



PARENT HANDBOOK



*Roots to grow, wings to fly
‘They will soar on wings like eagles’
Isaiah 40:31*

Headteacher – Mrs Deb Henshall

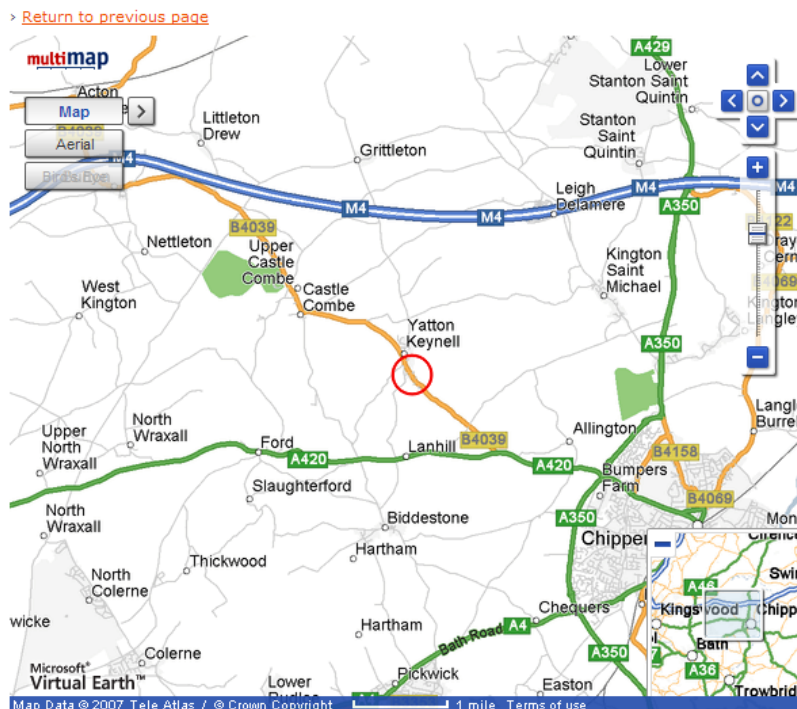
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‘Registered Address: By Brook Valley Academy Trust, The Street, Yatton Keynell, Wiltshire,
SN14 7BA
Registered in England and Wales
Company Registration No. 8020467

WELCOME

Welcome to By Brook Valley School. Choosing a school for your child is one of the most important decisions you will make. Through this handbook we hope to introduce you to all that By Brook Valley has to offer you and your child. Our overriding aim is to provide all the children with strong roots educationally, socially, emotionally and spiritually and to provide a wealth of opportunity where they can demonstrate their skills and knowledge both within the school and beyond. We want all our children to leave us as confident, happy and successful young people, secure with who they are and all they have to offer and eager to continue their learning.

If you have not yet had the opportunity to visit our school then do come and see us so you can experience first hand what By Brook Valley has to offer. The Headteacher shows parents around the school giving each family the time and opportunity to discuss their child and their needs in detail. Appointments can be made simply, by telephoning or emailing the school office.

Where Are We?...



<http://www.multimap.com/maps/?qs=SN14+7BA&countryCode=GB>

Contact Us:

Tel: 01249 783006

e-mail: admin@bybrookvalley.wilts.sch.uk

website: www.bybrookvalleyschool.co.uk

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ABOUT US

The School

By Brook Valley C of E Primary School is in the heart of the village of Yatton Keynell, on the edge of the Cotswolds, just off the A420, close to the Bumpers Farm Roundabout. Opened in 1998 the school offers all the benefits of a modern purpose built building. Although the school was built primarily to serve the children of the surrounding Wiltshire villages, families from the nearby towns of Chippenham and Corsham have also chosen our school for their children. In 2012, the school became an Academy giving us greater opportunities to review our curriculum provision and secure wider procurement opportunities.

In 2014 the building was extended to meet an increasing demand for places. We now have seven classrooms plus an additional room which provides a dedicated space for our afterschool club. In addition to classroom space, the school has a wide corridor which links the classrooms and provides ample space for our school library and group work activities. Our music room is well used for instrumental lessons, whilst the school hall, which is fully equipped for gymnastics, is also used as a dining room and a space where the whole school can gather for Collective Worship.

The school also has extensive grounds which are continually being developed to create stimulating spaces for play, learning and reflection. A pond and wildlife area provide ideal space for studying insects and animals in their natural habitats, whilst our orchard helps the children to learn more about growing their own food. Our Peace and Prayer Garden provides a very special place for all members of our community to be still, reflect and pray.

By Brook Valley as a Church School

Our vision as a Church school is that all children will grow to be the best version of themselves, secure with who they are and all they can be. Our vision is rooted in our Christian distinctiveness and core values of hope, honesty, friendship and forgiveness. These give the children solid foundations from which they can grow tall and strong, secure with who they are and all they can be. Because we are a Church school, we aim to provide the very best for every child and to help them to reach their potential within a safe and secure Christian environment. To us, every child is a unique and precious child of God and through nurturing each child, not just academically, but also spiritually, morally, socially and culturally, we provide better foundations on which they can become self-aware and compassionate young people.

We actively promote Christian values through our daily acts of worship, our school promises and policies. These values are also implicit in the way in which all members of our community interact with one another. We have very close links with the Church and clergy and members of the church community regularly lead worship within our school. We celebrate the Christian calendar with pupils leading Church services at Harvest, Christmas and Easter. The school is also proud to host "All Together@4" each month where families from the school and wider community can come together for fun, fellowship and food.

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Most of all we are a happy, purposeful and inclusive school, a place people look forward to going to – children, teachers, parents/carers, governors and visitors- where everyone feels welcome and valued.

Collective Worship and Church Services

As a Church of England Voluntary Controlled School we hold a daily act of Collective Worship. This reflects the Christian ethos of our school. The Headteacher, Class teachers, local clergy, members of the benefice and the children lead Acts of Worship.

Parents may withdraw their child from acts of collective worship or from attending church services by writing to the Headteacher. Alternative arrangements will then be made to supervise children during these times.

Our Aims

We aim to fulfil our vision of *'Roots to grow, wings to fly'* across our community by:

- Rooting our school within our distinctively Christian foundation, promoting our core values of hope, forgiveness, friendship and honesty
- Creating a strong and inclusive environment which nurtures, stimulates and challenges each learner
- Fostering good relationships within our school and reaching out to our wider community
- Developing self-belief, respect for others, independence, personal responsibility, resilience and self-discipline.
- Fostering a love of learning and encouraging all individuals to aim for the highest standards
- Providing a broad and balanced curriculum that values creativity and builds skills and knowledge across all areas
- Celebrating all achievements

At By Brook Valley we pride ourselves on our commitment to developing the whole child. Academic achievement and high standards of work and behaviour are important to us, as is a child's ability to socialise, have empathy for others and think creatively.

Our School Promise

'Be Ready. Be Respectful. Be Responsible', is demonstrated through everything that we do.

OUR SCHOOL DAY

Bubbles Breakfast Club	7.45am- 8.45am (ask for details)
Morning	9.00am – 12.05pm (Key Stage 1) 9.00am – 12.10pm (Key Stage 2)
Afternoon	1.00pm – 3.05pm (Key Stage 1) 1.00pm – 3.10pm (Key Stage 2)
Bubbles After School Club	3.05pm – 5.45pm (paid for hourly)

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Morning Routine

Children are invited to come into their classroom from 8.45 am where their teacher will be there to greet them. No child should arrive before **8.45am** as, until this time, there will be no supervision.

Children arriving by bus will be met by a member of staff.

The whole school have a 15 minute break in the morning.

Collection at the end of the Day

Children going home: Reception and KS1 children are handed over to parents/carers at the classroom door.

KS2 pupils are dismissed from the classroom.

Children going to Bubbles After School Club: Go to the Bubbles room to be registered by Bubbles staff

Children going on the bus: These children go to the hall with a member of staff who takes the bus register and puts the children on the correct bus.

Children who are not collected: We understand that occasionally parents/carers are delayed – if this happens, please notify the school office as soon as possible. Your child will be taken to the school office so they can wait in safety for an adult to collect them. If a parent is delayed by more than 15 minutes then your child may be taken to the Bubbles After School Club so they can have a snack and play while they wait to be collected. If this happens, you will be charged for a Bubbles session.

Mid-Day Meal

Children can either have a hot meal which is cooked on the premises by an outside catering company called Edwards and Ward, or they can bring a packed lunch from home. Cooked meals are healthy and conform to all nutritional standards.

All children in Owls, Falcons and Kestrels classes are entitled to a free hot school meal each day under the government initiative Universal Infant Free School Meals.

Hot school lunches are ordered a week in advance or can be ordered termly. If you think your child may be eligible, on financial grounds, for free school meals, application forms are available from the school office or can be downloaded from the Wiltshire Council website.

STARTING AT BY BROOK VALLEY SCHOOL

Admission into Reception

Applications for a place at By Brook Valley School are made through Wiltshire Local Authority and we remain fully inclusive in this, as well as all other policies.

Apply online at Wiltshire.gov.uk or complete an application form, available at all Wiltshire Council offices.

Admission into a year group other than Reception

This can be done at any time by applying online at Wiltshire.gov.uk. By Brook Valley School reserves the right to request parents/guardians to verify their child's birth date

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by producing a birth certificate or other official document. Unless a family is moving into the area, the local schools operate an informal agreement to encourage families only to move school within the locality at the end of a term as this will cause the least disruption to child's education.

Although your child has already had experience of school, starting a new school can be an anxious time for you and your child. If possible, we would encourage your child to visit By Brook Valley before starting with us so that they can become familiar with their class, the building and meet their teacher. When they start we will team them up with a 'buddy' who will show them where everything is and make sure they are happy and included at playtimes. Your child's last school will forward onto us all assessments on your child's attainment and we will use these, together with information from you, to plan and meet their next steps in learning in all curriculum areas.

Secondary Transfer

Information on transfer to secondary school will be sent to parents/guardians during the Autumn Term of their child's last year at our school. Most of our pupils tend to go to either Sheldon or Hardenhuish School in Chippenham or to the Corsham School. It is for you as parents/guardians and your child to select between these or other schools. Wiltshire Council will be happy to provide you with any information you may need. Look online at Wiltshire.gov.uk

We, of course, liaise closely with all our local secondary schools and fully support the induction packages they offer to the children.

Starting School

This is a very special time for you and your child. It is also an important time for us. We want to make your child's start at school as smooth and pleasurable as possible. To help you to get to know us and for us to begin to get to know you and your child, we run a comprehensive set of visits and meetings in the lead up to your child starting school.

These aim to:-

- Answer more fully all the questions that you will have.
- Help you and your child to feel at home.
- Help you and your child get to know the teachers, support staff and the other children and parents.
- Tell you about the curriculum and the organisation of the school day.
- Become familiar with the classroom and playground.
- Show the ways in which you can support your child's learning at home.

SCHOOL UNIFORM

Uniform:

- Grey trousers, skirt, shorts or pinafore dress
- White polo shirt (with or without the school logo) or white school shirt
- Jade sweat shirt with school logo
- Green and white school dress (summer)
- Black school shoes

PE Kit:

- Black shorts
- White t-shirt
- Daps or trainers
- Plain jogging bottoms/leggings and a school sweatshirt for winter

School Uniform can be ordered online from www.myclothing.com or from pmgschoolwear.co.uk. Anybody who has problems accessing the internet is very welcome to contact the school office who will be happy to assist.

Jewellery

For safety reasons we ask that no jewellery, other than a watch and small ear studs, be worn to school. These must be covered with tape for PE.

Hair

Long hair (boys and girls) should be tied up, off the face.

If your child is unable to wear their uniform, or part of their uniform, on a particular day, then a letter or verbal explanation must be given to the teacher by the parent.

If your child fails to wear uniform on more than one consecutive day, then they will be dressed in uniform from the second hand/lost property stock when they arrive at school.

Please mark all your child's clothing clearly with his/her name.

OUR CURRICULUM

Learning is planned around topics and themes giving new learning a context. Our curriculum is enriched through visits, both day and residential, and through visitors, who are experts in their field, coming into school to work alongside staff and children. We also welcome the support of parents within the school. We encourage parents who are able to come into school and either share their skills and interests with the children or support us with activities such as reading.

Teaching is not something we do to the children: we encourage them to be active participants, solving problems, developing independent skills and learning about themselves as learners. In this way we equip our pupils with the skills that will not only enable them to be successful in academic terms, but also enable them to face new challenges or uncertainty with confidence.

Curriculum content and organisation

Children in the reception class will follow the Early Years Foundation Stage Curriculum. Pupils in Years 1 and 2 follow the Key Stage 1 of the National Curriculum and those in 3, 4, 5 and 6 the Key Stage 2 curriculum.

Foundation Stage

The first year at school in the reception class is known as the Foundation Stage. This Stage is a continuation from the experiences your child will have had at nursery or pre-school. The curriculum is divided into Prime Areas and Specific Areas of learning and progress is measured in month bands. Specific detail on how we teach reading are included within the section on the National Curriculum below.

Prime Areas

PSED (Personal, Social, Emotional Development). This includes 3 areas: making relationships, self-confidence and self-awareness and managing feelings and behaviour.

Communication and Language. This includes: listening and attention, understanding and speaking

Physical Development. This is divided into two areas: moving and handling and health and self-care

Specific Areas

English: reading, writing and phonics

Mathematics: numbers and shape space and measures

Understanding the World: people and communities, the world and technology

Expressive Arts and Design: exploring and using media and materials and being imaginative.



Learning experiences within and across these areas provide the children with an excellent skill base and an enthusiasm for learning which is then developed further as they begin the national curriculum in Year 1.

From Year 1 onwards the children follow the National Curriculum.

The National Curriculum

The National Curriculum provides the school with clear guidance and expectations for learning and attainment within each subject area for each year group. Wherever possible the National Curriculum content is taught through topics which give a meaningful context to children's learning and support links between subject areas.

In addition to the national curriculum subjects, we also teach Religious Education and Personal, Social and Health Education. The following is an introduction to each curriculum area but your child's class teacher or the Headteacher will be happy to provide you with more details should you require them.

English

The English curriculum incorporates reading, writing, spelling, punctuation and grammar and speaking and listening. All are key skills for success both within school and beyond. In addition to this, development of English skills enhances access to other curriculum areas.

Reading

From the beginning of your child's time at By Brook Valley, we aim to foster a love of reading. In the foundation stage and key stage 1 we teach reading through 'Sounds Write' combined with key word recognition of phonically irregular words. This is enhanced with a wide variety of other reading books, quality fiction and non-fiction, written specifically for children. Talking about books and stories supports children in reading for meaning and this is a crucial part of all individual and group reading sessions throughout the school. From year 2 upwards your child will also begin to demonstrate their understanding of what they have read through more formal reading comprehension exercises. At By Brook we also use film clips and other media to support the children in their development of inference skills.

Parents are actively encouraged to take part in this vital process by listening to their child read at home, reading stories to them and showing their child reading is fun through letting their children see them reading themselves. A reading record is sent between home and school so both teachers and parents can communicate and record progress. We expect all children to read at home at least five times a week, we then celebrate and reward this in school.

Writing

From the outset it is important that children see themselves as writers and understand it is a way of communicating. As with reading, the development of writing skills is supported through the teaching of synthetic phonics and spelling but is also closely linked to speaking and listening. Talk, forms the basis for writing and gives children the chance to practise phrases and sentences orally before making marks on paper. As the children move through the school they are taught to write in a range of styles, including fiction, non-fiction and poetry, and for different purposes and audiences. We aim to develop creative flair but also accuracy in their recording. Grammar, punctuation and spelling are taught as essential parts of writing and, from the end of Year 1, children also learn to develop and improve their writing through editing and redrafting.

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Speaking and Listening

Children are encouraged to be confident communicators. Listening as well as speaking skills are taught throughout the school and these key skills underpin work across the curriculum. Children learn to speak in a range of contexts, adapting what they say and how they might say it for the purpose and audience. They are taught active listening skills so they can participate fully in discussions. Children learn to listen carefully to other people's ideas, experiences and points of view. They learn to respond appropriately to others, thinking about what has been said and using appropriate language in response. Skills are practised and developed through a variety of activities including participating in class discussions, doing mini presentations to their class. For example 'show and tell' (for younger children) taking part in class assemblies, celebration assemblies or church services, in school productions and through contributing to discussions in House Parliament as a school leader e.g. sports leader/librarian/eco warrior or worship leader.

Mathematics

Mathematics is a key life skill and we therefore aim to develop knowledge, skills and understanding of mathematics linking these to real life problems and practical applications. Emphasis is put on developing an understanding of number and calculation skills as these underpin all other areas of mathematics. From year 1 onwards, children will learn their times tables and practise mental calculation and arithmetic skills each day. The national expectation is that by the end of Year 4 all children will know their times tables to 12x12. Having a good knowledge of arithmetic develops mathematical confidence and extends children's reasoning and thinking skills as well as their ability to select the appropriate mathematics to tackle more complex problems as they move through the school.

Science

In Science we aim to develop the children's natural curiosity and excitement. Through our curriculum we give them first hand opportunities to explore the world around them. Emphasis is put on practical work and making sense of what has been found out. The children learn to work scientifically and develop skills in questioning, observing, predicting, evaluating and fair testing. Scientific vocabulary is developed through a wide range of topics, including animals and humans, forces, materials, space, classification, electricity and light. Vocabulary is developed and applied through investigations, to gain deeper understanding. Children have the opportunity to engage with the wider community by taking part in science fairs, attending school trips and engaging with local scientists and science ambassadors.

Computing

Computing has become a key skill in our rapidly changing world. At By Brook we teach children specific computer skills, across a range of devices, which are then used to support learning in all areas of the curriculum. All classes have access to a range of devices that can be used throughout the day, across the curriculum. Coding is taught from years 1 to 6 using 'Bee Bots' and 'Scratch'. As children move through Key Stage 2 they are taught to develop their typing skills and use of Microsoft programs.

Children are regularly taught about online safety, appropriate to their use, and whilst in school they are protected, through our filtering and monitoring security, from

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access to inappropriate sites. Digital leaders from Years 5 and 6, lead an annual online safety day supported by resources from 'Safer Internet Day.org'. We use NSPCC resources and 'National Online Safety' to teach children how to stay safe online. All classrooms and school hall are equipped with an interactive white board which enables wider resources to be used to support learning.

History

Through topics children learn about how people lived in the past both in Britain, our local area and the wider world. As they progress through the school they develop their understanding of chronology and skills in research. They learn to research specific periods and question evidence, explain their point of view and reach conclusions. They learn how the past influences the present and develop their knowledge of significant people and past events. Role play helps children to explore what it was like to have lived during different periods in history while trips to museums and places of interest gives the children access to primary sources of evidence.

Geography

Through our geography curriculum children develop their knowledge of places and environments, an understanding of maps and develop a range of investigational and problem solving skills. Children study their local environment, looking at manmade development, environmental factors and natural features of the landscape and compare it to that of other counties. They learn about environmental issues and their rights and responsibilities to other people and the natural world.

Music

Our aim is to develop in children an appreciation of music, an understanding of the elements of music (rhythm, pitch, mood, dynamics etc.) while developing the skills of playing, singing, composing and performing. The children are provided with first hand experiences in which they explore and form sounds into patterns. They develop listening, instrumental and singing skills and use these to compose, perform and communicate through the language of music. Instrumental lessons are available during the school day from peripatetic teachers who work in the school.

Art

In each year group children develop their skills in drawing, painting, print making, collage, textiles and 3D modelling. The school has its own kiln for firing clay work. Each year children also study the work of famous artists and explore some of the techniques which feature in their work.

Design Technology

DT is taught through topics so children can experience the whole process from design through to the making and evaluation of a finished product. Key skills, such as different ways to join materials, are taught discretely and then applied in context. Through the curriculum, children develop their knowledge and understanding of materials and components, mechanisms and control systems, existing products and quality.

Physical Education

All children engage in at least two hours of PE every week. The curriculum covers dance, games, gymnastics and athletics. In addition to this Year 4 pupils go swimming at the local pool in Corsham where they are taught to swim or develop their swimming technique by a qualified instructor and all children get to take part in Yoga sessions. The school also encourages children to engage in physical activity at break times through its 'Huff and Puff' scheme. In key stage two, children have the opportunity to become sports leaders. As such they motivate and encourage children to be active and support the subject leader in reviewing the impact of the curriculum. Throughout the year By Brook Valley has a variety of sporting after school clubs some of which are run by professional coaches. These vary term by term but include sports such as dodgeball, basketball, hockey and netball.

Sports Day

Sports Day is when we share and celebrate sporting achievements within and across the school. The emphasis is on team spirit and co-operation. The children are in their 'house' teams and compete to earn points for their house. Family and friends are invited to cheer on the children and share in their successes.

Modern Foreign Language

French is taught throughout the school from Year 2 to Year 6. The children are taught key skills of listening and responding with emphasis being on oral work, although there is some recording in the upper years. Children develop their French vocabulary through songs, games and oral sessions, but also learn about the culture of France. A French club is offered to the children by a peripatetic teacher. This is open to all children from the Foundation stage to Year 6.

Religious Education

The school uses Discovery RE and Understanding Christianity to support planning teaching and learning of this curriculum area. In addition to Christianity the children learn about and from other world faiths. Through our religious education curriculum we aim to give children knowledge and understanding of how these religions influence individuals, communities and society in our world. Discussion is encouraged and respect for different cultures and beliefs actively promoted.

Personal, Social, Health and Economic Education (PSHE)

We use the Jigsaw scheme to support the structure and development of key skills and knowledge in this area. Through PSHE we aim to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and become informed active citizens. The PSHE curriculum promotes spiritual, moral, cultural and physical development of children as part of our school and as young people within our wider community. It helps to prepare children to make the most of opportunities, responsibilities and experiences both now and in the future. The safe environment of the classroom is the ideal place for children to learn about themselves and others and explore issues which impinge on their lives and the lives of others. The emphasis is on whole class and group activities which are oral, interactive and lively and which encourage thoughtful discussion and debate. We encourage our children to understand and respect diversity and difference and to have the confidence to make positive decisions when faced with dilemmas.

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Sex and Relationships Education

Sex education is defined as education for personal growth and development within the framework of the family and personal responsibility. Much of the curriculum coverage is embedded in our PSHE and Science curriculum. Topics are designed to develop personal, social and relationship skills and attitudes, whilst fostering high self esteem in the children.

In Year 5 and 6 children learn more about their changing bodies as this is when the onset of puberty often occurs. Children may be withdrawn from these sessions at parent's/guardian's discretion. The subject will be taught sensitively and truthfully so that children become aware that it is a part of life.

Our programme of sex and relationships education is intended to combat myth, misunderstanding and ignorance as well as sexism, prejudice and discrimination.

Drug Education

Through our science and PSHE curriculums children receive drug education. In our school this involves teaching children about the safe use of medicines and the impact that smoking and drinking alcohol have on the human body. Children learn that household chemicals must be used safely as they could be harmful to the body.

INCLUSION

As a school we place a high priority on Special Educational Needs (SEN) provision and use a multi-agency approach to providing care for our pupils. Children with identified special educational needs will be placed on the school's SEN register according to their needs and will have a My Support Plan (MSP). If children do not respond to relevant and purposeful provision within the school, then the Local Authority will consider the need for statutory assessment following a request by the school and parents. A very small minority of children are then issued with an Education, Health and Care Plan (EHCP). All parents will be fully informed of any actions or decisions made regarding their children. The school's SEN Policy and SEN information report is available from the school office and on our website. The Special Educational Needs Co-ordinator (SENCo) oversees and monitors the effectiveness of additional support provided throughout the school.

Accessibility

Our school aims to be an inclusive school. We hope to make all our children welcome and feel happy to look forward to their school day. Every child is different and we view differences as an opportunity for adults and children alike to learn more about ourselves. If your child has a disability, he or she will be treated no less favourably than other applicants for admission. We make reasonable adjustments to ensure that pupils with disabilities are not placed at a substantial disadvantage and we will know we have succeeded when disabled pupils are participating fully in school life. The school's Accessibility Policy is available from the school office and on our website.

HOMELEARNING

Parents are asked to support their child by listening to their child read five times a week and practising number bonds / times tables and spellings.

BEHAVIOUR / DISCIPLINE

At By Brook Valley we follow a Restorative Justice approach to behaviour. Restorative approaches help develop a happier school where the focus is on learning not conflict. They encourage children to think about how their behaviour has affected others, peers and staff, and what needs to be done to put things right. It helps children develop respect, tolerance, responsibility, self-control and honesty.

Being Restorative is about:

- **Showing respect** – everyone is important
- **Taking Responsibility** – owning up
- **Reparation** – putting things right
- **Re-integration** – making a fresh start

A copy of the school's Behaviour Policy and an information leaflet about Restorative Justice are available from the school office or on our website.

ASSESSMENT OF PUPILS PROGRESS

In order to teach all children effectively we must assess what they understand so the next steps can be planned for their learning. At By Brook Valley we do this in a number of ways.

Day to Day Assessment

This is done by all class teachers every day. Through observation, discussion with pupils and marking work, teachers assess what each child has understood and what they need to learn next. This is then implemented into their planning for the next day. These assessments are also used by teachers to discuss with each child their learning in English and mathematics and together to agree and set targets for improvement.

Termly Assessments

Three times a year (December, April and July) we review each child's progress in English and mathematics, against National curriculum expectations for their year group. We share these assessments with parents in a mini report and offer a parent evening appointment to discuss these in more detail.

Phonic Screening Check

Towards the end of Year 1, all children's knowledge of phonics is assessed using a national assessment. If children do not reach the required national standard then they retake the assessment at the end of Year 2. Outcomes are reported to parents in writing.

National Curriculum Tests SATs (Standardised Assessment Tests)

These are national tests, taken by all Year 2 and Year 6 pupils, used by the school, Local Authority and government bodies such as Ofsted as an indicator of how well a school is performing. In KS1 (Y2) children take Tests in reading, spelling, punctuation and grammar and maths which are marked by the class teacher and moderated either by the local authority or across the local cluster of schools. In KS2 the spelling, punctuation and grammar, reading and maths assessments are

externally marked. Teachers mark the writing and science and the accuracy of their judgements is verified through local moderation. Outcomes are reported to parents, in writing, towards the end of each summer term.

COMMUNICATION – HOME/SCHOOL

Successful communication between home and school is a vital part of our partnership with parents/guardians.

Whole School Communication

School Newsletter. We send a School Newsletter home fortnightly detailing important dates and events, and giving you information about what is going on in the school. Copies of these are also available on our school website.

School Website: This is a central resource of all that you may need to know. If you cannot find what you are looking for, please contact the school office.

Class Communication: This may include letters home to parents or be via a weekly update on your child's class page of our website. Every class holds 'stay and learn' sessions for parents. These help to explain different aspects of teaching and learning, the expectations of the national curriculum and how parents can best support their child at home.

Class Curriculum Newsletters. Three times a year your child's teacher will send you a copy of the class curriculum newsletter. This outlines the curriculum topics, subjects and areas they will be studying and gives suggestions on how you can support your child's learning at home.

Reading Record. The reading record book doubles as a daily home/school contact book in which you are encouraged to write informal notes to your child's class teacher and we will do likewise.

Attainment and Progress Reports

At the end of each term, we will send you a brief report on your child's attainment and progress in English and mathematics.

Annual Report

A full written report on your child's progress will be sent home following the Easter Break and there will be an opportunity to discuss the contents of the report during the first half of summer term. End of key stage SAT results and end of Foundation Stage Profile reports are shared with parents at the end of the Summer Term.

Parent Evenings

Three times a year there is the opportunity for you to have an appointment to discuss your child's progress with the class teacher. At the end of the year there is also a less formal opportunity to discuss your child's progress with the class teacher and to meet your child's next teacher.

The school is always open to you. If you have any queries or questions please do not feel that you have to wait until parent evening to discuss them with your child's

teacher just pop in or phone and we will arrange an appointment as soon as possible.

ABSENCE

It is a parent's/guardian's responsibility to ensure that their child attends school regularly. Absence can be very detrimental to a child's educational progress. The school must be notified, in writing, of all absence. Our Absence Policy is available on our website.

Illness

If your child is not well enough to come to school we ask that parents/guardians telephone the school in the morning to inform us of the situation. We do not accept email communication as we cannot be certain who has sent it. If a child is absent and we have had no communication from home then we will, in the interests of safety, contact you.

Unfortunately we are unable to give medicine such as antibiotics; however parents are permitted to come into school to give their child medication. Medication for **specific** conditions can be administered, but a medical plan will need to be drawn up by the parents, school staff and school nurse. We are happy to support your child in using their inhaler for asthma providing we have:

- A written note from the parent, guardian or doctor, giving clear instructions for the dosage and frequency of medication.
- The medication must be brought in by yourself or another adult.
- The medicine must be clearly labelled with your child's name and dosage required.
- We have a written indemnity for the administration of these medicines.

The above procedures are based on guidance written by the National Association of Headteachers, and in following them we are considering the safety and well-being of your child.

Medical Appointments

If it is not possible to get an appointment out of school hours then parents are encouraged to only remove their child for the period of the appointment and not for the half or whole day.

External Examinations

We understand that music and dance examinations sometimes happen within the school day. If this happens we will authorise absence only for the period of the examination. Your child is expected to attend for the rest of the school day.

Holidays

It is not an entitlement for children to have time off school to go on holiday. The Headteacher cannot authorise absence for holiday unless it is under exceptional circumstances. Parents taking their child out of school during term time to go on holiday may be fined by the local authority. Parents are encouraged to read our **Holiday Absence Policy**, available from the school office or on our website, before making any decision about a holiday in term time.

OUT OF SCHOOL ACTIVITIES

After School Clubs

At By Brook Valley we have a range of out of school activities. Some of these are seasonal while others are run only for specific year groups. Full details of the clubs running each term are advertised in our monthly newsletter and on our website. Some of these clubs are run by staff or parents, others by professional coaches. There is a charge for some clubs.

CHARGING for visits and clubs

Educational visits are always advertised in advance. Trips taking place during the school day are funded by voluntary contributions. This charge is the actual cost of each child's participation and does not include a subsidy for other pupils. Although no child will be excluded on grounds of financial difficulty, if insufficient voluntary contributions are forthcoming then a trip may not be able to take place.

Any parent who has difficulty in this regard is urged to speak to the Headteacher, in complete confidence, as soon as possible.

Pupils who are entitled to Pupil Premium will not be required to pay for school trips as this will be paid from their entitlement.

Some clubs make a charge for equipment/ resources (e.g. cookery) or to cover the cost of coaching. This charge is passed onto parents. If your child would like to join a club but the cost is prohibitive, please speak in confidence to the school office who may be able to help.

School Buses - A bus service is provided free of charge for children who live in the villages around Yatton Keynell. Application forms and full details of the routes are available from:-

**Passenger Transport Unit
Wiltshire Council
County Hall
Trowbridge
BA14 8JN
Tel: 0300 456 0100**

COMPLAINTS PROCEDURE

If you have a complaint then:

1. Speak to your child's class teacher.
2. If you are not satisfied with the outcome of this consultation then you should make an appointment to speak to the Headteacher.
3. If you are still not satisfied, you need to put your complaint in writing to the Chair of Governors. The school office will be happy to pass this on in confidence. Alternatively, you can email the Clerk to Governors by using the link on our school website.

Copies of school's complaints procedure are available from the school office or on our website.

FRIENDS OF BY BROOK VALLEY SCHOOL (FoBBVS)

By Brook Valley has a thriving “Parent Teacher Association” known as **FoBBVS**. It is a member of, and hence regulated by, the National Confederation of Parent Teacher Associations although, because its membership extends beyond just parents and teachers of children at the school, it is known as a “Friends” Association. Its purpose is to help raise funds for the school and to foster a good relationship between parents/guardians, teachers, governors and others associated with the school.

The FoBBVS committee produces an annual report. This explains the makeup and operation of the Association and gives details of the past year’s events and activities plus an account of how money raised has been spent.

Apart from initiating social and fundraising events, the committee also likes to welcome new parents/guardians and their children to the school. They are also a great source of non-school orientated information e.g. details of local amenities, clubs, etc. FOBBVS can be contacted at fobbvs@gmail.com .

We hope you have found this handbook useful. If you have not yet had the opportunity to visit the school please make an appointment so you can see for yourself all that we have to offer your child.

APPENDIX

STAFF AND GOVERNORS OF BY BROOK VALLEY SCHOOL

Headteacher: Deb Henshall Deputy Head: Ben Summers Finance Officer: Cathryn MacDougall Admin Officer: Joanne Harvey Admin Assistant: Lisa Summerfield Teaching Staff: Eleanor Slaney Natasha Nicholas Molly Hamilton Victoria Boddy Katherine Reed Abbie Davis Charlotte Whiston Carrie Davies Liz Boyd	Teaching Assistants: Mary Wild Helen Tyler Vic Slade Lavinia Maxwell-Brown Sarah Holcombe Amanda Pugh Lana Dodd Emma Witchell Sally Lawton Amy Fuller Rachael Simpson Midday Supervisory Assistants: Sarah Holcombe Lavinia Maxwell-Brown Vic Slade Lana Dodd Helen Tyler Mary Wild Emma Witchell SENCo and Inclusion Manager: Ben Summers
Designated Safeguarding Lead: Ben Summers Designated Safeguarding Deputies: Deb Henshall Natasha Nicholas	

GOVERNING BODY OF BY BROOK VALLEY SCHOOL

Chair of Governors: Rosemary Jago Ex-Officio: Deb Henshall (Headteacher) Clerk to Governors: Michelle Hocking
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