

# Meon Infant School

## prospectus



2021-22

June '21

Dear Parents,

Welcome to Meon Infant School.

We aim that your child's first three years in school will be both happy and rewarding and we look forward to developing a positive partnership between home and school with you.

We believe that it is important for the whole school community, children, staff, parents and governors, to work together to provide the best possible education for your child. We pride ourselves on having high standards and expectations and we hope that you will support us in our work to achieve these.

We hope that the information in this booklet will be useful and will re-assure you that we really care as your children take their first big step into school. During the school year you will receive regular newsletters from me and information from the Friends of Meon School (FOMS). You will also be invited to parent/teacher meetings. However, there are times when instances occur at home or in school, which need to be discussed immediately. If the need arises, we will contact you and we hope that you will not hesitate to contact us and, hopefully, we can solve the issue together. We are always happy to talk about your child's progress, education and welfare.

We are part of the Thinking Schools Academy Trust (TSAT). There are several schools locally that form part of this Trust including Moorings Ways Infant and Meon Junior Schools.

We look forward to welcoming your child and yourself into our school in September.

With best wishes,

*Lynda Daish*  
Headteacher

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## APPENDICES

Term and School Holiday Dates 2021-2022

# Meon Infant School

September 2021

Maximum capacity 180  
Present Total Number on Roll: **178**

Although the information contained in this booklet is correct at the time of printing, it may be necessary to make changes or additions during the school year, or in subsequent years.

**Meon Infant School** is a mixed day school for children aged between 4+ and 7+ in the Milton area of Portsmouth. Children remain at the school until the Summer Term after they attain their seventh birthday when they transfer to a junior school. The majority of the children transfer to Meon Junior School. We make every effort to ensure continuity of the curriculum with the junior school by visits and discussions with colleagues before the children transfer.

Our teaching is far more meaningful if we have your support and if you are ever concerned about your child, please do come and see the class teacher or the Headteacher. Teachers are usually available before or after school and an appointment to see either the class teacher or the Headteacher is not always necessary but may save you time as teachers have after-school meetings and commitments.

We want the children to have a good academic education as well as to develop spiritually, morally and socially. Children are encouraged to participate co-operatively with their peers and demonstrate a high standard of courtesy and behaviour to other children, staff and visitors. We foster a good attitude and standard towards work, which gives children a sense of purpose. Children are encouraged to work using their own initiative.



## TEACHING & LEARNING POLICY STATEMENT

The curriculum focuses on creative development, giving children the opportunity to gain knowledge and skills. English and Maths are integrated across the curriculum as well as being taught in their own right. Pupils are given tasks that are motivating and ability matched with the emphasis on learning independence.

The commitment of the school is to provide equal opportunities for all pupils through the whole curriculum.

Further details of the teaching & learning policy and other curriculum/management policies at the school are available on our school's website or on request.

There is more information about the curriculum further on in this booklet.



## VALUES STATEMENT

Meon Infant School is an "Outstanding" two form entry school in Milton in the South of Portsmouth. We are a small school with a big heart and work in partnership with the local community and other nearby schools.

### AIMS:

We aim to provide a secure and nurturing environment where all teachers, parents, governors and visitors to our school are respected, valued and supported.

We aim to instil a life-long love of learning, which enables all of our pupils to have the confidence to flourish in an ever changing world.

We have high expectations for all of our pupils and aim to provide an education which is fun, creative, stimulating and appropriately challenging.

### VALUES:

Respect, Resilience and Enjoyment.

**Respect** - for one another and the world around us underpins all that we do at Meon Infant School. We celebrate the fact that we are all different and may hold different beliefs. Through an understanding of these differences, we promote tolerance and respect.

**Resilience** - our engaging curriculum allows and encourages pupils to develop their skills to learn independently and to "have a go" at new and unfamiliar challenges. We encourage children to question and actively promote their reasoning skills in all areas of the curriculum to help develop enquiring minds.

**Enjoyment** - our school is a happy place. The dedicated staff provide a broad and diverse curriculum which we believe makes learning fun for all involved inspiring the children to be the best that they can be.

We invite you to take the time to "drop in" on our website to find out more about us.....  
[www.meoninfantschool.org.uk](http://www.meoninfantschool.org.uk)



## MEMBERS OF STAFF

Name	Position Teaching	Curriculum Responsibility
Mrs. L. Daish Retiring July 21	HEADTEACHER	P.M./Able Child/CPD/PSHE/ Student Council
Mrs. K. Morey Acting Head from Sept. 21	DEPUTY HEADTEACHER	Thinking lead Science/Assessment /Phonics
Mrs. L. Bailey Leaving July 21	Teacher	E.Y./P.S.H.E./Geography
Mrs. J. McIlvaney (Cox) Until July 21	Teacher	D.T.
Mrs. P. Greed	Teacher	Maths./R.E.
Mrs. K. Phillips	Teacher	Part time – 3 days P.E.
Mrs. A. Priston	Teacher	Part time – 3 days MFL/Music/ICT –
Mrs. K. Reid	Teacher	
Mrs. A. Rogers From Sept. 21	Teacher	
Miss C. Young	Teacher	
Mrs. R. Thripp	SENCO (shared with Moorings Way Infant School)	

### Other Staff

Mrs. A. Simmons	Office Manager	
Mrs. J. Loader	Admin. Officer	
Mrs. A. Balsom	T.A.	
Mrs. D. Cheshire	T.A.	
Mrs. S. Conway	T.A./Lunchtime Sup.	
Mrs. D. Craig	T.A./ Snr. Lunchtime Sup.	
Mrs. K. Ferrett	Lunchtime Supervisor	
Mrs. D. Mundy	T.A.	
Mrs. T. Redman	T.A./ Lunchtime Sup.	Until July '21
Mrs. D. Somerville	T.A./Lunchtime Sup.	
Mrs. S. Sykes	T.A./ Lunchtime Sup.	
Mrs. J. Terry	T.A./ Lunchtime Sup.	
Miss M. Tomney	T.A./H.L.T.A.	
Mrs. E. Bird	Caretaker	
Mrs. E. Balogh	Cleaner	
Mrs. A. Miah	Cleaner	



## ACADEMY ADVISORY BOARD

<b>Name</b>	<b>Representation</b>	
Ms. N. Shore <b>CHAIR</b>	Community	
Mrs. L. Gatrell <b>VICE CHAIR</b>	Parent	
Mrs. V. Boscaro	Community	
Mrs. Cox	Staff	
Mrs. K. Barrett	Community	
Mrs. J. Loader	Staff	
Vacancy	Parent	
Vacancy	Parent	
Mrs. L. Daish	Headteacher	Until July 21
Mrs. A. Simmons Office Manager	Clerk to Governors	

Governors can be contacted via the school.

Confidentially addressed communication will be passed on to the appropriate Governors as soon as possible.

The Advisory Board meets once every term and in addition Governor committees meet on a regular basis.



**MEON INFANT SCHOOL  
SCHOOL ADMISSIONS POLICY  
2021-2022**

Meon Infant is an Academy School and part of the Thinking Schools Academy Trust.

The school has an admission limit of **60** reception places. If the school is oversubscribed applications will be considered first according to the following priorities in the order set out below :

1. Children who are looked after by a local authority (i.e. in their care or provided with accommodation by the authority for a continuous period of more than 24hrs). Children who were previously looked after but immediately following being looked after became subject to an adoption order, residence or special guardianship order. (Please see additional information below).
2. Children or families who have a significant medical, physical or psychological or social condition. Evidence must be attached with the application form. Applications under this criterion must be supported by written evidence from an appropriate professional involved stating clearly why the preferred school is the most appropriate for the child and reasons why other schools in the city are inappropriate.
3. Children living **within** the school's designated catchment area. (If the school cannot admit all applications from the catchment area, priorities 4 (i) to (iii) below will be used). (Please see additional information below).
4. Children who live **outside** the school's designated catchment areas in the following priority order
  - (i) children who have a brother or sister (living in the same household) already on roll and who will still be attending the school the following academic year.  
*(NOTE – this category includes step-brothers/sisters, adoptive brothers/sisters living within the same household or children whose parents are married or cohabiting and live together within the same household.)* (Please see additional information below).
  - (ii) children eligible for service premium  
*(Note – service premium is paid to eligible children of armed services personnel under S14 of the Education Act 2002)*
  - (iii) children of staff employed at the school
    - a. where the member of staff has been employed at the school for 2 or more year at the time at which the application is made and or
    - b. the member of staff is recruited to fill a vacant post for which there is a demonstrable skill shortage.
  - (iv) children who live closest to the school, based on the shortest distance from home to school, measured on a straight line “**as the crow flies**” (this distance will be used where necessary to prioritise applications. Should there be two or more identical distances requiring prioritisation, this will be done by casting lots. (please see additional information below).  
*(Note: should a school be oversubscribed from within the criteria 4(i) to 4(iii) above then any additional criteria as given in 4(i) to 4(iii) above will be used to prioritise applications within these categories.*



**Displaced sibling:**

Where the LA is unable to meet the parental preference in relation to a catchment school, the LA will have to allocate a place at a lower preference school or even allocate the next nearest school with places available. Parents may prefer to then try and get a place for another sibling in the same school. In such instances, this school could then be treated as the catchment school for subsequent sibling applications. **Parents would have to notify the LA on application that they consider this exception applies.** If the application was for the actual catchment school this criterion would still be applied. This would be applicable to Portsmouth Schools who have catchment criterion as part of their admissions policy.

## **Pupils with statutory education, health and care (EHC) plan:**

The Admissions code states... “*all children whose statement of special educational need (SEN) or Education Health and Care (EHC) plan names the school must be admitted*”. These children will have priority for admission over and above all other admission applications and will be included in the admissions allocation process.



## **Other Applications:**

Applications can be made for the school for any year group at any time of the year. These are in year applications. All applications will be processed by Portsmouth City Council. If places are available in the child's particular year group, the Admission Service at PCC will notify both the school and parents.



## **APPLICATION DATES**

Applications can be made on-line or in paper format from 1<sup>st</sup> November of the year preceding admission. The closing date is 15<sup>th</sup> January and all on time applications will be considered after this date.



## **ADMISSION ARRANGEMENTS**

The statutory position is that parents do not have to send their child to school until the term following their child's 5<sup>th</sup> birthday. However, most Portsmouth community and controlled infant and primary schools admit Year R pupils on to the school roll before the end of September, in the school year in which the child has his/her 5<sup>th</sup> birthday. The school year starts on 1<sup>st</sup> September and ends on 31<sup>st</sup> August. Children will start part-time initially (part time is up to 5 sessions a week). There is no school for new entry children during the first week of the term as teachers undertake “home visits”.

Children whose birthday is between 1<sup>st</sup> September and 31<sup>st</sup> December will become full time during the first three weeks of the Autumn Term. Children whose birthday is between 1<sup>st</sup> January and 30<sup>th</sup> April will become full time during the first 4 weeks of the Autumn term Children whose birthday is between 1<sup>st</sup> May and 31<sup>st</sup> August will be full time during the first 5 weeks of the Autumn Term (depending on start date we aim to have all children in full time by the end of September). A programme will be issued to parents well in advance of the start dates outlining attendance requirements.

The Headteacher reserves the right to modify the above arrangements for individual children.

## **DEFERRED ENTRY INTO YEAR R**

Where parents do not wish to take the opportunity for early admission they may defer entry of their child to the beginning of either the spring or summer term. Entry cannot be deferred beyond the beginning of the term after the child's 5<sup>th</sup> birthday, nor beyond the academic year for which admission is sought.

It is expected that before being admitted children will:

- be able to use the toilet independently (and usually be dry during the day)
- have some independence in dressing and feeding themselves
- be able to communicate their needs
- be able to cope with the demands of a school setting



## Objections to the OSA (Schools Adjudicator)

Objections to these admissions arrangements can be made to the OSA by **15 May 2021** - see link below

<https://www.gov.uk/guidance/schools-adjudicator-make-an-objection-appeal-or-referral#objections-to-and-referrals-about-determined-school-admission-arrangements>

or contact the OSA

[osa.team@schoolsadjudicator.gov.uk](mailto:osa.team@schoolsadjudicator.gov.uk)

OSA, Bishopsgate House, Feethams, Darlington, DL1 5QE



## Catchment Areas

A catchment area is a geographical area defined by the council. The idea of having a catchment area is to give some priority for the admission of children living in the local area of the school. Living in the catchment area does not guarantee a place at the school. Catchment areas are determined by home address (the child's permanent residence). Further details of the individual school's catchment area will be provided on the council's website or by contacting the Admissions Service.

### CURRENT CATCHMENT AREA

All children in our catchment area have a right to attend the school. In general terms our catchment area covers the following roads:

Admirals Hse. 1-21	Crofton Road	Hollam Road	Milton Road 199-295	Towpath Mead
Bertie Road	Cromarty Ave.	Ironbridge Lane 1-7	Morgan Road	Trevis Road
Blendworth Road	Dickens Hse.	Locksway Road	Oakdene Road	Velder Avenue 1-50
Bonchurch Road	Dymond Hse.1-33	Longshore Way	Pleasant Road	Warren Avenue 1-85
Broom Close	Edgeware Road	Mayles Road	Posbrooke Road	Waterlock Gardens
Broom Square	Euston Road	Meon Road	Rosetta Road	Weston Avenue
Catisfield Road	Fair Oak Road	Meryl Road	Seaway Crescent	
Cheriton Road	Furze Lane	Milton Locks	Shelford Road	
Church View	Gisors Road 1-103	Milton Park Ave.	Stowe Road	

N.B. New housing developments may also be included in the catchment area in future. Please see Portsmouth City Council website for more up to date information.



### REGISTRATION

Applications can be registered on-line (preferred method) or in paper format from 1<sup>st</sup> November of the year preceding admission. The closing date is 15<sup>th</sup> January and all applications will be considered after this date. The date of application does not give priority to admission.



### MULTIPLE APPLICATIONS

Some parents may apply for more than one school, including the catchment area school, specifying preference on the registration form. The LA will make the final decision in this matter and may contact parents if necessary for clarification.



## **CLASSROOM STAFFING**

Each class will have the equivalent to 1 full time teacher.

YR classes will have teaching assistants to at least the minimum requirements of the local authority.

Other classes have a proportion of teaching assistant time during the week if the school budget can fund it. The Trust would aim that this assistant time is at least 1 hour a day but priority would be given to the younger classes if this were not possible. At present 21 hours a week are covered with T.A. support in Years 1 & 2 and full time support in Year R. There may also be 1:1 support staff in the classroom.

Please also see Additional Information at the end of this brochure.



## **GETTING TO KNOW THE SCHOOL**

All reception new entry parents are invited into the school for a visit so they know as much about the school as possible. Appointments can be arranged by contacting the school office. There is also a 'virtual' tour on the school's website. The child will also have introductory visits so he/she can feel as relaxed and familiar with his/her start to school.

When the child starts attending school parents are offered a session to come in and share classroom activities with their child. During this time there will be discussion and information sessions about the curriculum with the Headteacher and class teacher.

Children may stay to lunch after they are full time (according to the date stated by the Headteacher) and have become settled in the school situation. Parents, on request, may come in and see how lunch times are organised. The hot meals menu is on view to parents each week in the hall. There is also a copy on the parents' notice board just inside the main door.

Unfortunately due to covid restrictions the above programme may change in line with guidelines issued by the Government.



## **SCHOOL ORGANISATION**

The school is organised into six classes, with two classes in each year group. These may change depending on the number of children in school each year. In every class the main aim of the teacher is to cater for the needs of the individual child, including those who may have learning difficulties and for the very able. Some time is spent as a class, but most of the work is organised on a small group or individual basis, as young children develop at different rates. Each child is then able to work to their own ability/pace. Class sizes are kept as small as possible depending on demand for places and budget restrictions. Teaching assistant's help is also a regular occurrence throughout the school.

Children are encouraged to work independently; undertaking tasks set on a daily/weekly basis, to aid motivation giving desire to learn and an interest to develop educationally. This helps pupils to have more control of their learning and trains them for later on in their education when they have project/examination work. Teachers ensure that pupils have the assistance they need to complete tasks to gain the necessary knowledge/ standard and achieve the school's curriculum.



## SCHOOL HOURS

School starts at 8.50 a.m. and finishes at 3.20 p.m. with a lunch break from 12 midday until 1.10 p.m. We cannot accept responsibility for children arriving at school before 8.40 a.m. and would ask that your child does not arrive before this time. Parents/carers are requested to stay with their child until they enter the classroom. Children who go home to lunch should not return before 1.10 p.m. The school is not open after 5.00 p.m. (4.30 p.m. on a Friday) for children to collect forgotten items.

The school bell will be rung at 8.50 a.m. for the start of the morning session in order that all children may have time to hang up coats/bags etc. and be in the classroom ready for registration at 8.55 a.m. We ask that parents do not remain in the school after this time in order that the teacher may begin the session on time. Registration takes place from 8.55 – 9.05. Children arriving after this time but before 9.15 will be recorded as late. Children arriving after 9.15 will be recorded as unauthorized.

Once the children have settled into school it is encouraged that parents leave them at the door so that their independence may be encouraged. If you wish to speak with the teacher on an urgent matter please either email or telephone the school office – [office@meoninfantschool.org.uk](mailto:office@meoninfantschool.org.uk) or 03333602170.

To improve the safety of the children in school the school gates are locked during the day (Locked at 9.00 a.m. and re-opened at 3.10 p.m.). Access to the school (apart from the morning, and home time) can only be gained from the main door by a bell system.

Children should enter and leave the school by the playground gates. If you arrive at school later than the gate opening times please come round to the main entrance in Shelford Road.

**NO DOGS**, except Guide Dogs/Therapy Dogs, are allowed into the school grounds or buildings. Please do not walk your dog to school. They are also not permitted to be tied up on school property e.g. fencing, gates, entrance etc. You will appreciate that not all children are familiar with dogs and it can cause stress at times both to children and the dogs themselves.

Children may ride bicycles/scooters to school. We have an area inside the entrance gate in Shelford Road to “park” bikes and scooters. No equipment should be ridden in the playground at any time.

The school is a **NO SMOKING AREA** and we ask that you do not extinguish cigarette ends on the school property or even immediately outside the building/grounds.

The school office is open during school hours.

PLEASE NOTE: During Covid restrictions start and finish times are staggered to ensure children enter school into their “bubbles”.



## TEACHING HOURS

The Secretary of State recommended in a Department of Education Circular (7/90) a minimum number of teaching hours for each Key Stage age group. This time does not include the statutory daily act of worship, registration, the lunch break or playtimes.



## INSET DAYS

We have 5 Inset (Professional Training) days throughout the year. These are usually organized at the beginning of the new academic year and, where possible, coincide with Meon Junior School and Moorings Way Infant School to make it easier for parents with children in both schools. These dates are advertised on the school’s website and sent out in newsletters.

## SCHOOL AIMS

1. To develop a caring, friendly environment which encourages the positive self-image of children.
2. To encourage responsibility and independence in children.
3. To help pupils to develop lively inquiring minds and be motivated to apply their understanding, knowledge and skills.
4. To provide a broad, balanced and relevant curriculum within the statutory guidelines.
5. To provide a community that is responsive to all children of whatever gender, ability, religious beliefs or race.
6. To develop wider relationships between the school and the local community to help pupils understand and respect the world in which they live.
7. To recognise and appreciate the role parents play in the education of their children and the importance of a home school partnership.
8. To promote Healthy Lifestyles by giving the children the necessary skills, attitude and values that encourage them to lead a happy, safe, healthy, fulfilled and productive life.



## O.F.S.T.E.D.

(Office for Standards in Education)

As part of the Government's Education Policy all state schools are required to have OFSTED inspections, usually on a 3 year rota.

Meon Infant School was last inspected in May 2009. We feel proud that the OFSTED team, for the **THIRD** time, recognised our school as providing an "**outstanding**" education for all our children.

A copy of the report is available on request at the school office.



## AWARDS

We have received the International Schools Award, Healthy Schools Quality Mark and QES – Portsmouth Community Improvement Partnerships Award and P.E. Silver Award.



## WHAT YOUR CHILD IS TAUGHT

Many of the subjects taught are covered through a topic-based creative curriculum which is a lively and effective way for children to learn. Greater emphasis is placed on the core subjects – Reading, Literacy work, Mathematics, Science, I.T. PSHE and R.E. The curriculum also includes work on the creative arts – Music, Design & Technology and P.E. to give an all round education. History and Geography are also included in the topics to add variety and interest which is a stimulating way for children to learn. All of your child's achievements are measured using the 2014 national curriculum framework. Topics are planned for each year group taking full account of national curriculum requirements. French is also taught informally to provide children with opportunities to experience another language and culture.

Children are given plenty of opportunity to observe, record and evaluate at first hand. If you have any concerns about your child's curriculum please contact the Headteacher and/or Chair of Governors.



## THE CREATIVE CURRICULUM

Flexibility is now allowed within the curriculum so each year group has worked hard to update and approach the teaching of topics in a fresh way, which includes greater use of the local environment. However, due to covid restrictions local trips are very few at this time.

### CORE SUBJECTS

English  
Mathematics  
Science  
Information Technology  
Religious Education

### FOUNDATION SUBJECTS

Art, Design & Technology,  
Geography, History,  
Music, Physical Education  
Modern Language (from Year 7)  
PSHE/RSE

However, there are also national requirements and programmes of study for all the core and foundation subjects. These are what the children should be expected to know and be able to do at the age of 7. Children will be assessed for some of these subjects at this age to identify whether they have reached age related expectations.

The teacher assessment of the Year 2 children (6-7 year olds) takes place during the summer term (usually May). The assessment of the Year 2 (6-7 year old children) at the school during the summer term 2021 was not undertaken due to the covid19 lockdown.

There is also a Phonic Screening which takes place in Year 1. However, again this was not undertaken in June 2021 due to covid lockdown.

The National Curriculum requirements and the school's policies based on these study programmes are available to parents on request.

The National Curriculum school year groups are as follows:

Age of pupil at end of school year 31 <sup>st</sup> August	Year Group	Age of pupil at end of school year 31 <sup>st</sup> August	Year Group
5	Foundation Stage (EYFS) (YR)	12	Year 7 (Y7)
6	Year 1 (Y1)	13	Year 8 (Y8)
7	Year 2 (Y2)	14	Year 9 (Y9)
8	Year 3 (Y3)	15	Year 10 (Y10)
9	Year 4 (Y4)	16	Year 11 (Y11)
10	Year 5 (Y5)	17	Year 12 (Y12)
11	Year 6 (Y6)	18	Year 13 (Y13)

A new entry child is part of EYFS whether he/she is admitted in the Autumn, Spring or Summer term of the current school year. Immediately after the summer holidays in September, all these children become Y1. School years run from September to August inclusively.



As part of the Thinking Schools Academy Trust (TSAT) we undertake to promote their philosophy and approach to education:

### THINKING HATS



The 6 Thinking Hats each represent a different type of Thinking. They are used in lessons to encourage children to think carefully and critically – encouraging them to think beyond their own perspectives and holistically respond to situations rather than only using one type of thinking.

Hat	Type of Thinking	Questions to stimulate thinking
Red	Emotions	How does that make you feel?
Yellow	Positives	What is good and why?
Black	Limitations	What might a limitation be and why?
White	Facts	What are the facts we already know? What do we not know?
Green	Solutions/Creativity	How might we solve that? What strategies have we got?
Blue	Process control	Where have we been? What are our next steps?

Applications:

Across the Trust the Thinking Hats are often used to support peer and self-assessment. They provide the opportunity to develop reflective and flexible thinkers who carefully look for solutions, whilst acknowledging positives, limitations, facts and emotions. Because of this Hats also weave an important thread through the pastoral curriculum and provide a clear and structured framework to discuss thoughts and feelings, e.g. by working through a 6 Hat analysis and reflecting from the different perspectives children can gain a deeper understanding of how their behavior impacts others and begin to rationalize their emotions in a non-destructive manner. They also provide a flexible approach to discussions as there are no rules regarding the order the children use the Hats or which they choose to omit or revisit. This means that children can guide their own analysis leaving no stone unturned. The approach in this sense can improve children’s independence and confidence

### THINKING MAPS



Hyerle and Alper (2011) state that: ‘Thinking Maps serve as a device for mediating, thinking, listening, speaking, reading, writing, problem solving and acquiring new knowledge’ and for our Trust schools these visual representations provide a method to communicate the thinking that is taking place in the heads of our children.

The infusion of these maps across the whole curriculum has provided our children with a method to sort and present information, providing a rich vocabulary to express and discuss their ideas in relation to the content they are learning about and their underlying thinking.

The shared common language across all subjects and key stages helps to improve our children's confidence and competence in their learning.

Thinking Map	Thinking Process
Bubble Map	Describing
Double Bubble Map	Comparing and contrasting
Tree Map	Classifying
Brace Map	Identifying whole/part relationships
Flow Map	Sequencing
Multi-Flow Map	Causes and effects
Circle Map	Defining in context
Bridge Map	Seeing analogies

For full information on any of the above please visit the Thinking Schools website:

[www.tsatrust.org.uk](http://www.tsatrust.org.uk)



## CURRICULUM PROGRAMME

Our curriculum is always under review.

Although the school's topic programme will have different titles, throughout a three year cycle the main themes are set out below. The topic programme cycle fully takes into account National Curriculum requirements.

TERM	YEAR R	YEAR 1	YEAR 2
<b>AUTUMN</b>	<b>LET'S EXPLORE</b>	<b>THIS IS ME</b>	<b>JUMPING BACK IN TIME</b>
AUT. 1	ALL ABOUT ME	WHO AM I?	DINOSAUR – LAND BEFORE TIME
AUT. 2	OUR WORLD	WHO ARE WE?	SPACE
<b>SPRING</b>	<b>MEGASTRUCTURES</b>	<b>LONG LONG AGO</b>	<b>MIXED UP TALES AND SET SAILS</b>
SPR. 1	GRAND DESIGNS	FAIRY TALES	MIXED UP TRADITIONAL TALES
SPR. 2	PEOPLE WHO HELP US	BACK IN TIME -VICTORIANS	LETS SET SAIL - NELSON
<b>SUMMER</b>	<b>ALL AROUND US</b>	<b>OUR AMAZING PLANET</b>	<b>CIRCLE OF LIFE</b>
SUM.1	PLANTS AND SEEDS	SAVE OUR PLANET	KENYA - CIRCLE OF LIFE
SUM. 2	ANIMALS/LIFE CYCLES	ECO WARRIORS	THE CIRCUS



## **ENGLISH**

We aim for our children to become fluent in written and spoken English.

We aim to achieve this by providing a wide variety of learning experiences. This includes daily literacy lessons which encompass the National Curriculum Programmes of Study. Phonics is taught using the Letters and Sounds Programme. Throughout the school children are encouraged to choose books independently. Each classroom has its own designated reading area which includes a wide range of fiction and non-fiction books many of which are linked to current topics. All children have small group reading. These reading books are fully decodable and matched to their ability. Each class is provided with the opportunity to visit the school library to exchange books and develop library skills.

Children are taught handwriting from the time they start school. Formal handwriting sessions are taught throughout the school and children also have plenty of opportunity to develop hand control and form their letters correctly. Joined handwriting is started early in Year 1 using a cursive script. At the end of their final year all children are expected to write a reasonable amount using clear, joined correctly formed handwriting. Links to topics are made with literacy in all year groups to provide children with an interesting and relevant focus to apply their reading, writing and oral literacy skills.

## **MATHEMATICS**

Mathematics skills are taught and are sometimes integrated into topic work, where appropriate, and the children are encouraged to use those skills across all the curriculum areas in a variety of ways. Children use suitable approaches to enable them to understand the basic principles of mathematics in a practical and meaningful way. The need for basic skills in the application of mathematics in everyday life is stressed so that an understanding of the rules of addition, subtraction, multiplication and division enables use with confidence. These basic rules are often presented in an investigative problem solving way. Children are taught to become fluent in maths through varied and frequent practice and also to be able to reason mathematically.

## **SCIENCE & DESIGN TECHNOLOGY**

Science stimulates a natural curiosity in young children about their world. We believe that it is important to enable children to actively learn by teaching them the skills they need to find answers to questions so as to increase their scientific knowledge. As they progress we seek to develop their ability to carry out their own independent enquiries and to become confident in expressing and explaining their own views.

Many areas of science are linked with Design Technology allowing children to practically carry out scientific understanding through hands on experience such as designing, making and evaluating. This is done through a mixture of whole class teaching and individual/group activities collaborating with and listening to other children's ideas. They have the opportunity to use a wide range of materials and resources including IT. Children also learn about food – where it comes from and eating healthily and preparing healthy dishes.

## **INFORMATION TECHNOLOGY**

The Foundation Stage (Year R) Year 1 and Learning Support room all have class based computers. Year 2 classes share a computer suite, which consists of 10 computers. All classes have an Interactive Whiteboard. In addition to all classes, the hall, Music & Drama Room and Reception Area have Interactive Whiteboards. All computers are networked and linked to the Internet and wi-fi. We have laptops tablets and i pads for children's use as well as computers in the IT suite.

The use of digital and video cameras, tablets and recording equipment enables the school to offer a wide range of experiences and activities. In line with the New Curriculum the children have been introduced to simple programming.

The school's web site allows opportunities for the children and parents to access information about the school at home. Internet sites are "vetted" and accessed through the school website or under supervision to minimize the risk of viewing inappropriate materials.

Homework is accessed via an online learning platform called Seesaw. This site will also be used in case of a lockdown for home learning. Children, parents and teacher can interact with each other to produce, mark and comment on activities.

Children can access Oxford Owl and Big Cat to access online reading books both at school and home. Each child has an individual log in.

The school has very detailed E safety and Child Protection policies. These are available to view on the school's website.

## **RELIGIOUS EDUCATION**

To encourage children's spiritual, moral, social and cultural development we consider ideas and practices in Christianity and Hinduism in accordance with "Living Differences III", the new agreed syllabus in R.E. in Portsmouth. The children will explore religious stories, festivals, artifacts, rituals and beliefs to develop their understanding of themselves and the world around them.

## **GEOGRAPHY**

Through topic work children will be given the opportunity to study our school the local area using photographs, maps, plans and field work. A comparative study is undertaken to look for similarities and differences in our environment.

## **HISTORY**

Through topic work and educational visits children will be given the opportunity to study certain periods in time and significant historical individuals. This will link to our local area where possible. Children use artefacts, photographs, paintings and reference books to gain an insight into the past.

## **ART**

Through the creative curriculum, all children are able to develop individual skills using a variety of techniques and media for art, craft and design activities. This will improve their knowledge and understanding of art in different forms and styles from a variety of cultures. We also look at work of famous artists and create our own art work.

## **DRAMA**

Drama forms an essential part of the school's ethos by providing pupils with the opportunity and encouragement to explore for themselves and understand more of the world in which they live. Developing spoken language and supporting English and writing. This engenders understanding, confidence and maturity, essential tools for learning and development.

## **MUSIC**

A Music Specialist comes to school each week to teach the children music. All children will learn about the elements of music – pitch, duration, dynamics, tempo, timbre, texture and structure. They will be given the opportunity to perform, compose and listen to music in many different styles and from different periods and cultures. It is hoped that enjoyment of these activities will help them appreciate and have a continued interest in music. Many musical activities are linked to topic work and support other areas of the curriculum when relevant. We have a purpose built music/drama room which houses a variety of instruments and includes an all-round sound system. Children are also given opportunities to attend other musical activities within the wider community including the Portsmouth Music Festival and community events. There is also an extra-curricular instrumental workshop available (Rock Steady). However, there is a cost implication for this activity.

## **MODERN FOREIGN LANGUAGES**

French is taught informally across the school covering useful basic vocabulary including greetings, instructions, colours and numbers. Songs and games keep learning fun and stimulating.

## **PHYSICAL EDUCATION**

All children take part in dance, games and gymnastics activities at a level to develop their agility, balance, co-ordination, confidence and enjoyment in the tasks as part of a healthy lifestyle. We use large and small apparatus in the hall and playground. Children are expected to change for P.E. into shorts and tee shirts with trainers for games and bare feet for dance and gym. Hair needs to be tied back and all jewellery removed. If, in exceptional circumstances, earrings cannot be removed they will be covered with surgical tape but this is time consuming and fiddly. P.E. kit/bags are available from the school office and should be named.

All P.E. kit needs to be labeled and taken home to be washed (weekends or holiday periods) to keep them fresh. P.E. kits should be kept in school at all times during the school week. External trainers/coaches visit the school regularly to enhance and expand the skills taught in school.

**Active Playtimes** - The children use a wide range of apparatus each playtime and lunchtime play. For safety we need their everyday footwear to be suitable for running, jumping and having fun.

## **P.S.H.E** **(Personal, Social and Health Education)** (including Drugs Education)

We follow the JIGSAW P.S.H.E. programme that ensures children develop the necessary knowledge, skills, attitude and values which allow them to develop into confident, resilient and respectful individuals, who are able to achieve their full potential in life. (This policy can be found on the school's website)

## **RELATIONSHIPS AND SEX EDUCATION**

The Governors and staff have agreed a policy on relationships and sex education which may be discussed with the Headteacher. Its main objective is to support our children through their physical, emotional and moral development by providing them with clear information and opportunities to relate to their wider world. The Curriculum for Science includes learning about human growth and development and our RSE teaching through JIGSAW PSHE compliments this. (This policy can be found on the school's website).

## **MULTICULTURAL EDUCATION**

Children are living in a multicultural society. The school has an intercultural policy which is available for you to read at any time. Translations of information sent home e.g. letters, newsletters, reports etc. will be offered where possible at appropriate times, if requested.

The school promotes "British Values" which is an opportunity for us to celebrate the diversity of different cultures represented in our school community and to develop tolerance and understanding of our differences and similarities.

## **COLLECTIVE WORSHIP/ASSEMBLIES**

Collective worship is held each day, and is broadly Christian based. Emphasis is placed on developing caring, sharing and thoughtful individuals and promoting British Values. Any parents who feel that their child should be excluded from either collective worship or R.E. lessons are asked to inform the Headteacher. Special whole school collective worship assemblies are held at Harvest time, Christmas and Easter. Parents are invited to attend Christmas assemblies only which are held at the local Church.

Year group assemblies are held during the Spring and Summer terms and parents are encouraged to view their children's work after the assembly. Parents will be advised of the dates of these assemblies in school newsletters.

Due to covid restrictions Assemblies are taking place virtually across the school. No community/parent assemblies will be held until clearance is given by the Government.

## GIFTED AND TALENTED

All pupils are entitled to a broad, balanced curriculum that develops their talents and personal qualities. The school also monitors closely all Able children and maintains and extends a professional working list that is regularly reviewed.



## SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

The school provides learning support for those children who require it. We have a SENCO who covers both Meon Infant School and Moorings Way Infant School. She is available to contact at most times.

At Meon Infant School we believe every teacher is a teacher of children with SEND and we aim to provide quality first teaching that meets the needs of every child.

Many children need support of some kind during their education. If we feel a child would benefit from additional support in any area our first priority is to get in contact with parents to discuss and ensure involvement throughout. If required, the school's SENDCO would become involved to offer support, guidance and advice.

The school's SEN Information Report (policy) outlines the provision made for children on the SEN support register. Parents are welcome to come in and discuss this at any time.

The school provides a detailed breakdown of all additional support including SEN support. This can be found on the school's website. It is entitled SEN School Information Report. This document has a link to the PCC Local Offer which outlines their services for additional support in Portsmouth.

**Pupils with disabilities** – Meon Infant School is mainly a single storey building with ramped access. There are 2 disabled toilets and a hearing loop is fitted in the reception area. The school and Governors will be advised by the L.A. on any proposal for adaptations to improve access for disabled persons plus any other necessary provisions should the need arise.



## HOMEWORK

Seesaw is our on-line learning platform to access homework from home and to aid blended learning between school and home. Weekly tasks are set in KS1 and staff are able to comment on completed work.



## EARLY YEARS FOUNDATION PROFILE

On entry to Meon Infant School EYFS transfer records are received from your child's pre school/nursery and are reviewed by teachers. Staff liaise with pre schools/nurseries to ensure a smooth transition to school. Parents are invited to discuss their child's progress at various times throughout the year. Parents are encouraged to contribute to their child's profile evidence in their Learning Journeys.

## **RECORD OF ACHIEVEMENT**

A child's record of achievement includes the progress made in the National Curriculum and assessment of work throughout the year. Topic books, examples of English and Mathematics are kept during the child's time at the school as a record of attainment.

Parents receive a detailed report of their child's progress during the second half of summer term. Parents are welcome to discuss this report with the teacher and/or make a written comment when sending back the acknowledgment slip for receipt of the report.

The teachers continually assess pupils' progress but in the school year when a child is 7 years old (Year 2) national Teacher Assessment tests are carried out normally during the first half of the summer term. Parents are given written information of these results, usually with the annual report. The results give a child's individual attainment and the overall results for all the year 2 children.



## **STANDARDISED ATTAINMENT TESTS (SATs)**

Due to Covid 19 and lockdown there were not SATs undertaken during May 2021



## **COOKING**

When covid restrictions are lifted we are hoping to re-start the Cooking Club after school. However, there is a cost implication for this activity. Children also participate in cooking activities linked to the topics in school.



## **“MEET THE TEACHER” OPEN SESSIONS**

Normally during the Autumn and Summer terms, each week one afternoon after school (3.20 – 4.00 p.m.) is an open session for you to come to look at your child's work and discuss progress with the teacher. During the Spring Term a “Formal” Parents Evening will be held with an appointment system.

Parents are asked to come at least once a term. It is necessary to inform the teacher that you are coming. Details of which afternoon it is for the term and additional information will be given in a newsletter brought home by your child. Additionally, please feel you may come in at any time if you wish to discuss your child. There are also opportunities to share work with your child after class assemblies.

However, due to the current covid situation these meetings will not take place until restrictions are lifted and may be conducted in a different format in the future.



## **PARENTAL ACCESS TO A CHILD'S RECORDS**

Portsmouth schools keep careful records on the development and progress of each of their pupils. At the end of each school year parents will receive a written report from the class teacher about their child's progress.

There are two main reasons for keeping records on children in school. Firstly it is important that the school has the facts concerning the child e.g. name, address, age, parent/guardian details. Secondly, teachers need to record each child's progress so that they can provide continuity with new pupils and have records, which show how each child is developing.

Portsmouth School Records are marked 'Confidential', as they are not open documents in the sense that a pupil's records cannot be consulted by anyone. They are 'confidential' to the school and to the child's parents or guardians. They are important in enabling teachers to communicate in a helpful and constructive way about how well a child is progressing in learning.

Parents may, within the arrangements made by a school, ask to read their child's school records, but it will probably be most helpful if progress is discussed in a general way with the child's teacher(s), when fuller explanations can be given than it is possible to record on official records. Parents may see their child's records by making an appointment at the Office.



## **PASTORAL CARE AND DISCIPLINE**

It is our aim to foster a caring and responsible attitude in the children by providing them with opportunities to work and play in a co-operative and considerate manner. This will enable them to grow up to become part of a community that responds positively to the needs and concerns of its members.

As a school we always take opportunities to build on a child's self-esteem by giving praise and encouragement in all aspects of school life.

When discipline is needed it is realistic and rules kept to the minimum. Normally forfeiting playtime may be all that is necessary. When more than one child is involved in an incident every effort is made to ensure that each child's point of view is valued and addressed. At all times we encourage honesty and the need to treat each other well so we have a "no hit back, honesty" behaviour policy (this can be found on the school's website). At such times when children's relationships have been problematic it might be necessary to monitor future group behaviour for a short time. Speaking unkindly to others and using bad language is also unacceptable.

Occasionally, when staff have concerns about a child's change in behaviour parents will always be invited to discuss the situation with the school in order to resolve any difficulties. Alternatively, we would like parents to bring to our attention any school problems or worries that have been mentioned at home because it is important that these concerns can be resolved as soon as possible.

If it is ever necessary to suspend a child from school this is done in accordance with the Procedure for Suspension of Pupils, a copy of which parents may see on request, in the school office. Parents have a right to make representations to the AAB of the school if they consider the proposed suspension to be unreasonable.



## CHILDREN'S SAFETY

The safety of the children is of great importance and no child may leave school during school hours unless collected by an adult, after first notifying either the class teacher, Headteacher or school office staff. The school should be notified when a child has a dental or other appointment during the school day. Parents are welcome to bring children into the playground. THE YELLOW ZIG-ZAGS AND LINES outside the school entrances are non parking zones. Anyone parking in these areas is liable to receive a fixed penalty fine. The area is regularly patrolled and we have traffic monitoring enforcement cameras in both Shelford Road and Crofton Road.

During covid restrictions we are operating a staggered entry and finish time programme. Parents are asked to 'queue' to bring their child into school. Clear markings indicate who queues in which direction.

A Crossing Patrol warden is on duty at appropriate times of the day. The crossing patrol is located at:

Meon Road/Crofton Road



## CHILD PROTECTION/SAFEGUARDING POLICY

All children have the right to be safe from 'abuse'. At Meon Infant School we seek to safeguard and promote the welfare of all its pupils and to comply with the Protection Procedures guidance issued by Portsmouth L.A. and TSAT. In the interests of the well being of children the Headteacher may need to contact appropriate outside agencies. A copy of the Safeguarding Policy can be viewed on the school's website.



## CLOAKROOMS

Each year group uses the same cloakroom area for hanging up their coats. There is not a great deal of space for the storage of about 60 children's items. It would be helpful if your child could:-

- practise hanging their coat correctly onto a hook.
- only bring a drawstring bag for P.E. items.
- if possible not use a back pack for bringing in their packed lunch box/book bag.
- after initial introduction to school parents allow child to be independent in the cloakroom area.

The Foundation Stage cloakroom especially is a very awkward area to get to and we, therefore, ask that parents of Year R children encourage them to go to the cloakroom on their own. Members of staff will already be in the cloakroom area to help the children with their coats etc.

Other year groups are quite adept at coming in and using the areas on their own and there should be no reason for parents to feel the need to accompany their child. They should be encouraged to say "goodbye" at the classroom door.



## VALUABLES

No responsibility can be accepted for such articles as watches, bracelets, rings, toys, etc. brought in to school. It is advisable for these to be kept safely at home. We ask that if your child is to wear earrings at school they are small studs, for safety reasons. Again for safety reasons children will be asked to remove such items as watches and jewelry for P.E. lessons. A lost property box is situated in the reception area. Items which are not claimed by the end of term, are disposed of.



## UNIFORM

We have a school uniform which we like all children to wear which is as follows:

WINTER	SUMMER
White Polo Shirt	White Polo Shirt
Grey Trousers/Skirt/Pinafore	Grey Trousers – short or long/Skirt/Pinafore/Red Gingham Dress
Maroon Sweatshirt/ Cardigan	Maroon Sweatshirt/ Cardigan
Grey/White Socks/Tights	Grey/White Socks

P.E. kit – white tee shirt with school logo and burgundy shorts – available from school office.

School uniform with the school logo on it in the form of a small embroidered logo is desirable. Items available are – sweatshirts, sweatcardis, poloshirts, P.E. kit.

Currently these items can be obtained from the school office and samples of sizes are available. However we are transitioning to a new supplier – Hargreaves - and parents will be able to purchase items directly online or in person from the “shop”. Please note that once ordered items cannot be exchanged unless faulty so we advise that you check sizes before ordering. Payment with order please by cheque or cash – we do not have the facility for ‘card’ payments.

Please ensure all items are **clearly named**. On wet days if your child wears wellingtons please ensure they are named and supply a named clothes peg for clipping them together.



## MEALS

School meals are provided in the hall from a container service. Every Infant School child is entitled to a Free Hot dinner, however, packed lunches are still acceptable (see below).

A copy of the meal menu 3 week rota is displayed on the parent’s information board in the main entrance area, the hall window and on the school’s website.

The schools uses “CYPAD”, an on-line ordering system. Children can choose their meal from the selection displayed on the whiteboard at registration time and this is what is ordered for them. Water is provided to drink but children may bring a non fizzy drink from home to have with their meal (non-breakable containers please.)

**Packed Lunches** – may be brought to school providing all food is in one box or tin clearly marked with name and class. Flasks may be brought as long as they are the safety type with a plastic inner i.e. “roughneck”. No sweets may be brought into school. However, a wrapped chocolate biscuit for lunchtime is permitted. Children should not bring a fizzy drink, these cause a considerable problem if dropped and often “explode” when opened. Yoghurt tubes/pouches also are not permitted as they cause considerable problems not only for staff but also the children who tend to squeeze them causing quite a mess. A spoon (preferably plastic and disposable) must be provided for use at lunchtime if required. Children having packed lunch should bring it with them at 8.50 a.m. It should not be brought in during the morning unless it is an emergency.



## SCHOOL MILK

School children over 5 years old are no longer provided with free school milk, unless they are deemed to be in physical need by the School Doctor. However, parents may choose to purchase daily milk from our current provider – Cool Milk (payment is made direct to Cool Milk). Milk is also available for children in the reception classes. This milk is free to 4 year olds and can be purchased from the date your child has his/her fifth birthday. Application forms will be provided in the new entries pack and these should be completed and returned direct to the address on the form or you can register “on-line”.

## **FRUIT SCHEME**

The school has joined the Government's Fruit Scheme, which has been set up in order to encourage children to eat fruit every day. This scheme has been operating successfully for some time now and the children are given the opportunity to eat a variety of fruit/vegetables during morning playtime.



## **WATER**

A water bottle is provided for each YR child. It is the responsibility of the parent to ensure this is taken home every evening and returned to school clean and with fresh water in every day. These are 'bottles for life'. Replacement lids, when available, cost 25p each .



## **SCHOOL VISITS**

We undertake various school visits with all classes at different times of the year. These visits are an extension of classroom work. Teachers always make preliminary visits to make a risk assessment and to familiarise themselves with all details which are passed on to accompanying adults. When children are taken out of school for activities elsewhere i.e. educational visits, parents will normally be given details of the proposed arrangements in advance. When a child starts school parents will be asked to complete a form giving permission for their child to be taken out of school. On specific school trips parents are usually asked to complete another form relating to that trip. We ensure that any coaches/minibuses used are fitted with seatbelts.

Unfortunately due to covid restrictions school trips will not be taking place for the foreseeable future.



## **CHARGES FOR SCHOOL ACTIVITIES**

The Governing Body's policy on charging for school visits is available in school. The 1988 Education Act allows schools to ask parents for contributions for visits and school activities. All such events will have educational value and the school tries to subsidize the outings. We ask for your support with these contributions. If the cost of such events is not met by these contributions it may mean the activity not going ahead as the school would not be able to undertake the full cost. A child would not be excluded from in schools hours' activity arranged as part of the expected curriculum if a contribution could not be fully paid. Payment can be made via our online payment app +pay.



## **INSURANCE**

The Thinking Schools Academy Trust Indemnity/insurance policy is as follows:

School Activities Whilst pupils are at school or engaged in approved activities off the premises, they are covered by the TSAT public liability arrangements in respect of any negligent acts committed by employees or volunteers.

TSAT maintains a 'blanket' insurance policy to cover all members of a school party on visits both abroad and in this country in respect of medical expenses, personal accident benefits, loss of personal property and money public liability [including member to member liability].

Conveyance in Private Hire Coaches All members of a school party travelling in a private hire coach being used for school or college purposes are automatically covered under the coach operator's passenger liability insurance [motor insurance].



## SCHOOL MEDICALS

Medical and Dental inspections are held regularly in school. These inspections are carried out by the Solent NHS Trust.

Nasal Flu immunisations take place annually. Parents' permission is sought before this takes place.



## IN CASE OF ILLNESS OR ACCIDENT

We make every attempt to contact parents in the event of a child's illness. Therefore, it is helpful if you can provide an additional contact in case you are unobtainable. It is essential that you keep us up to date with changes of job, telephone numbers or family circumstances.



## MEDICINES

Medicine must not be kept in a classroom. Teachers are not able to give medicine to their pupils. Medicine can only be given by authorised members of staff when there is a specific need i.e. prescribed medicine to be taken **four** times a day or before a meal. When the school first agrees to give a child medicine a consent form (from the school office) must be signed by the parent. Details of the requirements are put on a form and kept in the medical room. This form is signed and dated each time medicine is given out. All medicine sent into school must be clearly labelled and sent with a spoon/syringe for the child to use. Children needing inhalers in school should have them clearly labelled. They will be readily available for the child's use. An adult will be present if an inhaler is being used but a child should be encouraged to be responsible in its use without supervision. We ask that parents inform the school of any known "triggers" for asthma attacks. Most staff are trained to offer treatment in the case of an anaphylactic reaction (nut allergy).

**LIP STICK/GLOSS/SALVE:** Are not permitted in school. Children tend to "share" these items and this is a very effective way of spreading germs. If your child has a medical condition requiring lip salve please ensure the item is **CLEARLY NAMED** and handed in at the school office.

**THROAT SWEETS:** Are not permitted in school. Again if there is a medical reason for them requiring them please ensure they are clearly named and handed in to the school office.



## HEAD LICE

As you are aware this is an ongoing problem across the country. Whilst every endeavour is made to eradicate this problem it is not possible to do so without your support. The nit comb is still one of the most effective non-chemical cures. There are also some new products on the market. Please ask in the chemist if you are not sure what is best. Children should not be made to feel “unclean” as nits prefer clean hair although we do not suggest you do not wash your child’s hair. Special medicated lotions are effective although it is possible that excessive use may result in some lice becoming resistant. The lotions are available at chemists and also are obtainable on a doctor’s prescription. It is essential to treat a **whole household** rather than just an individual child. You should repeat the treatment after 7 days to prevent re-infestation. It is extremely important to check your family’s hair on a regular basis, at least once a week. It is essential to thoroughly comb out nits/lice after treatment so re-infection is kept to a minimum.

Children with long hair should have it tied back securely in a plait/pony tail and not have it hanging free. The Headteacher is willing to advise further on request.

Please inform the school as soon as possible if you discover your child has head lice. The only support we can give is to alert parents through the notice in the classroom window. However, if we discover a “live” lice, parents will be contacted to collect their child and treat their hair. Once your child has been treated they can return to school immediately.



## ATTENDANCE/ABSENCE FROM SCHOOL

Please contact the school on the first day of your child’s absence between 8.15 & 10.00 a.m. either in person/telephone/text. Medical evidence may be required in long term/repeated absences. Government regulations require that the school knows the reason for any child absent from school and a record has to be kept.

If a telephone call/text is not received the school will contact you to check the reason. This is to ensure the safeguarding of children.

Any child arriving after registration times (8.50 a.m. or 1.10 p.m.) will be marked late. If a child arrives 15 minutes after registration with no approved reason, they will be marked as having an unauthorised absence for that school session of the day. The number of absences and late arrivals your child has had will be noted on their school annual report. Children who have been vomiting should be kept at home for 48 hours after the sickness has stopped.

### **Authorised and Unauthorised absence 2020-21**

Unfortunately due to the closure of school due to Covid 19 attendance figures are not available for this year.



## HOLIDAYS

We believe that children need to be in school for ALL sessions so that they can make the most progress. We are committed to providing all children in the school with the best opportunities to help them succeed. Our views follow the Government and PCC guidelines.

***NO holidays will be authorised by the Headteacher unless there are exceptional/mitigating circumstances.***

If your child has 10 sessions (1 day = 2 sessions) of unauthorised absence in any one year, the school will consider issuing a Fixed Penalty Notice Request. This will be forwarded to the Schools Court Officer who will decide whether to issue a fine. Holidays of a lesser period will be monitored.

The school term dates for next September – August is included at the back of this booklet.

If you intend to take your child on holiday during term time, a holiday form (LOAFs) is necessary which is obtainable from the school office. This must be completed **before** the holiday is to take place. Uninformed holidays will be treated as an unauthorised absence on the attendance records.

As part of our attendance procedure we receive monitoring reports about your children from the L.A. As a school we have to follow up on children whose attendance falls below 90% and it is the school's responsibility to send out letters to remind parents if their children's attendance is falling below this level. It may also be necessary for the Headteacher to ask to see the parents to discuss any issues parents may have.

We are sure that you, as parents, realise the importance of working with the school to keep whole school attendance above 96% (which is the national average) and we would appreciate an honest response from you regarding all absences, particularly those around "holiday" dates.

Please note that currently in Foundation Stage all children will be involved in Foundation Stage Profile during the first six weeks of their school career. In Year 2 all children will be involved in Standardised Attainment Tests (SATs) during the Summer Term (usually for two weeks at the end of May).

At the end of the academic year an attendance report is sent home for each child.

Regular visits to the school are made by the Local Authority when attendance is monitored.

**"Holidays in school time may be less expensive but your child's education is priceless"!!**



## **AFTER SCHOOL ACTIVITIES/CARE**

The school runs a variety of After School Social Activities including Football, Cookery, Gymnastics. These clubs are variable depending on staff/providers availability. There is a charge for these activities and most run between 3.30 – 4.30 p.m.

Unfortunately due to covid restrictions we are not running any after school clubs for the foreseeable future.

The school is not currently able to provide Before/After School Care. However we have organizations who provide this service and "walk" children from/to another venue. Please ask in the school office for more details if this is of interest to you.



## **PARENTAL HELP**

We always welcome parental help in school. There are many ways in which you can do this. Class teachers appreciate help with group activities in class as well as taking small groups out for cookery, extending reading skills and computer tasks. At other times parents might be asked to help on school trips, both locally and further afield. Please let your child's class teacher know if you would like to help in any way. An enhanced DBS check is completed on all volunteer helpers.

Currently due to covid restrictions we are not inviting parents into school to help.



**F.O.M.S.**  
(Friends Of Meon School)

We have a parent support group - F.O.M.S. A small committee arranges fund-raising events, which greatly supports the purchase of equipment for the children's benefit. There is a group of support parents in addition to the Committee who are willing to help on these occasions. We hope new parents to the school will want to be involved. We always welcome new members. If you are interested please contact the Headteacher or the school office. All volunteers undertake an enhanced DBS check. Information is displayed on the "FOMS" Noticeboard which is located in the playground near the hall doors.



**SCHOOL WEBSITE**

The school's website is address is : [www.meoninfantschool.org.uk](http://www.meoninfantschool.org.uk)

We hope you will enjoy finding out lots more information about the school.



**MY ED**  
**Downloaded application for communication**

My Ed is our communication service. Messages/emails can be sent from/to school via this link once you have registered. It is essential that you download this app as we use this service to contact parents with information/events/reminders. Please ensure you keep us informed of any changes/updates to your telephone/email address. Payments for events, trips etc. can also be made using the +pay part of the app. A letter giving instructions on how to download this app. will be sent out to parents.



**SEESAW**

Seesaw (<http://seesaw.me>), is a secure online journal where students can complete work set by their teacher and that the teacher can see it and mark/ give feedback. Your child will be able to add the work (including photos, videos, worksheets, drawings and voice recordings) to their Seesaw journal and we can share them privately with you and their class teacher.

Under an EU law called the General Data Protection Regulation (GDPR), in order for your child to use Seesaw, the school must get your consent. For more information on GDPR, please visit <https://ec.europa.eu/info/law/law-topic/data-protection/reform/rights-citizens>. A separate letter will be sent out for parents to sign. Individual Seesaw codes will be set up for each child and the school will notify you of these.

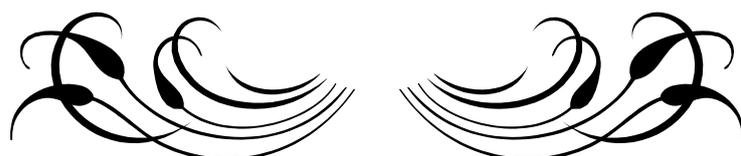


## CONCLUSION

The strength of the school lies in its open and friendly partnership with parents. Promoting this partnership results in a happy and secure child. We feel it is important that parents always feel welcome and know that support and/or advice is readily available when needed.

Above all we want the children at Meon Infant School to be happy, positive, confident and well motivated so their full time education has the greatest chance of success.

We hope this brochure has been useful to you and thank you for taking the time to read it. Please visit our "virtual" tour on the website. It is located under Parents and Community – New Parent Information.



# Meon Infant School



# Leaping Forward Together

## ADDITIONAL INFORMATION FOR ADMISSIONS

### Looked After Children

These are defined as children who are looked after by a local authority i.e. in their care or provided with accommodation by the authority for a continuous period of more than 24 hours.

Children who were previously looked after \*, but ceased to be so because they were adopted or subject to a residence or special guardianship order. A copy of the relevant court order will be required.

\*A child is considered as 'Looked After' as defined in section 22(1) of the Children Act 1989

A child is considered 'adopted' as defined in section 46 of the Adoption and Children Act 2002

Residence order – as defined in section 8 of the Children Act 1989

Special guardianship order – as defined in section 14 of the Children Act 1989



### Medical, physical, psychological or social need

If a child or a family member has a significant medical, physical, psychological or social need that you would like taken into account when places are allocated, applicants should tick the relevant box on the application form and submit supporting evidence to support their request. The evidence must be in writing from a doctor or other appropriate professional involved with the child/family member's health, wellbeing or specific family circumstances. In all cases evidence must show why it is appropriate that the child attends the preferred school and why other schools in the City are inappropriate.

All applications received under this category are considered by a multi-disciplinary team of the local authority.



### Sibling Links

A sibling is defined as a child's brother or sister (living in the same household) already on roll and attending the school you have applied to or at an adjacent infant/junior school and who will still be attending the school the following academic year. This category includes step-brothers/step-sisters; adoptive and foster brothers/sisters living in the same household or children whose parents are married or cohabiting and live together within the same household. This does not include siblings who live in a different household. Twins, triplets and other children of multiple birth will be admitted above the admission limit of a school if the limit has been reached by admitting one of the multiple birth children. A sibling link at the school does not guarantee admission to the school.



### Appeals

If a parent is unsuccessful with any of their preferences they will have the right of appeal to an independent appeal panel and will be provided with the relevant documentation and advice by the LA's Admissions Team



## Children eligible for service premium

Service premium is paid to eligible children of armed services personnel under S14 of the Education Act 2002.

The service premium is designed to support children with parents serving in the regular British armed forces. Pupils attract the premium if they meet the following criteria:

- one of their parents is serving in the regular armed forces
- one of their parents served in the regular armed forces in the last three years
- one of their parents died while serving in the armed forces and the pupil is in receipt of a pension under the Armed Forces Compensation Scheme (AFCS) and War Pensions Scheme (WPS)



## Children of staff employed at the school:

- a. where the member of staff has been employed at the school for 2 or more years at the time at which the application is made, and or
- b. the member of staff is recruited to fill a vacant post for which there is a skill shortage.



## Distance measurement

Where it is necessary to prioritise applications the criterion will be prioritised based on the shortest distance from the child's home to school, measured in a straight line 'as the crow flies'. Distances will be measured using the council's Geographical Information System (GIS) department. The Local Land and Property Gazetteer (LLPG) unique property reference co-ordinated will be used to represent the school, while home co-ordinates will be primarily derived from the LLPG, with Ordnances Survey's ADDRESS-POINT® product used as support. Only distances measured by GIS will be taken into account for the purposes of the distance criterion. Should there be two or more identical distances the prioritisation will be done by casting lots. The Admissions Team will arrange for this to be carried out by the LA's Democratic Services who are independent of the school and the admissions process.



## Fair Access Protocol

The Local Authority operates a Fair Access Protocol which prioritises admissions for certain categories of secondary school age children. This protocol relates to admission applications throughout the year (but not the transfer of Year 6 pupils from primary/junior to secondary schools in September 2017). The protocol takes priority above the school's admission policy for those on a waiting list and the LA may require the school to admit above their published admission number.



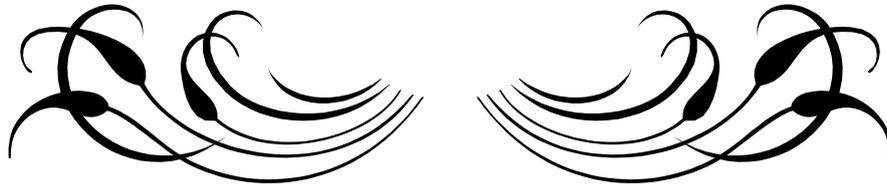
## Waiting Lists

All parents who have been refused a place at the school will have the option to indicate their wish to remain on the waiting list – via a tick box on the allocation response form online or on a paper reply slip. Children will be held on the waiting list by order of the criteria in the Admissions Policy. No account can be taken of the length of time a pupil is on the list. A pupil's position can change on the list as new applicants join or other applicants come off the waiting list. Children will remain on a waiting list only until the end of the academic year August 2022, if parents/carers want their child to be on the waiting list for the following academic year they must re-apply.

## HOME TO SCHOOL TRANSPORT

Parents are responsible for their child's attendance at school, whether or not transport is provided.

The full Travel Assistance Policy can be found on [www.portsmouth.gov.uk/learning](http://www.portsmouth.gov.uk/learning).





# Leaping Forward Together

Headteacher:

Mrs. L. Daish

Deputy Headteacher

Mrs. K. Morey

Office Contact:

Mrs. A. Simmons

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