

Embracing Excellence



Enjoying Success

Bean Primary School

Prospectus

Bean Primary School, School Lane, Bean, Dartford DA2 8AL

Telephone: 01474 833225

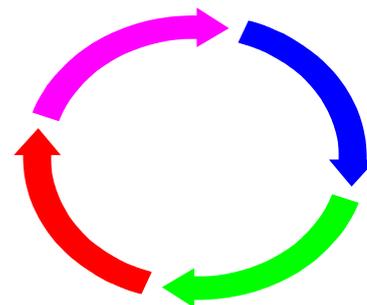
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1 Philosophy and Aims

At Bean Primary School we believe that confident and independent children make effective learners who can make fuller use of the curriculum we offer them. They are expected to make choices, to question and reflect. The school environment and ethos ensures that children, from the earliest age, develop confidence and learn to take responsibility for themselves and for others.



Our aim is to help your child achieve as much of his/her potential as possible in a well ordered, happy and stimulating environment. The intention behind this prospectus is to give you an insight into life here which we hope will supplement information you will gather from visits to the school.

There are three key criteria which influence all we do in school:

- Firstly, we believe that all children are individuals. This seems to be stating the obvious, but even at three plus years the children have a wide diversity of experiences and skills.
- Secondly, we believe that children learn best through first-hand experiences. In other words, by seeing, doing, touching etc, just as they have in the first three years of life.
- Lastly, and perhaps most important of all, we believe that education should be a partnership between home, school and community.



We will be keen to foster this partnership from the very beginning. Partnership, of course, involves responsibility and it is this joint responsibility for your child's development that we will share together.

We are justly proud of the achievements of all our pupils. We are pleased to extend a warm welcome to you and your child.

We hope you will choose our school for your children but we want you to make the right choice so we would like you to read this prospectus carefully but, more important still, we would like you to visit our school and look around. To arrange a visit please contact Mrs Packham (the school's Wellbeing Manager) at Bean Primary School, School Lane, Bean, Kent DA2 8AL. Telephone [01474] 833225,

'Embracing Excellence, Enjoying Success'

2 Teaching Staff and Governors

TEACHING STAFF

Head Teacher	Mr G Reilly
Deputy Head Teacher/SENCO	Mrs F Carney
Foundation Stage	Miss C Eagle
Year 1-Ireland Class	Miss S Jones
Year 2-Italy Class	Mrs S Kaur Rai
Year 3-Argentina Class	Mrs L Tatton/Mrs U Retzlaff
Year 4-Mexico Class	Mr A Gagnon
Year 5-Madlives Class	Miss C Burton
Year 6-Kenya Class	Miss H Denyer
PPA Teacher	Mrs L Tatton

GOVERNORS

Mrs E Waugh	Parent
Mrs C Atkins	Community
Mr S Bonner (Chairman)	Community
Mr G Reilly	Staff (Headteacher)
Mrs F Carney	Staff
Mrs A Munday	Parent
Mrs N Wiltshire	Parent
Dr Golding-Williams	Parent
Mr K Prescott (Vice Chair)	Authority
Mr D Sims	Community
Miss A Allison	Clerk to Governing Body

3 Non-teaching, Support Staff & Friends of Bean

NON-TEACHING AND SUPPORT STAFF	
Mrs K Saunders	Business Manager
Miss A Allison	Office Manager
Mrs L Packham	Wellbeing Manager
Mrs L Burnett	Receptionist
Mr K Turtle	Graduate Tutor
Mrs K Bonner	Higher Level Teaching Assistant
Mrs M Griggs	Higher Level Teaching Assistant
Mrs L Penfold	Teaching Assistant/MDS
Mrs J Cliff	Teaching Assistant/MDS
Mrs D Waterman	Teaching Assistant/MDS
Mrs S Baker	Teaching Assistant/MDS
Mrs D Brown	Teaching Assistant
Mrs S Leigh	Teaching Assistant/MDS
Mrs G Cherry	Teaching Assistant/MDS
Mrs S McDowall	Teaching Assistant/MDS
Mr L Burton	Sports & Wellbeing Mentor
Mrs C Blair	MDS
Mrs K Glazebrook	MDS
Mr K Chapman	Site Manager
Mrs C Chapman	Cleaner

FRIENDS OF BEAN
<ul style="list-style-type: none">• The Friends of Bean is a very important part of our school. It helps to form a strong link between home and school as well as to work to raise funds for the children. All parents with children at our school are automatically members of the Friends of Bean, and are invited to attend meetings, where they will receive a warm welcome.• There are many different events organised ranging from the Summer Fayre, Discos, Easter Egg Hunts and Quizzes.• Money raised through the various events goes towards buying additional resources and equipment for the children.• Please speak to the office to find out more.

4 Times of Opening

MORNING SESSION

KS1 8.50am - 11.50am (Outer gates open 8.35am, inner gates open at 8.45am)

KS2 8.50am - 12.20pm (Gates open 8.30am)

AFTERNOON SESSION

KS1 12.50pm - 3.10pm (Years R, 1 & 2)

KS2 1.20 pm - 3.15pm (Year 3, 4, 5 & 6)

Parking outside school

With the school entrance in constant use, it must be kept clear at all times and should not be used for stopping, parking or turning. The zig-zag lines are positioned to give your children a clear vision of the road and give drivers a clearer view of who may be crossing. Please do not park on the zig-zag lines or across the entrances, as this is both dangerous and illegal.

At the end of the day

Years R, 1 & 2

You are invited to wait in the playground whilst the children are escorted to the courtyard gates. Children will not be allowed to leave unless the teacher has seen the nominated person who is collecting them. No child will be allowed to leave with anyone else unless we have been informed beforehand. Children will not be released to anyone under the age of 16.

Please do try to let us know if you are unavoidably delayed in collecting your child, this will allow us to reassure them. A quick phone call to the office before 3pm would be very much appreciated.

Years 3,4,5 & 6

Children will be escorted from their classrooms by their teachers to the main gates. Children will not be allowed to leave unless the nominated person who is collecting them has been seen or that separate arrangements have been previously organised. Children will not be released to anyone under the age of 16

Contacting School

The school can be contacted at anytime through the day. The telephone number is [01474] 833225.

Teachers are available for 'quick' informal discussions between 3.15pm-3.25pm. This is to ensure that teaching time is not interrupted. However,

longer appointments can be arranged through the school office.
Appointments can also be made to meet with the Headteacher.

Attendance

If your child is away for any reason then the school needs to be informed by telephoning the school by 9.30am on that first day. On their return, the school requires a letter to confirm the reason for absence. If we do not receive this then the absence will be recorded as unauthorised. When calculating attendance, all absences including holidays and illness count towards the maximum authorized (8 days) absence to ensure attendance of 96% or above. If attendance falls below this, parents will be informed by letter.

If attendance falls below 90% we will request a meeting to discuss reasons for low attendance and to work together to improve the situation. It may involve the School Liaison Officer.

Due to recent government guidelines, holidays during term time are now only permitted in exceptional circumstances. Application requests should be put in writing to the Headteacher.



Punctuality

It is important that children arrive at school on time. If they are persistently late, then the matter will be discussed with the parents. If the situation does not improve then this may involve the School Liaison Officer. If there is a reason for lateness, then please let the office staff know. If your child has a medical or dental appointment, a letter should be sent in before the day of the appointment but we would request that every effort is made to arrange appointments outside of school hours.

5 School Meals

School meals are prepared locally and served on the premises. Currently the cost is £2.15 daily or £10.75 weekly. Cash or cheques need to be placed in an envelope clearly marked with child(ren)'s names, or ordered online at:

www.principals-catering.com. All monies should be received every Monday at the start of each week and if meals are no longer required, 2 weeks notice must be given in writing.



It is vital that you register for Pupil Premium if your family qualify for it. Entitlement is for any family in receipt of Income Support, Income Based Job Seeker's Allowance, Guaranteed Element of Pension Credit, Child Tax Credit, Annual Income less than £16,190, Employment and Support Allowance or Support Under Part VI of the Immigration and Asylum Act 1999. The school will then receive considerable financial support. We want to provide all pupils with an excellent education and this funding will help to achieve this goal.

Application can be made online at: www.kent.gov.uk/education/freeschoolmeals. Supporting documentation may be requested.

School Milk

This is available free for children under 5 years of age and approximately £1.10 a week for all other children. Information is available from the school office.

Fruit

Free fruit is available for children in Years R, 1 and 2.

6 School Uniform

Our school uniform adds a 'sense of belonging' to our school and all children are expected to wear it every day. It is important that **all** clothing and belongings are **clearly labelled with your child's name**. Uniform can be purchased from Caseys Schoolwear, or ordered online at www.caseysschoolwear.co.uk.

GIRLS:

- Black/Grey skirt or trousers
- White blouse/polo shirt
- Burgundy school sweatshirt/cardigan
- In summer, a red /white gingham / striped dress (optional)
- Sensible black/brown school shoes

BOYS:

- Black/Grey trousers
- White shirt/polo shirt
- Burgundy school sweatshirt
- Sensible black/brown school shoes

PE KIT:

- Navy/Black shorts
- White/House colour **PLAIN** T- shirt
- Black plimsolls
- PE bags in house colours
- Outdoor Kit (Tracksuit) in a dark colour ie: black, or grey.

Please note: PE Kit must be in school every day.

In addition we do have our own Bean School backpacks which are available to purchase from the school office.

JEWELLERY

Jewellery is not to be worn to school, apart from small studs, which may be worn as earrings. Your child must be able to remove them for PE. The school does not accept any responsibility for any damaged or lost jewellery.

MOBILE PHONES, I-PODS, TABLETS etc

All such equipment should **not** be brought in to school. If for any reason it is, it will be stored in the school office, to be collected at home time.

Complaints Procedure

Parents who have any concerns over particular matters, should first discuss these with the class teacher if appropriate, and then with the Assistant Head or Head Teacher. In the majority of cases this should resolve the matter.

Parents wishing to pursue any matter further should contact the Governing Body directly via the school office, having obtained a copy of the school's Complaints Procedure.

**BEAN PRIMARY SCHOOL
ADMISSIONS POLICY**

We take up to 30 new admissions in to our Reception Class every year. Children who have their 5th birthday between 1st September and 31st August start school in September part-time, attending full-time after three weeks. In determining the intake we follow the Kent Co-Ordinated Scheme for Primary Admissions.

Places are allocated according to the admission criteria in priority order as below:

1 Children In Local Authority Care and Children Adopted from Care

Any child deemed as such takes priority over other applicants, as do children who have been adopted from care.

2 Current Family Association

A brother or sister at Bean School at the time of entry and the family continues to live at the same address as when the sibling was admitted or has moved to a new property nearer to the school as defined by 'Nearness Criterion' (see below.)

Brother or sister means children who live as brother and sister in the same house, including natural brothers or sisters, adopted siblings, stepbrothers or sisters and foster brothers or sisters.

The sibling claim will stand if the family have continued to live at the same house as when the older sibling was admitted into the school, **OR**

- If the family have moved, and they have moved to within 2 miles of the school, **OR**
- If the family have moved nearer to the school from where they are living previously.

3 Health and Special Access Reasons

Medical, health, social and special access reasons will be applied in accordance with the schools legal obligations in particular those under the Equality Act 2010. Priority will be given to those children/parents whose mental or physical impairment mean they have a demonstrable and significant need to attend a particular school.

4 Nearness of Children's Homes to School and Ease of Access to Schools

Kent use the distance between the child's permanent home address and the school, measured in a straight line using Ordnance Survey address point data. Distances are measured from a point defined as within the child's home to a point defined as within the school as specified by Ordnance Survey. The same address point on the school site is used for everybody.

5 Summer Born Children and Admissions Outside of Expected Year Group - born between 1st April and 31st August.

Requests for admission outside of the normal age group should be made to the Headteacher of each preferred school as early as possible in the admissions round associated with that child's date of birth. This will allow the school and admissions authority sufficient time to make a decision before the closing date. Parents are

not expected to provide evidence to support their request to defer their application, however where provided it must be specific to the child in question. This might include medical or Educational Psychologist reports. There is no legal requirement for this medical or educational evidence to be secured from an appropriate professional, however, failure to provide this may impede a school's ability to agree to deferral. Parents are required to complete an application for the normal point of entry at the same time, in case their request is declined. This application can be cancelled if the school agrees to accept a deferred application for entry into Year R the following year. Deferred applications must be made via paper CAF to the LA, with written confirmation from each named school attached. Deferred applications will be processed in the same way as all applications for the cohort in the following admissions round, and offers will be made in accordance with each school's oversubscription criteria.

Parents have the right to appeal to an independent panel should their child not be offered a place at this school.

Appeals Panel
Admissions and Transport Office
Room 2.24 Sessions House
County Hall
Maidstone
Kent
ME14 1XQ

Complaints Procedure

Parents who are concerned about particular matters should first discuss these with the Headteacher. In the majority of cases this should resolve the matter. Parents wishing to consider pursuing a formal complaint would need to address their complaints to the Admissions Team at KCC. A copy of the school's complaints procedure is available from our website.

In Year Casual Admissions (IYCA)

In Year applications for Kent school places should be made direct to schools, using a separate copy of Kent County Councils single In Year Casual Admission Form (IYCAF) for each child. This can be downloaded from the school website.

Parents should expect to receive the outcome of the application within 5 school days.

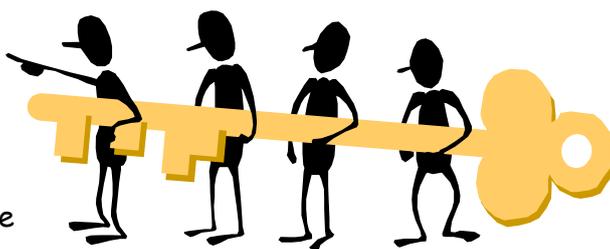
Advice is available from:

Admissions and Transport Office
Room 2.24 Sessions House
County Hall
Maidstone
Kent
ME14 1XQ

Review Date: October 2017

8 The Curriculum

Every learner is entitled to a curriculum rich and varied, challenging and inspiring, which enables every individual to fulfil her or his potential to the highest possible standard, so that all, for the benefit of all, are able to shape their destinies and create a better world.



Every Learner - a Framework for the Curriculum

At Bean Primary School, the staff have worked hard to put together creative curriculum maps. This ensures that during your child's school life they will experience all the different aspects of learning through the Foundation Stage and the Primary Curriculum.

In our school we seek to provide experiences which will aid the development of the whole child. Our aim is to help each pupil to become a confident, capable and co-operative learner and a valued member of the community. Our programme draws from the following areas of experience; Linguistic, Mathematical, Cultural, Aesthetic and Creative, Scientific and Technological, Spiritual and Moral, Social and Physical. This is defined within the National Curriculum subjects; Literacy, Numeracy, Science, Latin, Art, Music, Technology, Computing, Geography, History, Physical Education and Religious Education as well as the school's wider curriculum of cross curricular themes including Spiritual, Moral, Social and Cultural (SMSC).

Our aims for the children are that they become:

Sociable	Enthusiastic
Tolerant	Well Rounded
Compassionate	Independent
Confident	Lifelong Learners
Engaged	Critical Thinkers
Inquisitive	Resilient
Risk Taking	Passionate
Happy and Safe	Fair
Successful	Moral

Our aims are also:

- to ensure a command of the English language and an ability to communicate with other people;
- to encourage an enjoyment of reading;
- to develop a clear, handwriting style;
- to develop writing in order to communicate;
- to develop an understanding of mathematical concepts, their application and use;

- to encourage scientific and technological awareness through the investigation of everyday situations and our natural surroundings;
- to use computing across the curriculum;
- to develop an interest and expertise in art, craft, music and drama through creative activities;
- to provide and teach a variety of activities, dance, movement and recreational skills;
- to experience and understand geographical and historical concepts.

We establish an environment which teaching and support staff, governors, advisory colleagues, parents and future parents can work together towards achieving these aims. We also like our school to be a place in which children come willingly because of their involvement in their own learning; a place where children will experience success but not be afraid of failure; where they will be encouraged to investigate, evaluate and arrive at conclusions; where they will learn to work co-operatively with others; where they will learn to appreciate each other's talents and problems and learn to see and enjoy the richness of the world around them.

FOUNDATION STAGE

The reception class has been planned to provide a happy and secure environment where your child can learn and develop by following the Foundation Stage Curriculum. There are seven broad areas of learning, three prime areas and four specific:

- **Personal, Social and Emotional Development.** Your child will learn to be confident, make positive relationships, take an interest in things, know what their own needs are, manage feelings and behaviour, knowing right from wrong and be able to dress and undress themselves, managing zips, buttons, hats and gloves.
- **Physical Development.** Your child will learn how to move, controlling their body and handling equipment with more confidence. They will learn the importance of keeping healthy by exercise.
- **Communication and Language.** Your child will learn to listen and be attentive, talk confidently and clearly, have an understanding of 'Why' and 'How' questions and follow stories and songs with interest and prediction.
- **Literacy.** Your child will learn to read and write simple sentences, use phonic knowledge to decode regular words and demonstrate an understanding when talking to others about what they have read. They will learn to write short sentences in meaningful contexts.
- **Mathematics.** Your child will develop an understanding of maths through stories, songs, games and imaginative play. They will learn to count reliably to 20, place numbers in order, add and subtract, and solve problems, including doubling, halving and sharing. They will use language to talk about, size, weight, mass, capacity, position, distance, time and money to solve problems and will explore the characteristics of everyday objects and shapes.

- **Understanding the World.** Your child will explore and find out about the world around them, asking questions about it. They will learn about people and communities including family traditions of various cultures. They will also learn about a range of technologies used in places such as homes and schools and select and use technology for particular purposes.
- **Expressive Art and Design.** Your child will sing songs and rhymes, make music and dance, experiment with colour, design, texture, form and function. They will learn to be imaginative and represent their own ideas in original ways.

Your child will work towards achieving the expected level of the early learning goals and be able to positively interact socially with others.

Each child is treated as an individual and given equal opportunities regardless of disability, gender, background, ethnic origin, or ability. Every child will experience a wide range of activities.

KEY STAGE 1 & KEY STAGE 2

NUMERACY

We believe that mathematics should be an enjoyable and exciting activity. In the reception class children undertake practical tasks which involve matching, sorting and counting. As they progress through the school they will be involved in both practical and more formal activities.

At all ages they are encouraged to choose the equipment necessary to solve problems, to talk about their work, to explain their findings and to record their work in writing, through graphs and in tables.

The Primary Curriculum states that children should learn about: Number, Measures, Geometry, Fractions, Statistics, Ratio and Proportion, Algebra and problem solving.

LITERACY

This covers 'Speaking and Listening', 'Reading' and 'Writing'.

We encourage the children to become attentive listeners and to speak confidently with increased clarity and fluency. Reading is highly valued and the basis for all successful learning. We strive to promote reading around the school, and parental support is greatly valued as it can be seen that those children who practise sounds/key words and read regularly at home, make great strides at school.

SCIENCE

In Science lessons children learn about areas of scientific knowledge, these are:

- 'Life Processes and Living Things' - this includes human biology, study of green plants, variation and classification, and living things in their environment.

- 'Materials and their Properties' - this includes grouping and classifying materials, changing materials and separating mixtures of materials.
- 'Physical Processes' - this includes study of electricity, forces and motion, light and sound and the Earth and Solar System.

They learn how to conduct experiments and investigations, about the equipment they need, how to ensure a fair test, make predictions, record results and draw conclusions from their data.

HISTORY

They will be involved in looking at everyday life in the past, through class visits, looking at primary sources e.g. artefacts, through research using computing, reference books and drama. The children will gain an understanding of their own history, the history of their family/ local community and of famous people and events.

GEOGRAPHY

Geography will be linked, wherever possible, to educational visits to a variety of different localities. They will look at maps, carry out surveys, use compass directions, use ICT and look at atlases and reference books for information. Using the skills they are taught, they will explore the school environment, then their village locality and then gradually move on to study other localities in the British Isles and then globally.

LATIN

Latin is taught in all our KS2 classes. This helps our pupils have a greater appreciation of the English language as well as laying a good foundation for their secondary school choices.

MUSIC

In Music they will listen to different types of music and voice their likes and dislikes. They will also have opportunities to compose and play their own music. Performing is an important part of music and may involve singing.

Our children attend music festivals with children from other local schools, giving them a chance to perform in public to a high standard and with a sense of achievement. Various music lessons are held in the school, Year 3 children are learning to play the recorder, Year 4 children are learning to play the Ukulele and Kent Music School visit our Year 5 class who take part in a singing lesson. Year 6 bring much of what they've learned into developing their end of year performance.



ART & Design

In Art, pupils will look at the work of different artists and study the different methods used. They will look at work from different cultures and from different times and will be asked to discuss their likes and dislikes in order to develop their appreciation and understanding of art.

Pupils will produce their own artwork, being taught how to use a variety of materials and encouraged to develop basic skills in drawing and colour mixing so that they can produce good observational sketches. As children progress through the school they will be given wider choices of materials and techniques, including clay work, and will need to make more complex decisions in developing their sketches into pieces of work. Selected pieces of work will be displayed in our 'gallery'.

Design and Technology involves looking at, taking apart and studying simple objects to see how their shape and design suit their purpose. Pupils will work with different tools and materials learning the skills involved in using them safely and proficiently. They will be given opportunities to design and make items following their designs and practising the skills they have been taught. They will also consider possible improvements.

RELIGIOUS EDUCATION AND COLLECTIVE WORSHIP

At some time in each day we have an assembly and collective worship. This is an opportunity for the school community to come together and will feature a story, hymns, songs, prayers or have reflection time/thought for the day. It is an opportunity for pupils to consider spiritual and moral issues and to explore their own beliefs. We encourage participation and response through the active involvement of speaking and listening. It is also very important in developing community spirit, promoting a common ethos and shared values and reinforcing positive attitudes.

Assembly is a time when we listen, think, suggest ideas and enjoy being together. Parents do have the right to withdraw their child from Religious Education or Collective Worship should they wish to do so.

In class, stories from many religions, including Christianity are shared. The children learn about the beliefs and religious practices of different faiths around the world. Religious education is about 'learning' and also about 'doing', so the children are encouraged to talk about their developing beliefs and are helped towards understanding the spiritual aspects of life. We aim to develop pupils' knowledge, understanding and awareness of Christianity as the predominant religion in Great Britain to encourage respect for those of different faiths and to help promote pupils' spiritual, moral, cultural and mental development.

MULTICULTURAL EDUCATION AND COMMUNITY COHESION

The school has an active policy for multicultural education. Its aim is to create an understanding and appreciation of the diversity of life styles and the cultural, linguistic and religious backgrounds which make up our society. The policy encompasses attitudes of caring, sharing and a respect for people and property. This is reflected throughout the whole school in the way the children conduct themselves, behave towards others and in the work they produce.

COMPUTER SCIENCE

In computing, the children will be taught the skills necessary to use a computer, learning how to load, retrieve, save and print their work. They will use computers for data handling, for word processing, for artwork and for solving problems, helping with work in many curricular areas. Programming is a key element which the children enjoy. They will learn how to access the Internet with due regard to safety.

PHYSICAL EDUCATION

In P.E. children will engage in a variety of activities including team games, athletics, dance and gymnastics. They will be taught how to play games, how to achieve quality of movement, to be competitive when appropriate and to have a healthy regard for sportsmanship behaviour.

Each year we hold our Sports afternoon where families come and support their children taking part in a range of competitive team and individual events.

As a member of a family of local schools we are actively involved in coaching sessions and tournaments e.g. cricket, orienteering, tennis, football, athletics, netball, rounders and any other sporting opportunity we can offer.

RELATIONSHIPS AND HUMAN REPRODUCTION

In Science the children will learn about the biological processes of plant and animal reproduction. By Year 5 they will learn about human reproduction.

We find that children can best cope with this ongoing time of change when parents and school support one another to provide the correct information presented in a sensitive and common sense way. Parents are given the opportunity to preview the materials to be used with the children.

Parental Rights to Withdraw Their Children - "Section 241 of the Education Act 1993 gives parents the right to withdraw their children from any or all parts of the school's programme of sex education, other than those elements which are required by the National Curriculum Science Order" [Circular 5/95, page 13].

ADDITIONAL EDUCATIONAL NEEDS

In a sense, all children have special needs with each individual having strengths and/or weaknesses that have to be evaluated and planned for. If there are concerns, these need to be addressed.

Our SENCo along with teaching assistants support the children throughout the school, with all support planned for through provision mapping.

The school works closely with outside agencies to provide support and advice for specific needs. See Appendix 1.

EQUAL OPPORTUNITITES

We ensure that each child is given an equal opportunity to maximise their potential irrespective of ability, disability, race, gender, religion and social origin and to enable equality of access to the curriculum in an environment where every child is valued and respected.

SAFEGUARDING STATEMENT

Bean School is committed to safeguarding and promoting the welfare of children and young people and expects all staff, governors and volunteers to share this commitment. All adults in frequent contact with children in the school are required to have an enhanced disclosure check.

DESTINATION OF YEAR 6 PUPILS

Our pupils are likely to transfer to one of the following schools:

- **Secondary Schools:**
Longfield Academy, The Ebbsfleet Academy, Wilmington Academy, Meopham School, St Georges C of E School, Northfleet School for Girls, Northfleet Technology College (Boys) and Leigh Technology College.
- **Grammar Schools:**
Dartford Grammar for Boys, Dartford Grammar for Girls, Gravesend Grammar for Boys, Mayfield Grammar School (Girls), Wilmington Grammar for Boys and Wilmington Grammar for Girls.

9 Assessment

Formative Assessment is the way in which teachers make decisions about children's learning needs. This supports the teacher in the planning of appropriate work, and it is therefore a continuous, integral part of teaching and forms the basis of our records. Summative Assessments are the stages which children achieve. These are reviewed termly and inform the parent annual reports which are written towards the end of the school year.

YR 2 NATIONAL CURRICULUM ASSESSMENTS (known as SATs)

The Year 2 teacher will complete assessments of the children in May/June, in Maths, Reading, Writing, Speaking & Listening and Science. Once these judgements are moderated in school and by Kent L.A., the children will be given an assessed grade, which is reported to parents in July.

YR 6 NATIONAL CURRICULUM ASSESSMENTS (known as SATs)

These take place in May. Reading, Grammar, Punctuation and Spelling, and Maths are externally marked, whilst writing and science are assessed by the school and moderated by Kent L.A. Once completed, the children will be given a grade, which is reported to parents in July. (End of year assessments also take place in May/June for Years R, 1, 3, 4 and 5.)

ABLE CHILDREN STATEMENT

At Bean Primary School we are committed to providing an environment in which all pupils can reach their potential. This includes children who display a gift or talent in any particular area. Able children may be identified by means of national tests and assessments throughout Bean Primary School. In addition, the use of regular observations by all staff and recommendations by outside agencies can be used to identify able children.

10 Extra Curriculum Activities

AFTER SCHOOL CLUBS

A variety of clubs are run by members of staff or outside providers. Clubs give the children the opportunity to participate in activities not necessarily covered by the National Curriculum. Details are sent out for the start of each term. We must have written permission for your child to participate.

Children may join more than one. Please remember that staff organise these clubs on a voluntary basis and they expect children to attend each week. If for some reason your child cannot attend their usual activity, then please inform the member of staff concerned. Prompt collection is expected.

EDUCATIONAL VISITS

We plan for a range of educational visits which take place during school time, however, these are obviously costly and can only take place due to the goodwill of parents in providing 'voluntary contributions' towards expenses. The 'Friends of Bean' also provide a generous yearly subsidy for each class.

Educational visits are planned by the class teachers in order to complement the learning in school. Parents are notified of the details of such outings through a letter and a 'voluntary contribution' is requested. Parents are under no obligation to contribute towards the cost of the visit and no child may be prevented from participating because a contribution is not forthcoming. However, if sufficient voluntary contributions are not forthcoming, the visit may have to be cancelled.

An annual residential visit takes place for our Year 6 children to the Isle of Wight.

11 Health Matters

HEALTHY EATING

For snack times, the School Council, supported by all classes, determined that only milk or water should be available to drink, with fresh fruit or vegetables for snacks. Years R, 1, 2 receive daily fresh fruit/vegetables free of charge.

We are a nut free school, parents are asked not to send their children in with food items such as peanut spread sandwiches or nut bars, as some of our children do have nut allergies.

For birthday celebrations, a healthier alternative has been introduced and children are invited to donate a reading book to their class. This will be officially recognised in assemblies to celebrate the child's birthday instead of children bringing in sweets.

DENTAL, HEARING, WEIGHT & MEASUREMENT CHECKS

At certain times you may be requested to accompany your child for the above checks being made by the school nurse / doctor / dentist.

PERSONAL ACCIDENT INSURANCE

Some parents wrongly assume that if a child is injured at school, Kent County Council is held responsible regardless of the circumstances and that its insurance will automatically apply. This is not so. The County Council's responsibility is strictly limited to cases where there is negligence by them or their staff.

Accidents can happen in school, on the sports field, or during school visits. When Kent County Council or it's staff are not responsible, the provision of personal accident insurance is considered to be the responsibility of parents. The school arranges insurance for pupils on school visits.

ILLNESS IN SCHOOL

If a child is taken ill or is injured whilst at school he/she is put in the care of a member of staff who is trained in first aid. They will assess the seriousness of the condition and will act accordingly, either by treating the injury or in more serious cases by contacting the parents. Please note that it is essential that we have a **current** emergency contact number.

Should your child experience any contagious infection e.g. headlice, threadworms, German measles, meningitis, chicken pox, scabies or impetigo, **please** report this **immediately** to the school office. Information will be treated with confidentiality.

ADMINISTRATION OF MEDICINE

The administration of prescribed medicine is carried out in accordance with the DCSF guidelines, as agreed by the Governing Body. The relevant form is available from the office and needs to be completed and signed by the parent.

SCHOOL RULES AND DISCIPLINE

Discipline is very important to a school. Our children are expected to behave in a reasonable and responsible manner both to themselves and others. We believe that self-discipline is much more important than discipline imposed by others and therefore, whenever possible, we emphasise positive values and respect for others.

The Bean Code of Conduct

(created and agreed by staff and children):

- We are friendly
- We are honest
- We respect others
- We celebrate success
- We are always on time
- We make the right choices

As well as the above code, children will agree on a class charter in terms of rights and responsibilities which will be signed by each child at the beginning of each academic year.

We have a positive reward system with House points (Normans, Saxons, Vikings and Romans), stickers and certificates, along with negotiated rewards, but more importantly we try to ensure that children strive to achieve their best.

If children misbehave, then sanctions will be applied as and when the need arises. If inappropriate responses continue further action will involve parents. Children may be excluded for a fixed term or permanently, according to the circumstances.

12 How will I know what is happening in School?

By coming in to see! You will also receive regular newsletters which will be accessible on the website, notifying you of forthcoming events.

The school holds three parents' evenings throughout the year as well as normal opening mornings. We very much encourage parents in on these occasions to see and celebrate their child's work.

Talk to your child's teacher about the work of the class. Teachers work hard to plan for their classes and are pleased to discuss it at a suitable time.

PERSONAL PROPERTY ON SCHOOL PREMISES

All children are responsible for their own belongings during the day. Your child will be helped to locate items, please ensure that his or her property is labelled with their name. This is particularly important with items of school uniform, especially jumpers and fleeces! There is a Lost Property bin by the school office, where missing items may be found.

No valuable items should be brought into school as we can't accept responsibility for items that get lost or damaged.

13 Parents in School

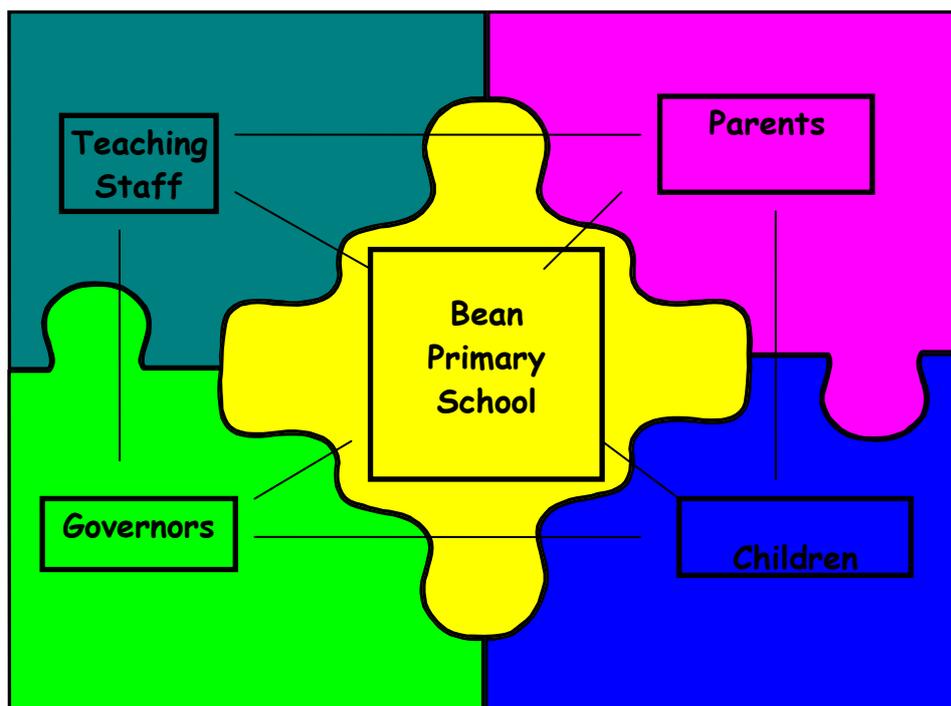
The teachers and support staff at Bean are proud of the work they do. Many of our parents are regularly involved in the life of the school and we encourage this whenever possible. If you would like to help in school then please get in touch with the class teacher or the school office in order for a Disclosure Barring Service check to be completed.

Above all, we want your child to be happy and successful at school and we believe that only by working in partnership with you, will this be possible.

Achieved by:



PARTNERSHIP WORKING



External Agencies

Appendix 1

- Advisory Teacher for Physical Disability
- Attendance Officers & Educational Welfare Officers
- Child Health
- Community Warden
- Early Years Specialist Teacher
- Educational Psychology Service
- Hearing Impaired Service
- Occupational Therapist
- Police Officers
- Physiotherapist
- School Dentist
- School Doctor
- School Nurse
- Social Services
- Speech & Language Therapy Service
- Education Safeguarding Team
- Early Intervention Team
- Family Action
- CAMMS
- Specialist Teaching Service
- Minority Communities Achievement Service
- Early Help

[Our first priority is your child's welfare and there may be occasions when our concern about your child means that we have to consult other agencies before we contact you. The procedures we follow have been laid down by the Kent County Council. If you want to know more about this procedure, please speak to Mr Reilly, the Headteacher].

Appendix 2



Bean Primary Home School Agreement



Article 3: The best interests of the child must be the top priority in all actions concerning children.

VISION STATEMENT

Bean Primary School - Embracing Excellence, Enjoying Success

The staff and governors at Bean Primary School are committed to delivering the best possible education to the pupils we serve.

The governors and staff at Bean Primary School will:

- Provide a first class education that offers high quality opportunities for all pupils to excel, especially in reading, writing and mathematics, regardless of their background, needs or abilities
- Ensure that teaching inspires pupils to become curious, confident and ambitious learners, offering rich, enjoyable and memorable experiences across the wider curriculum
- Actively promote pupils' spiritual, moral, social and cultural development, emphasising British values, so that pupils are well prepared to become thoughtful, caring and economically active citizens in the diverse society of modern Britain
- Develop positive attitudes in pupils, including resilience, to enable them to deal constructively with problems and challenges that they may encounter in their future lives
- Involve parents and carers in their children's education by providing good information and guidance regarding pupils' progress, seeking views on the services provided by the school, and working in partnership with them
- Do their utmost to ensure that all pupils are safe, happy, healthy and well cared for in school.

Parents and Carers will:

- Be responsible for their children prior to and after the school day unless they have signed responsibility over to the school for special activities
- Make sure children attend school regularly and arrive on time
- Contact the school on the first day of absence by 9.30am
- Support the school behaviour code (on reverse)
- Hear children read and ensure they have a quiet place in which to do homework
- Attend parents' meetings and other school events
- Have someone available to collect children from school, if required
- Leave messages with staff at the gate or the office and avoid speaking to class teachers first thing in the morning
- Take family holidays in school holidays.

Signed:

 Mr G Reilly, Headteacher	 Parents/Carers	 Pupil
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Pupil's Behaviour Code

Pupils will:

Embrace the school code of conduct as well as the class charter written and agreed each year.

Behaviour Code:

- We are friendly
- We are honest
- We respect others
- We celebrate success
- We are always on time
- We make the right choices
- We follow the CLASS CHARTER

We aim for our pupils to be:

A word cloud of positive traits for pupils, with 'Successful' as the largest and most central word. Other words include 'Sociable', 'Resilient', 'Confident', 'Inquisitive', 'Enthusiastic', 'Passionate', 'Fair', 'Safe', 'Lifelong Learners', 'Independent', 'Risk Taking', 'Moral', 'Tolerant', 'Compassionate', 'Engaged', 'Happy', and 'Critical Thinkers'. The words are in various colors and orientations, creating a dynamic and positive visual.

Successful

Sociable
Resilient
Confident
Inquisitive
Enthusiastic
Passionate
Fair
Safe
Lifelong Learners
Independent
Risk Taking
Moral
Tolerant
Compassionate
Engaged
Happy
Critical Thinkers