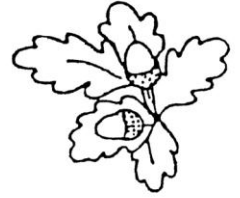


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Oakley Lower School



Station Road, Oakley, Bedford, MK43 7RE

Headteacher
Mrs S Lovett

oakleyl@deal.bedfordshire.gov.uk

Tel: 01234 822104
Fax: 01234 826472

Head teacher
Mrs Sarah Lovett

Dear Parents

On behalf of the Governors, the staff and myself, I would like to welcome you to Oakley Lower School. We are a very happy village school with a dedicated team. Children, staff, parents and governors all work hard to make the school an important part of the community. We hope that you will very soon feel that you are part of our school community.

We aim to educate the whole child, to encourage lively and creative minds, to foster social skills and an understanding of other people's needs; also to give each pupil the opportunity to develop his/her own potential within the school's curriculum, bearing in mind the fact that all children have individual needs.

The children are taught to apply themselves to tasks, to acquire a variety of skills, to take pride in their work and their school and develop a reasoned set of attitudes, values and beliefs. By these means, we hope to have equipped them well for both their future education and life.

In the pages which follow you should find some useful details about us. However, there will be questions I am sure you will want to ask. Please do not hesitate to contact me if you would like further information. Our joint concern is the education of your children: we look forward to working together with you to achieve this aim.

Yours sincerely

Sarah E Lovett
Headteacher

Aims of the school

We Aim:

- to promote an open and supportive partnership with children, parents, staff, governors and the community and through that partnership endeavour to raise standards and remain a focal point of the community.
- to provide a positive and challenging environment in which all children are valued and educated according to their needs and potential.
- to create a happy, caring and secure atmosphere that will foster in each child independence, self discipline and a responsible and sensitive attitude towards life.
- to provide good quality resources and a stimulating environment in which children are encouraged to have enquiring minds and are challenged through their work and play.
- to encourage mutual respect, confidence and co-operation and teach children to work together, to show consideration for each other, people of all cultures and the world around them.
- to take advantage of change and be recognised by all as an innovative school in the creation and adaptation of new ideas, best practices and processes.



Who ?

Headteacher: Mrs S Lovett

Acting Assistant Headteacher: Mrs R Lambert

Teaching Staff:

Mrs C Balsom	Miss S Molloy
Mr J Protheroe	Miss D Hulatt
Miss S Hudson	Mrs P Stelling
Mrs C Hall	Miss K Mead
Mrs S Wathen	

Office Manager Mrs K Wille

Admin Assistant Mrs J French

Learning Support assistants:

Mrs C Inge	Mrs S Green
Mrs S Rounding	Mrs D Hampson
Mrs V Shaw	Mrs K Flint
Mrs A Parkinson	Mrs M Baguley

Caretakers: Mr and Mrs S Munnely

Kitchen Manager: Mr A Hodgson

Kids club supervisor: Mrs D Batchelor

Kids club assistants:

Mrs C Blackwell	Mrs C Inge
Ms A Reeder	

Lunchtime Supervisors:

Mrs C Blackwell	Mrs S Munnely
Mrs A Parkinson	Mrs K Flint
Mrs S George	Mrs C Inge
Mrs S Sivasuthan	Miss C Paine
Mrs M Baguley	
Ms K Hawking	

Chair of Governors: Mrs R Gray

Clerk to Governors: Mrs K Wille

Governing Body:

Local Authority

Mr I Watson

Foundation

Mrs K Beeden

Mrs P Olney

Staff Governors

Mrs C Hall

Mrs S Lovett

Mrs S Lovett

Parent Governors

Mr J Abbott

Mrs J Williams

Mr S Daniels

Mrs T Gray

Mrs R Gray

Community Governors

Mrs S Fisher

Rev J Owen

Mrs A Coghlan

When ?

School Times

Morning session 8.55 am - 12 noon (12.15 pm KS2)

Afternoon session 1.15 pm - 3.15 pm

N.B. See separate note for Foundation Stage times.

Hours spent on teaching in a normal week: KS1 – 21 hours KS2 – 23.5 hours

Children should arrive at school no earlier than 8.45 am unless you are making use of the Oakley Kids Club facility. Children can access their classrooms from 8.45am where supervision is provided. Registration is at 8.55am. Reception children enter through the doors in their playground. Years 1 – 4 enter school through the double doors in the playground (library doors) or the mobile classroom door. These doors are locked at 9.00am. Pupils arriving after this time must ring the front door bell. The children are supervised at their morning break, at lunchtime and also KS1 during their afternoon break.

Term Dates 2011 – 2012

Autumn Term 2011

Tuesday 6 September –

Friday 16 December 2011

Half Term – w/c 24 October 2011

Spring Term 2012

Wednesday 4 January –

Friday 30 March 2012

Half Term – w/c 13 February 2012

Summer Term 2012

Tuesday 17 April –

Friday 20 July 2012

May Day: Monday 7 May 2012

Half Term – w/c 4 June 2012

Closure days for teacher training

Monday 5 September 2011

Monday 31 October 2011

Tuesday 3 January 2012

Monday 16 April 2012

Term Dates 2012 – 2013

Autumn Term 2012

Thursday 6 September -

Friday 21st December 2012

Half Term – w/c 29 October 2012

Spring Term 2013

Tuesday 8 January 2013 -

Thursday 28 March 2013

Half Term – w/c 18 February 2013

Summer Term 2013

Tuesday 16 April 2013 -

Wednesday 24 July 2013

May Day Monday 6 May 2013

Half Term – w/c 27 May 2013

Closure days for teacher training

Monday 4 & Tuesday 5 September 2012

Monday 5 November 2012

Monday 7 January 2013

Monday 15 April 2013

School Organisation

Oakley Lower School provides education for children aged four-plus to nine years. The school is organised in 8 classes. There are 2 classes in key stage 1 and 3 classes in key stage 2. We have mixed aged classes within both key stage 1 and key stage 2, enabling us to group children according to their needs. Within these class groups the children are taught in groups with the work matched to their ability level.

School roll

The number on roll as at March 2011 is 206.

Age Group	No of pupils
R1 (4+)	40
Y1 (5+)	45
Y2 (6+)	42
Y3 (7+)	39
Y4 (8+)	40

Oakley Lower School
Admissions Policy with effect from September 2011

The Governing Body of Oakley Lower School is responsible for admissions to the school. Parents wishing to request a place for their child at Oakley Lower School need to complete the appropriate application form. For entry into the Foundation Class this can be done using the Local Authority online application system or by completing the Local Authority application form, available from the school or Local Authority. For all other year groups the in year application form, available from school, should be completed.

The Governors will admit up to 40 children to the Foundation Class each academic year. Children will be admitted to school in the September following their fourth birthday.

When there are more applications than places available, the Governing Body will apply the following criteria (in the rank order shown) to decide the order in which places will be allocated when there are more requests from parents/carers than the number of places available:

- All 'looked after' children (see definition);
- Pupils living in the catchment area with siblings at the school (see definition of sibling);
- Other pupils living in the catchment area;
- 'Very exceptional' medical grounds (see definition)
- Other siblings (see definition)
- Any other children

Notes

1. If applying these criteria results in there being more children with an equal right to admission to the school than the number of available places, the tie break will be the distance the pupil lives from the school, measured in a straight line, using the Local Authority's computerised measuring system, with those living closer to the school receiving the higher priority. The Local Authority will measure the distance from the address point of the pupil's home to the front door of the main entrance to the school. The governing body will not give priority within each criterion to children who meet other criteria.
2. The governing body will normally offer a place at the catchment area school if parents apply for a place at that school during the normal admissions round. However, a place at the catchment area school cannot be guaranteed. If a pupil moves into the catchment area outside the normal admissions round (or after the allocation process has begun) it may be more difficult to offer a place at the catchment area school if this would mean exceeding the admission number at the school. In this case, a place will normally be offered at the next nearest maintained school which caters for pupils of the same age and has places available.
3. Pupils who have a Statement of Special Educational Needs are required to be admitted to the school which is named on the statement, even if the school is full. Pupils identified for admission through the Fair Access Protocol will also be admitted even if the school is full.

Definitions

'Looked after' children

The Children Act 1989 defines a child who is 'looked after' as a child or young person who is accommodated by the local authority (Section 20) or a child / young person who is the subject of a full care order (Section 38) or interim care order (Section 31).

Sibling

A sibling refers to a brother or sister, half brother or sister, adopted brother or sister, step brother or sister or the child of the parent/care's partner, and in every case, the child should be living at the same address. The sibling must be in the school at the time of application and be likely to remain in the school at the proposed date of admission.

"Very Exceptional" Medical Grounds

"Very Exceptional" Medical grounds refers to cases where there are **exceptional** medical reasons which make it **essential** that a child should attend a particular school and where the preferred school is the **only** school locally that could meet the child's needs. A medical report from the child's doctor or consultant must be submitted with the application form, setting out valid medical reasons why it is essential for the child to be admitted to the school in question and the difficulties that would be caused if the child had to attend another school. The comments of the Authority's medical officer may be sought to decide whether it is essential for a child to be admitted to the preferred school on medical grounds. Admission on medical grounds cannot be considered where the medical condition relates to that of a parent/carer, brother or sister or other relative/childminder.

Home Address

A pupil's home address will be regarded as the address of the parent/carer with parental responsibility with whom the child normally lives. This will not usually include grandparents, aunts or uncles. Where a child spends time with parents/carers at more than one address, the address used to allocate a school place will be the one at which the pupil is ordinarily resident and where the child spends the majority of the school week (Mondays to Fridays) including nights. If there is any query on the home address this will be checked against original official documentation e.g. council tax bill, a recent utility bill (gas, electricity or water), a rental agreement, child benefit annual statement or family tax credit information.



Starting School

Foundation Stage

Children are admitted to Oakley Lower School in the September following their fourth birthday.

We hold a “New Parents” evening during the Summer Term prior to the children starting Reception. All parents are invited to attend; the curriculum and day to day routines are explained and parents have an opportunity to visit the classrooms, meet staff and discuss concerns.

The Reception team arranges home visits prior to your child attending school. This is seen as an important event for all concerned and promotes a good relationship between home and school. To enable home visits to be undertaken by staff, children start their sessions in the 3rd week of the Autumn Term. Staff normally make home visits during the mornings; parents may bring their children to the school for short visits during the afternoons of the second week between 2.15 – 3.15 pm.

Our Foundation Stage is happy and lively, enabling children to progress in both their development and learning in a stimulating and caring environment. The learning of skills and social awareness are encouraged through structured play and practical activities which help your child to achieve the Early Learning Goals by the end of the year.

A wide range of activities are organised to help your child to adjust to school life and to communicate clearly and confidently with adults and other children, both individually and in group situations.

Children are introduced to early reading and writing skills as set out in the Early Years Foundation Stage (EYFS) curriculum. During the year, more formal written activities are introduced to prepare children for entry into Year 1. Children’s mathematical skills are developed through practical games and activities.

They learn about the world around them and are helped to develop enquiring minds.

During the Reception Year, children’s physical development is fostered by the use of outdoor play and PE equipment. Activities such as art, music, cooking, dance, role play and imaginative play help to develop the child’s creativity.



Regulations, Discipline and Home/School Agreement

IMPORTANT

School Regulations (pertinent to the care and safety of everyone)

- a) Particular care is required when children enter and leave school premises. Please stay on the path as the drive is used by staff cars and delivery vehicles.

Please **do not** drive into the car park between the following times:

8.40 and 9.15 am **11.15 am and 1.15 pm** **3.00 and 3.30 pm**

Disabled parents or parents of a child with a temporary or permanent disability may request permission to use the car park during these times.

- b) All money sent to school must be in a sealed envelope, bearing the child's name, form, teacher, the amount and the purpose for which it has been sent. The child should hand this to the class teacher.
- c) A letter of reason for absence from school, or a telephone call, is always required.
- d) Children are encouraged to bring fruit or a vegetable snack for a mid morning break.
- e) Watches, if worn, must be clearly marked with the name scratched on or engraved and must be removed for P.E.
- f) For safety reasons we ask that children do not wear jewellery. Children who wear earrings must only wear gold studs, not hoops. Certain items of religious jewellery may be worn please seek advice from the class teacher.
- g) The school cannot accept liability for the security of valuables belonging to pupils.
- h) Long hair must be tied back.
- i) All visitors to the school must first report to the office and sign the visitors' book.

Discipline

The school expects high standards of discipline both within the classroom and on the playground.

Children will be made aware if their behaviour has been unkind or thoughtless to others. Bullying will not be tolerated, concern and respect for other people being vital to the philosophy and ethos of the school. If necessary parents will be requested to come into school to discuss their child's behaviour.

Home School Agreement

You will find a copy of the Home School agreement at the end of the prospectus. You are encouraged to sign and return it to the school once your child has begun to attend.

How can you help the school?

If you have any problems or concerns about your child please talk to us. A problem shared is a problem halved.

Please be punctual - it helps to settle your child.

Curriculum Policy Statement

We offer a broad and balanced curriculum for all children that focuses on the needs and interests of all individuals, building upon their successes and setting challenging targets. We recognise that children's progress will be at different rates and individual achievement will vary.

The Foundation Stage Curriculum

We follow the Early Years Foundation Stage guidance which sets the standards for Learning, Development and Care for children from birth to five. This continues throughout the Reception Year and creates the foundations for future learning in school and beyond. These early experiences can have a significant effect on pupils' attitudes to learning.

Learning in the Reception classes is planned within six equally important key areas of learning, as laid out in the theme; Learning and Development. These six areas of learning are explored from birth to five years through the Early Years Foundation Stage guidance (EYFS). The EYFS is divided into four themes that express important principles and each principle is supported by four commitments. The four themes are:

- **A Unique Child**
- **Positive Relationships**
- **Enabling Environments**
- **Learning and Development**

Our school is committed to each of the four themes, the principles and the commitments laid out in the Early Years Foundation Stage guidance and we aim to develop the whole child.

We aim for children to feel motivated and excited about their learning. Well planned play, both indoors and outdoors, is a key way in which children learn with enjoyment and challenge. Children will be encouraged to think creatively and imaginatively whilst practising and building upon ideas, concepts and skills and will be encouraged to develop independence and confidence.

Key Stage 1 & 2 Curriculum

At Oakley Lower School we are committed to delivering a creative and enriching curriculum which is in line with current research, new initiatives and evolving practices. We feel it is of paramount importance to engage children, in order to maximise their learning, through an exciting cross-curricular approach. This involves linking subjects together within a theme that has a 'real' focus to which the children can relate. ICT, for example, is not only a valuable skill which stands alone but it can also have a positive impact on other curriculum areas. We also have themed days or weeks, visitors and speakers to consolidate and further learning as a fun and memorable experience. Each half term we provide the opportunity for children to work with different year groups and arrange cross phase sessions for special events.

Every area of the national curriculum, including Literacy and Numeracy, is covered thoroughly whether it is via a cross curricular approach or as an independent subject. Objectives are planned to ensure a comprehensive programme tailored to each child's individual needs. In order for all children to access learning, lessons are differentiated and the environment facilitates different learning styles. We aim for both staff and children to have high expectations of achievement and behaviour.

We strive to develop the whole child and encourage a range of skills that support the 'Every Child Matters' agenda. At Oakley Lower School we are proud to have achieved the nationally accredited Healthy Schools Award ensuring that children understand the importance of a healthy lifestyle and making healthy choices.

We believe strongly in the benefit of Educational Visits and incorporate these alongside the curriculum where appropriate, allowing children to gain valuable experiences that cannot be obtained in the classroom.

The school curriculum comprises all learning and other experiences planned for the pupils. The 'National Curriculum' is an important part of this.

Subjects included in the curriculum

English
Mathematics
Science
Information and Communication Technology (ICT)
Religious Education
Design and Technology
Geography
Music
History
Physical Education
Art and Design
PSHE + Citizenship
French (KS2)

Subject Outlines

English

We follow the National Curriculum supported by the National Literacy Strategy. In studying English, children develop skills in speaking, listening, reading and writing. It enables them to express themselves creatively and imaginatively and to communicate with others effectively.

Reading is an essential skill for life, used both for enjoyment and information. Our aim is to help children develop as independent, critical readers, who have a good understanding of books and stories and who enjoy reading for a wide range of purposes. Children are taught to read and spell through 2 daily class sessions as well as in groups in Foundation Stage and Key Stage 1. Within each class session children practise synthesis, segmentation, phonic and sight vocabulary skills and read a wide range of fiction and non-fiction books. The key skill of reading continues to be taught in groups and whole class lessons at Key Stage 2 rather than on an individual basis. However, individual reading will still be practised by children and they will be encouraged to do this as part of their homework.

Writing is an important part of the curriculum and children will be taught how to communicate effectively in a variety of written forms, e.g. story, poetry, letter and information writing. We believe that it is essential to place the correct emphasis on handwriting, presentation, grammar, punctuation and spelling. Children are taught to write clearly and develop a fluent, legible handwriting style. Correct formation is taught, progressing to join up writing when appropriate.

Spelling In order to be able to write independently and with fluency children need to be able to spell and most children have to be taught this skill. Spelling is taught as a planned progression following the guidelines in the National Literacy Strategy.

The main approaches used to teach spelling are:

- Phonics – children are taught to spell phonetically regular words and are encouraged to listen carefully to sounds in words in order to help them make phonetically plausible attempts to spell them.
- Learning high frequency words – in Foundation Stage and Key Stage 1 children learn to spell high frequency words through their whole class reading and spelling sessions. This is reinforced as children move through the school.

Mathematics

We follow the National Curriculum supported by the National Numeracy Strategy and all children follow a structured daily maths lesson. There is a specific focus on the teaching of mental arithmetic and developing strategies to improve this.

We aim to equip children with the skills and understanding to succeed in everyday life. Children study a range of topics including number, shape, measure, data handling and problem solving

The key skills of application of number including understanding mathematical language, processing data, mental and written calculation and problem solving are taught; basic skills, including multiplication tables and number bonds, are practised regularly.

Science

Science stimulates and excites pupils' curiosity about the world around them.

Children are taught about scientific enquiry as well as the knowledge connected with life processes, materials and physical processes. In this subject, children will learn about a wide range of science, including the human body, plant life, changing materials, electricity, forces, light and sound.

Religious education (RE)

RE is taught using the Bedfordshire Agreed Syllabus which has been written in consultation with all the major faith groups in the area. R.E. enables children to acquire some understanding of what religion is and to learn about, learn from and respect different faiths and traditions in a multi-ethnic society. Children learn to consider and respond to a range of important questions related to their own spirituality, the development of values and attitudes and fundamental questions concerning the meaning and purpose of life.

R.E. may be taught as a discrete subject or as part of a particular theme in addition to Collective Worship. Local ministers and visitors regularly take assembly and Key Stage 1 and 2 attend a service in one of the churches at the end of each term. Parents have a right to withdraw a child from Religious Education and collective worship. Any child withdrawn on religious grounds will normally remain in the classroom.

Information and Communications Technology (ICT)

This is another area which prepares pupils for participation in a rapidly changing world. Each class benefits from lessons in the classroom, learning the skills necessary to enhance their knowledge in other curriculum areas. In order to maximise the application of ICT in the classroom it is often integrated across the curriculum allowing children to apply their developing ICT skills in new contexts. We aim to ensure that children are able to use ICT to find, explore, analyse, exchange and present information effectively. Interactive whiteboards are fitted in all Key Stage 1 and 2 classrooms, enabling teachers to model techniques and demonstrate tasks clearly and allowing children to use them to help their learning. Computers are provided for each class in the school and their use is integrated across the curriculum. IT equipment, including digital still and video cameras and software is used to communicate ideas and information in a variety of forms, incorporating text, graphs and pictures. Children are taught how to use the Internet and in Key Stage 2, use e-mail; they are taught to create, modify and store instructions to control events, for example by programming a floor turtle to move around the classroom.

Design and Technology

Pupils learn skills, understand concepts and gain knowledge that will help them to live in a modern technological world. Children are given opportunities to design and construct using a variety of materials and skills, including food technology and sewing. We encourage children to be creative and solve problems, both as individuals and members of a team. Key skills for maths, such as measuring and marking out, are combined with assembling in order to solve a problem or meet a need.

Art and Design

The art and design curriculum stimulates creativity and imagination. Children use colour, form, texture, pattern and different materials to communicate what they see, feel and think. Emphasis is placed on skills and techniques involving the use of a variety of materials; the children have the opportunity to create in 2d and 3d form, to recognise and appreciate the work of past and present artists and those from other cultures.

Physical Education

P.E. plays an important role in developing a child's physical competence and their overall confidence. It provides opportunities for creativity, challenge and competition, as well as promoting a positive attitude towards healthy living. The school works closely with outside agencies to provide a variety of coaches for specific sports.

Geography

The study of geography stimulates an interest in and a sense of wonder about places. Children learn about their own environment and the people who live there, developing a sense of the wider world. As they progress children develop the knowledge, skills and understanding relating to people, places and environments in the United Kingdom and overseas and an appreciation of how places relate to each other and the wider world.

History

We aim to develop children's sense of identity through learning about the development of Britain, Europe and the world; we introduce children to what is involved in understanding and interpreting the past. At Key Stage 1 children learn about the lives and lifestyles of familiar people in the recent past and about famous people and events in the more distant past. At Key Stage 2 children learn about people and important events and developments from recent and more distant times in the locality, in Britain and in other parts of the world.

French

We believe that the learning of a foreign language provides a valuable educational, social and cultural experience for our children. It helps them to develop communication skills including the key skills of speaking and listening and extends their knowledge of how a language works. Learning another language gives children a new perspective on the world, encouraging them to understand their own cultures and those of others. Pupils in Key Stage 2 learn French as part of their weekly curriculum.

Personal Health, Social Education (PHSE) & Citizenship

Children develop the knowledge, skills and understanding to lead confident, healthy and independent lives and to become more informed, active members of their communities. Children are taught about general hygiene and cleanliness in order to promote health of mind and body. They learn how to make confident choices about their health and environment; to take more responsibility for their own learning and to resist bullying. Citizenship is deemed important throughout the school and children undertake responsibility such as becoming 'Play Leaders'.

Through the involvement of the School Council and Eco Council children learn to be responsible citizens. The school is involved in programmes such as "Young Enterprise" which helps to foster positive working relationships between business and education as well as allowing children to understand and prepare for the world of work.

Sex Education

Sex Education is not taught as a formal subject. Until children reach Year 4 it is addressed through Science and PHSE lessons when family, plant reproduction and Living and Growing are studied as part of the National Curriculum. Teachers respond to individual pupil questions with sensitivity and discretion. Towards the end of the summer term children who are in Year 4 are taught about puberty.

Music

Through music we aim to develop and foster a love of music by performing, composing and appraising; we aim to develop children's ability to listen and appreciate, as well as encouraging active participation. There are opportunities for children to extend their skills by learning to play an instrument. Children can learn to play the recorder from Year 3 or they may choose to take up lessons with one of the peripatetic music teachers who visit the school.

Music tuition is arranged for:

- violin
- viola
- 'cello
- flute and clarinet
- trumpet, cornet and trombone
- keyboard
- double bass
- percussion

Interested children are invited to audition for instrumental tuition. This usually takes place each June after letters have been sent to parents; a charge is made for these lessons

All children who receive music tuition are encouraged to perform at school events and in school assemblies.



Awards and Achievements

In our promotion of positive and caring attitudes here at Oakley Lower we endeavour to celebrate achievement.

Each week :

Entries are made in the **Headteacher's Achievement Book** as a record of the recognition of good work, good manners and good deeds. Children are congratulated in Friday assemblies and receive a certificate. In addition, those who receive swimming, gymnastics or other certificates for activities undertaken out of school are encouraged to share their achievement during this assembly session.

Each term :

Endeavour Cup, presented to the school by former head teacher, Elizabeth Clark, to the pupil who has tried hard at whatever level.

Churchman Cup, presented by Cyril Churchman, a past caretaker, to the pupil who has shown improved care and presentation in their work.

Each year:

Riley Service Award, presented at the Leavers' Service to the pupil(s) who have given 'service' to the school over and above the call of duty. This shield was presented by Arthur Riley, a former school governor and parent.

Ann Clark Scroll, presented to the school by a previous head teacher to the pupil (usually fourth year), who writes the best essay, judged by the head teacher.

Arts Shield, presented to the school by parents of 1998 leavers, awarded for achievement in Art/Design.

Music Cup, presented by Jean Peacock, a former deputy head for achievement in Music or singing.



Medicals, Disability and Absence

Absence

The Education (Pupil Registration) (England) Regulations 2006 states that leave of absence may only be granted by the school. Information relating to absences has to be relayed to the DfE. Could you therefore please note the following:

If your child is absent please telephone before 9.00 am. Please keep us informed as to progress on a daily basis and send a note into school when he/she returns.

Medicines

If children are ill clearly the best place for them is at home. Occasionally, it may be necessary for children to have prescribed medicine administered at school. For instance, towards the end of a course of treatment. Should this be the case, will you please complete and sign a medical indemnity form which is available from school. Please note that we have been advised that antibiotics prescribed 3 times daily need not be administered in school. Epipens are kept in the school office and pupils are responsible for keeping their asthma inhalers in class. Our School Nurse advises that parents should make a note of the expiry date and prior to this provide a replacement.

Holidays

- Parents and carers do not have the right to take their child out of school for holidays in term time. However, in exceptional circumstances schools can allow them to take their child out of school, on one occasion, for up to 10 days in a school year.
- When deciding whether to allow time off, the school will consider:
 - The time of year when you want to go on holiday.
 - Your child's attendance record.
 - How long the holiday will be and how much it will disrupt your child's education.
 - Previous similar requests.

EMERGENCY

We may need to contact you during the day if your child is ill. Please make sure we have **at least** two up-to-date telephone numbers.

Medical Arrangements

At 5 years of age, all children are offered a routine healthcare interview with the school nurse.

Disabled Provision

At Oakley Lower we recognise our duties under the Disability Discrimination Act. We do not discriminate in relation to admissions, education and associated services or by excluding a pupil for a reason related to his/her disability. Oakley Lower School is a single storey building with ramp access for wheelchairs to both the main building and the portable classrooms.

Toilet facilities are provided for disabled people in the Kid's Club building. The school's Disability Access Plan identifies steps to be taken to improve access of all disabled people to the buildings and the curriculum.

School Lunch, Milk and Activities

School Lunch Arrangements

The cost of school lunches from 26th April 2011 is currently £1.85 per day. Please make sure that meals are paid in advance and money is brought into school in an envelope with the child's full name on. Dinner money is taken straight to the kitchen so please ensure that it is sent into school in a separate envelope and not mixed with other money. Caterlink supplies a daily meal to all children with a choice of main course, sweet, and a drink. We have our own kitchen manager and the meals are cooked on the premises to a very high standard.

Packed lunches may also be brought to school in a suitable container containing the whole lunch. We encourage children to bring healthy lunches. The child's name and class must be clearly displayed on the lunch box. Plastic flasks may be used to carry cold drink. Plastic mugs with lids are not permitted. Breakable objects, metal knives and forks should not be brought for use with packed lunches in the interests of safety. Experience has proved that certain items of food are unsuitable for a packed lunch.

Such items are:-

- a) unpeeled oranges
- b) large packets of crisps etc
- c) sweets
- d) fizzy drinks
- e) chocolate biscuits during hot weather

Nuts or food containing nuts must be excluded due to nut allergies in other children

It would be appreciated if parents would omit these items from packed lunches. The child should be able to eat the entire contents of his/her lunch box without having to ask for help from the dinner supervisors. Children are encouraged to eat all that parents have provided for them. Lunch break commences at 12 noon for KS1 and 12.15 for KS2. We work a continual service system and pupils taking packed lunches eat with pupils having a hot meal. The children are supervised by a lunchtime supervisor through the lunchtime period and a member of the teaching staff is on duty.

Milk

We are able to offer the children the opportunity to have subsidised milk through the EEC scheme for schools. The children can buy a daily carton of one third of a pint of milk at the price stipulated by the Authority. The school then pays the full amount to the dairy and the Authority reimburses the school with an additional EEC subsidy. The milk must be ordered in advance for the whole term and no refunds for absence can be given. Children who are allergic to milk or do not like milk may order a carton of pure orange juice as an alternative and this is ordered in advance as above. As with the milk there would be no refunds for absence.

School Fruit and Vegetable Scheme

Children in KS1 receive free fruit to eat in school under the School Fruit and Vegetable Scheme. A different fruit or vegetable is supplied fresh each day, such as bananas, pears or cherry tomatoes. This has proved extremely popular with the pupils.

Fundraising

We involve the pupils in our support of charities throughout the year; eg Jeans for Genes, Marie Curie, Children in Need and local charities.

School Activities: Charging Policies

School activities are an important part of the learning programme and as such we regularly organise educational school excursions.

The Governors draw the parents' attention to the following points:-

- (a) *Parents will be asked for voluntary contributions to fund school outings and visiting theatres. No funding whatsoever is provided by the Education Authority for this aspect of the pupil's education.*
- (b) *The school will not penalise in any way anyone who is unwilling or unable to contribute.*
- (c) *It may not be possible to organise certain activities unless sufficient voluntary support is forthcoming*
- (d) *Parents may be expected to replace or purchase items of lost property, such as school equipment, books etc.*
- (e) *Wilful breakage of or damage to school buildings, furniture or property may be charged to parents by the school.*

While there is no obligation on the part of parents to contribute to the cost of an activity and pupils will not be treated differently according to whether or not their parents make a contribution, the activity may unfortunately not take place if parents are reluctant to give it adequate financial support.



Before and after school

Oakley Kids Club

Kids' Club is an out-of-school care facility, primarily for the children of working parents. It offers a secure and stimulating environment for play before and after school.

Kids' Club is open during term time only from Monday to Friday, between the following times:

8 am – start of school and 3.15 pm to 6.00 pm.

Children attending Kids' Club are supervised at all times, the supervisor *acting in loco parentis*. Further information regarding bookings and fees should be made by contacting the club on Bedford 826472 during Kids' Club hours.

Supervision before school

Provision is made in the classroom for supervision of Oakley Lower School children from 8.45am until the start of school at 8.55 am. Children should not be left unsupervised on the playground before 8.45am.

Registration

The register is taken at the start of each morning and afternoon session. Children who arrive late (ie after registration is complete) should be signed in, in the book located in the office.

Security

If you need to visit the school during the day, please use the front door (ring the buzzer on the wall to the right of the main door and speak into the intercom).

Children who need to be taken out of school eg through illness or for a medical appointment must be signed "out" in the book located in the office (and "in" on their return).

Children from School

Parents are asked to meet their children personally at the end of the school session. You are welcome to wait in the playground. As a safeguard, if you have arranged for someone else to collect your child on your behalf, please let us know in advance. Also inform us when/if you are using Oakley Kids Club.

Extra - curricular activities

These are primarily for pupils in years 3 and 4 (although activities are arranged for KS1 children from time to time) and may vary - choir - recorders - country dancing - sports club – drama and art and gardening club, some taking place after school and some at lunch time.

The school field is let on a Saturday morning to enable a football club for lower school age children to take place.

Protocol for children left at the end of the school day.

On occasions schools are presented with the difficulty of making arrangements for children who have not been collected. The following protocol between agencies has been agreed. The school will try to establish contact with parents by phone or contact the listed emergency number. Other possible contacts will be tried. A home visit may be made if this is felt reasonable. If the school is unable to contact the parents or other responsible adult after 30 minutes advice will be sought from Social Services if the child is on the Child Protection Register or it is believed that the family is known to the department. Otherwise advice may be sought from the Education Welfare Service. The local police station will be contacted stating the child has been abandoned, if the child has not been collected from school after a period of one hour.

For your information

Policies

Copies of school policies and statutory instruments and circulars are available for parents to read in school.

Parents and School

There is a thriving Parent Teacher Association at school which is affiliated to the National Federation of Parent Teacher Associations. The Association involves itself with fund-raising and social events for the children and parents.

All parents are automatically members of the Association and will be made very welcome. Committee meetings take place monthly in term, and the AGM is held in October when new committee members are elected.

Close co-operation between school and parents is a feature of life at Oakley. We greatly appreciate any offers of help in and out of school. Teachers, parents, governors and friends are all part of the team, working to make your child's time here worthwhile. If you feel able to help in class in any way please contact your child's teacher. (Mums/Dads/Grandparents all welcome).

Parents Formal Consultation

Formal consultation times are organised through the year, but it is usually possible to see either the class teacher or the head teacher at any other time. We recognise that children worry about many things and would encourage you to talk to the class teacher about any worries or concerns (preferably at the end of the day if possible, when more time is available). An appointment may be necessary if the Head Teacher is unavailable, however, it is often possible to call in informally or speak on the telephone. Written pupil reports are issued once a year.

Inclusion

We aim to provide a broad and balanced curriculum for all pupils by setting appropriate learning challenges, responding to pupils' diverse learning needs and overcoming potential barriers to learning and assessment for individuals and groups of pupils.

We believe that fostering links with parents/carers, other local schools and the wider community is mutually beneficial. We believe it is important that Oakley Lower School plays an active part in the community. The school is committed to working in partnership with parents and has a large range of strategies to promote this.

The school is constantly striving to make links with other schools and with organizations locally to promote the well being of learners.

Racial and Child Protection Issues and Complaints Procedure

Pastoral Care

We believe that much of what takes place in school contributes to the personal and social development of the pupils and is therefore, in its broadest sense, part of every pupil's entitlement through a curriculum that promotes these ends.

In school, we aim to provide pastoral care that is complementary to that given at home, as the teaching staff act *in local parentis*. The class teacher is an important point of contact between home and school and it is hoped that parents will endeavour to establish a close relationship with the school through both the head teacher and the class teacher.

Statement on Child Protection and Child in Need procedures

Child Protection Referral

Section 47[1] of the Children Act 1989 gives the local authority a duty to investigate when it is suspected or found that a child is suffering or likely to suffer significant harm. The local authority will then make enquiries from other agencies to enable them to decide whether they should take any action to safeguard or promote the child's welfare. As a school we have a statutory duty to assist social services departments acting on behalf of children in need or enquiring into allegations of child abuse. As well as this statutory duty we have a pastoral responsibility towards our pupils and we recognise that pupils have a fundamental right to be protected from harm. Children cannot learn effectively unless they feel safe and secure. We therefore have a child protection policy, which reflects both our statutory duty and our pastoral responsibilities. If we have a concern that a child has been abused or is at risk or being abused, we have a duty to refer this to social services. This may be done with/without parental disclosure. In making any referral, the school is not making any judgement for example about individual parents or carers. It is for social services to decide whether there should be an investigation.

Child in Need Referral

There may be other circumstances (which are not to do with child protection, but more related to meeting children's needs) when we feel that you and your family may benefit from some support from other agencies, i.e. social services. Before we can do this we will need to seek your permission. We will then complete a Child in Need form. In most cases this will be done with you.

Racial Incidents Statement

The Race Relations Act 1976 makes it unlawful to discriminate directly or indirectly on grounds of colour, race, nationality and ethnic or national origin. The Race Relations (Amendment) Act (2000) places a positive legal duty on the whole of the public sector, including schools, to promote equality.

The school's policy provides the full details and a copy is available in school for parents to read. All racist incidents regardless of whether a pupil, member of staff, parent or other adult is responsible, will be reported to the Head Teacher. All perceived racist incidents must be recorded on official record sheets and aggregated data must be provided to the Governing Body and provided to the LA.

Procedure for Complaints

To encourage resolution of such situations the Governing Body has adopted a "General Complaints Procedure".

From time to time, parents may naturally have concerns about an aspect of their child's education. Often their concerns will resolve themselves, but on occasions parents may feel that the issue will need the school's help to be resolved.

Full details of the procedure may be obtained from the School Office or from the Clerk to the Governing Body.

School Uniform

The colours of Oakley Lower School uniform are basically royal blue and grey.

Boys:

Winter

Royal blue sweatshirt *
White Polo shirt or plain white shirt (please note shirt with collar)
Grey trousers

Grey/black socks (plain)
Black/brown flat shoes

Summer

Royal blue sweatshirt *
White Polo shirt or plain white shirt (please note shirt with collar)
Grey trousers / shorts

Grey/black socks (plain)
Black/brown shoes/sandals – no open toes

PE Winter

White or royal blue shorts
Pale blue T-shirt
Plimsolls
Yrs 3 & 4 Trainers, Tracksuit/Sweatshirt & jogging bottoms (plain black)

PE Summer

Pale blue T-shirt
White or royal blue shorts
Plimsolls (Yrs 3 & 4 Trainers)

Plus

PE Bag with drawstring

Girls:

Winter

Royal blue sweatshirt or cardigan *
White Polo shirt or white blouse (please note shirt with collar)
Grey skirt/pinafore dress
Black or navy school type trousers - (not jeans or leggings or other “fashion” trousers) - may be worn

Thick tights/socks - plain blue/grey or white
Black/brown flat shoes

Summer

Royal blue sweatshirt/cardigan *
White polo shirt or blouse (please note shirt with collar)
Blue/white checked dress/skirt or
Grey skirt / knee length shorts
White socks (plain)
Flat sandals or shoes - no open toes

PE Winter

White or royal blue shorts
Pale blue T-shirt
Plimsolls
Yrs 3 & 4 - Trainers, Tracksuit/sweater & jogging bottoms (plain black)

PE Summer

Pale blue T shirt
White or royal blue shorts
Plimsolls (Yrs 3 & 4 trainers)

Plus

PE Bag with drawstring

* Blue sweatshirts/sweat cardigans/ polo shirts/ bookbags/ rucksacks / caps / and T-shirts with the school name on are available for purchase through the school office; please ask for an order form. All children should have a school book bag.

Please note: All items must be named.

N.B. Long hair should be tied back at all times.

Hair bands/slides etc should be plain and flat at all times please.

Jewellery For safety reasons we ask that children do not wear jewellery. Children who wear earrings must only wear gold studs, not hoops. Certain items of religious jewellery may be worn; please seek advice from the class teacher. We seek your co-operation in ensuring that all pupils adhere to the dress code. Not only do our pupils look very smart, but the wearing of sensible shoes, correct PE kit and the absence of jewellery ensures that children are dressed practically for the varied activities they are engaged in.

Oakley Lower School School Uniform Price List and Order Form

Item	Size (Please specify)	Quantity	£ / each	Total £
Sweatshirt	24 26 28 30 32		9.00	
Sweatshirt	34 36 40		10.00	
Cardigan	24 26 28 30 32		9.00	
Cardigan	34 36		10.00	
Polo Shirt	3-4 5-6 7-8 9-10		7.00	
P.E. Shirt	3-4 5-6 7-8 9-10		5.45	
P.E. Shorts	22-24 26-28		4.50	
Fleece Jacket	5-6 7-8 9-10 11-12		11.50	
Showerproof Jacket	3-4 5-6 7-8 9-10 11-12		15.00	
Summer Hats	Legionnaire/Cap		3.85	
Woollen Hat	Beanie		3.00	
P.E. Bag			3.50	
Book Bag			3.85	
			TOTAL	£

Please complete your order and submit it with your cheque made payable to
Oakley Lower School to the school office.

Child's Name:	
Tel no:	
Date:	