

Welcome to Our School

Dear Parents / Carers

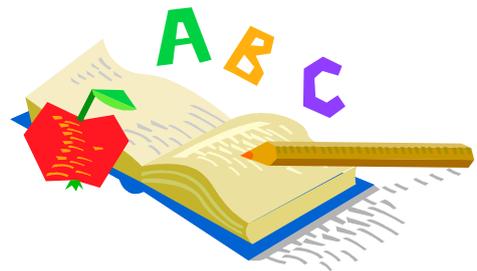
I would like to warmly welcome you and your child to Edith Cavell Lower School and look forward to a long and happy association between the school and your family.

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.

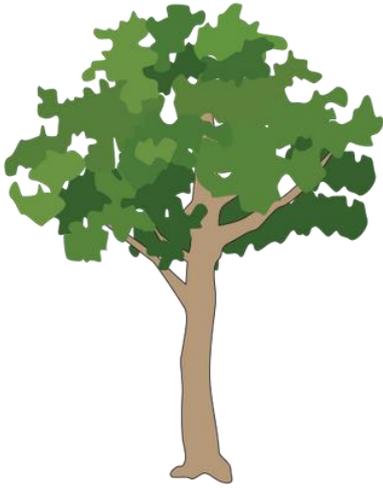
Heather Cooke

Headteacher

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About the School



Edith Cavell Lower 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 communication links and all the facilities a town centre can offer.

Edith Cavell Lower School was purpose-built in 1974. The main building is very well maintained and spacious, and is divided into seven classrooms. 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 and three Key Stage 2 classes called Emerald, Jade, Sapphire, Ruby, Garnet and Aquamarine. Amber and Topaz are two very large 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 having 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.

EDITH CAVELL LOWER SCHOOL

Ambitious, Achieving, Nurturing

Vision

At Edith Cavell Lower 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

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
10.10am	Assembly
10.30am	Morning break
10.45am	End of break
12.10pm	Lunchtime for Key Stage 1
12.20pm	Lunchtime for Key Stage 2
1.20pm	Afternoon school begins
3.30pm	The school day ends and children are collected from the classrooms.

The Curriculum

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 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 four Core Subjects are English, Maths, Science and Computing. The Foundation subjects for children of Lower School age are History and Geography (the Humanities), Music, Art, Design Technology, Physical Education and Personal, Health, Social, Citizenship Education (PHSCE). French is taught as a Modern Foreign Language in Key Stage 2. Religious Education is also taught in addition to the National Curriculum. **Subject areas are taught through our topic based creative curriculum; with Literacy and Numeracy work being taught separately. Other subjects are taught discretely when there are no appropriate links to the topic.**

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

You will see from the table on the previous page, that when children leave the school aged 9 they will be half way through KS2. It is for this reason that we keep strong links with the schools into which we 'feed' our pupils. Most children from Edith Cavell Lower School move on to Beauchamp Middle School after Year 4 with others moving on to various middles schools within Bedford Borough.

From September 2017, Edith Cavell will begin 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. In September 2017 Edith Cavell will have Year 5 children on roll and then in September 2018 we will have Year 6 children on roll. 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.

Attainment Targets and Target Setting

Children are assessed at the end of each Key Stage to see how they are progressing. There is a copy of last year's KS1 results at the back of this booklet. In between these tests, however, children are also expected to attain certain levels of achievement.

We are keen to ensure that all children reach their full academic potential and with this in mind we assess and monitor pupil progress on a regular basis. We also set pupils' personal targets. In the Foundation Stage and on entering the Main School, the children are assessed with regard to the Early Years Foundation Stage Framework, which is based on observations of children. In Year 2, the children are assessed through Teacher Assessment supported by Standard Assessment Tasks (SATs) for all seven year olds nationwide. There are similar QCA optional tests which the school chooses to do in Years 3 and 4. These assess the levels the children have achieved in the National Curriculum.

By assessing the children each year we are able not only to measure their progress but also to set targets for improvement. This is very important as it enables teachers to plan work which is appropriate for the children; it keeps expectations high and contributes to the raising of standards.

Whilst we want all children to do their very best, we always make sure that they are not made to feel anxious or pressured by the assessment they do. They take place in the normal classroom environment whenever possible and children generally respond well to the idea of doing some 'special work'.

Curriculum Leadership

At Edith Cavell each class has a Class Teacher who takes the children through every subject they have to learn in the year. Obviously, it would be impossible for every Class Teacher to be an 'expert' in all subjects demanded by the National Curriculum. For this reason, every member of staff is appointed a **Curriculum Leadership Role** in a specific subject, so that focused support is available to enable children to receive a high standard of education. The delivery of the National Curriculum is planned through our topic based curriculum, which changes focus termly.

In addition to this, Edith Cavell implements a '**Whole School Policy**' for each individual subject, deciding what to teach and exactly how to ensure a consistency of basics as the children progress from years R to 4. Each stage of planning and implementation is carefully monitored and regularly reviewed, and staff are kept up to date by in-service training courses, and by developing their skills on closure days.

Classes are of mixed ability, though differentiation between levels of ability may be observed in all subjects. Pupils are taught as a whole class, in smaller groups or individually, with an emphasis on practical experience of the work, making it as 'real' to them as possible. The Class Teacher has overall pastoral and curriculum responsibility for the children in his or her care, and improvement of any child's individual needs are appropriately acted upon. From time to time children are taught by other teachers within school to share expertise and when teachers are having their planning and preparation time the children are taught by the experienced teacher assistants who normally work in that class.

The Core Subjects

English

Reading: Principle aim

At Edith Cavell Lower School we want to enable all children to develop a love and appreciation of reading, and to become fluent and confident readers. Further, 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.

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. To further encourage reading for pleasure, children also have daily opportunities to read independently during DEAR time (drop everything and read).

Writing: Principle aim

At Edith Cavell Lower 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. This is shown by the use of green highlighting where a child has met the learning objective and orange highlighting to show where an improvement could be made. 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. The children learn to join up their handwriting during year 2. 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.

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 spell accurately through the understanding of the sound and spelling system.

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

Through the 2014 National Curriculum 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.

We use a variety of practical resources to develop secure understanding. All mathematics lessons begin with a mental arithmetic starter. Here, children regularly practise the four operations, addition, subtraction, multiplication and division, so they can develop known facts and calculate efficiently.

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.

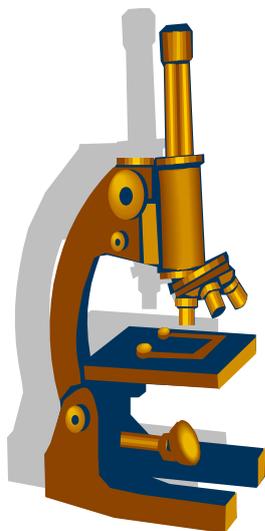
Children are assessed at regular intervals to inform future planning.

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.

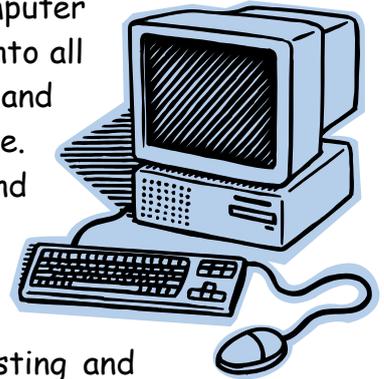
In order to engage and enthuse pupils a science week is run during the year. In addition to this children may take part in Science events, such as Science Day, as part of Science and Engineering week.



The Foundation Subjects

Computing

Computing skills and techniques are taught in our computer suite and classrooms. These skills are also transferred into all other curriculum areas. Safe use of technology, both PC and mobile devices are also taught prior to any internet use. We have a wide range of computer systems and Interactive Whiteboards that are used to support children of all abilities. Having internet access, digital recording and a wide range of programmes in every subject 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.



Humanities

The teaching of history and geography is incorporated into termly, cross curricular topics. This creative approach engages the children and makes learning meaningful.

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 topic work 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 topic based 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

Everyone in school is encouraged to sing for pleasure and this is done both as a class, and as a whole school. We have a range of musical equipment and all the children have the opportunity to participate in music in class, through dedicated music lessons and in assemblies. A variety of instrument lessons are offered by peripatetic music teachers. Children can also learn the recorder at a lunchtime club.

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



Physical Education

Edith Cavell Lower 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 Bedfordshire Agreed Syllabus for Religious Education.



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 4 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 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. At KS2 the children are also taught to understand key turning points in history, e.g. Industrial Revolution (understand how key events and individuals have helped shape the world).

Personal and Social Education

Personal, Social, Health, Citizenship and Economic Education (PSHCEE) 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. Achievements are celebrated during Friday Assembly and each class presents an assembly during the school year.

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 topic work and 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 4. 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.

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)

Here at Edith Cavell we follow the Special educational needs and disability code of practice: 0 to 25 years (2014) and recommendations made in the Lamb Report (2010) while implementing our own policies to ensure that all pupils are able to fully participate in whole school life and reach their full learning potential. This is achieved with high quality first teaching and learning experiences, through classroom differentiation and scaffolding and good classroom management.

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

At Edith Cavell Lower 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 are exceeding 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 local schools such as Pilgrims and Bedford Modern school and 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 based on advice provided by experienced practitioners such as use of role play, puppets, visuals, use of ICT, bilingual texts and other multi-sensory resources.

Children are supported within 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 teaches 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 such as Grammar Group that focuses more on sentence construction, verb tenses and vocabulary.

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 Headteacher. If they then wish to fully embark upon the complaints procedure, the Headteacher will provide the necessary information on request.

Every Child is Important

We have very good strategies in place which allow our children to enjoy healthy lifestyles, feel safe and adopt safe practices, enjoy their education, make a positive contribution to the community and prepare for their future economic well-being.

More detailed information about these activities is available on request however a sample of our activities includes:-

- All children in the main school are timetabled for two hours PE every week.
- Each Key Stage 1 and 2 class attend a sports festival with other local schools each year.
- Children are encouraged to participate in active play on the playground or field by trained 'Volunteers'
- We are part of the Healthy School Scheme and children enjoy a range of activities provided in lessons, adapting our curriculum to have special health awareness days or weeks.
- Bullying and racism are not tolerated at Edith Cavell. The school investigates and deals with any allegations and incidents are entered into the anti-bullying or racist log books.
- We provide the children with many opportunities to celebrate their different cultures, and we encourage parents to participate in these occasions through special cultural events as well as curriculum opportunities.
- Children make a good contribution to the local community and have participated in charitable events such as the Bedford River Festival and the Christmas Tree exhibition.
- We have a School Council, where members from all classes are very enthusiastic about their role and they actively make decisions on a range of issues and charity fundraising events.
- Reward systems contribute to positive behaviour management, attendance and help to manage and prevent bullying and discrimination.
- We participate in re-cycling schemes e.g. paper, mobile phones and printer cartridges and we involve pupils in the collection of tokens that provide us with a wealth of free Computing and sports equipment.
- We have good links with local schools and regularly attend theatre productions at Bedford Modern and Rushmore Schools.

Resources

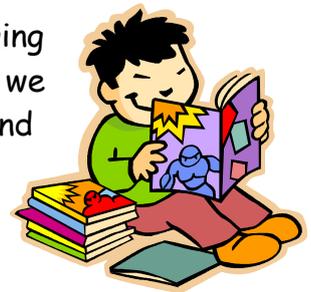
The Foundation Classes

At Edith Cavell Lower School we have two parallel Foundation Stage classes, Amber and Topaz. Children can join Amber or Topaz class the term after their third birthday. We have three intakes each year, September, January and April. During this phase, children are offered a 3 hour session five times a week. The morning session runs from 8:30am-11:30am and the afternoon session runs from 12:30pm-3:30pm. We do not offer flexible hours.

Children move into the next phase of the Foundation Stage known as 'Reception' the September after they turn 4 years old. This is the final year of the Foundation Stage and the children will be offered a full time place five days a week.

The Library

Our light and spacious library houses some 2,500 books, ranging from picture books through factual to fiction. At Edith Cavell we rate books very highly and the children taught library skills and are encouraged to read regularly as a class, as well as bringing books home. 'Book Bags' are available to buy from the School Office.



Play Areas

Edith Cavell Lower School has two playground areas as well as a field where the children can socialise and play during break and lunchtimes. The Field has adventure apparatus and the zoned playgrounds have an enclosed quiet/drama/games area as well as sheds with play equipment. The children are supervised during all play and lunchtimes and playground buddies help children who may need help with friendships and playing.

Computers

Each class has its own set of computers and the school has an Computing Suite. The PC's are networked and are all connected to the internet. We have Interactive Whiteboards in all classrooms. We have iPads for the children to access to support learning across the curriculum.

As a school we place a high value on children being computer literate and understanding how computers can be used to enhance learning. Every class has Computing lessons and by Years 3&4 children are encouraged to use PCs and the internet to research information independently. The children are all taught how to be safe on the internet and this is reinforced regularly through assemblies, activities and posters that are displayed around the computers. We aim to maintain and improve upon our high standard in Computing.

Conservation Area

The school has a conservation area which includes a pond; this was established by Bedfordshire Conservation Volunteer Group in 1995. The area has matured housing a wealth of plants and creatures.

The children assist in the maintenance of this area.

The conservation area is used consistently throughout the school year to support the formal curriculum and to increase the environmental awareness for the children.

Musical Instruments

The school has a range of pitched and unpitched percussion instruments to enable the children to learn about a variety of sounds through practical application. Children in Year 2 upwards can take advantage of the offer of recorder lessons.

Breakfast Club

Our Breakfast Club is available for parents to use when they would like their children to be in school earlier than 8.45am. Breakfast club starts at 8am and the children enjoy a relaxing start to the day, having breakfast and playing quiet games. At 8.45am staff ensure that children arrive safely in their classroom.



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

Regular bookings made in advance are charged £3.75 per session; occasional bookings are charged at £4.25

Should you wish to register your child for Breakfast Club please complete a Registration Form and return it to the office along with a Registration fee of £5.00 per family per year.

After School Care Club (Gems)

Gems is our After School Care Club. It runs from 3.30pm to 5.30pm when Edith Cavell Lower School is open to the children. There will be no After School Care Club when the school is being used as a polling station, during school holidays or on closure days.

There are sixteen places available at Gems. Bookings should be made in advance. Regular bookings will be charged at £4.25 for up to one hour (either just the first hour or just the second hour if your child joins after attending a club in school) or total of £7.50 for the two hours payable in advance.

A registration fee of £5 for After School Care and or Breakfast Club will be charged per child per school year (Sept - July). This fee is non refundable.

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.
- Informal Evenings - to see how children have settled back after a holiday.
- 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.

The school also holds regular Book Fairs, concerts, sponsored events and various celebrations. These, and the range of Parent/Teacher activities organised, can help strengthen links between school and home to everyone's benefit.

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 you child's teacher or to the Headteacher, 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.

Links with the Community

- The school is part of the 'Bedford Borough Learning Exchange', where ideas and initiative are shared and developed together. We are also part of the 'Extended Schools Service' and we arrange services in school as well as signpost parents to other services in the community.
- Edith Cavell Lower School prides itself in forming and maintaining strong links with its surrounding community.
- We have also benefited from Tesco's and Sainsburys school voucher scheme from which the school has received computers, printers and software.
- Students from Bedford Modern School, Bedford College, University of Bedfordshire and local Upper Schools regularly come to Edith Cavell to help out in class, gain work experience or training, or to perform in plays or concerts.
- Volunteer storytellers from OPEN THE BOOK visit the school regularly and use drama, mime, props, costume - even the children and staff themselves - to present Bible stories in ways that are lively, engaging, informative and great fun for everyone involved.
- Often the school is informally visited by our Community Police Officer, so that the children may familiarise themselves with him/her and listen to talks about road and personal safety.
- The school makes use of a variety of community facilities, such as Bedford Park and parent's shops, as well as having parents regularly visit the school for activities like family reading time and work-based assemblies. Such efforts help to further strengthen links between the school, its parents and its community.
- The school regularly raises money for various different charities through a variety of fun events. This year we have taken part in 'Samaritan's Purse, Shoebox Appeal, Cupcake Day for the Alzheimer's Society, Sports Relief and Race for Life.

LEAP Community Trust

Livingstone, Edith Cavell and Priory Lower 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 Lower School, Livingstone Lower School and Priory Lower 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.

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 which are few but 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 'Golden 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 Golden Time
 - 4) Removal from school based treats eg theatre groups
 - 5) 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.

General Information

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. We do ask that children arrive at school on time so that everyone gets a calm and efficient start to the day.

Lower school age children 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. 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.

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 is some parking space on Manton Lane near the school and we ask parents to respect the zigzag lines 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.

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. 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. 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 we reward children who eat a healthy packed lunch. We encourage children 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 eg 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 Headteacher and we expect the children to treat them with the same courtesy and respect as they would any other adult in the school.

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 1 of absence.

Good attendance at school enables children to fully participate in all learning opportunities offered at school and as such appointments, such as dentist, optician 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 Education Welfare Officer.

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.



Money sent to School

All money sent to school should be in a sealed envelope - not necessarily a new one - and be handed to the class teacher at morning registration. The child's name, the amount of money and what it is for should be written on the envelope. Please separate money for different purposes.

*Jane Smith
Mrs Johnson's class
£5 trip money*

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

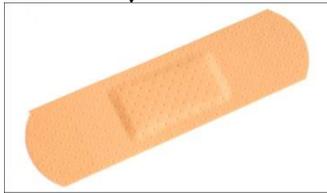
Medication

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.



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.

Uniform

Children are expected to wear the school's uniform. Uniform is based on the school's three colours - blue, grey and white.

Trousers, skirts, pinafores	Grey
Cardigans, pullovers with school logo	Royal Blue available from school
Shirts, 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 please).

White T-shirts and Black shorts are needed for PE, Games and Movement.

Plimsolls are needed for the Autumn and Summer Terms.

All clothes must be clearly named

Edith Cavell Lower School – Term Dates

The dates of terms for the school year 2016/2017

Autumn Term 2016

Monday 5th September 2016 – Friday 16th December 2016
Half Term; Monday 24th October – Friday 28th October 2016

Spring 2017

Wednesday 4th January 2017 – Tuesday 4th April 2017
Half term: Monday 13th February 2017 – Friday 17th February 2017

Summer 2017

Wednesday 19th April 2017 – Friday 21st July 2017
Half term: Monday 29th May 2017 – Friday 2nd June 2017
May Day – Monday 1st May 2017 – School Closed

Availability of Public Documents

As required under the 1988 Education Reform Act, certain documents, which relate to the school, must be made available to parents who wish to see them.

This list is revised as new documents are published. Our list currently includes;

The School's curriculum policy statement

The Authority's curriculum statement

All schemes of work and syllabuses in use

The County agreed syllabus for Religious Education

The Governor's most recent report to parents

Any recent OFSTED Report about the school

The Authority's complaints Procedure

The School's Charging and Remission Policy

The School Prospectus

Edith Cavell Lower School Staff

Head teacher Miss H. Cooke

Assistant Head teacher Mrs L. Stanton

Key Stage leaders

Miss C. Baldwin Mrs A. Browning

Teachers Mrs C Davidson Mrs S Camfield
Mrs S. Wibberley Mrs A Browning
Mrs M Bennett Miss A Smith

Nursery Nurses Miss D Cherry
Mrs S. Dennis

Admin Staff Mrs K Davis Mrs H Hunt

Class Support Mrs K Roberts Mrs F Shatford
Mrs M Nichols Mrs M Broadhurst
Mrs S. Bevan Mrs D. Singh
Ms A Strachocka Mrs T Cavill
Miss J Donald Mr J Howard
Mrs C Beckett

Special Needs Mrs S Bachmanis Ms T Day
Mrs S. Payne Mrs M Toner
Mrs C. Bashford Mrs D. McCann
Mrs V Rayner Miss C Rose
Miss A Szmak

Site Agent

Kitchen Manager Mrs K Spencer

Lunchtime Mrs M. Toner Mrs H. Vandriwala
Supervisors Mr T Arduini Mrs L Travell
Mrs T Lewis Mrs A Stoch
Mrs M Doyle Miss A Szmak
Mrs C Beckett Mrs D Bowering
Miss L Viglione

Breakfast Club Mrs M. Nichols and assistant Miss C. Rose

After School Mrs S Dennis, Mrs S Bevan
Care Club

Class Organisation

For the academic year 2016/2017 classes are as follows:

<u>Year</u>	<u>Teacher</u>	<u>Class Name</u>
Year 4	Mrs M Bennett	Aquamarine
Year 3-4	Mrs S Wibberley	Ruby
Year 3	Mrs L Stanton	Garnet
Year 2	Miss C Baldwin	Sapphire
Year 1-2	Mrs S Camfield	Jade
Year 1	Mrs C Davidson	Emerald
Year N and R	Miss N Bleasby	Topaz
Year N and R	Mrs A Browning	Amber

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.

The Governing Body

Mr J Leahy	Parent Governor (Chair)
Miss H. Cooke	Staff Governor (Headteacher)
Mrs P. Tuck	LA Governor
Mr D. Hansen	Co-opted Governor
Mrs R Wright	Co-opted Governor
Mr D Spain	Co-opted Governor
Mrs L Stanton	Co-opted Governor
Mrs M. Broadhurst	Staff Governor
Mrs Lizzie Barnicoat	Clerk to Governors

NATIONAL CURRICULUM ASSESSMENTS

During the Summer Term, 2016 the Year 2 children undertook the end of Key Stage 1 Teacher Assessment Tasks in English, Mathematics and Science. The results were as follows:-

National Curriculum Level Achieved

KS1 - Year 2

2016	Teacher Assessment					
	% at or above EXS			% at GDS		
41 children	LA	EC	Nat	LA	EC	Nat
Reading	72.1	73.2	74	22	12.2	24
Writing	64.8	65.9	65	11.3	7.3	13
Mathematics	70.8	65.9	73	15	12.2	18
Science	81	90.2				
RWM	58.9	61.0		7.2	7.3	

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

Phonics

Year	Year 1		Year 2		End of Y2	
	%WT	%WA	%WT	%WA	%WT	%WA
Nat		77				90
LA	23.3	75.0	38.9	57.3	11.9	87.2
EC	34.9	65.1	28.6	71.4	9.5	90.5
2016	%WT	%WA	%WT	%WA	%WT	%WA
Nat		81				91
LA	22.9	75	33.1	60.5	9.3	89.3
EC	19	81	31.3	68.8	12.2	87.8

2015 - 43 children

2016 - 42 children

WT = Working towards the expected standard

WA = Working at the expected standard

These collective results represented what each of our Year 2 children attained on a particular day during the Summer Term 2016. Some factors influencing the attainment would have been:-

Intellectual ability, number of terms in full-time education, ability to concentrate, teacher input, maturity level, pre-school educational provision e.g. Nursery, and performance on the day

Attendance

The school is required to provide details relating to rates of authorised and unauthorised absence during the academic year 2015/2016, up until June 2015.

The number of children on roll during that period was - 208 including full time reception children

Authorised absence - 4% Unauthorised absence -0.6%

Admissions

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. 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. Application 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 end of 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, from your child's class teacher 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.

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.