

- Respect
- Honesty
- Trust
- Care
- Tolerance
- Responsibility



Early Years Foundation Stage



Nursery and Reception Information

Early Years
Foundation Stage

Our aim

To offer all children a stimulating, safe and secure environment in which they can explore, develop and progress to fulfil their potential. All successes will be celebrated and clear, high expectations set. When children leave the Foundation Stage at Edith Cavell Primary School, they will be happy, motivated, confident and determined learners. They will have enjoyed learning and have a huge desire to want to learn more. The children will feel proud of something every day.

A Partnership

As your child enters the school a unique relationship blossoms where home and school are working together in a true partnership to stimulate, challenge and support your child to learn every day. With honest communication between home and school, we can work together to ensure that your child develops and learns new skills and knowledge that form the secure foundations of their learning journey through primary school and on into the rest of their life.

As a parent you are the most important person in your child's life and we can learn lots from the things your child says and does at home. Nothing is irrelevant! We want to hear about the learning, achievements and setbacks that happen at home. We will equally share the successes and challenges that occur in school.

Expectations

What you can expect from us?

- Keep your child safe, respected and cared for.
- Develop your whole child, meet their individual needs.
- To know and understand your individual child.
- High expectations of behaviour and progress.
- Keeping you up to date with your child's progress.
- For your child to enjoy school and love learning.

What do we expect?

- Children in school and collected from school on time.
- Children to be prepared for the day ahead.
- Look in your child's book bag daily and read the letters and/or read emails from school
- To come along to parent information meetings/events.
- For you to read to and hear your child read daily.
- Name all clothing!



EYFS

Key Person

Every child in the Early Years Foundation Stage is legally required to have a Key Worker. Your child's key worker will be Mrs. Wibberley for reception and Miss Cherry for Nursery. They will welcome and release your child every day and lead their group time learning activities.

It is the Key Workers job to make sure that your child is happy and achieving. They observe your child's play, write notes, assess and promote learning in accordance with the Development Matters Steps. This is available for you to view at any time. Assessments are also made on an online journal 'Tapestry'. Once you have completed the necessary parental agreement forms you will be able to access this journal and also add photos and comments about your child's experiences out of school. This form of ongoing assessment is how we learn about your child, their needs, wants and interests. This helps us to plan appropriate, motivating experiences in order for your child to make their next steps.

Key workers are supported by the other staff in Reception and Nursery.

If you have any concerns about your child or have any changes in home life that you need to discuss then the Key Worker is the person you should see in the first instance.

The Curriculum

There are 7 areas of learning broken down into prime areas and specific areas.

The 3 prime areas are:

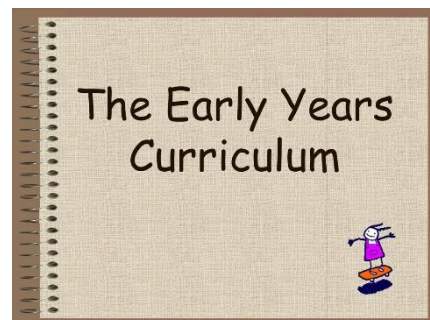
- Personal, Social and Emotional Development,
- Physical Development and
- Communication and Language.

The prime areas are skills that the children need to be proficient in before fully accessing the specific areas.

The 4 specific areas are:

- Literacy,
- Maths,
- Understanding the World and
- Expressive Arts and Design.

Within these areas there are 17 Early Learning Goals that your child will be working towards.



Play is underpinned in everything we do in our Foundation Stage classes, if children enjoy and make choices, they will learn. We have a huge range of activities that are available all of the time, this means that children can re-enforce and revisit activities at any time at different levels. We try and keep disruption to play to a minimum. The staff are very skilled at playing with your children and thinking on their feet to get the most from the children in their play.

All children will be given the opportunity to play outside every day, whatever the weather. It is important that the children dress appropriately with a warm, waterproof coat in the winter and a sun hat and wear sun cream to school in the summer.

Children get wet, muddy and messy when they play outside. We provide waterproof clothes and ask you to provide Wellington Boots. We teach the children to minimise how messy they get and they do get better at it but it is part of the learning and development. We believe that playing outdoors is an essential component of young children's learning and development. Children must be able to experience the world around them in order to make useful meaning of it. If a child is particularly wet, they can get changed into their spare clothes. Getting wet does not cause us to catch a cold. If the cold virus is around, we will pick it up regardless of whether we are wet or dry.



We value play and believe that children need to explore things in order to make sense of things at a later stage. It is not always best to show a child how to make a perfect picture, often the learning is in trying different techniques and learning for yourself what works best, with the right support to explore this from an adult. We offer the children resources, time and ideas to support their learning at their own level.

We ask that children do not bring in their own toys from home and encourage you to establish and maintain this expectation.

The children will visit the library once a week and can borrow one book at a time. It is important for your child to be read to regularly, discussing stories, and to see you reading.



Children make progress in all of the areas of learning through the play activities we offer. Staff carefully monitor your child's progress through observations.

Young children often repeat the same activity on a daily basis, don't worry, your child can access every area of learning and any of the activities we offer. Children can learn so much from the activity of their choice and learning takes place when your child is relaxed and happy with where they are. The staff are all trained and experienced to take the learning to your child no matter what their preferred activity. For example, if a child is always in the sand and they need support with their maths, we may hide things in the sand and count them as they are discovered, build sandcastles and count, how many can they make in 1 minute, what if we use a smaller bucket, etc.

Staff carefully plan learning opportunities to make sure the children are being offered learning opportunities whilst still having fun and making choices. All planning is informed by our observations of the children, what they enjoy, what they need and how we can offer this to them.

Your child is learning all the time so you are a huge part of assessing your child. If you feel that your child is meeting part of a goal, write a proud cloud slip and let us know or add it to Tapestry (the online journal). Children often behave very differently at home and will show you things that we do not see in school.

In the Reception year the staff formally assess your child against the 17 Early Learning Goals. If your child is not fully meeting the goal they are awarded a score of 1. If they are meeting the goal they are awarded a score of 2. Your child's score will be on their report.

Uniform

Nursery

Children are to wear clothes that are not their 'best' as they may get covered with water, rain, sand or just very dirty with paint or glue. They are to bring in wellies, spare underwear, socks and a set of clothes and **make sure that everything is clearly labelled with your child's name**. This can be kept on your child's peg until it is needed! This is required even if your child is very good at using the toilet; even the driest children can have an accident when they are absorbed in something exciting.

Reception

- Blue Edith Cavell logo sweatshirt/cardigan (available from the school office)
- White polo shirt
- Grey trousers/skirts/shorts/
- Summer dresses (blue/white checked in the Summer Term)
- Spare underwear
- Black sensible shoes – NOT trainers
- Book bag - Reading book and Reading Record
- Water bottle
- Named Wellington Boots
- PE Kit (black shorts, white t shirt, trainers/plimsolls)
- **Healthy** snack – optional
- Packed lunch – optional
- Coat/sun hat etc. as appropriate for the weather



Uniform is available to order from the school office, with delivery each half term and second hand uniform is available to buy from the school PTA.

Please put your children in sensible footwear, no long boots or trainers. The children have access to outdoors no matter what the weather. They need to run, climb, ride bikes and trikes. They must be able to take them on and off independently!

Please make sure that **all items of clothing etc. are clearly labelled with your child's name.**

Children should not wear jewellery unless it is of religious significance. If your child's ears are pierced, please wear studs only. Please remove jewellery on PE days.

Drop off and pick up times – please be prompt!

Little Treasures Nursery – drop off – access via the front of the school, walk round to the door in the outside play area.

Little Treasures Nursery – pick up – children will be called and released when we can see you. Wait in the main playground outside the door.

Pick Up - If someone else is collecting your child you need to make us aware otherwise your child will not be allowed to leave school.

We are always on the lookout for donations of regularly used items including: A box of tissues, roll of masking tape/sticky tape, Blu-tak and a stick of glue. These donations really help us to use our budget for the children's education, not consumables. Please look out for the wish list on the window. If you could put one item in your shopping basket per half term it will really help.

Other Information

- If your child is absent, please call us every day.
- If they have a sickness bug, they cannot return until **48 hours** after the last bout of sickness or diarrhoea.
- We can only give medicine in school if it has been prescribed by a doctor **4 times a day.**
- Holidays must not be taken during term time; your child will have an unauthorised absence if you take them out. (From Reception onwards).
- Due to the small size and safety of all staff, children and parents, you are not permitted to park in the car park at any time.
- Regular attendance is very important in both Nursery and Reception to develop good patterns and habits for the rest of their school life as well as accessing all the learning opportunities available at school. If your child only has 95% attendance for the year it equates to half a day absence per week. If they only have 90% attendance, it equates to one day a week absence per year. Would your boss be happy at that level of attendance?

Attendance Matters!



Every Student, Every School, Every Day

Quick checklist

Nursery/Reception:

- Spare clothing – including underwear
- Named Wellington Boots
- Uniform/clothes they can fasten up themselves
- Sensible shoes that they can fasten on their own
- No jewellery or toys in school
- Coat, sun hat etc appropriate to the weather

Reception:

- PE kit, black shorts, white t shirt and plimsolls/trainers
- Book bag
- Water bottle
- Healthy snack (Optional)
- Packed lunch (Optional) all reception children are entitled to Free School Meals

How can you help now?

Learning

- Have conversations with your child. This may sound obvious but it is probably the most valuable thing you can do.
- Read stories together every day. Look at the pictures and talk about the story.
- Sing songs and nursery rhymes, including number rhymes. Make up your own rhymes using your child's name.
- Get out and about and have fun!
- Count as you do things, look at numbers in the environment.
- Draw lines from top to bottom, circles starting from the top in anti-clockwise direction.
- If you start the alphabet or name writing make sure it is sounds not names and lower case letters, not capitals! (a – “ah” not “ay” and a not A.)
- Limit time on electrical devices so that your child can pay attention in other ways and concentrate other than when looking at a screen

Preparation for starting school

- Bring them to the open afternoon for their first school visit
- Book a home visit if you didn't have one in Nursery.
- Make sure your child knows what to expect from 'big' school but don't oversell it!
- Involve your child in buying uniform, lunch box, shoes etc.
- Reassure them that they can tell the staff anything and they will help.
- Talk about the school's Golden Rules.(On page 25)
- Make sure you know where to drop off and collect before the big day.
- Label all their things and show them where the label is/what it looks like so they know what to look for.
- Teach them to go to the toilet independently.
- Teach them to dress and undress themselves.



Reception to Year 6 Information



The School Day

8.45am	Parents and carers can meet with teachers and are welcome to join in reading time in the classrooms on Fridays
8.55am	Bell rings for registration time
9.10am	Celebration Assembly - Friday's Only
10.25am	Assembly- Monday - Thursday
10.45am	Morning break
11.00am	End of break
12.00pm	Lunchtime for EYFS
12.10pm	Lunchtime for Key Stage 1
12.20pm	Lunchtime for Lower Key Stage 2
12.30pm	Lunchtime for Upper Key Stage 2
1.20pm	Afternoon school begins for EYFS, Key Stage 1 and Lower Key Stage 2
1.30pm	Afternoon school begins for Upper Key Stage 2
3.30pm	The school day ends for EYFS, Key Stage 1 and Lower Key Stage 2 and children are collected from the classrooms.
3.40pm	The school day ends for UKS2 and the children are dismissed from their classrooms to make their own way home.

The National Curriculum

The Foundation Stage and National Curriculum specified four Key Stages (KS) in relation to the period of compulsory schooling (from 5-16 years old).

Foundation Stage - Age 3-5

National Curriculum

Key Stage 1	-	Age 5-7
Key Stage 2	-	Age 7-11
Key Stage 3	-	Age 11-14
Key Stage 4	-	Age 14-17



Early years staff in the Foundation Stage classes plan and deliver learning and teaching with reference to the Guidance for the Early Years Foundation Stage of education and Development Matters for children aged between 3 and 5.

The National Curriculum consists of Core Subjects and Foundation Subjects, all of which are legally required from Year 1.

The three Core Subjects are:

- English,
- Maths,
- Science

The Foundation subjects for children of Primary School age are

- History
- Geography
- Computing
- Music
- Art
- Design Technology
- Physical Education and
- Personal, Health, Social Education (PHSE).

French is taught as a Modern Foreign Language in Key Stage 2.

Religious Education is also taught in addition to the National Curriculum.

Subjects are taught and timetabled independently, but where there are clear thematic links between subjects we connect learning and consider how subjects relate to each other.

In September 2017, Edith Cavell started the journey to becoming a full primary school where children complete the whole of Key Stage 2 before moving on to a secondary school to complete Key Stage 3 and 4. Now any child joining the school will be able to remain at Edith Cavell for the whole of their primary education. For children leaving Edith Cavell after Year 6, parents will, through the admissions arrangements, be able to choose the secondary school that best suits the needs of their child.

Curriculum Overview

Curriculum Intent

Edith Cavell is a happy, positive and inclusive school, where diversity is celebrated, high expectations and a distinctive curriculum enables all children to thrive, develop a thirst for knowledge and a lifelong love of learning.

Through providing an environment where children feel safe, valued and respected we ensure each child has access to our carefully designed curriculum so that they have opportunities to experience successes and make mistakes that develop resilience, deepen understanding and prepare them for life in the 21st Century.

Our curriculum has been designed to encourage experiential learning opportunities within and beyond the classroom. Through providing these experiences children have the opportunity to:-

- Access experiences regardless of family circumstance, culture, SEND or language barriers
- Celebrate and share achievements in assemblies and with the wider school community
- Actively participate in inter and intra school sporting competitions and tournaments
- Attend numerous educational visits each academic year to museums and places of interest to develop cultural capital
- Attend residential visits in Year 4 and 5
- Attend performances, lectures, sporting opportunities and technology events facilitated by local independent schools.
- Understand the democratic process by participating in decision making through the school council, behaviour team, sports council
- Participate in music concerts – individual music lessons and singing
- Adopt healthy lifestyles and develop good mental health –
- Access a range of after school clubs and activities
- Take part in Bikeability schemes
- Access a Learning Mentor to support good mental health and reduce barriers to learning
- Develop an awareness of economic, social and environmental responsibility through fundraising for a range of charities across the year.



The Edith Cavell Curriculum – What are we trying to achieve?

At Edith Cavell we are committed to providing an enriched and challenging curriculum, with an emphasis on securing lifelong basic skills and a passion for learning. We target potential by challenging expectations of achievement and create a supportive ethos which is tangible to those who enter the school. Through excellent teaching and learning that delivers a broad, balanced and relevant curriculum, we equip our children with the transferable skills, knowledge and self-confidence that are the secure foundations of learning on which the building blocks of future study and scholarship can be built.

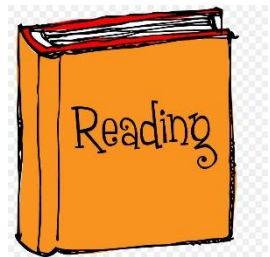
Our ethos of hard work, courtesy and personal responsibility (good behaviour) team hand in hand with our commitment to furnishing our children with the core values of respect, honesty and tolerance that permeate all aspects of the curriculum along with the skills of creativity, resilience, and independent thinking.

Our curriculum promotes British Values and can be adapted to respond to children's interests and questions as well as local and national events thus enabling us to raise standards and reflect our high expectations through an exciting, challenging and happy learning environment.

The Core Subjects

English

Reading: Principle aim



At Edith Cavell Primary School, we want to enable all children to develop a love and appreciation of reading, and to become fluent and confident readers. Furthermore, we want to help them recognise that reading is a lifelong skill and one that is essential to access learning throughout their lives.

Early Years Foundation Stage & Key Stage One

Throughout the EYFS and KS1 children are read to regularly as this helps them learn how books 'work' and develops familiarity with written forms of language. To read texts with greater accuracy and understanding, pupils are taught to use a range of strategies in independent and guided reading which include:

- Segmenting and blending phonemes in words
- Identifying syllables in words
- Recognising words with common spelling patterns
- Recognising key words and other familiar words
- Using picture clues
- Using punctuation to help them make sense of the text
- Re-reading a word or sentence and drawing on contextual clues to support their understanding
- Using their knowledge of word conventions, structure, sequence and presentation
- Encouraging book talk, expressing their opinion and preference with reasons, and predicting what might happen.

Phonics

We use Sounds Write phonics across the school in a daily focused session across Reception, Key Stage 1 and in Key Stage 2 where required. Children are taught in small groups and it is taught according to the stage they are at, not the age of the child. Children will be taught to read and spell accurately through their understanding of the sound and spelling system.



Accelerated Reader

As the children master the use of their phonics skills and become more confident readers, they will move on to the Accelerated Reader programme.

Accelerated Reader is a national program used to assist in the improvement of pupils' reading abilities and their comprehension of what they read. Our reading books are organised in to numerical ranges and after each book a child has read, they complete an online quiz to assess their comprehension of what they have read. Each term, each child uses a computer-based vocabulary test called the STAR test that adjusts while the pupil is taking the test to their individual reading level.

Statistics show that the more a child reads, the higher their performance is in all subject areas.



Key Stage 2

In KS2 children are taught reading through whole class shared reading and small group reading, where children are supported to answer more complex higher-order questions about a text, for example inference and deduction. As part of our 'text-based' English curriculum, texts are often linked to other areas of the curriculum and feed into writing tasks.

Writing: Principle aim

At Edith Cavell Primary School, we want to enable all children to be confident and competent writers. We expose children to a wide range of genres to develop their understanding and skills to write for different purposes. We aim to keep the learning fun and relevant, giving the writing a real purpose.

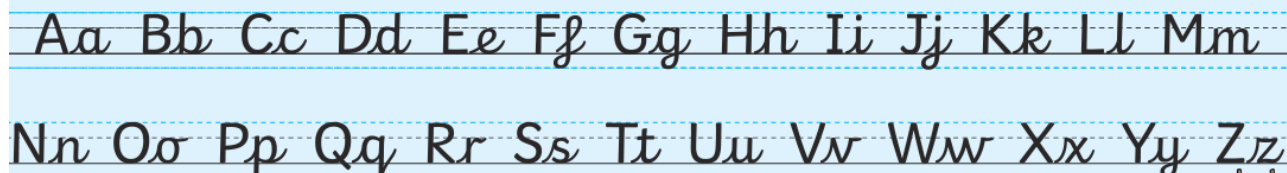
Across the School

Our children are given many opportunities across the whole curriculum to write for a variety of purposes. This includes fiction, non-fiction, poetry, instruction, play writing, letter writing etc. Children are involved in marking their own work and given supportive feedback after their writing so that they can improve their skills further. The children are aware of their next steps in writing and are supported on a daily basis to make progress towards these next steps.

Handwriting

We recognise the importance of good handwriting and all classes learn the same formation of each letter. We teach a continuous cursive script. The children learn to join up their handwriting from Year 1. It is essential that children are taught the correct letter formation and that errors are picked up and corrected early so they do not hamper pupil's later progress.

How to Write Continuous Cursive Letters



Speaking & Listening: Principle Aims:

To enable children to become confident speakers expressing accurately their feelings, observations and understanding. To help the children become sympathetic listeners able to reflect upon what they have heard in a variety of contexts.

Speaking and listening skills are encouraged from the outset. It is essential that our children are good communicators and listen well to other children and adults alike. We give many opportunities for children to work together with partners and small groups to achieve this.

Mathematics

We aim to provide our children with rich, enjoyable and practical experiences in Mathematical education.

We aim for the children to:

- Become fluent in the fundamentals of mathematics, developing conceptual understanding and the ability to recall and apply knowledge rapidly and accurately
- Reason mathematically and talk about their findings and learning using mathematical language
- Solve problems by applying their mathematics to a variety of problems with increasing sophistication and persevering in seeking solutions.



Mathematics is presented in a stimulating and interesting way using a wide variety of materials, practical activities and resources to develop a sound understanding in all areas of the mathematic curriculum. Development in children's confidence and enjoyment, and their ability to apply mathematical skills and concepts in the world around them, is an integral part of the daily mathematics lesson.

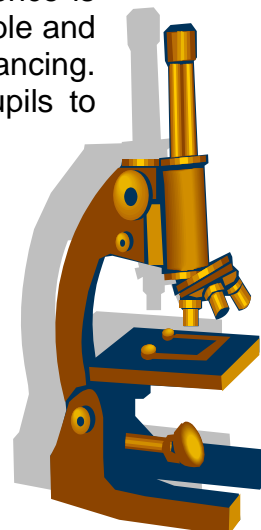
Mathematics is about the world around us. Children use the skills and understanding that they learn in Mathematics lessons to make sense of today's world and prepare for the future. The children discover, patterns in numbers, and look at shape, space and measure and ways to handle data so that they are equipped with the ability to tackle everyday problems as they arise.

The children use and apply their knowledge which they have gained through games, practical investigations, application and experiences. Talk is important to confirm their knowledge and understanding. All these experiences are powerful tools that engage children and encourage them to think in a mathematical way, allowing them to become confident Mathematicians. By providing the children with challenging activities, we allow them to explore this fascinating subject and gain understanding as well as the facts and skills.

Science

The need to gain a greater understanding of the key concepts of Science is becoming ever greater in a world which is seeking to be more sustainable and environmentally friendly, and in which technologies are rapidly advancing. Within our Science curriculum we provide many opportunities for pupils to explore both the natural and man-made world in which we live.

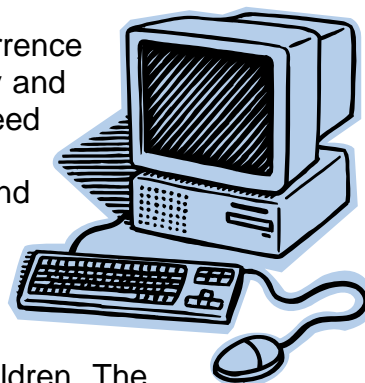
Children are naturally inquisitive, exploring the world around them from a very early age. They do this in practical ways by interacting with their physical environment. In Science we encourage children to explore their ideas, observe their effects, develop new ideas and then test them. Children work on a variety of activities designed to develop their knowledge and understanding of life processes and living things, materials and their properties and physical processes. Their understanding is challenged through guidance, practical activities and teaching which extends their knowledge and investigative skills progressively.



The Foundation Subjects

Computing

The use of devices that connect to the internet is a daily occurrence and integral to everyday life. Safe use of devices, technology and the internet are fundamental and vital skills that all children need to ensure their own safety and effective use of technology. Children are taught computing skills using laptops, tablets and interactive whiteboards that are available on a daily basis in each classroom to each child. Computing skills are reinforced and applied in other subjects when using devices to support learning across the curriculum, therefore we ensure that learning is fun, visually interesting and interactive for the children. The experiences gained also prepare children for the ever-growing, widespread use of different technology in the 'every day' world.



History

Children are interested in the world around them and are keen to learn about days gone by. The study of History makes a valuable contribution to their understanding of all aspects of life giving a sense of identity and heritage.

The History curriculum is planned to achieve a balance between chronological understanding, knowledge and understanding of events, people and changes, historical interpretation and historical enquiry.

Geography

Geography is concerned with the study of places, the human and physical processes that shape them, and the people who live in them.

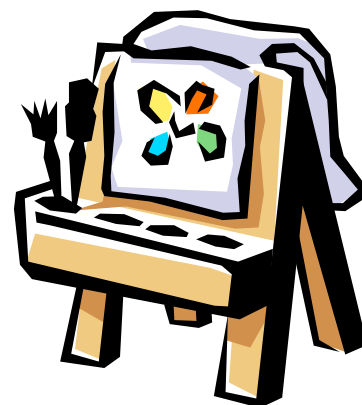
There is a planned balance between geographical enquiry and skills, place and location and environment within our Geography curriculum.



There are also wonderful opportunities for experts to visit the school and/ or educational trips to engage the children and make the teaching of History and Geography come alive.

Art

We encourage our pupils through art to stimulate creativity and imagination. Our curriculum provides opportunities for visual, tactile and sensory experiences and a special way of understanding and responding to the world. This enables children to communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes. Children learn to review their work and become confident to make changes in order to improve and develop their ideas.



They explore ideas and meanings through the work of artists and designers. Through learning about the roles and functions of art, they can explore the impact it has had on contemporary life and that of different times and cultures.

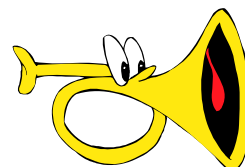
The appreciation and enjoyment of the children's work is valued in displays in classrooms and around the school.

Music

We encourage children to enjoy singing, composing and performing using different instruments and we provide all children with the opportunity to perform in front of an audience within and outside of school. The children learn musical skills such as composing, improvising, listening and analysing, to encourage a curiosity for the subject as well as developing an understanding of all genres of Music.

We have a range of musical equipment and all the children have the opportunity to participate in instrument lessons during their time at the school. A variety of instrument lessons are offered by peripatetic music teachers.

The children listen to a culturally rich variety of recorded and live music.



Physical Education

Edith Cavell Primary School recognises that Physical Education, experienced in a safe and supportive environment, is a unique and vital contributor to a pupil's physical development, well-being and overall education. It can teach the pupils, through purposeful experiences, to understand and value the benefits of participation in physical activity whilst at school and throughout life. A broad and balanced physical education curriculum is intended to facilitate the development of the pupil's body awareness, self-confidence and enjoyment of the activity. It is intended that pupils, irrespective of their innate ability, will enjoy success and achieve their full potential in P.E. The pupils are offered a wide range of extra-curricular sports activities as well as participation in numerous sporting events over the course of the school year.

Religious Education

The school follows the New Bedfordshire Agreed Syllabus for Religious Education (2018-2023). This seeks to develop knowledge and understanding of different faiths while valuing the children's own beliefs. Drama, music, art, and role-play are all used as teaching tools for RE. There is Collective Worship each day. This may be whole school, Key Stage or class based. Visitors, drama and storytelling form the focus of many of our assemblies. Both Christian and non-Christian festivals are celebrated throughout the year. Parents may withdraw their child from RE and/or Collective Worship. If you are considering this, please discuss the matter with the Head teacher.



Design Technology

We aim to teach Design Technology skills through practical experience, working with a range of materials both independently and during planned design and make tasks. From the Foundation Stage up to Year 6 children are encouraged to experiment with construction kits, sheet materials (card and papers), reclaimed materials (cereal boxes, yoghurt pots, etc), wood, textiles and food (healthy cooking is covered in each key stage including understanding seasonality and developing cooking techniques). This experience forms the background knowledge and engenders the skills needed to complete specific design and make projects as children move through the school. Children are always encouraged to design, make, improve and evaluate their work, which can be seen displayed attractively throughout the school.

Personal, Health and Social Education

Personal, Social and Health Education (PSHE) helps to give children the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens. The children raise money to support local and national charities. Children are encouraged to take part in a wide range of activities across the curriculum and to take on roles of responsibility within the school, developing their self-esteem, so they recognise their own worth, work well with others and become responsible for their own learning.

Modern Foreign Languages

Children begin exploring other languages from an early age. In EYFS and KS1 children are introduced to simple vocabulary such as hello, goodbye and thank you, in a range of languages. These languages are introduced through the sharing of languages and cultures of the children at our school. Children begin to learn French in year 3 and continue to do so until the end of year 6.

Speaking and listening skills are taught from the outset with a focus on pronunciation and understanding. The skills of reading and writing are introduced towards the end of year 4. Opportunities to practice what children have learnt in French are given throughout the day, for example, answering the register in French or the teacher giving classroom instructions in French. We use a variety of techniques to encourage the children to engage actively in the modern foreign language: these include games, role-play and songs.

Procedure for Complaints about Curriculum

The Local Authority has a procedure for dealing with complaints concerning curriculum or collective worship. Parents who have any complaint about either of these should in the first instance contact the Head teacher. If they then wish to fully embark upon the complaints procedure, the Head teacher will provide the necessary information on request.

Provision for children with Additional Needs

As an ambitious, achieving and nurturing school, Edith Cavell is fully inclusive and a place where every child has access to a broad balanced curriculum and where children with additional needs or who are vulnerable are taught alongside their peers.

We respect the fact that children:

- have different educational and behavioural needs and aspirations,
- require different strategies and approaches to learning,
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences.

The school recognises the importance of working in close partnership with parents and carers, the local community and other agencies to promote the well-being and independence of the learner and to enable them to participate fully in the community. Further information can be accessed from our website and from reading our Inclusion Policy.

Special Educational Needs and Disabilities (SEND)

Additional support is given according to pupil's individual needs and may take the form of support within the classroom, small group and individual personalised learning tasks.

The school supports vulnerable children with additional needs and has its own Inclusion Leader and SENCO Assistant who offer advice and support to teachers, parents and pupils.



More Able and Talented Pupils

At Edith Cavell Primary School, we aim to provide quality educational experiences in order to meet the individual needs of all our pupils. At our school children are 'More Able' if they significantly exceed age related expectations in academic subjects (such as English and Maths) and show natural and accelerated flair in non-academic subject areas such as art, dance, drama, science, music, general knowledge and PE.

Children's progress is then monitored carefully by the Inclusion Leader and Class Teachers every half term to make sure that each child is making the appropriate progress.

We aim to provide flexible provision, within an inclusive framework which sets out to provide appropriate teaching and learning opportunities for all pupils that helps to extend and challenge their skills and thirst for learning.

Our pupils will have the opportunity to be involved in enrichment activities with other local schools. They receive support in order to achieve their full potential and raise their aspirations and attainment by developing their ability to learn a range of core skills such as problem solving, creativity, task commitment, intellectual curiosity and specific talents.

Children with English as an Additional Language (EAL)

In our school all staff employ a variety of methods to help children who are learning English as an Additional Language. Children are supported within and outside the classroom to be able to access the curriculum at their level of understanding and staff work cohesively to develop children's understanding of spoken and written English.

We are fortunate to have a Learning Mentor who supports EAL children on a small group work basis or by supporting new to English children in their setting by modelling key conversational vocabulary, extending the use of vocabulary, completing barrier games, constructing sentences and other confidence boosting activities.

For children that are not specifically new to English, support is again offered through high quality first teaching and interventions that focuses more on sentence construction, verb tenses and vocabulary.

Class Organisation

The school is committed to keeping classes small. This is, however, always dependent upon the level of funding available. Each class has a class teacher who has overall pastoral and curricular responsibility for the children in his/ her care. From time to time children are taught by other teachers within school to share expertise and make the best possible use of the resources available. Classes are housed within units where common areas are made available to all children within that unit. Children are taught sometimes individually, sometimes in small groups and sometimes as a whole class.



Educational Visits and Journeys

We strongly believe that off-site activities can supplement and enrich the curriculum of the school by providing experiences which would otherwise be impossible. All off-site activities serve an educational purpose, enhancing and enriching our children's learning experiences.

We aim to ensure that any risks are managed and kept to a minimum, for the safety and health of all pupils at all times. Within these limits we seek to make our visits available to all pupils, and wherever possible to make them accessible to those with disabilities. The visits usually take place within the school day.

The aims of our off-site visits are to:

- Enhance curricular and recreational opportunities for our pupils.
- Provide a wider range of experiences for our pupils than could be provided on the school site alone.
- Promote the independence of our children as learners, and enable them to grow and develop in new learning environments.

Contributions requested to cover the cost of these activities are voluntary but a proposed outing which was not found to be financially viable would have to be cancelled.



Golden Rules

The school has a clear behaviour code, based upon Jenny Mosley's 'Golden Rules' to support its policy on behaviour and as a school we actively follow the Equality Act of 2010 meaning that we will not unlawfully discriminate against pupils because of their sex, race, disability, religion or belief and sexual orientation. This is known by all members of the school community, constantly referred to and consistently enforced by staff.

We are gentle – we don't hurt others

We are kind and helpful – we don't hurt anybody's feelings

We listen – we don't interrupt

We are honest – we don't cover up the truth

We work hard – we don't waste our own or others' time

We look after property - we don't waste or damage things



The Golden Rules are built on common sense and reflect the needs and well-being of everybody in school. Teachers and children also create their own classroom 'Code of Conduct' which defines the rules that always apply in their own room.

It is important to remember that children bring to school a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills. At school **all** staff must work together to ensure that Rewards and Sanctions are applied fairly and consistently – the Golden Rules form the corner stone of the reward/sanction system and are displayed throughout the school.

It is important that routines and Golden Rules are not mixed i.e. walking in school is an expectation/routine, *not* a Golden Rule. If children keep to the Golden Rules, then they are praised/rewarded.

We recognise that there will be children who need a personalised approach to their specific behavioural needs. In some cases, this will mean that the sanctions, stages and rewards are not the most appropriate means of dealing with their behaviour and other programmes of intervention and support may be used in conjunction with external agencies. Particular support programmes will be shared with appropriate staff.

The Use of Sanctions

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

Wherever possible, sanctions should be constructive and immediate, following appropriate and adequate warning. Sanctions may involve one or more of the following:

- Sanction steps – appropriate to each key stage and the age of the children. Each class displays a set of steps that show the escalation of sanctions if inappropriate behaviour continues.
- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
- If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly they will miss their part or all of their 'Special Reward Time'. Teachers may also send their children to other teachers and to another class.

- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
- If a child threatens, hurts or bullies another child, the class teacher records the incident and the child is appropriately reprimanded. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.
- Loss of privilege –
 - 1) Staying in to work at playtime or lunchtime under supervision
 - 2) Being asked to complete work at lunchtime
 - 3) Loss of Special Reward Time
 - 4) Removal from school based treats e.g. theatre groups
 - 5) Lunchtime detention
 - 6) Non- attendance on school visits

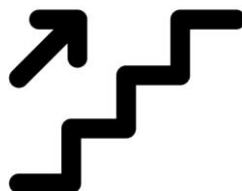
Occasionally, children fall out with one another because that is what children do. We have set procedures for dealing with this situation which everyone in the school – adults and children – is aware of and expected to follow. The Golden Rules says 'We are gentle' but sometimes rules get broken for a variety of reasons.

If your child is deliberately hit, kicked or teased then he or she should try to walk away in the first instance, and then go and tell the adult on duty.

By doing this the adult can immediately sort out the situation and prevent it developing further, by talking about being unkind etc. to the children involved.

We therefore ask you not to tell you child to 'stick up for themselves' or to 'do the same back' but to encourage them to follow the guidelines set out above.

We have found this to be a most successful way of operating and we do expect all parents to support this approach in our school. Should any child continually pose a problem to other children, the parents of that child will be invited to come into school to discuss the matter and to work with the school to prevent any further problems.



Attendance and Absence from School

We are required by law to keep comprehensive records relating to absence and to report to you at the end of each school year the number of unauthorised absences your child has had. It is therefore absolutely essential if your child is absent that you let us know the reason on **day one** of absence. ***Daily contact with the school during your child's absence is required so we can update our records.***

Good attendance at school enables children to fully participate in all learning opportunities offered at school and as such appointments, such as dentist, optician, doctors or other appointments should be made outside school times. In emergency situations this is not always possible, but parents are expected to make every effort to make appointments outside the school day.

The Statutory Instruments (number 756) governing leave of absence for the purpose of a holiday were significantly tightened and took effect in September 2013. These Statutory instruments removed the right to request leave for absence for the purpose of a holiday, except in exceptional circumstances.

Any requests for leave of absence must be made in advance of the requested leave of absence. If the child has poor attendance, the child is often late for school, the request is around assessment periods or it is a second request in one academic year the request will not be authorised.

All requests for leave of absence will be considered by the Head teacher.

Where a leave of absence is not granted, and the holiday in term time is taken this will be noted on the child's file. If a second leave of absence is requested in the same or subsequent years, not authorised, but still taken, a fixed penalty notice will be issued by the Educational Welfare Office when that child returns to school. When a leave of absence has not been requested but a holiday is still taken in term time a fixed penalty notice will be issued by the Educational Welfare Office when that child returns to school. When a child does not return to school after a school holiday period due to extension of holiday arrangements, a fixed penalty notice will be issued by the Educational Welfare Office when that child returns to school.

Should your child's attendance fall below acceptable levels, this will be brought to your attention and you may be asked to attend a meeting with the Head teacher. If your child's attendance continues to be below acceptable levels, then a referral will be made to the Education Welfare Officer and you may receive a Fixed Penalty Notice fine.



Arrival and Departure

Children can arrive at school from 8.45am and on Friday mornings you are welcome to come into the classroom for open reading time where you can read a book with your child. The school cannot accept responsibility for children who arrive before 8.45am and parents of children in years' reception to Year 4 must supervise their own children before this time. Children in Year 5 and 6 should not arrive at school before 8.35am. We do ask that children arrive at school on time so that everyone gets a calm and efficient start to the day. Any child arriving at school after 8.55am must enter school via the main entrance and sign in at the school office.

Children in Year 4 and below should always be met from school at the end of the day, and will not be allowed to leave the presence of a member of staff until an appropriate adult has collected them. Year 5 and 6 children will be dismissed from their classrooms at the end of the school day without an adult being present to collect them. Any change to normal arrangements should be brought to the attention of the class teacher or communicated to the school office if arrangements change during the school day.

Lunch Arrangements

Caterlink provide hot school meals at the school. They provide a balanced meal that includes a meat and vegetarian main meal option, a sweet or portion of fruit and a piece of bread. A three-week menu is in operation a copy of which can be obtained from the kitchen or the school web site. Please let us know if your child has any special dietary needs.

Caterlink operate a strict no debt policy and all school meals must be paid for in advance.

All children in Reception and Key Stage 1 are entitled to a Universal Free School Meal (September 2019). This is a government initiative to promote healthy eating in school and encourage children to have healthy life styles.

We encourage children to eat healthily and encourage them to try small quantities of new food to extend their diet. The children may bring a packed lunch from home if preferred, but sweets are not permitted at all. **Nut based foods e.g. Peanut butter, some cereal bars are not permitted in school.**

During the whole of the lunch period the children are in the care of a team of lunch-time supervisors who support and engage the children while in the dining hall and through play activities before and after their lunch. These supervisors are under the direction of the Head teacher and we expect the children to treat them with the same courtesy and respect as they would any other adult in the school.



Car Parking

The school car park is **not** available for parental use at the beginning and end of the school day. There is only room for staff and visitors to the school. There are some parking spaces on Manton Lane near the school and we ask parents to respect the zigzag lines and bus stops painted outside the school – they are there to ensure all the children's safety. Parents using cars to drop off and pick up from school should use Turner Way. Please be considerate of our neighbours and park responsibly.

Records



Please keep us informed of any developments such as changes of addresses or telephone numbers so that school office can keep its records of personal information accurate and up to date

Medication

Children must not be in possession of any medication themselves. If your child needs to take medication during school time, please see the school office so that procedures can be explained and an Indemnity Form signed. Medicines will only be given in school if they are prescribed by the doctor to be given **4 times daily**. They must be handed to the office by an adult in the original container issued by the pharmacist and **clearly labelled with the child's name**. They must then be collected at the end of the school day to an adult.



Parent Pay

We are on our journey to become a cashless school.

We encourage parents to sign up to our online payment system Parent Pay. Parent Pay enables you to pay for wraparound care clubs, trips, charity donations, uniform and dinner money. Login details are provided when your child/ren starts with us.



Uniform

Children are expected to wear the school's uniform. Uniform is based on the school's three colours – blue, grey and white. **All clothes must be clearly named.**

Trousers, skirts, pinafores	Grey
Cardigans, pullovers with school logo	Royal Blue available from school
Shirts and blouses	White
Polo shirts	Plain white
Summer Dresses	Blue and White check

Black sensible shoes, not trainers or fashion shoes, are required for both boys and girls (NO tall heels or long boots please).

White T-shirts and black shorts and plimsolls that fit are needed for PE, Games and Movement.



First Aid



Should your child require first aid treatment during the day, this will be provided by one of our qualified first aiders. Cuts and grazes are cleaned with non-alcohol antiseptic wipes and plasters applied where needed. If your child has an allergy to either of these, or anything else, please inform the school. If we feel your child requires further attention, we will inform you and ask you to collect them if necessary.

Suntan Lotion

If the weather is very sunny children can apply suntan lotion themselves. If parents would like their child to do this, they need to train their child and also make sure that the suntan lotion is named and given to the teacher who will give it to the child at the appropriate time. However, some suntan lotions do last eight hours and can be applied by parents before school.

Links with Parents

At Edith Cavell we believe that regular contact between parents and school (and vice versa) is vital for the effective development of the child. With this in mind, there are regular opportunities for parents, teachers and children to get together and evaluate progress and share in those developments. Such as:

- Consultation Appointments – where parents and teachers discuss achievement.
- Curriculum Evenings – to discuss how we do things and why.
- Newsletter – which goes home regularly to keep you informed of decisions, events etc.
- Helping in School – with activities as varied as technology, reading and discussions.
- Workshops – parents, children and staff working together.
- Bringing and collecting children from school – an opportunity for discussion, choosing a reading book etc.

As parents we would ask that you try to support the school in all it tries to do. You can help by ensuring that your child arrives at school on time every day – alert, in uniform and ready to learn. By taking an active interest in your child's progress and supporting the discipline practised by the school, you can help your child mature into a well-rounded and self-controlled person.

Should you require a special time to talk to your child's teacher or to the Head teacher, please write or telephone the school to arrange a mutually convenient time.

How do we make sure our pupils are healthy, safe and well-supported?

Children are timetabled for two hours PE every week and enjoy a range of sports clubs. Playground buddies and staff encourage children to participate in active play and the site is well maintained; risk assessments ensure safety.

Children are encouraged to eat healthily, they eat free fruit when young; have healthy eating lessons and special activity days. Children drink water in class. Our school nurse works proactively with children and parents. Our child protection and safer recruiting procedures are rigorous.

Children regularly review their class code of conduct which is linked to our class reward systems and all incidents of bullying and racism are recorded and action taken.

Friends of Edith Cavell – FoEC

The Friends of Edith Cavell (FoEC) are a group who fundraise for the school so that they can provide equipment, activities and experiences which could not otherwise be provided from a normal school budget. When your child joins the school you automatically become a member of the friends (FOEC).

FoEC run fun activities and events to raise money throughout the year including cake sales, Lego club, fayres and discos etc. Support with helping organise events, supporting at fundraisers or just making donations are always welcome.

Please keep an eye out for posters, flyers and emails advertising meetings and events.

LEAP Community Trust

Livingstone, Edith Cavell and Priory Primary Schools

We are part of the LEaP Trust Community Cohesion Trust which is a charitable, not for profit Trust. The principal purpose of the Trust will be to support the continued success and progress of the school in terms of academic achievement and an understanding that this can only be attained if we also cater successfully for the emotional and physical needs of pupils, parents, staff and local community.

Aims and Values

Edith Cavell Primary School, Livingstone Primary School and Priory School firmly believe that working in partnership offers our schools the best way to build capacity to serve our children and communities. We wish to harness the knowledge of our partners who can support us in our aim to develop community cohesion, and in achieving our aims:

- To achieve the highest standards of achievement and progress for the children in our care.
- To become a hub for community learning, development and opportunity.
- To maximise the use of all existing resources and, through our influential partners in the Trust, transform learning and increase the range of opportunities available.
- To positively change the educational experience of all children in our schools, resulting in their horizons being broadened.
- To help children to learn to understand others, to value diversity whilst also promoting shared values.
- To increase access to governors with a range of knowledge, skills and experience.

The Governing Body

Mrs G Bishop	Co-opted Governor (Chair)
Mr J Leahy	Co-opted Governor
Miss H Cooke	Staff Governor (Headteacher)
Mrs L Stanton	Co-opted Governor
Mrs S Dennis	Staff Governor
Mr A Hindhaugh	Co-opted Governor
Mrs A Duddleston	Parent Governor (Vice Chair)
Mr D Lowe	Parent Governor
Mrs J Balaam	Parent Governor
Mrs L Barnicoat	Clerk to Governors

Edith Cavell Primary School Staff – 2023/2024

Head teacher		Miss H Cooke
Assistant Head teacher & SENCO		Mrs L Stanton
Phase leaders	Mrs S Wibberley Miss C Dakin	Mr C Parks/Miss J Martin
Teachers	Mrs S Wibberley Mrs G O'Dell Miss C Dakin Miss J Martin Mrs B Fowler Miss P Hibbert	Mr C Parks Miss E Bondon Mr J Chorley Miss R Toller Mr J Mortimer Mrs T Anderson
Nursery Nurses	Miss D Cherry	Mrs S Dennis
Nursery Assistants	Mrs S Selby	Mrs L Viglione
Admin Staff	Mrs K Griffin Mrs S White	Mrs L Campbell Mrs K Jeeves
Class Support	Miss K Nice Mrs M Nichols Mrs H Pearce	Miss N Wright Mrs Y Rahman
Special Needs Support	Ms T Day Mrs S Payne Miss J Clark Miss J Donald Mrs A Spoor Mrs S Chilienco	Mrs E Hartley Mrs M Toner Mrs A Stoch Mrs L Hutchings Mrs R Kaur – Singh
Learning Mentor EAL Support	Mrs T Cavill Mrs L Viglione	
Site Manager	Mr M Shehu	
Kitchen Manager	Miss P Honour	
Lunchtime Supervisors	Mrs M Toner Mrs A Stoch Ms D Bowering Miss A Spoor Mrs L Hutchings Ms R Russell	Mrs K Jeeves Mrs L Viglione Mrs R Kaur-Singh Ms S Begum Mrs A Stoch Ms I Narbutaite
Breakfast Club	Mrs M Nichols	Mrs S Dennis
After School Club	Miss J Clark	Mrs S Selby

Operation Encompass

Operation Encompass is a charitable organisation set up in 2011 by David and Elizabeth Carney-Haworth OBE (a police officer and school head teacher). They recognised the necessity for police to share timely information with schools in order that children can be supported at school following Domestic Abuse Incidents they may have witnessed or been impacted by.

Operation Encompass is a joint initiative between Police and Bedford Borough Children's Services and its aim is to provide schools with information where incidents of domestic abuse have been reported in the previous 24 hours to Bedfordshire Police from households where children reside and are on the school roll.

These notifications enable schools to provide appropriate support for children impacted by Domestic Abuse. They increase safeguarding for children through enhanced information sharing between schools and Police and assist in reducing the impact by supporting children affected by Domestic Abuse at school.

Wraparound Care

Breakfast Club

Our Breakfast Club provides before school care for children in Years Reception to Year Six. The Breakfast Club will be held in the school hall from 8:00am, and at 8:45am staff ensures that children arrive safely to their classroom. However, parents must come to Breakfast Club through the main school entrance and sign their child/ren in to attend.

A healthy breakfast will be provided when the children arrive and staff will regularly seek views of the children on what they would like to eat and then they will have a range of quiet activities such as drawing, puzzles, games and reading.

Parents can use the Breakfast Club every day or just for specific days when you are doing something special which needs an early start.

Bookings for Breakfast Club payment should be made in advance on Parent Pay and at least two days before the session is required. These are Pre-booked payments.

Any children who are not pre booked, but attend Breakfast Club will be charged at the higher rate.

Pre-Booked on Parent Pay	Ad-Hoc Bookings
£4.50	£4.70

After School Care Club (Gems)

Gems After School Care Club provides after school care for children in Years Reception to Year Six. The Gems After School Care Club will be held in Little Treasures Classroom from 3:30pm until 5:30pm. Parents must collect their children using the outside door that faces the car park (access via wooden gate by the kitchen door) and sign their child/ren out.

A healthy snack will be provided after 4:00pm and staff will regularly seek views of the children on what they would like to eat and then they will have a range of quiet activities such as drawing, puzzles, games and reading.

Bookings and payment should be made in advance on Parent Pay at least two days before the session is required. These are Pre-booked sessions.

Any children who are not pre booked, but attend After School Gems Club will be charged at the higher rate.

	Pre-Booked on Parent Pay	Ad-Hoc/Cash Bookings
GEMS 1st Hour of care Slot 3.30pm – 4.40pm or 4.30pm – 5.30pm	£5.00	£5.20
GEMS Full 2 Hours 3.30pm-5.30pm	£8.50	£8.90

Registrations for Breakfast and Gems Clubs

Should you wish to register your child/ren for Breakfast Club or After School Care Club, please complete a Registration Form and return it to the school office with a Registration fee of **£5.00 per family per school year** (Sept-July). ***This fee is non-refundable.***

Please note: The registration form contains an AUTHORISATION giving the Club Leader permission to act in “loco parentis”. IF THE PARENT / LEGAL GUARDIAN CANNOT BE CONTACTED IN TIME, the Club Leader will invoke that authority to take action to gain appropriate medical treatment for the child.

Cancellations for Breakfast and Gems Clubs

Please note that a booked session may be cancelled and credited towards future sessions therefore, cancellations for Gems needs to be made before 9:30am on the day of the session and the day before for Breakfast Club sessions. Any places cancelled after that time will be charged.

If a child is sent home from school poorly on a day that a club has been booked, a credit will be made towards future bookings.

Other Information for Breakfast and Gems Clubs

If parents need to make an emergency/ad-hoc booking for a club, please contact the office on 01234 345636.

Breakfast and Gems Club will only run when Edith Cavell Primary School is open to the children. There will be no Clubs when the school is being used as a polling station, during school holidays or on any other school closure day.

Any changes in arrangements relating to your child/ren should be telephoned and reported to the school office on 01234 345636.

Any ad-hoc bookings must be paid within 48 hours on Parent Pay.

School Admissions Procedure

How parents can apply for their child to be admitted to our school:

Our school is a community school, and it determines the admission arrangements in agreement with the LA (Local Authority). The Admissions Authority for our school is therefore the LA, which publishes its entry regulations every year. Parents can receive a copy of these regulations directly from the LA.

The LA's annual admissions prospectus informs parents how to apply for a place at the school of their choice. Parents have a right to express their preference, but this does not, in itself, guarantee a place at that particular school.

Applications should be made using an Admissions Form issued by the Borough Council. These forms are available from the October and must be returned by the 15th January for your child to be offered a place in the Reception year for the following September. In effect, you must apply 9 months in advance for your child's place in school. These forms are available online from the Borough website or the school office.

At Edith Cavell, all our children enter the Reception Year in the September of the academic year in which they become 5. All children are then full-time within a few weeks.

Mid-year applications should be submitted to Bedford Borough Council as above.

Children with Disabilities:

Our Equal Opportunities and Inclusion policies ensure our admission procedures do not discriminate against children with disabilities; therefore, disabled pupils will not be treated less favourably than any other pupils. Our school has expertise and experience in the teaching and care of a range of pupils with special educational needs and we have an accessibility plan that outlines any changes that would need to be made to the building if we have pupils with physical disabilities.

School Data for 2021-2022

EYFS

	2022	2023
EC No of Children	32	41
EC % achieving GLD	59.4%	61%
EC No achieving GLD	19	25
LA% achieving GLD	63.9%	66.9%
National% achieving GLD	65.2%	67.3%

Phonics

Year	Year 1			Year 2			Y1 & 2			End of Y2	
2023	%WT	%WA		%WT	%WA		%WT	%WA		%WT	%WA
Nat	18.3%	79%								9.4%	88.6%
LA	22.9%	74.5%								10.5%	87.7%
EC	35%	65%								11.6%	88.4%
2022	%WT	%WA		%WT	%WA		%WT	%WA		%WT	%WA
Nat		75%									91%
LA	27.8%	72.2%		44.6%	49.4%		28.3%	68.3%			89%
EC	42.5%	57.5%		80%	20%		46.7%	53.3%			83.3%

- 2022 – 40 children
- 2023 – 37 children
- WT = Working towards the expected standard
- WA = Working at the expected standard

KS1 – Year 2

2023	Teacher Assessment					
44 children	% at or above EXS			% at GDS		
	EC	LA	Nat	EC	LA	Nat
Reading	64%	63.4%	68.3%	9.1%	13.7%	18.8%
Writing	64%	53.5%	60.1%		3.3%	8.2%
Mathematics	70.5%	66.3%	70.4%	2.3%	11.7%	16.3%
RWM	57%	49.3%	56%		2.6%	6.2%

2022	Teacher Assessment					
24 children	% at or above EXS			% at GDS		
	EC	LA	Nat	LA	EC	Nat
Reading	58.3%	66.1%	67%	15%	4.2%	
Writing	38%	53.8%	58%	4.7%		
Mathematics	54%	66.9%	68%	12.4%		
RWM	37.5%	48.5%				

- EXS = Working at the Expected Standard for the year group
- GDS = Working at Greater Depth Standard for the year group
- RWM = Combined Reading, Writing and Mathematics

KS2 – Year 6

2023	National Assessments					
38 children	% at or above EXS			% at GDS		
	EC	LA	Nat	EC	LA	Nat
Reading (Test)	71%	67.5%	72.6%	29%	67.5%	29%
Writing (TA)	63%	62%	71.5%	3%	4.1%	13%
Mathematics(Test)	74%	67.9%	72.9%	31.5%	18.8%	23.8%
GPAS (Test)	79%	69.8%	72.3%	42%	2.8%	30.1%
RWM (Combined)	53%	51%	59.5%	3%	26.5%	8%
Science (TA)	74%					

2022	National Assessments					
40 children	% at or above EXS			% at GDS		
	EC	LA	Nat	EC	LA	Nat
Reading (Test)	68%	69.7%	74%	25%	21.4%	28%
Writing (TA)	55%	61.3%	69%		4.4%	13%
Mathematics(Test)	70%	70%	71%	15%	15.7%	22%
GPAS (Test)	75%	69.3%	72%	33%	28.2%	24%
RWM (Combined)	50%	49.9%	59%		2.3%	7%
Science (TA)	72.5%	70.3%	79%			

- EXS = Working at the Expected Standard for the year group
- GDS = Working at Greater Depth Standard for the year group
- GPAS = Grammar, Punctuation and Spelling
- RWM = Combined Reading, Writing and Mathematics
- TA = Teacher assessment

School Attendance

The school is required to provide details relating to rates of authorised and unauthorised absence during the academic year 2022/2023.

The number of children on roll during that period was – 277 including full time reception children.

Attendance for the year 2022 – 23 – was 93.25%

Authorised absence – 5.08% Unauthorised absence –1.67%

Edith Cavell Primary School – Term Dates

The dates of terms for the school year 2022/2023

Academic Year 2023 – 2024

Autumn Term 2023

Training Day – Friday 1st September 2023

Children return - Monday 4th September 2023

Half term – Monday 23rd October 2023

Training Day – Monday 30th October 2023

Children return – Tuesday 31st October 2023

Term ends – Tuesday 19th December 2023

Spring Term 2024

Training Day - Wednesday 3rd January 2024

Children return – Thursday 4th January 2024

Half term – Monday 19th February 2024

Children return – Monday 26th February 2024

Term ends - Thursday 28th March 2024

Summer Term 2024

Training Day – Monday 15th April 2024

Children return – Tuesday 16th April 2024

May Day – Monday 6th May 2024

Half term – Monday 27th May 2024

Children return – Monday 3rd June 2024

Term ends – Friday 19th July 2024

The school term dates for 2024 – 2025 are available on the Borough website.

Useful Information

To find out more information about our school and what is going on, please visit our school website: www.edithcavellprimary.co.uk

To register or pay for your child's milk please visit Coolmilk: www.coolmilk.com

Bedford Borough Council: www.bedford.gov.uk

<https://parentzone.org.uk/digitalparenting> - Digital Parenting is a free online safety guide, created by **The Vodafone Foundation** and **Parent Zone**. It is packed with important safety information and expert advice on issues such as healthy screen time and sleep, with content relating from Key Stage 1 to Key Stage 4.

<https://www.esafety-adviser.com/latest-newsletter/> - Free online safety magazine

<https://www.sumdog.com> - Sumdog is used in thousands of schools worldwide. It's designed to motivate children to work on maths, reading and writing. As children play, they answer questions. Sumdog personalises the questions for each one, and tracks their progress through the school curriculum. And the best bit? Lots of Sumdog is **completely free**, with no time limit. You only pay if you want a **Family Membership**.

www.parentpay.com – use Parent Pay to pay for your child's dinner; pay and book for breakfast and after school care club, and pay and consent for school trips.