

Believe and Achieve



Hazelwood Schools



School Prospectus
2019 - 2020

June 2019

Dear Parents and Carers,

Welcome to Hazelwood Infant and Junior Schools.

Thank you for choosing to send your child to our schools. This prospectus will provide you with an insight into our core purpose, organisation and general life of the schools.

I am very proud to be the Headteacher of such great schools where staff and parents work together in partnership to provide our children with the best possible opportunities, education and start to life.

Our staff are dedicated, talented and passionate about teaching and learning and our children are simply delightful; they are keen to learn, fun to be with and enjoy coming to school.

At Hazelwood we are committed to achieving academic excellence whilst also providing children with an inspiring, broad and balanced curriculum.

I hope that your association with the schools will be a long and happy one and that you will always be able to discuss the education, progress and welfare of your child with your child's teacher or with me.

We wish to create a harmonious partnership between home and school, and we are confident you will find Hazelwood Infant and Junior Schools welcoming, inclusive and happy schools.

Yours sincerely,

Tracy Kilkenny
Headteacher.

CONTENTS

Page 5	School Values and Core Purpose
Page 6	The Schools Community Use of the Schools
Page 7	School Times Infant School Day Arriving at School Collecting Your Child Junior School Day Arriving at School Collecting Your Child
Page 8	Procedures for Children not collected on time at the end of the school day
Page 9	Infant and Junior Lunchtime Arrangements
Page 11	Parking Absence from school Visiting the school
Page 12 & 13	Behaviour
Page 14	Fire precautions Uniform
Page 15	PE Kit Lost Property Swimming Fruit and Water at School
Page 16	Equal Opportunities Medical care
Page 17	Child Protection Parental Involvement in School Helping in School
Page 18	Helping at Home Charges for school activities
Page 19	The Schools' Curriculum
Page 21	English
Page 23	Mathematics
Page 24	Science Computing

Design and Technology

Page 25	History Geography Art and Design
Page 26	Music Physical Education (PE) Languages
Page 27	The Hazelwood Curriculum Thinking Skills and Problem Solving Philosophy for Children (P4C) Personal Social Economic Education (PSHE) Sex and Relationships
Page 28	Religious Education
Page 29	Special Educational Needs and Disability Student Teachers Complaints
Page 30	Assessment and Testing Parent/Teacher/Child Consultations
Page 31	Home Learning
Page 32	Some Facts and Figures
Page 33	Criteria used to Allocate Places at Community Primary and Junior Schools
Page 34	Arrangements for admission of pupils with Special Educational Needs or Disabilities Pre-school provision
Page 35	Admission to Reception Appeals

CORE PURPOSE AND VALUES

Hazelwood Infant and Junior Schools believe in putting the child at the centre of all that we do. Every child is important to us and we strive to ensure that all children are happy, confident and successful individuals.

At Hazelwood, we are focused on the development of the whole child ensuring academic achievement whilst also providing children with an inspiring, broad and balanced curriculum. To ensure our children receive a rich and relevant curriculum, our learning journeys are underpinned by the following principals: inspire awe and wonder, thinking skills and problem solving, the creative arts and nurturing responsible citizens.

We are very proud that, at Hazelwood, we have excellent teachers and support staff that know your children exceptionally well. They understand their needs and as a result know how to plan for their progression. Consequently Hazelwood does not test its pupils – we are a non-testing school.

From the tailor made curriculum to our fantastic teaching team, we believe that we offer children engaging and motivating learning experiences that inspire awe and wonder and give children opportunities to explore, learn and grow. Children leave Hazelwood prepared for the next stage of their learning.

The work that we do at Hazelwood is always guided by our core purpose, ethos and values.

Core Purpose

- Inspire awe and wonder
- Engage and motivate children to be better than they believe possible
- Ensure all children achieve their full potential
- Support children to think, problem solve and learn
- Give children the foundations to be confident, happy and successful
- Prepare children for their future lives

Values and Ethos

As you join our learning community we ask you to follow the ethos and values of our schools.

Ethos: Hazelwood is a welcoming, inclusive, friendly, caring and vibrant community.

Values: Our shared values are honesty, respect, responsibility, resilience, tolerance and understanding, fairness, creativity, courage, kindness, trust, ambition and teamwork.

Everyone in our community benefits from our values and ethos being demonstrated in all aspects of school life.

I am confident that you and your child will enjoy your time at Hazelwood and will thrive in a happy, community focused environment.

THE SCHOOLS

Hazelwood Infant and Junior Schools are county schools for boys and girls. The schools were built in 1908 and are housed in three buildings: Rowan, Maple and Oak.

The children's ages range from 3-4 in the Nursery, 4-7 in the Infant School and 7-11 in the Junior School. We have 90 children on roll in the Nursery, 270 children in the Infant School and 360 children in the Junior School with the standard school admission number 90 in each year group. There are three classes in our Nursery, 30 children staying for the morning sessions, 30 in the afternoon sessions and 30 that stay all day. We have nine classes in the Infant school and twelve in the Junior school.



The classes are banded in year groups with three classes in each. Within each year group there are three classes of mixed attainment and generally these will remain the same throughout each pupil's time in the schools. We reserve the right to make changes in the makeup of a class if we feel that the majority of children will benefit. Our pupils automatically transfer to the Junior school at the end of Key Stage 1. Children at Hazelwood Nursery need to apply to the local authority for a place in Hazelwood Infant School.

From January 2004, the schools formed the Hazelwood Federation with a single Governing Body and a leadership team that works across both schools. The federation is organised as a Primary School, with Infant and Junior children and staff mixing across the schools.

Class Organisation

Children are placed in classes according to year groups. All classes are unstreamed and celebrate a diverse range of attainment and progress where children are encouraged to learn from their peers. As children move through the school we evaluate the needs of the year group and may organise classes in different ways if we believe it will benefit pupils' progress and achievement.

COMMUNITY USE OF THE SCHOOLS

The schools are very much in demand as a venue for a variety of activities, and are let to a number of community groups both in the evenings, after school, and at weekends. The Greek Parents' Association hold Greek classes on Saturdays and a Greek Homework Club on Friday evenings. There are also Arabic classes held on Saturdays. There is a Breakfast Club which meets from 8.00am and an after-school 'Kids Club' until 5.45 p.m. for parents who wish to have quality child care.

SCHOOL TIMES

Good attendance and punctuality are very important in supporting your child to achieve their best so please ensure that your child arrives on time with all that they need for the day.

The School Day

Start

The school day starts at 8.55 am for all children.

Breaks

All children from Y1-Y6 have a 15 minute morning break which is staggered throughout the morning.

Y1 and Y2 also have a 10 minute break in the afternoon.

Lunchtime

The lunch breaks last for 1 hour (except for Reception) for all children and is staggered from 11:30am through to 1:15pm.

YR: 11:30-12:45

Y1/2: 12:00-1:00

Y3-6: 12:15-1:15

End

Children can be collected outside of their classroom/building at 3:15pm for the Infants and 3:20pm for the Juniors. The time difference is to support families collecting children from both schools.

Nursery School

Our Nursery session times are:

Morning Nursery: 8.30am-11.30am

Afternoon Nursery: 12.30pm-3.30pm

Full Time Nursery: 9.00am-3.00pm

There is also additional morning and afternoon wraparound care available extending the day from 8.00am to 6.00pm if required.

Arriving at School

You are welcome to bring your children into the playground ready for the bell at 8.55 a.m. when the children line up with their classes.

Parents are requested to say goodbye to the children in the playground to avoid congestion in the entrances. (There are different arrangements for the Reception children when they first start school).

Infant School

Children should be accompanied to school each morning by an adult who should stay with them until they can be handed over to the staff from 8.50 a.m.

Junior School

Children may be left in the playground from 8.45am when a member of staff will supervise them. Please do not leave your children earlier than this as we cannot ensure their safety before this time.

If it is raining heavily, children can walk straight to the classroom without lining up. A member of staff will be in class to receive them from 8.50am.

Collecting Your Child

Children will be collected at 3:15pm/3:20pm for the Infant and Junior schools respectively.

The location of your child's classroom will determine whether you can collect from outside the classroom or from a specific area in the playground. We ask parents/carers not to come into the building in order to avoid congestion on the stairs and in the corridors outside the classrooms.

Parents are welcome, of course, to see the teachers if they wish.

It is important to let us know of any other arrangements you have made for your child's safe journey home, for example, they may be picked up by a relative. We **never** let an Infant child go home with a Junior school child. For safety reasons, they must **always** be collected by a known adult.

Year 6 children may walk home alone but please a 'permission to walk home independently' form at the school office to confirm that you have given permission for them to do so. Please make sure your child is aware of these arrangements before he or she starts the school day. For safety reasons, we do not relay phone messages to children.

Procedures for Late Collection of Children

Occasionally, it happens that parents are unavoidably late in collecting their children from school, for example, if there is a road traffic accident. As you are aware it can be very distressing for children who are not collected at the end of the school day. Teachers have professional commitments after the school day has ended and this means that they are not always available to supervise the children.

If you realise that you will be unable to collect your child/children on time at the end of school, please:

- Phone and let us know as soon as possible.
- Make alternative arrangements and let us know what they are.

The school must keep a record of children who are not collected on time. The collecting adult will need to sign the child out and explain the reason for picking up the child late. Your child can be collected from the Deputy Head's room located in Rowan building.



Hazelwood Schools have certain procedures that they must follow if children are very late in being collected.

- We will try to contact parents or the emergency contacts if we have not heard from you within 10 minutes after the end of the school day.
- If we have not been able to make any contact by 4.20pm we are obliged to make a referral to the Children and Families Service.
- This referral lets the Children and Families Service know that a child may need accommodation until they are picked up by a parent/carer.
- Parents will be alerted to this by a hand delivered letter to their house and a note left on the school gate, if no contact has been made in the meantime.

If parents are persistently late in collecting children from school, we will send a letter explaining our concerns and a copy of this will go to the Children and Families Services and to the Police and Youth Community Section. Parents may need to meet with the Youth and Community Police Officer or a Children and Families Social Worker.

Lunchtime Arrangements

Nursery Lunchtime Arrangements (11.15-12.00pm)

Reception Lunchtime Arrangements (11.30 – 12.45pm)

Infant Lunchtime Arrangements (12.00 – 1.00pm)

Junior Lunchtime Arrangements (12.15 – 1.15pm)

We have Lunchtime Teaching Assistants (LTAs) that work across all areas of the school during the lunchtime period. The LTAs are important members of the school team and are responsible for ensuring that children have a happy and safe time whilst eating their lunch and at play. All of our LTAs are well trained and support and supervise playground games and equipment. We expect the children to respect them in the same way as they would any other member of staff.

Our school lunches are freshly cooked on site and are good value for money. There are vegetarian choices available daily on the schools' menu. Please note that all our foods are halal.



As from September 2014 all Infant aged children are entitled to a free daily meal provided by the school. Please let the school office know if you would like to take up this option or if you would prefer to provide a packed lunch for your child.

Hazelwood Junior School has adopted a strict **NO DEBT** policy relating to the provision of school meals. This will in effect mean all money for school meals will need to be paid in advance, before the meal is taken. This is a similar system to the Oyster pre-paid card used for the underground.

If debts are incurred, then the School is liable for this debt and may mean money which should be spent on your child's education is used to pay for debts incurred by parents. Every parent will agree that this is unacceptable and we request that all parents give this policy their full support.

Parent/s must pay for school meals using the payment methods outlined below:

- ◆ Credit/Debit Cards online using ParentPay
- ◆ Pay Point Cards (Ask in the office about PayPoint payments)

Children will not be provided with a school lunch unless it is paid for before the meal is taken or the child is entitled to a free school meal.

If there is insufficient credit on a child's account and a packed lunch has not been provided, the Schools will contact the parent to ask them what arrangements they have made to provide their child with food. We appreciate a parent may genuinely forget to pay in advance or a packed lunch box may be forgotten so in these circumstances the schools may grant a debt allowance of one meal.

If payment of the debt is not received by the end of the second week of non-payment, the Schools reserve the right to begin debt management proceedings against parents to recover the debt as part of its NO DEBT policy. If you require further information regarding the School Meals Debt Policy please ask at the office.

Lunch arrangements can only be changed at the beginning of each term or half term by prior notice in writing. We are sympathetic for the need to change in an emergency but not on a day-to-day basis according to the desire of individual children. There is accommodation for children to eat a packed lunch. Further details can be obtained from the school office. Forms for free school meals are also obtainable from the schools' office. Further information is available from Pupil Support at the Civic Centre **(020 8379 1000)**.

Free School Meals (FSM)

If parents believe that their child may qualify for entitlement to Free School Meals then please contact the office for further information. The allowance for Free School Meals is a statutory entitlement and should be claimed if your child qualifies. In order to qualify, you will be required to complete an application form and provide any evidence which may be requested. Free School Meal entitlement will only apply from the date the evidence has been received and the application has been approved. It cannot be backdated. The Schools will support parents with the application.

Infant School FSM

Even though your child is now entitled to a daily meal provided by the school, it is still important that all parents, who qualify for free school meals, still apply for this

allowance as the school receives additional money that is spent on your child. Without this additional funding the school will be limited in its ability to provide additional support for your child's education. Please speak to the school office who will be happy to help you with the application.

Packed Lunches

Packed lunches should be healthy and balanced and should be put in a strong container marked with your child's name and class. **Please do not include fizzy drinks, sweets or chocolates (No glass containers please).**

Hazelwood is a NUT FREE school. Please do not include anything in lunchboxes that contain nuts such as peanut butter or Nutella sandwiches or any other nut products or products that 'may contain' nuts.



Parking

If it is absolutely necessary for you to drive your child to and from school please ensure that you park safely and well away from the schools' entrances or use the Drop, Wave and Go facility for dropping children at school; no need to stop and park.

For the safety of all our children, please do not stop your car on the zig-zag lines outside school. Stopping on the zig-zag lines is dangerous and illegal. If you live near to the school we would ask you to walk, if at all possible.

Absence from School

Schools are required to maintain accurate records of all absences and must distinguish in their attendance registers between pupil's authorised and unauthorised absences. If your child is going to be absent, please contact the school to let us know. If we do not hear from you, a member of our attendance team will call to enquire about your child's absence.

Children who are frequently late for or absent from school, for whatever reason, are disadvantaged in their learning. The school offers a rich and varied curriculum which can only be accessed to its full advantage if children attend regularly and punctually.

It is important to encourage in children the notion that school matters. Irregular attendance and persistent lateness give the message that it does not matter.

Children who arrive late may seriously disrupt not only their own continuity of learning but also that of the rest of the class.

The schools are closed for 14 weeks of the year and parents are expected to use this time for taking holidays and visiting families abroad. Holidays will not be authorised during term time.

At Hazelwood the Governing Body have agreed that attendance matters for all children and therefore children under 5 years old who attend Nursery must attend daily and those who attend Reception, must stay in school on a full time basis. Only in exceptional circumstances and with the agreement of the school will part time be agreed for children under 5. Holidays and time off during term time is discouraged as valuable learning will be missed and could put your child at a disadvantage. Permission must be requested from the Headteacher via a form completed from the main office.

VISITING THE SCHOOL



You are always welcome to visit the school to discuss your child's progress and welfare, but please do telephone to make an appointment: **020 8886 3216**. On arriving at school, please report to the office.

BEHAVIOUR

At Hazelwood Schools we take a positive attitude to behaviour- seeking to catch children 'doing the right thing' so that they may be praised, and using constructive redirection before the use of consequences when challenging unacceptable behaviour.

We feel that this helps to create a calm, orderly and relaxed atmosphere based on a sense of community and shared values.

We recognise that children's behaviour can be complex and that their home background and school influences typically do not act in isolation. Our behaviour ethos, principles and policy support **all** of our children, and actively provide interventions for our vulnerable pupils.

All adults within the schools provide positive role-models and actively take on responsibility for promoting and praising good behaviour as well as challenging unacceptable behaviour. As such, adults are key in providing consistency, fairness and justice.

Hazelwood has a consistent behaviour policy embedded across both school and this can be accessed via the schools website. www.hazelwoodschoools.org.uk

What are our expectations?

At Hazelwood Schools we want all of our children to feel physically safe and be emotionally happy in all aspects of school life. We also want them to enjoy their learning and achieve to their fullest potential, and to make a positive contribution to

the community. To this end we have three 'rights' and our school values, around which our expectations, rules and routines are based. These are:

School Values

- Honesty
- Tolerance and Understanding
- Fairness
- Respect
- Responsibility
- Resilience
- Creativity
- Courage
- Kindness
- Ambition
- Trust
- Teamwork



We have the right to learn

We value the learning experiences and challenges that our children will encounter during their time at Hazelwood and we strive to ensure that every child is able to reach their full potential.

The learning environment within the schools is inclusive, positive, supportive and purposeful. We expect all learners:

- to work to the best of their abilities, in a positive and productive manner.
- to allow other learners to work without unnecessary disturbance.
- to show respect that others may learn in different ways.
- to show a caring, considerate and co-operative attitude towards each other.
- to show respect and listen to the views of others.
- to adhere to their agreed class 'rules' and take an active part in routines.

We have the right to be safe

It is fundamental that our children are, and feel physically safe and emotionally happy at school.

We expect everyone at Hazelwood:

- to comply with our rules aimed at keeping everyone in the schools safe, happy and free from risk.
- to show a caring, considerate and co-operative attitude towards each other in and around school.
- to move around the schools in a quiet and controlled manner, appropriate for their age.
- to allow others to play safely and happily without interference or selfish actions.
- to resolve any disputes or arguments in a calm way, without using aggression, threats, physical violence or abusive language.

- to NEVER tolerate any form of bullying. We value the courage of those who report any bullying they have been victim of, or have witnessed happen.
- to speak up if they are unhappy about any aspect of school life. People will listen, investigate and act upon concerns accordingly.

We have the right to be respected

Respect is a responsibility. We expect all members of our school community to show respect to others and to be treated with respect in return, irrespective of age, gender, race, disability, status or sexual orientation.

We expect everyone at Hazelwood:

- to behave in a socially acceptable way and treat others in a consistent, considerate and fair manner.
- to reflect on their words and actions so that they do not cause offence or upset others.
- to apologise when we are in the wrong and to be honest in our dealings with others.
- to respect the views of others and accept that these will not always match our own.
- to be able to choose their friends and to treat friendship as something special.
- to treat school property and the possessions of others with care and ensure that it is not mistreated, interfered with or taken without permission.

Underpinning our expectations of the children is the firm notion that all the children are encouraged to take responsibility for their own actions, and the consequences of them, both positive and negative. The schools promote the children's role in decision making and choices about their future behaviour, and in developing a wider understanding of their responsibilities and rights. The children's 'voice' is valued and is listened to when exploring feelings and seeking 'justice'.

FIRE PRECAUTIONS

The school is fitted with a fire alarm system which has to be tested every week. We have a fire drill at least once a term to teach our children to leave the building quickly, calmly and safely.

UNIFORM

School uniform is not compulsory but is highly recommended. In order to encourage a sense of identity and to avoid the extremes of fashion our children are expected to wear school uniform. School uniforms are an economical way of clothing children for school.

Shirts and blouses	White
Polo shirts	Red or white
Skirts, tunics or trousers	Grey
Sweaters, sweatshirts, cardigans or pullovers	Red
Summer dresses	Red and white
School shoes or trainers	Plain black only

EQUAL OPPORTUNITIES

We have a clear statement about equal opportunities within the school. Racist behaviour and discrimination from children, staff or parents is totally unacceptable.

We are proud to be responsible for the education of children from many different cultures and of differing attainment, who have given Hazelwood Infant and Junior Schools their special character.

Our schools are a place which brings our community together and increases understanding, tolerance and respect. We reject and oppose discrimination in any form. It is the schools' intention to respect the dignity of all people regardless of gender, race, age, physical or mental ability or family circumstance.



We try to offer each child an absolute equal opportunity to fulfil her or his potential. All children share the right of access to the full range of the curriculum.

We feel that these principles are of fundamental importance and we expect the full encouragement, support and involvement of everyone in the school community in achieving these objectives.

Medical Care

In case of accident or injury our welfare staff provide first aid and care. If your child is ill during the day we will contact you by telephone and ask you to come to collect him or her.

If you need to take your child from school during the school day, it is important that you first sign in the withdrawal book at the office.

Please note the following:

1. You must inform the school if your child has a serious or recurring medical problem giving details of the illness in writing.
2. We only administer prescription medicines such as antibiotics, if a child requires them more than 3 times a day. Children who suffer from asthma or hay fever may have access to medicine by arrangement on a self-administered basis. All such medicines must be clearly labelled and handed directly to our welfare assistant for safe storage. **Under no circumstances must a child bring medicine into school without our knowledge.**
3. Please keep your child at home for convalescence for 48 hours after he or she has had sickness or diarrhoea.
4. In all cases of absence a note addressed to the class teacher must be provided.
5. The school nurse is always happy to help and advise when contacted either by the parent or the school.
6. Under the Children's Act (1989) the Head teacher is legally obliged to inform the LA and Social Services of any child with an injury that may be non-accidental.
7. A more detailed school medical policy is available on request.

Child Protection

The Children's Safeguarding Board, with members from Social Services, Health Departments, Police, N.S.P.C.C., the Education Department and others, have published procedures on Child Protection.

The procedures give clear instructions to staff to immediately inform the Education Welfare Department at the Civic Centre that an allegation of abuse has been made. It is the staff's duty to follow these instructions. The parents/carers are informed as soon as possible afterwards. A copy of the London Area Child Protection Procedures is available for inspection.

Parental Involvement in School

We aim to keep our parents well informed of their children's educational progress. In addition to the formal parents' evenings, concerts and exhibitions which occur regularly throughout the year we are happy to arrange individual interviews with parents in order for them to ask questions about their child's educational progress and happiness at school. Parents/carers are encouraged to chat informally with the class teacher on a regular basis.

Helping in School

If you have time to spare on a regular basis we would welcome your help. There are many ways in which you can help us: art and craft activities, story telling (in English or another language), helping in our library, listening to children read, helping with practical maths activities, accompanying class outings and in many other ways. If you feel able to help us, please call at the office and tell us. We arrange induction sessions for parent helpers. All parent helpers must have an enhanced DBS check before being allowed to help in school. Parent helpers will not be able to support in their child's class as this can be distracting for the child.

A weekly newsletter is emailed every Friday to keep parents informed and up-to-date about school events and issues.



Helping at Home

Time spent with your child is the best possible investment for your child's future development and happiness.

- Try to read to or with your child every day. Take your child to the public library and encourage him or her to look at books.
- Encourage your child to keep a scrapbook of places your family has visited.
- Encourage your child to paint, help you with gardening and cooking; engage your child in any activities which give opportunities for conversation.

- Talk to your child and discuss arrangements for going out, shopping and travel.
- Play games with your child such as: Ludo, cards, jigsaws, snakes and ladders and chess. Scrabble is good spelling practice. Chess is one of the best methods of encouraging thinking and concentration.
- Children grow up very quickly. They spend a great deal of their time at school but they need your undivided attention for a regular time each day. Please do try to set aside time before bedtime for a chat and a read with your child.
- Please remember that the school day makes great demands on your child's energy. Put your child to bed at a reasonable time so that she or he is awake naturally in good time for another school day.

Charges for School Activities

Charges may be made for the following:

1. Optional extras wholly or mainly outside school hours and not forming part of the national curriculum or an examination syllabus.
2. Instrumental tuition where this does not form part of an examination syllabus.
3. The cost of ingredients and materials used in practical subjects where parents wish to own the finished product.
4. The cost of board and lodgings on residential courses.
5. Entry fees for public examinations for which pupils have not been prepared by the school and for examinations not on the prescribed list.
6. Activities run by an organisation other than the LA or the governing body. Here, the third party would charge the parents for the service provided.



The school may cancel activities if the costs cannot be covered by parents' contributions.

Parents will be expected to pay for the cost of replacing items broken or damaged by their children, such as windows or textbooks.

The Schools' Curriculum

The schools' curriculum consists of the statutory requirements of the National Curriculum 2014 and the school based curriculum that meets the needs of our children and our community. We have devised a unique Hazelwood curriculum that is underpinned by our core purpose.

Core Purpose:

- Inspire awe and wonder
- Engage and motivate children to be better than they believe possible
- Ensure all children achieve their full potential
- Support children to think, problem solve and learn



- Give children the foundations to be confident, happy and successful
- Prepare children for their future lives

Early Years Foundation Stage (Nursery/YR Infant School)



The prime areas of learning are: Communication and Language, Physical Development, Personal, Social and Emotional Development

The specific areas of learning are: Literacy, Mathematics, Understanding the World, Expressive Arts and Design

National Curriculum Statutory Content (Ks1 Infant School)

English, Maths, Science, Computing, History, Geography, Art and Design, Design and Technology, Music, Physical Education,

National Curriculum Statutory Content (Ks2 Junior School)

English, Maths, Science, Computing, History, Geography, Art and Design, Design and Technology, Music, Physical Education, Languages

Hazelwood Curriculum

Thinking Skills, Sex Education (Ks2 only), Religious Education, Philosophy for Children (PSHE)

We are committed to achieving academic excellence through providing children with a broad and balanced curriculum that inspires awe and wonder.



Organisation of the Curriculum

The school curriculum is divided into half termly learning journeys that ensure the key knowledge and skills are taught for each year group. These learning journeys are planned by each year group team with key knowledge and skills plotted across the half term and cross curricular links are made. Some learning journeys may be heavily influenced by one or two curriculum areas. However, over the year the children will have received a broad and balanced curriculum. There is no expectation that all curriculum areas are taught every week; blocking subject areas together into cohesive learning journeys is an effective and stimulating method of curriculum delivery.

English, Maths, Computing and Physical Education will be delivered each and every week.



Curriculum Drivers

As a school we believe that children should have a well-rounded education and that the foundation subjects, such as Art and Drama, are equally as important as learning to read and write. We believe in preparing children for their future and developing learning and life skills. As such we have identified curriculum drivers that shape our learning journeys and ensure we create learning opportunities that meet the needs of our children and deliver on our core purpose.

- Inspire awe and wonder
- Develop thinkers and problem solvers
- Nurture responsible citizens
- Creative arts



Pupil voice

Although the learning journeys are planned by the teaching staff, there is space and opportunity for children's interests to be explored and developed throughout. Teachers will listen to pupil voice and will guide their interests and lines of enquiry whilst also ensuring that the key knowledge and skills are still developed. This may mean that some

classes in the same year group may be focused on slightly different aspects of learning.

Sharing Curriculum Content and Learning Journeys

All learning journeys are published on the schools' website and some paper copies are available from the school office. Weekly newsletters are published to the year group page of the website, on a Friday afternoon, which unpick the following week's learning and celebrates success. Our staff are also happy to discuss the year group expectations and outcomes with parents/carers.

Year group content and national curriculum requirements can be located on the schools' website. www.hazelwood.org.uk

Early Years

The education we offer to the youngest children in our school aims to extend and enrich the experiences children have had at home, nursery or playgroup. The school follows the Early Years Foundation Stage Curriculum. It is based on a successful tradition of structured play provision and practical

group/individual activities, as well as some whole class activities e.g. story time, Physical education.

Play has a very important place in the education of young children. It provides one of the best learning contexts available to them, and throughout the day in our nursery and reception classes and in our outdoor play



area, there will be many opportunities for children to learn through play - both free play and directed/more structured play.

As in other years throughout the school, emphasis is on learning through direct experience in practical situations developing their existing social and emotional skills, independence and confidence; learning to be part of their group, their class and the school community; all in a context that is appropriate to the specific needs of children of four and five years old.

NATIONAL CURRICULUM

English

Spoken Language

Spoken language is developed across all curriculum areas and throughout all aspects of school life. It is crucial to the development of reading and writing skills.

Reading

Reading is a key life skill and an important means of accessing the world around us. We encourage children to listen to stories and develop a love for reading at an early



age.

Our aim is that all children will be confident and fluent readers who are able to understand and respond to any genres that they read.

Children are involved in daily guided reading as part of the schools' English provision.

Home Reading System

We feel that parents' support and help are invaluable in encouraging their children to read with confidence and enjoyment. We, therefore, would appreciate your co-operation in reading with your child at home. Your child will bring home books during the week to read with you. We hold a "Reading Evening" for new parents during the Autumn Term to explain fully how the system works and give you suggestions on how to make reading with your child a valuable and enjoyable experience.

As children become confident readers, many parents don't spend time on reading as the children have mastered the mechanics of reading. At this point in your child's reading journey, we would encourage parents to take time to discuss the book with them, ask questions about the plot, characters and unpick the child's understanding and views of the book.

Writing

Writing is a means of communicating with the world - a key skill that is developed within the English curriculum and also



enhanced through other areas of the curriculum.

Children learn to write for different audiences and purposes through meaningful and inspiring context for learning. To enhance their experience of the richness of the English language, drama workshops and visiting authors and actors are invited into the school.

Writing is a complex skill that takes children many years to master and which some children find challenging. We encourage good writers through developing great speakers and readers, and we encourage parents/carers to provide a language rich home environment.

Children are naturally creative and we support them in developing compositional skills through exploring all types of genres. Alongside this we develop the mechanics of handwriting and deliver this through the 'Pen Pals' handwriting programme.

Spelling, Punctuation and Grammar (SPaG)

In order to become a competent writer children need to have a secure



understanding and application of spelling, punctuation and grammar so that their writing is not only creative but accurate. SPaG is taught at the point of learning the skills of reading and writing and always through an engaging context. Grammar and punctuation are never taught in isolation. Spelling and phonics are taught weekly and follow a set syllabus based on National Curriculum requirements.

Mathematics

A sound grasp of maths is a key life skill and our aim is that all children, by the end of the primary phase, have mastered all mathematical concepts, strategies and thinking and are ready for the next stage of their learning.

The National Curriculum clearly sets out year group expectations and areas of study for maths. Within maths children will explore: number, measure, geometry and statistics with children in year 6 also exploring algebra. A link to the Nation Curriculum can be found on our school website: www.hazelwoodschools.org.uk.

National Curriculum aims that all pupils:

- become **fluent** in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- **reason mathematically** by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language.



- can **solve problems** by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Across the school maths is taught daily as a discrete subject or linked to the Learning Journey where appropriate. Children are given opportunities to apply mathematical knowledge and strategies to interesting and complex situations which will demonstrate the security of their knowledge and develop mathematical thinking. Children must have a secure knowledge of mathematical concepts before progressing onto the next stage

Science

We see Science as a way of finding answers to questions about the world around us. For young children Science, the disciplines of Biology, Chemistry and Physics, is essentially learned through active exploration of their environment.

The basic skills of Science – asking questions, planning, observing, collection information, recording, concluding and evaluating are developed through the Hazelwood Learning Journeys, where children have opportunities to test theories and communicate scientifically. We try to make our science lessons practical teaching through investigation, whenever possible. All areas of study from the National Curriculum are mapped out into Learning Journeys which can be viewed on the schools’ website.



Computing

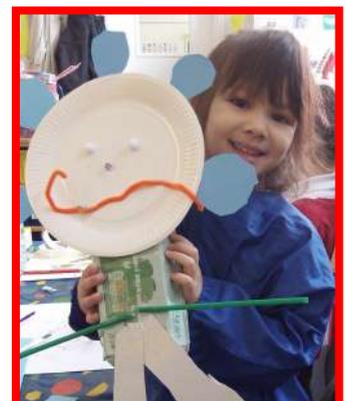
As a school we recognise the importance of technology in the world in which we live and the wealth of knowledge and skills that children are already equipped with when starting school. Therefore, our aim is to develop children’s knowledge and skills in computer science, information technology and digital literacy so that they are ready to take their place in the fast moving digital world. The school aims for every classroom to be equipped with the necessary digital tools to support learning across the curriculum. Children will learn specific skills within the computing curriculum such as, programming, networking and e-safety



Design and Technology (DT)

Design and Technology links to many areas of the curriculum such as Science, Maths, Art and Computing. Through our DT projects our aim is to develop creative thinking, collaboration, innovation and resourcefulness. Within the DT curriculum children will learn a broad range of skills and subject knowledge within the following areas of study:

- mechanisms
- structures
- textiles



- electrical control
- food technology
- cooking and nutrition

Children will take part in purposeful learning opportunities where they design, make and evaluate products to be used in the real world thus developing their enterprising skills and initiative.

History

History is brought to life through our exciting and engaging Learning Journeys. Children explore and learn about the past through educational visits, artefact and historical literature, both through books and online resources.

Children learn how to investigate and interpret the past so that they can build an overview of history and understand chronology.

Children are encouraged to use topic specific vocabulary to communicate ideas historically.

Geography

It's important for our children to have a good understanding about who they are, where they come from and the world in which they live. Children need to know their own locality, the areas within the United Kingdom and the countries and continents of the world.

Geography is delivered through the Hazelwood Learning Journeys where children learn about human and physical features of locations using geographical tools and skills. They are involved in field work which supports their investigations of places and patterns.

Children use topic specific vocabulary to communicate geographical ideas.

Art and Design



At Hazelwood we place great emphasis on enriching the curriculum through the arts and as such Art and Design forms part of every Learning Journey. Children explore artists, learn techniques and develop creative ideas to produce their own works of art, craft and design.

Music

Music is a real strength of our schools and we offer a wide range of opportunities to inspire a love of music and develop talented and confident musicians. Children sing, compose and learn a musical instrument from an early age in weekly music lessons, with a music specialist.

Children perform, listen to, review and evaluate music across a wide range of genres, styles and time periods. Music is linked to every Learning Journey.



Physical Education (PE)



Hazelwood Schools prides itself on offering a rich and varied physical curriculum in which children learn agility, balance, co-ordination and tactics within Gymnastics, Dance, Games, Athletics, Swimming and Outdoor Adventurous Activities.

Hazelwood nurtures a competitive and co-

operative attitude which results in a winning team. Our children receive high quality teaching and guidance which promotes good sportsmanship and highlights the importance of physical activity in leading a healthy and happy life.



Languages

At Hazelwood we believe that language teaching should provide the foundation for learning further languages. We recognise that many of our children already speak other languages and we aim to further enhance these skills by providing the opportunity to learn Spanish through songs, stories and practical communication. Children will learn correct pronunciation, develop confidence in speaking another language and will learn basic reading and writing skills.

THE HAZELWOOD CURRICULUM

Thinking Skills and Problem Solving

In a rapidly changing world it is vital that our children are able to think critically and creatively and develop the resilience needed to problem solve.

Throughout the curriculum teachers plan discrete activities that allow children to become better thinkers and organise learning opportunities across the curriculum that involve different lines of enquiry that require deep thinking.

Within the thinking classroom we aim to:

- encourage curiosity
- develop risk taking and an understanding that we learn from our mistakes
- promote an open mind and tolerance for others
- boost morale and motivation
- encourage children to reason and explain their thinking
- apply different learning techniques appropriate to the task
- build a collaborative ethos and an active learning environment.



Personal Social Health Economic Education (PSHE)

The school aims to create a caring environment which fosters an awareness of the importance of physical, mental and emotional health. We are concerned to help the children to develop a positive self-image, which enables them to form confident and stable relationships with peers and adults.

Respect, tolerance and responsibility are qualities which are promoted and developed across the whole curriculum. Respect for others as individuals is practised and encouraged in the children.

We deliver our PSHE through the teaching of values as part of our values based approach. Additionally, teachers use a range of approaches to deliver a relevant PSHE curriculum. We also use P4C (Philosophy for Children) resources to give children the opportunity to discuss issues, explore ideas, listen to other opinions whilst expressing agreement and disagreement in a safe environment.

Sex and Relationship Education

The schools' believe it is important to provide appropriate sex and relationship education for all children in a manner which gives due regard to their maturity and developmental needs. Relationship and Health Education takes place across the school with Sex Education being taught specifically in Y5 and Y6.

At a level appropriate to the child, we aim to develop an understanding of body changes and reproduction in the context of feelings, relationships, self-esteem and personal safety. Where questions concerning sexual matters arise incidentally, they will be dealt with in a sensitive manner, having due regard to moral considerations and the value of family life.

Parents will have opportunities to see teaching materials and receive explanations of ways in which they will be used. Parents can make representations to the Governing Body, through the Headteacher in the first instance, in order to withdraw their children from sex education. However, we would encourage all parents to allow their children to be involved in this important aspect of education.

Religious Education

Our aim in Religious Education is to introduce pupils to the meaning of religion as it is practised by the main religious groups of the world. We want our children to have a good understanding and respect for the multicultural world in which we live.

It is compulsory for all schools in this country to provide Religious Education and at Hazelwood we deliver our RE through a range of practical activities that allow children to explore the culture, religious beliefs and celebrations of people throughout the world. Children do not take part in any form of worship but only broaden their knowledge and understanding of other faiths through activities such as visiting places of worships, listening to visitors, exploring artefacts and stories.

Parents have the right to withdraw their children from Religious Education if they wish. However, we believe that it is important for all children to understand other faiths and beliefs reflecting on values in order to build a tolerant society.

Should you have any reason for wishing your child to be excluded from these activities, please see the Headteacher.

Year Group Curriculum Content

The curriculum content for each year group is published on the school website. Please access www.hazelwoodschoools.org.uk for details of each year group by subject skills and knowledge.



SPECIAL EDUCATIONAL NEEDS and DISABILITY

Parents are consulted about their child's needs and any procedures taken to provide for these needs are discussed with them. The Schools have a Special Needs policy setting out in more detail the schools' procedures for dealing with S.E.N.D. in line with the Code of Practice.

Any child may have Special Educational Needs in one or more areas of the curriculum. These special educational needs may include:

- Learning difficulties – when a child has significantly greater difficulty in learning than the majority of children of that age.
- Physical and sensory disabilities – when a child has a disability which prevents or hinders effective use of educational facilities generally provided within LA schools appropriate to children of that age.
- Speech and communication difficulties.
- Emotional and development problems – these may be long or short term.
- Specific talents.

Hazelwood schools supports inclusion and seeks to communicate effectively with parents and other professionals in order to implement this. We have a 3 year accessibility plan which has recently been revised and updated.

The children are organised into mixed ability classes. Children with special needs are identified as early as possible and a process of reporting ensures that their development is monitored. We have access to outside agencies to help, such as the Educational Welfare Service and the Educational Psychology Service. Teaching assistants help the class teachers to provide for children with special needs.

STUDENT TEACHERS

As a learning community we often have student teachers at school. These trainee teachers follow the programmes of study set by the year group team of teachers and are under the close supervision of their college/university and members of the Senior Leadership Team.

COMPLAINTS

Most complaints should be taken to the class teacher in the first instance, and then to the deputy headteacher and headteacher if necessary. After discussion with the Headteacher, and as a last resort, parents are entitled to complain to the Governing body. A copy of the schools' complaints procedure can be obtained from the school office or school website.



ASSESSMENT and TESTING

Assessment is a continuous process which is integral to our teaching. We assess children in order to ascertain what they have learnt so that we can plan the next stages of their development. Much of the assessment is based on the teacher's professional judgement of the child's achievements and is backed with evidence of the child's work.

Your child will also participate in the following formalised assessments:

Reception: Baseline Check

Year 1 Phonic check

Year 2 Standard Assessment Tasks (end of Key Stage 1)

Year 6 Standard Assessment Tasks (end of Key Stage 2)



In addition to these, further detailed assessments are made for children with special needs. If you wish to discuss your own child's results and progress, please contact initially the class teacher.

Ongoing Assessments: In each class children's progress will be measured each half term against the skills and knowledge taught. Children's progress will be discussed in terms of being on track to meet end of year Age Related Expectations. At the end of the academic year it is the expectation that the majority of children will have achieved the Age Related Expectations.

Parents are encouraged to discuss their child's progress with the teacher throughout the year.

PARENT/TEACHER/CHILD CONSULTATIONS

There are many opportunities throughout the year for parents to come in to school to find out how their child is progressing and how the curriculum is being taught in your child's class:

September 'Meet the teacher' morning

September Year 6 Secondary Transfer

October Parent/Teacher/ Child consultations

March Parent/Teacher/Child consultations

July Open afternoon – A chance to meet informally with the class teacher and meet your child's next teacher

Termly Curriculum Evening – Held every term to support you in understanding the curriculum and helping your child with your learning.



We encourage parents/carers and teachers to communicate regularly and informally about children's progress and well-being.

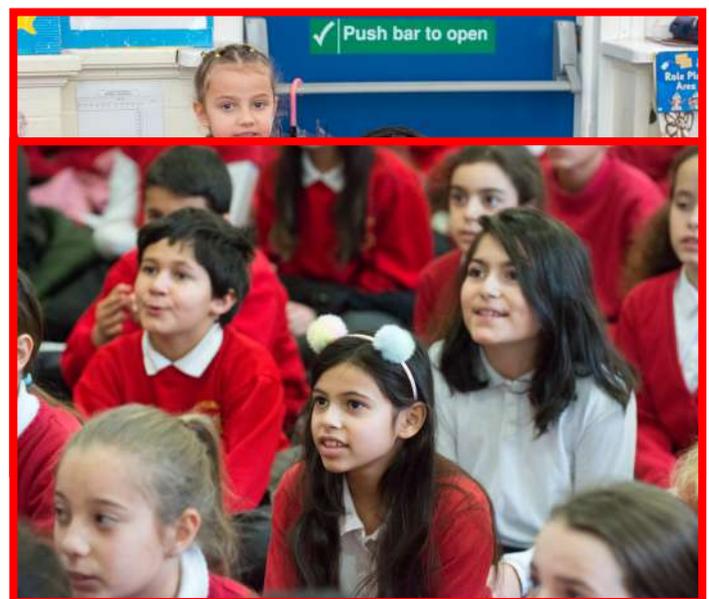
All children receive a report from their teachers at the end of the Summer Term. If you would like to discuss this report, please make an appointment with the class teacher.

HOME LEARNING

We recognise that the partnership between home and school is vital in helping children reach their full potential. We would wish to see home learning which establishes positive attitudes to learning encouraging both enjoyment and independence, and building confident and enthusiastic learners. We welcome the opportunity it presents for parents to become more involved in their child's learning. Our home learning policy details the amount of work given and the variety of activities undertaken.

We feel that a balance needs to be struck between academic demands and the time and energy devoted to the many sporting, musical, artistic and leisure pursuits, which Hazelwood children enjoy. We would not wish to see children become overburdened at an increasingly early stage of their childhood.

We want home learning to be a valuable and a positive experience for all our children. If your child has a genuine problem or perhaps a home event or if he/she is finding the work very difficult, please do not let the child become upset. A written note to the teacher explaining the situation or asking for further clarification or help will usually be met sympathetically.



HAZELWOOD SCHOOLS - SOME FACTS AND FIGURES

Local Authority (LA)	London Borough of Enfield.	
Principal administrator	Director of Education London Borough of Enfield PO Box No. 56 Civic Centre, Silver Street ENFIELD, Middlesex EN1 3XQ Telephone 020 8379 1000	
Number of children on roll		
Nursery	90	
Infant School	270	
Junior School	360	
Class sizes	30	
Teaching staff	Headteacher 30 teachers (Some of these teachers are part-time)	
Support staff	Schools' Manager 1 Senior Administrative Officer 1 Administrative Officer 4 Senior Welfare/Attendance Officer 1 Welfare/Attendance Officer 1 Nursery Nurses 4 Early Years Practitioners 4 HLTA's 5 Teaching assistants 17 Special needs teaching assistants 10 ICT Technician 1 Site Staff 2 Lunchtime Teaching Assistants 22	

A full list of current members of staff is available from the school office.

Session times

Nursery	Session 1: 8.30am-11.30am Session 2: 12.30am-3.30pm
Reception	All Day: 9.00am-3.00pm AM: 8.55am to 11.30am

Infant School	PM: 12.45pm to 3.15pm AM: 8.55am to 12 noon
Junior School	PM: 1.15pm to 3.15pm AM: 8.55 am to 12.15 pm PM: 1.15 pm to 3.20 pm
Term and holiday dates	Available from the school office. Parents are kept informed of important dates via the weekly newsletter email.

What are the Criteria used to Allocate Places at Community Primary and Junior Schools?

We welcome applications from all members of the local community. Children transfer from the Infant school to the link Junior school automatically and it is not necessary for parents to apply for a place. In these cases, children who are attending the link Infant school will take priority over all children wanting admission to year **3** in the appropriate Junior school. However, if you want your child to be considered for an alternative Junior or Primary school, the criteria detailed below will be used to determine your child's priority for admission.

Applications for admission at any time other than at the beginning of Year 3 will be considered using the criteria detailed below. Please note that should you wish your child to transfer to another school, you must discuss this with your child's present Headteacher.

The school admissions policy is in line with the London Borough of Enfield procedures.

Admissions criteria can be found in the Enfield Starting School Booklet.

A summary of criteria for admissions is as follows:

- 1.Children with social, medical or special educational needs
- 2.Siblings
- 3.Distance from the school (as the crow flies)



Arrangements for admission of pupils with special educational needs or disabilities

If your child has Special Educational Needs, as identified under the Code of Practice, you should involve the appropriate professionals in any discussions over choice of school.

Children with a Statement of Special Educational Needs that names a school are required to be admitted to that school. The Admission Authority (even when it is the Governing Body) does not have a right to refuse admission. Children with Statements naming schools count toward the admission number.

If your child has special needs but not a Statement your application for a school place will be considered on the basis of the Local Authority schools' published admission criteria.

If your child has a disability he/she will be treated no less favourably than other applicants for admission. Schools are under a duty to make reasonable adjustments to ensure that pupils with disabilities are not placed at a substantial disadvantage. The Local Authority is now required to have an accessibility strategy and all schools an accessibility plan outlining proposals to improve physical access, access to the curriculum and access to written information.

The Schools' Accessibility Plan is available to view at the school office.

“New Parents' Evening”

Parents and carers are all invited to a “New Parents Evening’ in the Summer term of the year before they start school. This is an important opportunity for you to meet members of the school staff, look around the Reception classrooms and talk to the Headteacher. Copies of the Reception Parents’ booklet which outlines Reception Year procedures in more detail than this handbook, are available at this meeting.



Admission to School

Hazelwood has three parallel Reception classes. Reception children start coming in to school about two weeks after the other children. They join the school on different days over a period of 2 weeks so that we can concentrate on the needs of small groups of new joiners at a time.

You will find that we will - as far as is practicable - place your child with his or her friends in a class which contains a balanced mix of ages and sexes.

Our admission procedures are based on the educational needs of the children. Details are given at the meeting for new parents. We encourage you to stay with your child when they first come to school to help them to settle. Later, if you are not sure about when to stay and when to go, talk to the class staff about it and, between you, you will be able to work out what's best for your child.

Part time places in Reception: The Governing Body of Hazelwood have decided that only in exceptional circumstances and with the agreement of the school leadership team, will part time attendance be considered in the Reception year.

If my child is not offered a place, can I appeal?

Yes, you have the right of appeal, but every effort will be made to try and offer your child a place at a school that you want. If this does not happen, you will be given full information about the appeals procedure when you are notified of the outcome of your application.

Appeals are considered by an independent appeal panel. As well as completing an appeal form when you register your appeal, you will be given an opportunity to discuss your appeal in person with members of the panel.

