



Stalham Infant & Junior Schools

(including Nursery)



PROSPECTUS

2024/2025

Quotes from the most recent OFSTED Report for the Junior School from their last inspection which confirmed that, it was once again judged as a 'good' school:

'Pupils feel safe and are happy to come to school. They enjoy learning all the different subjects on offer to them, as well as taking part in extra activities like the Stalham Sixty, trips and having visitors into school'

'Pupils enjoy the extra responsibilities that leaders give them, such as being part of the school council, ambassadors or on the eco committee. Pupils say that this has given them confidence to speak in front of others when showing round visitors or making a speech'

'Leaders have developed an effective and ambitious curriculum which is based on five key curriculum 'drivers'. These help teachers to plan what they are going to teach. This approach makes it clear what all pupils will have learned before they go to high school'

'Pupils have a real love of, and quickly gain skills and knowledge in, reading'

Leaders work hard to provide a wide range of opportunities for pupils' personal development. This is a strength of the school. Leaders give mental health and well-being support for all a high priority'

'I am very impressed with the consistent pedagogical and organizational elements I can see from EYFS up to Year 6 and the purposeful nature of the classes/lessons as well as the wonderful 'feel' that the school as a whole has'.

Synergy Trust CEO

What parents say about our school:

'The school has always offered a safe and secure environment for the children'

'Effective links with home and the nurse help children settle quickly'

'I have seen my daughter grow academically and in confidence during her time at this school'

'I think the weekly newsletters work very well'

'The teachers are happy to be approached at any time to discuss progress or any concerns'

The learning environments are amazing and there is a fantastic approach to teaching across the academy as well as wonderful attitudes to learning from the children.

Dr Tim Coulson
Regional Schools Commissioner

What our children say:

'I like my teacher and my friends'

'We learn lots of new things'

'I like writing on the whiteboard'

'We like the playground toys'

An amazing school! Pupils well behaved, engaged and very polite!

An absolute joy to visit!

Suffolk Teaching and Learning

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Welcome from the Executive Headteacher



"Everyone at Stalham Infant & Junior Schools plays their part in achieving excellence for our children."

We would like to welcome you to Stalham Infant & Junior Schools.

Everyone at Stalham Infant & Junior Schools plays their part in achieving excellence for our children. Teachers, support staff, parents and the community play their part in shaping opportunities and offering guidance, support and challenge for our children to ensure they achieve excellence.

Education at Stalham Infant & Junior Schools creates children that are confident, articulate, polite and respectful. They are clear communicators and skilled in working with others.

It ensures all children achieve better than their peers nationally in all key measured metrics and in their learning achievements across the whole curriculum. Year on year we achieve outcomes that are above the national average, with all children at Stalham Infant & Junior schools benefiting irrelevant of background or starting point.

Our education helps develop families and their understanding of how to support their child's development. This is through regular and open communication with families, workshops, learning cafes, along with a high quality mental wellbeing offer.

It also helps other professionals through our CPD and school visit opportunities who in turn go on to benefit more children and young people.

Through our approach of Cooperative learning and ongoing formative assessment children access a progressive curriculum that builds on prior learning. This takes the form of clear statements, linked to the National Curriculum, key vocabulary, prior learning and applied learning opportunities.

Our team at Stalham Infant & Junior is full of skilled, caring, and hardworking people. They are welcoming of change, challenge, and professional development. They are valued, act on their own initiative and are willing to do extra to achieve our goals. Whether this be taking work home to provide learning resources for our children or spending their evenings supporting the school discos or performances.

We only recruit people who are highly talented, extremely competent and possess impeccable character. They're positive, confident, and willing to learn and be part of our team approach.

Our staff work in a culture where the wellbeing of all is the highest priority. They are able to support children who struggle at school, for example those who suffer with trauma or mental health problems and whose troubled behaviour acts as a barrier to learning. They relate to children in ways that alleviate their suffering, support their learning and make them feel cared for and appreciated.

'Valued People, Successful Schools' is at the core of how we work and approach life at Stalham Infant & Junior Schools. This is the principle that all in our learning community are to be valued, looked after and supported. For our children, this looks like caring and supportive staff and approaches. For our staff, it means approaches that reduce workload, ensure work-life balance and give them time to do the best for our children. For our community, it is valuing the contribution that they can all make to the progress and outcomes of all associated with our learning community.

G Russell

Mr Glenn Russell
Executive Headteacher

Section 1

Current Staff List

Executive Headteacher	Glenn Russell
Deputy Headteacher & SENCO	Ella Barnes
SLT	Rebecca Lamb
	Robert Bone
	Rebecca Burton
Nursery Manager	Amy Smith
Nursery Practitioner	Lisa Mason
Nursery Assistants	Sarah Baker
	Deborah Hoyes
	Sue Talbot
Stalham Phoenix Teacher of SEND	Nikki Rawcliffe
Teaching Assistants of SEND	Emma Bailey-Curry
	Lisa Marshall
	Sophie Powley
Teaching Assistant/ELSA	Leah McGrattan
Teachers	Jennifer Barrett
	Beth Basey
	Emily Brett
	Edward Graham
	Lee Kiddell
	Richard Lake
	Andrea Long
	Laura Smith
	Amanda Stewart
	Rosemary Terry
Music Instructor	Jeni Boardman
Sport Instructor	Sam Featherstone
Cover Supervisors	Jill Gardner
	Katherine Holmes
	Victoria Nudd
	Tim Will
	Tracey Winter
Teaching Assistants	Tracey Baker
	Lisa Hustwitt
	Sarah McAllister
	Susan Parrett
	Sam Ridley
	Annette Skipper
	Asa Smith

Learning Support Assistant	Emma Lees
School Administrator/Reception	Amanda Brothwood
	Annabelle Cole
HR/Finance	Annabelle Cole
	Emma Watson
Caretakers	David Beales
	Graham Fulford

Term Dates 2024/25 (subject to change)

	Opens	Closes
Autumn	4 September 2024	20 December 2024
Spring	7 January 2025	4 April 2025
Summer	23 April 2025	22 July 2025
Half Term:	First Day of Holiday	Last Day of Holiday
Autumn	25 October 2024	1 November 2025
Spring	17 February 2025	21 February 2025
Summer	26 May 2025	30 May 2025
Staff Training Days		2 & 3 September 2024 6 January 2025 22 April 2025 23 July 2025

Stalham Nursery

The Nursery shares a fantastic newly refurbished EYFS Block with the Reception class. Allowing smoother transitions, ready for Rising 5's joining Reception class in September. Close links between classes allows more peer interaction for the children.

We are a team of highly qualified members of staff, each with many years of experience in early years.

We cater for children aged 2-4 years and take up to 23 children during a session.

Ours sessions are as follows:

Morning:	8.45am – 11.15am
Lunch:	11.15am – 12.15pm
Afternoon:	12.15pm – 2.45pm

At Stalham Nursery, we follow the Early Years Foundation Stage and understand that children learn best through playing and exploring. Children are given opportunities and experiences to try new things and develop their knowledge and understanding further.

We aim to give the children an at home experience by helping them feel safe and secure with their settling in experience with us.

Settling into our Nursery is a gentle process as we understand that this may be the first time that your child has been away from their family. We encourage short 'stay and play' sessions for both your child and yourselves to meet the staff and have a feel of what we have to offer. Parent partnership is incredibly important to both you and us when leaving your child with someone new. We involve parents/carers every step of the way and encourage you to become involved throughout their learning using our online learning journal, Tapestry.

We pride ourselves on our outdoor learning environment. We have a very well equipped outdoor area as well as a wooded area allowing us to explore and learn about the world around us, this is something we call Muddy Learning.

If you have a child between the ages of 2 and 4 years, then please contact us to arrange a suitable time to come and visit.

Contact Amy Smith: 01692 580311 or email: nurserymanager@stalhamacademy.co.uk

The School Day

There will be members of staff on duty on the relevant year group playgrounds from 8.15am.

We would like to remind you that the use of **mobile phones** is **prohibited** on the school site. Therefore, when dropping off or collecting your child, please ensure your mobile phone is away and not in use.

If you are travelling by car, access to the school is via the Strawberry Fields entrance only. When on school premises please continue driving with due care and attention and drop your child(ren) off at the designated drop-off point. If you need to come into the school, please use the same route but continue and park up around the school's roundabout.

Please note if visiting the school by car, access onto school premises is via Strawberry Fields only.

Children who travel by bus are also dropped off in the designated drop-off point.

All car and bus children need to make their way to the main playground at the back of the school.

In the case of wet weather, Infant School children will go straight to their classroom and Junior School children will come into school via the main playground and will be escorted into school by a member of staff on duty to wait in the Sports Hall for the start of the day.

8.30am – 8.45am	Infant & Junior School Registration	10.30am – 12.00pm	Lessons
8.45am – 9.45am	Lessons	12.00pm – 1.00pm	Lunch Break
8.45am – 9.10am	Assembly Infant School (Fri only)	1.00pm – 3.00pm	Lessons Infant School
9.45am – 10.10am	Assembly Junior School (Mon/Wed/Fri only)	1.00pm – 3.10pm	Lessons Junior School
10.10am – 10.30am	Break		

At the end of the school day, the children leave depending on how they travel home.

- **Collected Children:** Parents/carers to wait for their child/ren in the playground. A member of staff will then escort all collected children out onto the playground at the end of your child's school day.
- **Independent Walkers:** Children walking both in the Stalham or Sutton direction will leave via the main pedestrian entrance. There will be a member of staff on traffic duty to monitor all vehicles leaving the school premises to ensure children walking in the Sutton direction stay safe.
- **Cars:** When approaching the school by car, you turn into Strawberry Fields, bear right into the school grounds and park on the playground. The gates will be open by a Caretaker who is responsible for cars on site, 10 minutes prior to the end of the school day for your child. You then either meet your child on the playground or they can make their way to the car (via the back of the school). If you have arranged for your child to make their way to meet you in your car you need to ensure once parked you stay stationary, switch off your engine and remain in the car until the caretaker opens the gates to allow you to exit safely. The buses have priority.
- **Buses:** Children who travel to and from school on the bus wait in the Sports Hall, to be registered and transferred to the relevant buses. Please ensure they have their bus pass. If your child will not be travelling home on the bus you must notify the school office, if possible, by 2.45pm.

School Uniform

Sweatshirt/Jumpers/Cardigans:	Purple V Neck
Polo Shirt (<i>Infant School only</i>):	White
Shirts (<i>Junior School only</i>):	White
Tie (<i>Junior School only</i>):	Black, Silver & Purple Stripe (purchased from the school office)
Trousers:	Grey/Black – no jeans/leggings/tracksuit bottoms
Shorts (<i>Summer</i>):	Grey/Black – knee length
Skirts/Pinafore Dresses:	Grey/Black – knee length
Dresses (<i>Summer</i>):	Purple/White Gingham check
(Please provide a sun hat and apply sunblock before school)	
Footwear:	Sensible Black Shoes (no trainers, boots in school) Black, White or Grey Socks (not patterned) Black, Purple or Grey Tights (not patterned)
Indoor PE:	Black shorts and Polo/T-shirt of house colour Plimsolls/clean Trainers and change of socks
Outdoor Games:	As indoor PE plus warm plain suitable tracksuit top and/or top and bottoms to change into when school jumper/cardigan is taken off Football boots (no studs, unless specifically requested)/sturdy appropriate sports trainers Football kits and non-school PE shirts are not acceptable PE kit.
Swimming: (<i>Year 4 only</i>)	Towel, Swimsuit/Trunks (no bikinis/Bermuda's) Swimming Hat

On the day(s) your child(ren) have PE, can you please ensure they come to school in their school jumper/cardigan and correct PE kit (as indicated above)

All school uniform is purchased on-line www.brigadeuniformdirect.uk.com

When on the website, select Stalham Infant & Junior Schools. Orders are placed in a queue until 15th and 30th of each month and then delivered FREE to school. Orders placed from 1st July – 3rd September will be processed through a home delivery service and standard shipping costs apply.

Please Clearly Label All Your Child's Belongings!

Please Note: A watch and stud earrings are the only jewellery that can be worn. These must be removed for PE and Swimming; if your child has difficulty in removing them him/herself can you please ensure you remove them prior to your child coming to school. Hairstyles and personal grooming should be in accordance with reasonable expectations, with extremes of fashion avoided.

Toys are not allowed from home into school as children get upset if these are lost or damaged.

Mobile Phones are not encouraged. If they are brought into school, they must be handed to their Teacher or Teaching Assistant prior to morning Registration. Please note that the Schools do not accept responsibility for the loss or damage of the equipment.

Healthy School Status

Stalham Infant & Junior Schools has been awarded Healthy School status for the next three years. In our application we have demonstrated and given evidence that our pupils received high quality PE, has access to a full range of extra-curricular activities, effective Personal Development sessions/assemblies, participate in themed weeks e.g. Walk to School week and Health Eating week and are beginning to understand their contribution to British Values in Stalham Shines.

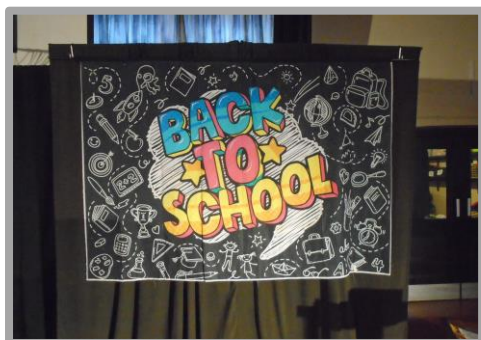
Extra-curricular Activities

The schools offer a variety of lunchtime and after school clubs providing opportunities and experiences for all year groups. Each term every child will be given a booklet which informs them of the different clubs available. This booklet will need to be returned to school completed with your child's choices. Please be aware that some clubs may have a restriction on numbers, therefore we operate on a first come, first serve basis.

Our expectation is that all pupils attend at least one club regularly which enhances and develops their social skills, cultural capital and learning.



FoSS (Friends of Stalham Schools)



FoSS, has been formed by many experienced members who have held a multitude of successful events over the years, which have been enjoyed by pupils, staff and families. We look forward to holding school discos throughout the year, hosting seasonal events and providing opportunities for the school staff, pupils, families and the community to come together. These events are made possible, due to the hard-work and dedication of the FoSS Committee and support from the staff, teachers and pupils. We also support the school with charity events, open evenings and performances. In addition to these, we have tried some new ventures and

are currently looking to return with a family Bingo or Quiz night. We are always open to new ideas and suggestions and welcome new members to join us and share in our journey.

FoSS supports the school by raising extra funds for the pupils to gain access to additional extra-curricular activities and enrichment and will continue to do so, while the support of friends and families continues. The main objective of FoSS is to fund many great opportunities for the school and pupils. We subsidise most, if not all the year group trips, buy playground equipment, support science workshops, contribute to wellbeing resources, donate towards Year 6 leavers parties, purchase extra technology equipment, musical instruments and much, much more...

Our recent contributions have been towards a playground trim-trail, a Maypole and a whole school picture following our Children's Mental Health week. Previously we updated our outdoor classroom area, making it more accessible, for all pupils, whatever the weather and creating an extra learning environment. As a growing committee we will continue supporting the Infant & Junior schools, we look forward to new possibilities and opportunities. We are here to help the staff develop a family-friendly accessible school for All. FoSS are happy to hear from new members and encourage new parents to come and join us. You will receive a warm welcome at our committee meetings. Please contact Sarah McAllister (Chairperson) for any inquiries: smcallister@stalhamacademy.co.uk

Cooperative Learning

A Cooperative Learning approach is the central method we use to teach at Stalham Infant & Junior Schools. What is Cooperative Learning?

Cooperative Learning is an approach to teaching. Knowledge and skills are modelled by the teacher and then learners are able to practise these skills in a series of structured activities. These structured activities are called CLIPS. CLIPS means Cooperative Learning Interactive Pattern. Each CLIP is designed to encourage certain elements of listening, speaking, questioning and response. The teacher will use the CLIP they feel best supports the learning of the groups of learners in their class. Cooperative learning is very interactive with pupils moving around the class, speaking to each other and answering questions.

What are the CLIPS?

CLIPS are content free – this means they can be used in any subject. At present there are 8

CLIPS used in classes to help learning. These are:

- Catch one Partner
- 3 for Tea
- Simultaneous Write Rounds
- Role Rotate Reading
- Word Round
- Boss and Secretary
- Meet in the Middle
- Think-Pair-Share



One of the most popular of these is Catch 1 Partner – Each child has a question on a card. They approach a partner and say, “Excuse me, can I ask you a question please?” The other child answers them. They repeat and then swap cards. Usually this activity is used as a starter to remind children, whereby the teacher models something or refers back to something taught before. However, like all the CLIPS, they can be used at any time and/or in any situation.

Word Rounds, Think-Pair-Share, 3 for Tea and Meet in the Middle allow children to express and question each other in a timed situation so that they can explain how they solved a problem or answered a question.

Simultaneous Write Rounds encourage children to write in a supported way – reading each other’s work and adding examples – it means that children feel confident about their writing and allows them to “think of something to write”.

Boss and Secretary allows for procedures to be practised in any subject. After teacher modelling, one child is “The Boss” and explains, without writing, how to solve a problem to the other child (Secretary) who writes down everything they say in the procedure. The Secretary can ask questions to check but it is not always necessary. They then swap.

Role Rotate Reading is a method of children accessing the same text when they are at similar abilities to develop their comprehension.

What Does a Cooperative Learning Classroom look like?

As far as possible your children will work in groups of 4. Sometimes an adult may make up the fourth person if there is an odd number. These groups can be in ability groups or mixed ability depending on how the teacher wishes to differentiate. These groups are not set in stone and children will find themselves working alongside a variety of people in their class. This encourages and installs respect and positive behaviours in learning.

Will my Child still Work Independently?

Yes, they will. A “typical” lesson may look like this:

The teacher Models then uses a CLIP to practise the new skill. Then the teacher will model the next step or focus of the lesson followed by another CLIP. After that, the children will show what they know independently. This work is then marked in the book and tracked as evidence to show your child’s progress.

Cooperative Learning gives confidence, practise and support to a child before they start their independent work.

So how does Cooperative Learning Help?

Cooperative Learning is a way of ensuring that children develop communication skills and an acknowledgement that peers working together is an effective way of building skills vital for work and thought in the future. Also, it helps to build confidence before independent work is undertaken. Cooperative Learning also encourages deeper and critical thinking skills as the follow up questions we usually ask are **how?** and **why?**

Is Cooperative Learning being used in any other Schools?

Many schools have parts of the Cooperative Learning approach as part of their teaching. A recent report from the Sutton Trust noted that Cooperative Learning was very effective at improving pupils’ progress. As the CLIPS are very structured in nature, they are very good for all children including those with additional needs.

How can I Help?

You can help in the same way as you usually do; reading regularly with your child, listening and talking and encouraging your child to explain their answers. You may even wish to ask which CLIPS your child has been using in class that day.

Curriculum

EYFS Curriculum

We follow the Early Years Foundation Stage and understand that children learn best through playing and exploring. Children are given opportunities and experiences to try new things and develop their knowledge and understanding further.

The National Curriculum

The National Curriculum is the curriculum laid out by the Government. It is to be studied:

- By all students
- In all state schools
- From the age of 5 – 16

The curriculum for a state school must satisfy the requirements of the Education Reform Act 1988 and subsequent legislation.

The Act states that the curriculum should:

- Be balanced and broadly based
- Promote the spiritual, moral, cultural, mental and physical development of the student
- Prepare the student for the opportunities, responsibilities and experiences of adult life

Curriculum Statements

English

Each half term your child will learn to write, read and understand a variety of different types of text through either their Cross-Curricular focus or an exciting text. In writing, we focus and report on two aspects. First is the combined phrase of Grammar, Punctuation, Vocabulary, Spelling, the other being Composition. Cooperative Learning techniques are again the driving force behind all aspects of using and acquiring greater mastery of Standard English as teachers choose the best CLIP to facilitate your child's development.

Writing: Composition

Using the stimulus from high quality, literacy rich texts or stimulus, children are given the opportunity to give purpose to their writing and are taught to adapt their style to suit an audience. Exploring various genres within fiction, non-fiction and poetry, children will plan, write and then edit an extended piece of writing on that text type with a focus on carefully selected vocabulary and sentence structure.

Grammar, Punctuation and Spelling (GPS)

Understanding word classes and how verbs function is essential to the acquisition and use of standard English. Children are given both specific lessons in grammar usage within the text type they are experiencing and 'drip fed' throughout their studies so that they can use aspects of Grammar, Punctuation and Spelling in their extended pieces of writing. Teaching GPS using extracts from high-quality literature helps children to understand how author's use these to make writing emotive. The children will also need to understand GPS terminologies such as specific word classes and features of the English language and know the technical words associated with them, such as verbs, nouns, adjectives, determiners, relative clauses, etc.

Reading

Reading is taught in both specific Guided Reading sessions and throughout the rest of the curriculum. In these sessions pupils are heard reading and discuss texts at least twice a week. During these sessions, specific intervention and phonics are also offered, dependent on the stage your child is at with their reading. The Guided Reading session also offers opportunities for children to listen to a wide variety of texts, enhance their vocabulary knowledge and answer comprehension questions.



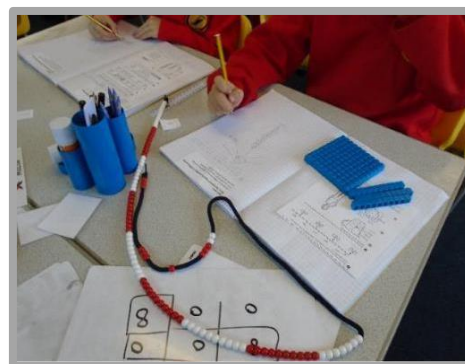
Mathematics

Our Mathematics curriculum equips pupils with tools that include logical reasoning, problem-solving skills and the ability to think in abstract ways.

“Mathematics is a creative and highly interconnected discipline that has been developed over centuries, providing the solution to some of history’s most intriguing problems. It is essential to everyday life, critical to Science, Technology and Engineering, and necessary for Financial Literacy and most forms of employment. A high-quality Mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of Mathematics, and a sense of enjoyment and curiosity about the subject.”

This statement is at the heart of both why and how we teach Maths at Stalham Infant & Junior Schools. The aim for all pupils is that they:

- 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.



We work to create a safe learning environment for the children that celebrates both achievement and attainment. Understanding is at the root of what we want for the children; we are looking for more from them than simply the ability to provide right answers.

Stalham Infant & Junior School’s Maths Curriculum aims to enable children to reason and understand Maths so that they can appreciate the beauty and power of mathematics as well as answer questions.

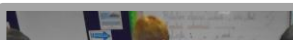
Lessons are planned to tackle children’s misconceptions and ensure they become mathematically literate. The children are encouraged to ask questions and investigate; opportunities for this are a regular part of lessons. These are discussed in class and valued as an important part of the children’s mathematical development.

Science



In Science, we use the 2014 Primary Curriculum in all year groups. We develop the understanding of Science through the implementation of scientific enquiry. Using a practical approach means that science learning is further embedded. Scientific Enquiry involves skill-based learning and through this the knowledge is imparted and embedded by asking 'Big Questions.' More specifically, our objectives are:



- To show respect for the world in which they live
 - To develop thinking skills, applying scientific processes to solve problems and pursue scientific enquiry
 - To work in a practical way and develop confidence in use and design of equipment
 - To show that science impinges on many aspects of our lives
 - To show that scientific knowledge is relevant to many aspects of our lives
 - To apply learning from other areas of the curriculum
 - To consider Science as a potentially dangerous activity and respond accordingly.
- 



Computing

Children at Stalham Infant & Junior Schools are taught to become digitally literate and are able to use and express themselves to be active participants in the digital world. Children are taught the principles of information and computation, how digital systems work and put this knowledge to use through programming. Children work practically to write programs and in doing so have to solve problems which develop their logical thinking and problem solving skills. E-Safety is an extremely important element of the Computing curriculum and all children are taught how to use technology and the internet safely. Children can recognise acceptable and unacceptable behaviour and are taught how to report any concerns.

Throughout their time at Stalham Infant & Junior Schools, children are taught to use a variety of software, such as Google Docs and Google Sheets which link to our core thread of Google Apps. Moreover, they develop key life skills for example sending emails and touch typing.



Computing at Stalham allows children freedom to be creative by making their own films, creating podcasts and animations whilst developing their resilience and problem solving skills.

Music

Music is taught throughout every year group at Stalham Infant & Junior Schools in a specialist classroom space. The lessons are built around the 'Charanga' scheme for both Infants and Juniors ensuring we fulfil the model music curriculum which means we have now been awarded the "Music Mark" for our provision. In lessons, we use a mixture of fun and interactive musical activities, songs and instruments to develop the children's performing skills, self-confidence and ability to read music as well as listening and appraising a range of genres from varied cultural backgrounds. The key skills that are the focus throughout each year group include: dynamics, tempo, structure, timbre, duration, pitch, notation and rhythms, listening and appraising different pieces of music before applying our knowledge and understanding to our own improvisations and compositions.



A variety of different units and instrument teachings are covered during a child's time at Stalham Infant and Junior Schools. This allows for concepts to be revisited and revised to enhance the recall of key vocabulary and skills, thus resulting in keen musicians with the confidence and ability to perform. We include a focus instrument for each year group; untuned and tuned percussion work within the infant school classes, recorder focus in year 3, ukulele focus in year 4, keyboard focus in year 5 and guitar focus in year 6.

One to one music tuition is also provided, as requested, as an addition to the classroom learning. This is available in voice, clarinet and piano, as well as beginner flute, cello and violin. External providers visit the school from the local Music Hub to provide other lessons, such as guitar groups. Several after school activities are provided throughout the year on a termly basis to extend our musicianship further. This includes: recorder club, keyboard club, drumming and percussion clubs, as well as a school choir.

History

The History curriculum at Stalham Infant and Junior Schools provides our children with the chance to explore, enjoy and understand both British and World history. Key Stage 1 children study topics that are relevant to their own lives and/or the local area, using topics like 'Seasides, Past and Present' to develop their comparative skills. As the children move up to Key Stage 2, the curriculum becomes chronological to help pupils to develop a sense of time and a grasp of sequencing. This allows our children to consider who we are and why things in our society might be the way they are.

At Stalham, we focus on bringing stories about the past to life beyond just learning a set of dates. We focus on three core threads:

- Significant people & events
- Chronology
- Legacy in the UK

In all lessons, communication is encouraged through plenty of cooperative learning. Children use a mix of oral and written communication, as well as more hands-on other activities like drama and handling artefacts. Our History lessons provide the chance to listen, weigh up evidence, put forward points of view, and debate - all key skills for secondary school and beyond.

Historical visitors, workshops and trips are also all part of how we do history - these experiences enhance learning and make meaningful, memorable experiences for years to come.



Religious Education

Religious Education is a subject for all pupils whatever their own family background, personal beliefs or practices. It is an important subject as it develops individual knowledge and understanding of various religions and beliefs in our society. RE contributes to pupils' personal development and promotes a sense of community through mutual respect and tolerance in a diverse world. RE supports pupils' religious literacy; this means that pupils will have the ability to



hold balanced and well-informed conversations about religion, world views and will be able to make sense of religion and worldviews around them and begin to understand the complex world in which they live.

At Stalham Infant and Junior Schools, RE is provided in line with current education guidance and according to the 2019 Norfolk Agreed Syllabus. To achieve the aims and purpose of RE, learners follow a progressive, coherent and balanced curriculum which ensures a balance between theology, philosophy and human/social sciences.

The three core threads in RE are:

- Celebrations
- Respect
- Prominent Figures

To enable us to provide a broad and balanced curriculum, Christianity is studied in each year group alongside other principle religions. It is recognised that children may come from a variety of religious and secular backgrounds, therefore, our religious programme is sensitive to the home background of each child. Religious Education should not promote or disparage particular religious' views.

Geography

Our aim is to deliver a geography curriculum that makes the children of Stalham inquisitive, knowledgeable and appreciative of the world around them. Through practical and engaging activities, and using the school's ethos of collaborative learning throughout, our aim is to help children understand the world around them by developing locational knowledge, place knowledge, human and physical geography and geographical skills and fieldwork, starting with them and their local geography before branching out further afield and examining the national and international world. We want our children to understand how the physical features of our world have affected, and in turn are affected by, the human geography which helps to shape all areas of our life: such as populations, culture, diversity, economies and much more. We want to help to grow well-rounded citizens who understand and appreciate a range of places across the world. We work hard to make sure we use high quality vocabulary within our lessons to ensure children are ready for their next educational step. Children also enjoy fieldwork and opportunities to act as geographers in the outdoors.



The three key threads within the geography curriculum are:

- Place knowledge
- Human and physical geography
- Geographical skills & fieldwork

'Informed and active future citizens need to understand how their lives are connected to others and are both shaped by and impact on the environments they inhabit if they are to make responsible choices for the future'.

Physical Education

(PE kit must be worn on your child's PE days)

Physical Education at Stalham is valued for its unique contribution to developing children's physical, social, interpersonal and emotional skills. It gives opportunities to be creative and competitive while working with and respecting others.

At Stalham Infant & Junior Schools, the children are committed to PE and we endeavour to make it a central part of their lives – both in and out of school. The PE curriculum focuses on the skills needed to be successful in sport and competition, the key skills at the heart of our curriculum are: practise and performance, evaluation and the study of tactics and sportsmanship. Our pupils learn how to plan, perform and evaluate actions by taking part in a range of competitive, creative and challenge-type activities and spots, both as individuals and as part of a team or group, which helps them to develop physically and cognitively. The children across the school develop confidence and competence in performing different skills and build resilience to overcome challenges that arise.

Children work with sports staff to enhance their skills for at least 2 hours per week and build on their previous experiences through a broad PE curriculum. They learn specific skills and refine and improve existing ones. A positive attitude towards active lifestyles is promoted and we aim to introduce children to lifelong physical activity. We offer years 1 – 6 a wide-ranging choice of lunchtime and after school clubs and provide varied opportunities to compete both in school and in inter-school competitions.



Art

Art provides our pupils with the opportunity to be creative and expressive, exploring a wide range of media and skills. We are fortunate enough to have our own Art Barn, which is a fantastic space for our lessons. It is well equipped with a wide range of resources- including a working kiln! Children are encouraged to experiment and become more confident in their use of different mediums such as pencil, paint, charcoal, collage, inks, textiles and clay. They are encouraged to produce creative work exploring their ideas, recording their experiences and evaluating their own work inside their own sketchbook. Links between their own work and the work of other artists are explored, using this as a starting point for their own ideas. Last year we even held our own gallery where parents could purchase their child's work - this was a great success and we now aim to repeat this, every year.



Design and Technology



Design and Technology provides our pupils with an opportunity to tackle problems of a practical nature. It incorporates many skills such as cooking, model making, drawing and sketching, problem solving, observation and discussion. Design and Technology is taught through our cross-curricular approach, enabling the children to apply their knowledge and skills from several other subjects.

Children are encouraged to explore and try out different materials, tools and processes of making. They learn independently and in groups, learning to cooperate, plan, design, make and evaluate their work.

Modern Foreign Languages

All year groups will have opportunities of learning a language during their time with us. Within Reception to Year 2, children will explore a range of cultural aspects before then being introduced to the basics of French and German.

Children in years 3 – 6 will have the opportunity to learn Spanish using 'La Jolie Ronde' and 'Languagenut'. We use a variety of teaching styles to ensure children enjoy learning a language: these include games, role-play, songs and storytelling. We watch videos and listen to recordings in order to expose the children to more than one voice. We aim to develop their speaking, listening, reading and writing skills. We make our lessons as co-operative and interactive as possible in order for all children to make progress and to develop a positive attitude towards learning.



In addition to language learning, as part of our MFL provision we work hard to ensure our children play an active part in our ever-increasing International work. We are lucky enough to be beginning our journey of partnering with schools across Europe which we aim to work with on projects to learn about their culture as well as language. We have been recognised for our work internationally by the British Council who awarded us a foundation level International award.

Personal Development

We have a broad Personal Development curriculum, covering PSHE and RSE, which gives pupils the knowledge and skills needed to manage their relationships, maintain good health and wellbeing and understand their place within the wider world.

We aim to prepare pupils for the opportunities, responsibilities and experiences of later life, building confidence and developing mutual respect through positive and open discussion.

This is done not only through regular lessons, but also through enrichment opportunities, visits, assemblies and school initiatives, such as Anti-Bullying Week and Children's Mental Health Week.

Section 2

Admissions Policy

At present, our admissions arrangements are in line with the Norfolk County Council policy i.e.: In the event of over subscription, preference will be given to children living nearest the school according to the following criteria, in order of priority:

- Looked After Children
- Those with a statement of special Educational Needs, naming that school
- Those living in the designated area served by the school
- Those living outside the designated area served by the school but who have an older brother or sister attending at the time of admission
- Those living outside the designated area served by the school that have medical reasons to attend the school and have been professionally recommended to do so
- Those living outside the designated area served by the school if space permits.

An appeals procedure is in place for parents whose children are not allocated a place at the school. When your child is admitted to the school you will be asked to fill in a form giving such information as is necessary for our records.

Stalham Junior School is fed by many schools including, Stalham Infants, East Ruston Hickling and Sutton. The Year 3 team engage in an extensive transition passage to Stalham Infant & Junior Schools to ensure a very smooth start to their school career in Key Stage 2.

As set by Norfolk Admissions, the 2024-25 Admissions Co-ordination Timetable for applying to an **Infant School** is set out below:

Round opens: 25 September 2023	Round closes: 15 January 2024
National Offer day: 16 April 2024	Appeals closing date: 10 May 2024

As set by Norfolk Admissions, the 2024-25 Admissions Co-ordination Timetable for applying to a **Junior School** is set out below:

Round opens: 6 November 2023	Round closes: 15 January 2024
Applications forwarded to other Admission authorities: 6 February 2024	Applications returned by other Admission authorities: 15 March 2023
Data exchange with other local authorities: 18-22 March 2024	Co-ordination scheme applied (no further changes until after offer day): 3 April 2024
National Offer day: 16 April 2024	Appeals closing date: 29 April 2024

Under the terms of 'More Open Enrolment', parents are free to choose a High School placement for their child, subject to Admissions Policies. However, the designated High School for Stalham Infant & Junior Schools children is Stalham High School. We maintain especially close links with the High School to make the transition as smooth as possible.

Behaviour Policy - Aims

- To provide a safe, orderly and happy environment that is conducive to a high quality of learning taking place
- To provide a Code of Conduct that is recognised by all who use the school and which applies equally to all
- To provide an ethos that promotes the development of self-discipline that underpins the school 'ownership of our learning' through rewards.

Rewards

Good behaviour should be recognised verbally wherever possible through positive comments, praise and stickers. This will serve to promote a positive attitude to good behaviour with the culture of the school. Each class also nominates a 'Star of the Week' who is awarded a certificate, presented in the Celebration Assembly on Friday morning. Adults also aim to feedback positive behaviour to parents as much as possible, this could be face to face or over the phone.

Other forms of recognition are through awarding merits or by nominating a child or children for a 'Star of the Week' certificate, presented in the Celebration Assembly on Friday morning.

'Star of the Week' children will have their photo taken for school use and each child will be allowed to eat in the conservatory with a friend for the following 5 days.

Merits are cumulative.

Each child can work towards their awards, as follows:

50 merits = Copper Award	450 merits = Ruby
100 merits = Bronze Award	550 merits = Sapphire
150 merits = Silver Award	650 merits = Emerald
250 merits = Gold Award	700+ merits = Diamond
350 merits = Platinum	

Stalham Shines

At Stalham Infant & Junior Schools, pupils are recognised and celebrated in **Stalham Shines**. A pupil can be nominated by any member of staff for demonstrating positive values and attitudes. Pupils at Stalham are positively encouraged and good behaviours are modelled to enable them all to:

- Make decisions cooperatively and fairly
- Make good choices and understand rewards and consequences Understand and follow school expectations
- Respect one another and display good manners
- Listen to other points of view about different beliefs, customs and religion

Stalham Shines actively promotes and encourages the teaching of fundamental British values.

Supporting Learning at Home

The link between school and home is vitally important in ensuring good learning and progress. Each week children are expected to read twice to an adult and revise spelling and timetables on a fortnightly rotation.

We regularly consult on supporting learning at home to ensure this helps the children achieve the best outcomes.

In EYFS, we use Tapestry Online Learning Journal in setting and encourage parents to add home observations of special occasions, milestones, events, celebrations or anything that you wish for your child to share with us.



Sanctions

After two warnings to change behaviour (this can be flexible depending on individual need – a visual prompt can be used for those with specific behavioural challenges) the child's name goes into a behaviour log and the child has to have 'Consequences'. Consequences are a replacement for what was previously called detention. If a child has Consequences, the teacher may:

- Phone the child's parent(s)/carer(s) to inform them of 'Consequences'
- Have the child phone their parent(s)/carer(s) to explain why they have been given Consequences (years 1 – 6 only)

Other sanctions which could be taken may include:

- Internal exclusion to another class
- Consequences at break or lunch time
- Complete a restorative action e.g. write a letter to apologise, help clean up
- Exclusion from non-curricular activities e.g. discos.

We believe every child should have a 'fresh start' every day. However, where there is a build-up of consistent behaviour patterns then a full record will be kept ensuring that children could have access to additional support if possible.

Throughout their time with us, we try to encourage good social behaviours and attitudes in our pupils through discussions of issues during assemblies and leading by example. If a child persistently bullies other children verbally or physically, then the matter will be dealt with through our Anti-bullying Policy.

British Values

Stalham Infant & Junior Schools is committed to promoting and ensuring that all pupils and staff have a good knowledge of British Values. These include:

- **Democracy**
- **Individual Liberty**
- **The Rule of Law**
- **Mutual Respect**
- **Tolerance and Respect of opinions and Diversity** – which includes:
 - **Anti-Racist/Homophobic/Prejudice**



Behaviour

The school has an Anti-bullying Policy which clearly states that any behaviour or language which is perceived to be racist, homophobic or prejudiced in nature will be recorded and dealt with in accordance with our Behaviour Policy and maybe recorded with the Local Authority.

Reporting to Parent(s)/Carer(s)

During the school year, opportunities are provided for parent(s)/carer(s) to come into school to discuss their child's progress with their teachers. Consultation sessions are set each term. At the end of the Spring term, parents will receive the Pupil's Annual Report, which is a written document providing parent(s)/ carer(s) with information on the child's progress through the year so far and key areas to work on to further enhance learning. Parent(s)/carer(s) of Years 2 and 6 children will also receive their child's SATS results towards the end of the Summer Term.

Making a Complaint

If you are unhappy about a part of your child's education or experience at school, you should:

- Make an appointment to see the Class Teacher,
- If this has not resolved to your satisfaction, then you should contact a member of the Senior Leadership team,
- If this has not been resolved to your satisfaction, then you should make an appointment or contact the Executive Headteacher.

If this is not resolved, the Executive Headteacher will provide you with a copy of the Complaints Policy and the name and address of the relevant Trust officer to contact.

Similarly, if you wish to compliment the school on any aspect of your child's education, it would be lovely to receive a short note, email or just a quiet word to a member of staff regarding the matter. In addition to this, a Staff Recognition Scheme has been set up via the website to allow for individual recognitions to be logged about members of staff that go above and beyond for our children. Sometimes it is very easy to complain but people take for granted the hard work that goes on behind the scenes in the schools.

The Role of Parent(s)/Carer(s)

- Provide a peaceful and suitable place to complete work.
- Make it clear that work at home is important.
- Shown an interest in what they are doing.
- Give praise and encouragement.
- Remember your child may wish to complete their work in short bursts or one session.
- Let us know straight away if they have struggled or are not clear on what to do.
- Work with them if they need your support.
- If they are really struggling, stop and come in to speak to the teacher.

Learners with SEN

At Stalham we are committed to meeting the educational needs of all our children. The school caters for the needs of all pupils with special educational needs with and without an EHCP. All teachers plan, set and mark work which is appropriate to the needs of the child. Pupils with special educational needs are encouraged to become increasingly independent as we aim to equip them with the skills they need for the next stage of their education journey.

If you feel that your child has a special educational learning need or has already had an educational learning need identified, we encourage you to speak with the school and talk to the school's SENCo (Special Education Needs Coordinator) Miss Ella Barnes. The SENCo will work with families to support children starting the school and transitions throughout the school.

We are also able to support special educational needs pupils in the following ways:

- *Interactive and cooperative methods of first quality teaching.
- *Pupil specific outcomes for children on the SEN register.
- *Specific equipment and resources to support learning.
- *Screenings for some visual impairments and dyslexia (age appropriate).
- *Intervention and specific catch up programs for reading and phonological knowledge.
- *Access to external support such as speech and language, educational psychology and SEMH support.
- *Therapist for some areas of social and emotional support. (Part-time)

Section 3

School Activities

Charges for School Activities

Legislation allows schools to charge for certain activities which take place both inside and outside of school hours. These are the activities and materials for which you will be charged by Stalham Infant & Junior Schools and its Governors.

Music tuition: individual tuition in playing a musical instrument which is neither part of the syllabus for an approved public examination, nor part of the National Curriculum. The School(s) may charge for instrumental tuition given to groups of no more than four pupils.

Board and lodging (Key Stage 2): board and lodging will be charged in all cases where the Academies activities involve pupils in nights away from home.

Activities Outside Academy Hours (Key Stage 2)



A charge will be made for all non-residential activities which take place wholly or more than 50% outside School hours, where the child's participation has been agreed in advance by the parents. The charge will include the cost of travel, entrance fees, insurance, books, equipment and any staff (teaching or non-teaching) engaged specifically for the activity.

Residential trips outside School hours - a residential trip is deemed to take place outside Academy hours if the number of "missed" Academy sessions is less than half of the number of half days taken up by the trip. Charges will be made as described above.

Public Examinations (Key Stage 2)

Charges are made for the entry of a pupil for a prescribed examination for which the child has not been prepared by the School, or where the pupil has been entered for examinations in the same subject with two examination boards.

Remission of Charges

Only parents who are in receipt of Income Support, Income Based Job Seeker's Allowance, Support under Part VI of the Immigration and Asylum Act 1999 and Child Tax Credit, where the parent is not entitled to Working Tax Credit and whose annual income (as assessed by the Inland Revenue) does not exceed the stated income or the Guarantee Element of the State Pension Credit are eligible for remission of charges. Remission of charges only applies to board and lodgings charges which are levied directly by the Academy and where they relate to activities deemed to take place wholly or partly in school hours.

Remission will not apply to such charges when they relate to activities wholly outside Academy hours, except if the activity is prescribed in a syllabus for a public examination, if it is prescribed by the National Curriculum or fulfils duties relating to Religious Education.

Parents who have difficulty meeting any charges should discuss the matter in confidence with the Executive Headteacher.

Any money must be placed in a sealed envelope and clearly marked with the Child's name, class and what the money relates to on the envelope and handed to their Class Teacher or Teaching Assistant prior to morning Registration, or, a direct payment to the bank can be made (please ask for bank details if required).

Medication

No Medication will be administered unless the following applies:

- The medication is necessary on a long-term basis (e.g. inhalers for asthmatics) or short term (e.g. antibiotics).
- A consent form **must** be completed and signed by the parent/carer (and countersigned by the Head/Deputy Head) in order for us to administer prescribed medicines.
- All medicines **must** be in their original container with pharmacy instructions attached and be bought and collected through the school office by an adult. No medication is to enter the school with children via their pockets or bag.

Please Note: There is no requirement for the Executive Headteacher or school staff to undertake any responsibility for the administration of medicines.

School Council

School Council plays an increasingly important role in the life of the school. Children have the opportunity to be elected onto the School Council. This experience helps to develop strong communication skills, leadership skills and decision-making skills. All these attributes contribute to promoting British Values.

Our School Council consists of five working parties. Each working party is led by a member of staff and Year 6 pupils. The working parties are: Wellbeing, Reading Champions, Active Academy, Eco warriors and Health and Safety. At the first meeting of each term, class school councillors decide which working party they would like to work with and where their strengths lie to develop the focused areas.

The work of the school council to date includes organising and working on fundraisers alongside the PTA, developing ideas for promoting staff and child wellbeing, Inter house sport competitions and working towards awards recognising the work the school has achieved in different areas.

School Houses

At Stalham Infant & Junior Schools, we have four different houses where siblings within the school are in the same house:

Jupiter (Red)

Mercury (Green)

Neptune (Blue)

Saturn (Yellow)

At the beginning of each academic year, the houses elect a Captain and a Vice Captain who are in Year 6.



Throughout the year various activities are organised in their houses where children experience cross-curricular activities.

School Meals

Children in Reception, Year 1 and Year 2 automatically get free school meals if they go to school. It's called universal infant free school meals. You do not have to apply to get these meals, but if you do receive certain benefits, you should still apply. This is because it can help raise extra funds for your child's school (called Pupil Premium). This Government funding can help with extra tuition, teaching and after school activities.

If your child is in Year 3 or above, you must receive one of the qualifying benefits to get free school meals. You must apply for these free school meals. You can apply online at norfolk.gov.uk or you can collect an application form from the school.

School meals are prepared and freshly made on site. The food provided follows the remit for healthy eating. When possible, we also offer special themed menus.

Additionally, if your child has a birthday coming up, we can provide a birthday lunch for your child and their friends. Please contact the kitchen for a booking form and more information. (These are offered for years 1 – 6 inclusive).

How to Order: All orders/amendments/cancellations and payments are to be made through the parent portal. Login details for this will be emailed to you once your child/ren has been registered with the school. All meals must be pre-booked and if no longer required need to be cancelled to avoid still being charged. If your child/ren qualifies for a type of free school meal, all orders/changes still need to be done in the same way.

The full menu is available on our website or a paper copy can be obtained from the school office.

Vertas has a Special Diet Procedure. As you are aware our menus adhere to the School Food Standards and we endeavour to cater for the majority of children at Stalham Infant & Junior Schools which includes children with special diets. To ensure we are fully aware of any medically diagnosed allergy, intolerance or health condition, with the help of a Nutritionist they would prefer you to meet with the Head of Kitchen or the Operations Manager to discuss this further. By meeting with the parent(s)/carer(s) this will help speed up menu requests and will enable Vertas Catering to liaise directly with you via email or telephone whilst keeping both school and kitchen staff in the loop.

Further information can be found on their website: www.vertas.co.uk

Snack & Milk (Key Stage 1 & EYFS)

The Nursery Milk Scheme allows children to receive milk free each day up until their fifth birthday. **All children in Reception receive free milk.** The government programme entitles children aged 4 – 6 in fully state-funded schools to a piece of fruit or a vegetable each school day.

Absence from Stalham Infant & Junior Schools

You can only allow your child to miss school if:

- They are too ill to go in.
- The only other authorised absence from the Schools' Attendance Lead is outlined below:
- Code C: Leave of Absence Authorised by the Schools' Attendance Lead
- Only exceptional circumstances warrant a leave of absence. The Schools' Attendance Lead will consider each request individually taking into account the circumstances, such as:
- The nature of the event for which leave is sought – e.g. a funeral.
- The frequency of the request – half-day – full day
- Advance permission must be sought

Code R: Religious Observance

Schools must treat absence as authorised when it is due to religious observance. The day must be exclusively set apart for religious observance by the religious body to which the parent(s)/carer(s) belong. Where necessary, schools should seek advice from the parent(s)/ carer(s)' religious body about whether it has set the day apart for religious observance.

Infant & Junior Schools, Old Yarmouth Road, Stalham, Norwich, NR12 9PS
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2024 – 2025

(information correct at time of print)