



The Alderton Infant School

School Prospectus

September 2016

INTRODUCTION

Welcome to The Alderton Infant School. This prospectus is designed to give you information about how the school is organised and the work we do. We look forward to your family joining us.

We aim to make school a happy and rewarding experience, where children feel valued and secure.

Your child will be taught by a dedicated, well-qualified staff who promote a high standard of achievement and individual development, in a stimulating and attractive environment.

We deliver a broad and balanced curriculum, which fosters a positive attitude to learning and provides a firm foundation on which your child can build. The atmosphere is friendly and caring, and expectations of good behaviour, courtesy and effort are high.

We like to include parents as much as possible in their children's education and we are happy to answer any questions you may have. We firmly believe that home and school should work together, and we look forward to a supportive and positive relationship with you - the parents. We extend a warm invitation to visit the school in order to see us at work. Please telephone for an appointment with the Headteacher.



THE SCHOOL

The Alderton Infant School was officially opened in 1952 serving a mixed suburban catchment area. The school occupies a long single-storey building and is set in pleasant grounds with The Alderton Junior School, Sunrise Children's Centre, New Beginnings private day nursery and Barley Barn breakfast and after school club on the same campus. An extension of two classrooms, group room, disabled toilet and office were built in 2015.



The building has wide corridors leading to ten spacious, attractive classrooms. The School is well resourced with up-to-date books, practical equipment, computer software and interactive whiteboards. The large assembly hall is equipped for P.E. and musical activities and there is a separate dining hall that doubles as a teaching space. Free hot, nutritionally balanced meals are cooked on site.

There are three playgrounds; the largest space incorporates an adventure play area with a safety surface and seating. The early years area has been fenced in and forms part of the outdoor environment created for the youngest children with a large sandpit, planting and play space. The third "top playground" has playground markings, a mini orchard, bikes and scooters and small play equipment.

The School is an active member of four partnerships: Epping Forest Area Schools Group, Epping Forest (South) Local Delivery Group, the Davenant Sports Partnership and the West Essex Teaching School Alliance.

We have a comprehensive website for information including the most recent Ofsted Inspection report, curriculum documents, photographs and general information.

OUR VISION

Our vision is to be at the cutting edge of early years and infant education, to continue to develop children who are excited by the challenge of learning and achieve well both in their academic and personal development to the satisfaction of parents and carers.

AIMS AND OBJECTIVES

Committed and enthusiastic staff, school leaders and governors:

- Value and nurture each child as a unique individual living in a happy, caring community
- Provide the best possible opportunities in a broad and balanced curriculum both within and beyond the classroom
- Set learning goals that are appropriate and challenging to each child, regardless of race, gender or ability
- Appreciate the vital role that parents/carers play in their child's education and continue to develop ever-stronger partnerships with them
- Ensure that children feel safe and confident in a culture built on respect for self, others and the environment
- Help children to become independent, adaptable and resilient learners with the potential to be responsible citizens in a diverse and rapidly changing world
- Promote a learning culture in which all members of the school community (children and adults) expect to develop and improve continuously.

STARTING SCHOOL – ADMISSION ARRANGEMENTS

The school admits up to 90 reception pupils each year. Children enter school in the September preceding their fifth birthday. There is a thorough induction process including a home visit and a phased entry programme. Prospective parents are welcome to tour the school by appointment. Please contact the office for tour dates.

The responsibility for applying for a school place rests with parents. The availability of the common application, printed in the 'Primary Education in Essex' booklet and available online, will be publicised by Essex ECC for parents of all known Essex resident eligible children. Please submit an application before the deadline below for children who were born between 1 September 2012 and 31 August 2013 and were resident in Essex and registered with an Essex GP in January 2016.

There is no guarantee of a place for children living in the priority admissions area. The closing date for applications is 15 January 2017. A school place will be offered by ECC on 18 April 2017. In the event of over-subscription any remaining places will be allocated using the following criteria in the order given:

1. Looked After Children and previously looked after children
2. children with a sibling attending the school or the partner junior school;
3. children living in the priority admission area;
4. remaining applications.

In the event of oversubscription within any of the above criteria, priority will be determined by straight-line distance from home to school, those living closest being given the highest priority.

INDUCTION PROCEDURES



In the term prior to starting school, children are invited to a *Messy Play* session in school accompanied by their parent or carer and to meet their teacher and the other children who will be in the class.

The Headteacher offers a welcome talk and will explain the school's approach to learning and describe

the kind of activities that the children will be doing in class. The class teacher and a teaching assistant also offer a home visit.

SCHOOL HOURS

School Hours in Reception are 8.45 to 12.00 noon and 1.15 to 3.00pm. From September 2016, school hours in Key Stage 1 are 8.45 to 12.15pm and 1.30 to 3.00pm. Children can have a free hot school lunch or bring a packed lunch from home.

The School Office is open from 8:30am until 4.15pm. All visitors must report to Reception on arrival. Children enter and leave school by the external door nearest to their classroom.

Hours spent on teaching during the normal week amount to 21 hours and 15 minutes. This includes Religious Education but does not include registration, collective worship, playtime and lunch breaks. The number of hours is realistic; taking into account 'slippage time' i.e. the time it takes to get from A to B or change for PE.

Please be on time – but better late than never! Try not to have the children waiting in the playground too early, especially in cold or wet weather – five minutes before school is early enough.

TRANSITION FROM HOME TO SCHOOL

It is important that your child's introduction to school is a happy one. Parents can request a private appointment with the Headteacher to discuss their child. The home visit led by the class teacher is a valuable opportunity to discuss health issues, pre-school experience, skills and interests and, of course to answer any questions.

At first your child may well be tired at the end of the day. Our building is large; there will be many new people to meet and many apparently 'strange' routines to adapt to. It will take time to get used to it all.



Many new entrants find the school routines they have to conform to a strain, and learning to share the attention of the teacher with other children can be difficult. They will need your patience and understanding to support them through these early stages.

It is a good idea to encourage your child to master skills and get into a habit of independent action that will help them in their new environment. Ideally, children starting school should be able to:

- listen and concentrate for at least ten minutes
- speak clearly in sentences
- understand and carry out simple instructions
- enjoy books
- share, give and take with other children
- do without their parent/carer for a few hours
- eat a simple meal without mess, using a knife and fork
- use the toilet independently

Try to ensure that your child is able, with occasional help, to put on/take off his/her coat and change shoes. Let them practice undressing and dressing independently before they come to school. Also, it is very important to teach children to ask for the toilet confidently and be able to go on their own.

THE GOVERNING BODY

The Governing Body is made up of individuals who represent the school's parents and Staff, Essex County Council and the local community. They are responsible for determining the aims and overall conduct of the school. Their role includes deciding, with the Headteacher, how the school should develop in order to maintain and improve its standards of education. The work of the Governing Body is shared amongst three very

active sub-committees: Finance, Personnel and Premises, Pay and Curriculum and Pupil Related Matters. Each committee meets regularly and consults in detail with the Headteacher and Staff. The full Governing Body meets three times each year to co-ordinate the work of the committees and to discuss policy decisions, plans and procedures. Please read the Governance Statement on our website for further information.

SCHOOL ORGANISATION

There are two distinct Stages of Education within our school. They are:

- The Early Years Foundation Stage – the Reception Year (age 4 – 5 years)
- Key Stage One – Year One (age 5 - 6 years) and Year Two (age 6 – 7 years)

As the number of children and staff can vary from time to time, the organisation of classes can vary too. When classes are arranged, we try to ensure a balance of gender, age and ability in each one, as well as making every effort to group children according to friendship. Pupils may be grouped in different ways within each class. Children are given the opportunity to work with those of similar ability as well as with those who may be less or more able, depending on the work in hand.



TRANSFER TO KEY STAGE 2

Parents have to sign a simple consent form to ensure that their child transfers to the Alderton Junior School at the age of seven. During the summer term Year 2 children and their parents have the opportunity to make visits in preparation for transfer, whilst Staff liaise closely.

CURRICULUM - The Foundation Stage

There are seven areas of learning and development in early years settings. Further information is found on the document page of our website. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

These three areas, the *prime* areas, are:

- communication and language;
- physical development; and
- personal, social and emotional development.

There are also four *specific* areas, through which the three prime areas are strengthened and applied. The specific areas are:

- literacy;
- mathematics;
- understanding the world; and
- expressive arts and design

Foundation stage teachers plan the learning environment and all activities and experiences carefully to deliver these areas. Parents are sent regular emails about learning themes for the week. Experiences provide children with opportunities to develop a number of competencies, skills and concepts across several areas of learning. Play is a central part of young children's learning. Through play children explore ideas, feelings and relationships and try things out without fear of failure. Play can help children to be creative, flexible and imaginative.

READING



We use a wide range of scheme materials including Oxford Reading Tree and Rigby Star and "real books" from a range of fiction and non-fiction. Children are involved, day-to-day, in reading a wide variety of materials for a range of different purposes. They will come home

with a reading diary for you both to complete regularly. We believe that reading is for meaning and not a decoding process. There are many ways we can widen the strategies a child can use.

The main cueing systems:

- Reading for meaning (semantic).
- Knowledge of how words and phrases fit together (syntactic).
- Knowledge of sound patterns (phonics) based on the practices of Letters and Sounds approach, practical activities and Jolly Phonics programme.

Other strategies are encouraged, including:

- Informed contextual guessing at words using the knowledge the child already has of the way language works and how stories develop.
- Prediction of what is going to happen next in the story.
- Using illustrations available at the early stages.

CURRICULUM - Key Stage One

With the introduction of a new National Curriculum in September 2014, we have remained committed to the provision of a broad and balanced curriculum with many enriching experiences. This, we believe, has been of great benefit to all pupils, including those who are gifted or talented.



Teachers in each year group, work closely together to plan cross-curricular themes and projects, which incorporate appropriate learning objectives, concepts and skills for the children in their care. Curriculum planning involves all members of staff to ensure there is progression and continuity in learning.

See the document page of our website for more curriculum information. Parents are sent regular emails about learning themes for the week.

Staff adopt a variety of teaching methods with children, working together as a class, in small groups and individually. All are offered the opportunity to observe, to experiment and gain first hand experience in order to enhance their learning. The National Curriculum includes the following subjects: English, Mathematics, Science, Computing, Design and Technology, Music, Art, History, Geography and Physical Education. PSHE runs across the curriculum. A full range of policy documents are held in school and may be viewed on request.

RELIGIOUS EDUCATION

Religious Education is a statutory subject within the basic curriculum. It has equal standing in relation to other National Curriculum subjects (DfE Circular 1/94). In this school it is taught in accordance with the new 2015 Essex Agreed Syllabus.

Children at Alderton are presented with a range of stories illustrating aspects of the spiritual dimension and experience. A balance is maintained between explicit and implicit Religious Education, Christianity and other religions. We organise visits to places of worship in our local community and invite visitors in to school to speak about aspects of their faith. Children have access to a range of resources and are encouraged to express their own ideas, opinions and beliefs. They are encouraged to explore the natural world, experience awe and wonder and work collaboratively with others.

ASSEMBLIES

The subject matter of the School Assemblies is often linked to Religious Education when both implicit and explicit aspects of the subject are explored. At other times the School Assembly may be used for a variety of purposes relating to the development of the school,

its identity, ethos and values, celebrating achievements or simply enjoying performances, stories and visiting speakers.



We also have special assemblies at Harvest, Christmas and Easter, and Year 2 pupils perform songs from the annual Music Festival.

Parents are informed of events in advance. Parents who wish to withdraw their children from assembly and religious education are asked to discuss this with the Headteacher.

PREPARING CHILDREN FOR LIFE IN MODERN BRITAIN

We take seriously our responsibility to prepare children for life in modern Britain. We want them to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. We aim for our children to become valuable and fully rounded members of society. We ensure that the fundamental British Values are introduced, discussed and lived out through the ethos of the school. In particular our RE, SMSC, Behaviour, PSHE and Citizenship lessons provide an opportunity to deepen and develop understanding. Our aims, ethos and mission statement are embodied in all that we do. Further information is available on the document page of our website.

EQUAL OPPORTUNITIES

At this school no child will be excluded or disadvantaged because of ethnicity, culture or religion, home language, family background, special educational needs, disability, gender or ability. The rich diversity of the children and staff is celebrated and enjoyed at regular intervals.

BEHAVIOUR

The school is a community in which behaviour is based on mutual respect and consideration for others. Clear guidelines governing behaviour have been developed and a positive approach is encouraged at all times. Good behaviour means that everyone in school is:

- careful and kind
- polite and friendly
- helpful to each other
- quiet and hardworking



The giving of frequent praise, which contributes to a positive ethos, raises self-esteem, gives emphasis to appropriate behaviour and reinforces good behaviour. It is effective in encouraging both academic work as well as social behaviour. The school has adopted a staged management plan for dealing with inappropriate behaviour, which makes clear the distinction between what is acceptable and unacceptable. The plan involves presenting children with logical, fair consequences for their actions. The consequences are carefully planned and strenuous efforts are made to apply them consistently.



Parents may well be consulted at any time about behaviour in order to ensure that home and school are working in harmony. Allegations of bullying are taken very seriously and promptly addressed.

County policy permits, in the rare cases of serious and persistent bad behaviour, exclusion from school. A copy of the Behaviour and Anti-Bullying Policy are available on our website.

CHILD PROTECTION

The School takes very seriously its responsibility to protect and safeguard the welfare of children in its care. There may be occasions when we have to consult other agencies even before we contact you, particularly in relation to Child Protection/Abuse concerns. The DfE and Essex Local Authority lay down the procedure we follow. Further information is available on our website - please read the Child Protection Policy and the DfE document "Keeping Children Safe in Education" (Revised September 2016).

PERSONAL, SOCIAL AND HEALTH EDUCATION & CITIZENSHIP

The school ethos is one of caring and respect for each other and for the environment and underpins all work on PSHE. School rules and codes of behaviour are discussed on a regular basis so that the children understand the importance of rules and see why they should keep them. Much of the PSHE curriculum is delivered as part of work planned in other curriculum areas.

SEX EDUCATION

The school's sex education policy has been written by the teaching staff and agreed by the Governors. It is closely linked with Personal, Social and Health Education and Citizenship, Science and Religious Education, which all have an influence on the attitudes of young children and help in developing the child as a whole.



Sex education for young children should be about patterns of behaviour and attitudes that help the child understand his/her own feelings. By using simple examples from their experience, it is hoped that the children will come to an understanding of the processes of life, to understand the need for healthy living and to have regard and consideration for others.

We aim to develop sex education sensitively with full regard to the child's understanding and stage of development.

SPECIAL NEEDS

Our aim is to enable your child to reach their full potential. All children are assessed within the first few weeks of joining the school in the reception class and regularly thereafter. At the end of the Foundation Stage children are assessed against the Early Learning Goals before moving to Year One. Information about the Early Learning Goals can be found in the 4Children document on our website.

Children with learning difficulties may be identified from such assessments as well as from other monitoring systems set up within the school. The majority of the pupils have their needs met by quality first teaching and a supportive classroom environment, where the teacher adapts the curriculum by varying the tasks, their classroom management strategies and the input they give in order to ensure appropriate progress.



Pupils who have made slow or little progress despite receiving a differentiated curriculum and general learning or behavioural support strategies are placed on a "One Plan". Please see our website for detailed information. There will be regular review meetings between

home and school. The Special Needs Co-ordinator (SENCO) Mrs Carter, co-ordinates the provision and day-to-day management of learning support.

Attainment and progress are monitored over time. Where progress is limited, advice is sought from other professionals and specialist staff. It may be necessary to apply to the Statutory Assessment Service for an Individual Health Care Plan.

Various speech and language programmes, received from specialist agencies e.g. Speech Therapy, are followed in school, with additional material where appropriate. Short-term behaviour programmes may be run in consultation with parents and children. These may include self-monitoring 'on-task' booklets incorporating specific negotiated 'rewards'. Links with the Local Delivery Group enable us to access services such as family support, play and music therapy. We have also developed a close link with Choices at Wells Park School.

RESOURCES and ACCESSIBILITY

Under the terms of the SEN and Disability Discrimination Act, all schools are required to publish an accessibility plan and equality scheme which set out ways in which the school is going to increase over time its accessibility to pupils with disabilities. A copy of the Equality document is on the website.

Structurally the school is well equipped for children with physical disabilities. All areas are accessible to wheelchairs and some toilets have been fitted with grab rails. There are three Special Needs bathrooms installed.



In addition to the funds delegated by the Local Authority for Special Educational Needs the school has a policy of employing additional learning support assistants as part of the range of provision for all pupils including those with special educational needs. (This policy is clearly subject to budget constraints).

COMMUNICATION BETWEEN HOME AND SCHOOL

The school welcomes the involvement of parents and encourages a free communication between home and school. Throughout the year there are formal occasions to discuss your child's development at Parent Consultation Evenings but teachers are available informally after school to discuss any worries you may have. Please avoid lengthy discussion at 8.45am, as the teacher's first priority at that time is to settle the children ready for the school day. If the matter you wish to discuss is complex or confidential you may wish to arrange an appointment at a mutually convenient time.

Parents can inform themselves about what is being taught in class by studying information sheets displayed either in the corridors or facing outwards on a corridor window near the classroom. These will also be emailed to you via Teacher2Parent. Termly curriculum overview leaflets are available on the website.

Regular newsletters and emails keep parents informed of school events, and from time to time, there are more detailed talks and discussions on aspects of school life and the curriculum. Parents are urged to attend these. All parents are asked to sign a Home-School agreement when their child joins the school.

ASSESSMENT AND WRITTEN REPORTS

Your child's skills and abilities are continually assessed throughout their time in school. Teachers use this information to plan for individual and group learning and to set targets.



Foundation Stage children are assessed by their teacher and a Profile is completed.

In the summer term Year 2 children are assessed using Standard Assessment Tasks / Tests (SATs). The DfE introduced Interim Assessment Framework during

2015-16 and this will continue during 2016-17. A copy is on the website. The results parents receive show how a child is performing in relation to age related expectations.

A national Year 1 phonic screening test was introduced in June 2012 and the outcomes are shared with parents.

In addition all parents will receive a detailed, annual written report on your child's progress from the class teacher each year in the summer term. The report will also include curriculum targets for the forthcoming year.

The 1988 Education Reform Act enables you to see records kept on your child. Arrangements can be made for parents to inspect all relevant documents in school.

SCHOOL UNIFORM

It is hoped that all children will wear the school uniform that consists of grey trousers/skirt/pinafore dress with a white polo shirt, the kind that has a collar with three buttons. Parents can buy a maroon round neck or button through sweatshirt with the school logo on from the School Office or a plain grey jumper/cardigan may be worn.



In summer the girls may wear pink and white check dresses and the boys grey shorts. Sensible black school shoes are worn with grey or white socks, or grey tights. All clothing must be named.

PE CLOTHING

PE usually takes place in the hall in bare feet, but plimsolls are needed for outside work. Children should have t-shirts and shorts for P.E. or be prepared to wear underpants and vest. During PE outdoors, in the colder months, children may wear plain grey jogging bottoms. T-shirts with the Alderton logo, maroon shorts and PE bags can be purchased from the School Office. All items must be named.

We are proud to hold the Active Mark for PE and Sport. We work in partnership with the Tottenham Hotspur Foundation and other coaches to enhance sport and dance provision. In 2016-17 we will again employ a gymnastics teacher to work with all children across the school and also to lead an after school club.



LOST PROPERTY

There is a box for lost property kept outside by the school office. Toys are also handed into the School Office. Please label or mark all property.

JEWELLERY

In line with Essex County Council's Health and Safety Code of Practice children should not wear jewellery to school.

If children already have pierced ears then only simple studs should be worn. They are worn entirely at the parent's and child's own risk and must be removed for P.E. Staff are not permitted to remove or insert earrings, so children must be able to do this for themselves. It is best to keep earrings at home on P. E. days.



PLAYTIME SNACKS

Children are encouraged to bring in a small bottle of water each day to have readily available in the classroom. Bottles with sport's tops are preferred. The bottle should be taken home at the end of school and refreshed, either with tap or bottled water.

All children are provided with a healthy playtime snack of fresh fruit or raw vegetable. It is seen as a social time and reinforces good manners and courtesy for others.

SCHOOL DINNERS / PACKED LUNCHES

Hot school meals are free and ordered on the day at morning registration. If you are entitled to a range of benefits do let us know though please, because the Government currently give schools extra funding for this as part of the Pupil Premium Grant. Information about the difference this makes to children at our school is on the document page of the website.

At lunchtime a team of Midday Supervisor Assistants looks after the children. The school operates a cafeteria system, which usually includes a choice of main course, vegetables, desserts/fruit and drinks. The children carry a tray and make their selection from the dishes on display. Hot meals are cooked on site and meet children's dietary and nutritional requirements, with fresh fruit and vegetables served every day. A salad bar is available.

Packed lunches from home are allowed but should not contain any nuts, including peanut butter, fizzy drinks, sweets or chocolate. We are proud to hold the Healthy Schools Award.

HOMEWORK

For young children in the Foundation Stage and Key Stage 1 the active involvement of parents or carers in children's learning is of great importance. The school has a clear expectation that parents/carers will help and encourage the children in short activities at home. These may include playing simple games, learning letter sounds, target words, spellings and number



facts and, of course, reading together each day. At KS1 the children access on-line homework, that links closely with the Abacus maths scheme. Children can also access "Purple Mash" on-line. The opportunity to practise key skills in a supportive environment and to talk about what they are learning to an interested adult can be of enormous benefit.

ILLNESS

Please keep the School Office informed of any illness that your child has, especially if it is a communicable disease or condition; for example upset stomachs, sickness and headlice. Also, if your telephone number changes, either at home or at work, please let us know. It is vital that we have up-to-date information so that parents can be contacted in the event of emergency. Mobile phone numbers are kept on record.

NOTIFIABLE ILLNESSES

There are some communicable illnesses that have periods of exclusion that parents are obliged to tell the school about. These include German Measles (Rubella), Chicken Pox, Measles, Mumps and serious skin diseases. Your doctor or health visitor can advise further.

ATTENDANCE

Parents have a legal duty to ensure that their child attends school regularly. We expect all children to attend school every day, as long as they are fit and healthy enough to do so. Regular attendance is vital if pupils are to reach their full potential. Attendance levels are monitored closely by the school and contact made with parents where there is a concern.

There is close liaison with the Family Support Worker, School Nurse and ECC Missing Education Department.

Schools are required to record and report details of all absences. It is therefore essential that parents notify the school by telephone or email on the first day of any absence before 9.30am. The office has an answer machine so you can leave messages out of school hours.

Family holidays should always be taken during school holidays. Only in very exceptional circumstances may the school give permission for Leave of Absence, but this is never for holiday. Permission must be sought from the Headteacher. If a child is taken out of school, the Local Authority may issue a fixed penalty fine.

MEDICINES

The school should not be asked to administer medicines unless it is absolutely necessary. The school may administer medicine provided:

- there is a clear letter of authorisation from the parent
- there are full written instructions regarding dosage
- medication is clearly labelled with the child's name.



MEDICALS

During your child's early school life a medical check-up will be arranged with the school community nurse. You will be requested to attend. Sight, hearing, weight and height, dental screening and flu immunisation will be offered to the children during their time at school.

CAR PARKING AND SETTING DOWN OUTSIDE SCHOOL

Parking is not permitted on the yellow zigzags outside the school gates. A Traffic Restriction Order is in place. Parents should not drive into the school grounds unless they have special permission. Parents using the Barley Barn wrap around care facility are reminded not to drive on to site please.

SAFETY

The health, safety and well being of the children in our care is paramount.

There are a range of policies, systems and procedures in place which all staff follow. They cover lunchtime supervision, emergency evacuation, medical care, school trips and so on. Details are available on request.



All visitors to the school during the school day (including parents) must use the staff entrance doors at the side of the school and report to the office via the electronic security system. Visitors are required to sign in and are given a visitors badge. Employees of Essex County Council and other contracted workers are asked to show their identity passes. No child is allowed to leave the premises unless accompanied by a parent or adult previously notified to us. Pupils who join or leave the premises after a school session has commenced are recorded in a special book. All staff are vigilant to the possibility of intruders on the school premises.

The school endeavours to be safe in all it does and includes projects on health and safety as part of the children's curriculum. Several members of staff have received paediatric and general first aid training and there is a book for recording accidents in the office. In

the event of a serious accident we telephone parents immediately to help decide on the best action to take.

EXPRESSING COMPLIMENTS, CONCERNS AND COMPLAINTS

We are a forward-looking school and welcome feedback from families about the education and service we provide.

However, from time to time, parents may have a concern or a query about their child's education. We ask that you approach, in the first instance, your child's class teacher, then the Headteacher. We take concerns seriously and aim to resolve them at the earliest possible stage.



A copy of the Complaints Policy is available on the website. The Governing Body is also there to assist you and may be contacted through the School Office.

There is a statutory procedure established by the Local Authority and the DfE for dealing with written complaints. (DfE Best Practice Advice for School Complaints January 2016). Details of this formal process are available from the school. There is however, a clear expectation that most concerns or differences can be resolved by personal contact.

CHARGING POLICY FOR VISITS AND EXTRA-CURRICULAR ACTIVITIES

It is customary to ask parents to contribute to the cost of travel and entrance fees on day visits. No child is prevented from attending or is otherwise penalised if his/her parents do not pay. However, if voluntary contributions fail to cover the costs involved, the trip may have to be cancelled. Over the years the Parent Association has raised invaluable funds to help subsidised the cost of trips, workshops and events.

OUT OF SCHOOL ACTIVITIES ORGANISED BY OUTSIDE GROUPS

From time to time, at the end of a school day, facilities are hired by private individuals who offer a variety of extra activities. These are obviously commercial ventures outside of the school day, which will have to be paid for. Barley Barn also offer a breakfast club.



SCHOOL DOCUMENTS

The Freedom of Information Act 2000 requires public authorities, including schools, to be clear about the information they publish. We have produced a publication scheme, which sets out all the information we intend to publish, where to find it and whether the information is available free of charge or on payment. Details are available from the Headteacher.

PARENT ASSOCIATION

All parents automatically become part of the Alderton Infant and Junior Schools Parents' Association when their children start school. An Annual General Meeting is held early in the Autumn Term when a new committee is elected. The committee has been instrumental in raising funds for the school by organising fun days, quiz evenings, dances, stalls and grand draws. The members work hard but enjoy themselves as well!



PARENTS HELPING IN SCHOOL

Not everyone can commit to helping every week, but may be able to volunteer every now and again and help with such things as listening to readers, sewing, preparing resources and helping with specific school events.

We are very grateful for any offers so if you are interested in helping, please approach your child's teacher or the Headteacher.

For more information or an appointment please contact:

Mrs S. A. Dalby (Headteacher)

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Web Site: www.alderton-inf.essex.sch.uk Email: office@alderton-inf.essex.sch.uk

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