



Fairisle Infant & Nursery School
Fairisle Road
Lordshill
Southampton
SO16 8BY

Telephone: (023) 8073 1199

Email: info@fairisle-inf.co.uk

Website: www.fairisle-inf.southampton.sch.uk

Southampton City Council
Education Authority

Fairisle Infant and Nursery School
‘Expects Success’

-- Welcome to your school --

Dear Parents/Carers

On behalf of the Board of Governors, I am pleased to welcome you and your child to Fairisle Infant and Nursery School. We hope that your association with the school will be a happy and successful one.

The Governing Body of Fairisle Infant and Nursery School is made up of parents, people representing the local community and staff. The Governors take an active part in the school life and work closely with staff to ensure a caring and stimulating environment.

In our last Ofsted Report it was noted that ‘Pupils are happy’ and that ‘Staff have high expectations of what pupils can do.’ It was also noted that ‘Pupils behave well in lessons and during break times’ and that ‘Pupils’ work, in a wide range of subjects, is of high quality.’

We hope that you find the school prospectus informative and helpful. We look forward to working together with you to ensure that your child will reach his/her full potential.

Yours sincerely

A handwritten signature in black ink, appearing to be 'Rick Allan', with a stylized flourish extending from the end.

Rick Allan
Chair of Governors



Dear Parents/Carers,

We are delighted to welcome you and your child to Fairisle Infant and Nursery School. The choice of school is one of the most important decisions you will make and at Fairisle we all understand how each of you wants the best education for your child.

We place great emphasis on the care and welfare of the children and each child is valued as an individual. We wish to provide a caring and secure environment, which will ensure the best outcomes for children. We are a committed and dedicated team, and we are confident that we can provide for your child's academic development, as well as nurture the development of positive and social attitudes.

The school prospectus has been prepared to give you as much information as possible about Fairisle Infant and Nursery School. I hope that you will find it useful, and that it will communicate our commitment to the importance of your child's first years in school.

It is our belief that children succeed best when school and parents work together in a positive partnership. We value the important contribution that parents can make to their child's education and we look forward to a happy and lasting partnership.

Yours sincerely

A handwritten signature in black ink, which appears to read 'S. Ottens'.

Susanne Ottens
Headteacher

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Mission Statement

Fairisle Infant and Nursery School 'EXPECTS SUCCESS'

At Fairisle Infant and Nursery School

We want:

- **Each child to expect success**
- **To teach the skills necessary for progress and high levels of achievement.**
- **To teach the children respect for themselves, each other and the environment in order to become responsible members of the wider community.**
- **To provide a high quality learning environment**
- **Parents, staff and governors to work together in a positive partnership.**

Local Authority Information

**Southampton City Council
Civic Centre
Southampton SO14 7FL**

Tel: 023 8083 4899

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Fairisle Infant and Nursery School is a non-denominational school catering for children from two to seven years of age.

Infant School Hours

8.55 am – Classroom Doors Open
9.00 am – Registration/Lessons Begin
12.00 noon – 1.00 pm Lunch
1.00 pm – 3.10 pm

Nursery Hours

8.50 – 11.50 am
12.05 – 3.05 pm

Any Infant School Child Arriving after 9.00 am please sign in at the School Reception Office

Office Hours: 8.30 am – 4.00 pm

The school is maintained by the Education Department of Southampton City Council whose headquarters are in Southampton. Any information that is required from the Education Department should normally be obtained from the Director of Education.

**Board of
Governors**

Chair Person:

Mr R. Allan

Headteacher

Mrs S Ottens

Staff Governors:

Mrs A Stephens

Co-Opted Governors:

Mr K Allen

Mrs F Beston

Mr C Hunter

Mr M Stott

Miss A Wade

Parent Governors:

Miss H Oakley

Miss G Singleton

Clerk:

Ms V Bleaney

School Staff
Summer Term
2022

Headteacher:

Mrs S Ottens BSc (Hons.) PGCE,
NPQH (3 x days per week)

Whole School Management
Deputy Designated Safeguarding Lead
(DSL)

Deputy Headteacher/Acting Headteacher:

Miss J Owens B.A. (Hons) NPQSL

Designated Safeguarding Lead (DSL)
Pupil Premium Lead/Art

Assistant Headteacher:

Miss Joanna Marris

Deputy Designated Safeguarding Lead
(DSL)
Key Stage 1 Leader/Science/RE

SEND

Miss J Darke

SEND (Special Educational Needs)
and/or Disabilities

Nursery Teachers:

Miss L Chambers

Sunshine Nursery Lead/PE

Year R Teaching Staff:

Miss N Sousa
Mrs A Humby/Miss Doswell
Miss E Rogers

Year R Lead/Geography
Computing/Design & Technology

Year 1 Teaching Staff.

Mrs A Du Toit
Mrs A Sumpter/Mrs M Phillips
Miss P McGovern

Mathematics/Music
PSHE/History

Year 2 Teaching Staff:

Miss Marris/Miss Darke
Miss S Tivey
Miss G Orman
Miss L Sevier

Science/RE/SEND
English

<u>Business Manager:</u>	Mrs J May	
<u>Admin Assistants:</u>	Mrs S Chester Mrs C Holton Mrs J Ings	
<u>Higher Level Nursery Practitioners:</u>	Miss T Ardani	Rainbow Nursery Lead
<u>Nursery Early Years Practitioners:</u>	Miss L Bragg Mr C Granger Miss L Harding Miss S Hulbert Mrs C Honour Mrs J Hurst	Mrs M Mroczek-Zdyrska Mrs K McKenner Mrs A Skinner Miss E Sosa Mrs G Taylor
<u>Year R Classroom Assistants:</u>	Mrs L Dillon Mrs D Fear Miss J Herridge	Mrs D Roch Miss A Wisniewska
<u>Teaching Assistants:</u>	Mrs L Bagg Mrs S Bostock Mrs N Coe Mrs A Coxall-Milne Mrs T Hurst	Mrs M Murray Mrs S Skeats Mrs A Skinner Mrs A Stephens Mrs S Wateridge
<u>Emotional Literacy Support Assistant (ELSA):</u>	Mrs S Granger	
<u>Higher Level Teaching Assistants:</u>	Mrs F Beston Mrs G Singleton	
<u>Senior Site Manager:</u> <u>Assistant Site Manager:</u>	Mr J Pennells Mr A Greene	
<u>Cleaners:</u>	Mrs D Fear Mr C Granger	Mr M Granger Mrs M Nouioua
<u>Cook:</u>	Ms E Wilet	
<u>School Locality West Nursing Team:</u>	Janet Barfoot Carole Bralee	Jay Pratt Lucy Mair

Admission to School

Year R

Children are admitted into Year R in the September following their 4th birthday.

Pattern of Admission

Autumn born children (1 September – 31 December) will initially attend for five morning sessions a week and admitted full time by 12 September 2022.

Spring born children (1 January – 31 March) will initially attend for five morning sessions a week and admitted full time by 12 September 2022.

Summer born children (1 April – 31 August) will initially be attending five afternoon sessions a week only, changing to mornings until 16 September 2022. They will be admitted full time from 19 September 2022.

It is our policy to admit children into school according to their own individual needs as far as possible. This may mean that for some children a full day is too long and part-time attendance will need to be considered until the child is ready.

Pre – School Visit

For children starting in September a pre-school visit will be arranged for the second half of the summer term. All parents of children due to start at our school are invited to a meeting to discuss details of induction, curriculum and organisation. There will also be a session for their children with the Reception staff.



Children who live in these roads are within our Catchment Area:

Alder Road
Andromeda Road
Ashmead Road
Brightside Road
Coxford Drove
Cromarty Road
Dolton Road
Fairisle Road
Fastnet Close
Gemini Close
Jupiter Close
Kennedy Road
Lancaster Road
Larch Road
Lundy Close
Malin Close

Mercury Close
Neptune Court
Orion Close
Orkney Close
Palm Road 1-37/2-42
Pegasus Close
Rockall Close
Romsey Road 403-539 /524-530
Rosewall Road
Rowan Close
Rownhams Road
Rylandes Court
Saturn Close
Upper Brownhill Road
Viking Close



Safety and Security in School

We aim to maintain a safe environment and your co-operation in this matter is important. You can help the school in the following ways:

- ♦ Fill out a contact form and keep us informed about any changes. It is vital that we have an up-to-date contact form in order that we can contact you in cases of emergency.
- ♦ Children are not allowed to leave school premises during school time unless we have been notified by the parent.
- ♦ Please report to the school office if you bring your child into school after 9.00am.
- ♦ In no circumstances are cars to drive into the school entrance at any time during the day. The car park is for use of staff and visitors only and the entrance must be kept clear at all times of the day.
- ♦ Dogs must not be brought onto the school site along with bicycles and skateboards etc.
- ♦ All visitors, including parents if visiting during the day, must report to the office on arrival and departure from the school.
- ♦ Parents are not allowed to smoke or vape in the school grounds.
- ♦ Fire drills take place regularly once a term.
- ♦ Please do not send nuts or nut products to school as some children have a very severe allergic reaction.



Medical Information

Contact Numbers - It is very important in the case of emergencies that the school has an up to date Emergency Contact Number.

Please tell us if your child suffers from any serious or recurring medical problem, allergy, sight, hearing or speech difficulty. This information will be treated as confidential and is requested so that we are as well informed as possible about your child's health and can best decide, with you, how to deal with this at school.

School Nurse

The school nurse visits the school regularly. All new entrants receive a health check in their Reception year. Checks are made on each child's vision and hearing.

School Dentist

From time to time dental inspections will be carried out. No treatment is given, but you will be advised if your child needs treatment.

Illness

If your child is suffering from a short-term illness and is clearly unwell, we strongly advise you to keep him/her at home. If your child has had sickness or diarrhoea please keep him/her off school for **48 hours** after it has cleared up.

If your child is taken ill during the day we will contact you and ask you to collect your child. Minor cuts and bumps are attended to by a member of staff. This attention can only be very simple first aid. In the event of a serious injury, and if no one was available we would take the child to the local hospital casualty department. Naturally we would do all we could to contact parents or nominated emergency contacts first.

Medicines in School

Children must **not** bring tablets or non-prescribed medicine to school. The administration of medicine is the responsibility of parents and carers. There may be times when a child is on long-term medication, in such cases school and parents will come to a mutual agreement of how best to administer the medicine. If your child has been ill and needs to complete a course of prescribed medicine but is otherwise well enough to attend school, please arrange the doses so that they can be administered before and after school. If this is not possible the administrative staff will give the extra dose provided that you have completed the relevant instruction form at the school office. **We do not administer non-prescribed medicines.**

Asthma

We keep a record of children who may, even occasionally, need an inhaler and these are administered when necessary. We do need clear guidelines from you as to what is an appropriate dose for your child.

Head Lice

Please check your child's hair regularly and let us know immediately if your child is affected. Up-to-date advice on how to combat lice is available at the school office.

Don't Forget 1. Let the School Office know if your child has a hospital appointment.
2. Always telephone the School Office on the first day of any absence when your child is too ill to attend school.

Always tell us if anything happens within your family which may affect your child in school i.e. parent in hospital, death of a relative - or anything which may distress your child.

Intimate Care Policy

Fairisle Infant & Nursery School is committed to ensuring that all staff responsible for the intimate care of children undertake their duties in a professional manner. Staff recognise that there is a need to treat all children with respect and dignity when intimate care is given. Each child's right to privacy is respected. Child protection procedures will be adhered to.

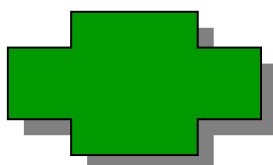
Intimate care is any care which involves washing, touching or carrying out an invasive procedure (such as cleaning up a pupil after they have wet/soiled themselves) to intimate areas. In most cases such care will involve cleaning for hygiene purposes as part of a staff member's duty of care. In the case of a specific procedure i.e. any child with a medical problem/disability, only a person suitably trained will undertake the procedure.

Any specific intimate care arrangements will be discussed with parents/carers on a regular basis and recorded on a child's Health Care Plan. The needs and wishes of children and parents will be taken into account wherever possible.

All parents/carers are encouraged to support their child in developing independence with regard to toileting procedures and to participate with their child at home as appropriate.

Medical Health Care Plans

Any child who suffers from a specific or recurring medical health problem such as asthma, allergies etc. will need to have a Medical Health Care Plan completed by his/her parents.



School Uniform

The school colours are **Red and Grey**. **Red Sweatshirts bearing the School Logo** are available from the school office at **£8.50 each**. **Red Cardigans are also available at £8.50 each**. **Skirts and Trousers should be Grey**. We expect children to be dressed in school uniform or in **appropriate** clothing in **school colours**.

Shoes: School Shoes must be **black** and sturdy **without** any logos.

Hair: Hair adornments such as hair extensions should **not** be worn at school. Furthermore, **elaborate patterns shaved into pupils' hair** are **not** permitted.

Headscarf: A plain coloured headscarf in line with the uniform colour can be worn for religious reasons.

P.E. Kit:

Consisting of: Shorts at **£3.50**, T-shirt at **£3.50** and Drawstring Bag at **£3.50**. These items are available for purchase from the school office.

Book Bags: **£3.50** each are available for purchase from the School Office.

Sunhats

£3.50 each are also available for purchase from the School Office.

MARKING PERSONAL BELONGINGS:

All items of clothing and personal property (e.g. lunchboxes)
should be marked with the child's name and class name.

We encourage the children to take a pride
in themselves and their belongings.

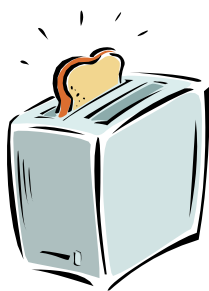
Each child is responsible for his/her own possessions.



Jewellery

Small earrings are permitted if they lay flat on the lobe such as studs. Earrings that fall below the lobe, bracelets and rings are not permitted.

In order to protect children from potential injury we ask that on PE days, earrings are removed or at least covered.



Breakfast Club

At Fairisle Infant School we run a Breakfast Club from Monday to Friday, 7.45 am to 8.55 am.

There is a healthy choice menu, which includes cereal, toast, fruit juice, milk, fresh fruit and yoghurt.

We provide a range of activities from which your child will be able to choose such as games, books and toys and the children are escorted to their classrooms ready for their lessons.

The cost is £5.50 per day per child

This covers the cost of breakfast, materials and staffing.

If you would like more information please call in at the School Reception Office.



School Meals

All Infant School children are entitled to receive a Free School Lunch.
School meals are served in the school hall.

At Fairisle Infant & Nursery School all Parents/Carers will still have the option to bring in a healthy packed lunch for their child if they prefer.

Children should bring **sandwiches** in a named lunchbox. Only unbreakable drink containers plus straws should be brought to school for lunchtime - no canned drinks, no fizzy drinks and no glass bottles.



New Entrants - will be given the opportunity to stay for school meals after a short settling-in period at school. The Headteacher has the discretion to limit the child's attendance at lunchtime should it prove to be distressing for the child.

N.B. All schools are still required to carry out a Pupil Premium Eligibility Check the Government gives the school additional money to help with your child's education.

Fairisle Infant & Nursery School has the facility to carry out an on-line eligibility check on your behalf.

Please call into the School Reception Office for further details.

Alternatively, you can register to carry out your own on-line eligibility check at the following web address:

<http://www.southampton.gov.uk/learning/schools/schoolsmeals/fschm.aspx>

Snacks – Please do not send snacks to school for break-time unless there are special circumstances - e.g. your child is Diabetic.

Please see below for ideas to help you provide your child with a healthy, tasty lunchbox.

Tuna pasta salad (cold
cooked pasta, tuna,
chopped cucumber and
tomato with yoghurt)
Dried fruit
Apple

Sandwiches with
cheddar cheese and
tomato
Pepper slices
Yoghurt
Piece of fruit

Cheese spread and
wholewheat crackers
Cucumber sticks
Mini tub of custard
Apple
Reduced fat crisps

Management of Behaviour

We follow a policy of positive reinforcement where children are rewarded with praise, stickers and certificates for good behaviour. All teachers use the same rewards and sanctions so there is a consistent approach. Parents are involved in celebrating good behaviour and are contacted to discuss inappropriate behaviour.

A copy of the school's Behaviour and Anti-Bullying Policy are available to view on the school's website.

Our School Charter based on the United Nations Convention of the Rights of the Child:

- We will respect everyone's right to learn – *Article 28*
- We will respect everyone's right to speak and be listened to – *Article 13*
- We will respect everyone's right to be safe – *Article 19*
- We will respect our right to be the best we can be – *Article 29*
- We will respect everyone's right to think and believe what they want as long as they are not stopping other people from enjoying their rights – *Article 14*

The following passage is information that must be given to you.

"If it is deemed necessary to exclude a pupil from attendance at the school, the pupil's parents will have the right to make representations to the Governing Body if they consider the exclusion unreasonable."

We welcome your support in maintaining the high standards of behaviour we expect at Fairisle.



Equal Opportunities

Principle

The governing body, management and staff at Fairisle Infant and Nursery School are committed to securing the highest quality of learning and equality of opportunity for all pupils.

Aim

- To recognise that all individuals are different and have different needs.
- To provide equal opportunities for all pupils.
- To emphasise that all pupils have an entitlement to a full range of educational opportunities according to the National Curriculum and the policies of the school.
- To expect that all staff, governors and adults in the school are committed to provide equal opportunities.
- To recognise, respect and reward the vital contribution of everybody.
- To achieve consistency of approach and care in relationships.
- To recognise the need to maximise children's potential.
- To recognise that any form of discrimination can lead to inequality of opportunity.

Teaching Organisation

Class Organisation

There are 4 year groups at Fairisle:

Nursery

Rainbow Room
Sunshine Room

2 – 3 years (Mornings or Afternoons)
3 – 4 years (Mornings, Afternoons or Full Days)
(Early Years Foundation Stage)

Reception [R]

4 - 5 years
(Early Years Foundation Stage)

Year One [Y1]

5 - 6 years (Key Stage 1)

Year Two [Y2]

6 - 7 years (Key Stage 1)



At Fairisle Infant and Nursery School children are usually taught in classes according to their age groups. However, numbers are not always conveniently distributed in equal age and sometimes age groups have to be mixed.

The Infant School day begins at 8.55 am and finishes at 3.10 pm.

Teachers work closely together when planning the curriculum in year teams and also as a whole school. This ensures that the pupils' learning is progressive and continuous throughout the school. The work is carefully matched to the ability of the child. Detailed schemes of work and planning documents are available on request from the class teachers or Headteacher.

At school, patterns of learning begun at home are further developed in the Nursery and Reception Classes. Children are involved in a wide variety of carefully planned activities which enable them to acquire appropriate skills and to co-operate with others. They are offered a broad framework of practical experiences within the Early Years Foundation Stage Curriculum which is an essential foundation for the understanding required by the Key Stage 1 National Curriculum.

The children are taught as a class, in groups and as individuals. The children are taught in ability groups mainly in the subjects of English and Mathematics. Our aim is always to encourage each child to work to the best of his/her ability.

National Curriculum

All children in our school follow the subjects of the National Curriculum. Our assessment procedures are in line with national requirements.

Our aim is to provide a broad and balanced curriculum that is motivating and relevant to all children. The school seeks to equip each individual child with an understanding and knowledge to enable him or her to take his or her place in our ethnically diverse society. The children will be encouraged to tolerate, respect and have a positive attitude towards their own and other people's culture, religion and heritage.

The Early Years Foundation Stage Curriculum:- Work for our youngest children in the Nursery and Reception year is planned using the Early Years Foundation Stage Curriculum. The curriculum is divided into seven areas of learning and development. All areas of learning are important and inter-connected. There are three prime areas: communication and language; physical development; and personal, social and emotional development. The four specific areas are: literacy; mathematics; understanding the world; and expressive arts and design. Each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activities. Within each area, learning is broken down into small manageable steps and children's progress is carefully monitored by staff. We strongly believe that children learn most effectively through practical experiences and the curriculum in the Nursery and Reception classes promotes learning through structured play. We aim to teach the children to become independent, confident learners and to be fully prepared to access the National Curriculum in Key Stage 1.

The National Curriculum (Key Stage 1)

The National Curriculum consists of ten subjects which all children must study at school. The subjects are:

English	History
Mathematics	Geography
Science	Music
Design Technology	Art
Physical Education	Computing

The children also study Religious Education and Personal, Social and Health Education (PSHE). The PSHE programme encourages children to be aware of and take care of themselves and their environment.

Religious Education

We are a non-denominational school, but by law RE must be taught in all schools. The content of RE is decided locally as stated in the Hampshire, Portsmouth and Southampton syllabus "Living Difference IV".

It is our aim to foster in pupils a reflective approach to life and to enable and enrich this process through the study of living faiths. RE is taught through concepts such as "Remembering" and "Celebrations". Through exploring their own thoughts, feelings and creativity children begin to value and understand the similarities and differences between people and religions that enrich our lives. At Fairisle, we focus on Christianity and Sikhism, especially their festivals.

Parents who wish to withdraw their children from Religious Education may do so by informing the Headteacher in writing.

UN Convention on the Rights of the Child Article 14:

"Every child has the right to think and believe what they want as long as they are not stopping other people from enjoying their rights."

Joanna Marris
R.E. Subject Leader – May 2022

Collective Worship

Children attend assembly either as a whole school or in year groups. Collective worship consists mainly of a broad Christian character but does also take into account other religious faiths represented in Great Britain. If you wish to withdraw your child from a specific act of worship, please contact the Headteacher.



English

English is very important as it underpins all work in each of the curriculum subjects. Through a structured curriculum we aim to develop the children's' skills of:
Speaking and Listening, Reading, Writing and Spelling

Our aim is that when children leave us at the end of Key Stage One they have achieved the following:

Speaking and Listening

- They will be able to speak clearly and express their ideas confidently.
- They will be able to listen attentively to gain understanding.
- Listen to others and respond to what they say and build their vocabulary.
- Derive pleasure from stories told by others.

Reading

At Fairisle Infant and Nursery School we aim to foster a "love of reading". To help us achieve this we ask parents to share a book with their child on a regular basis. Children are expected to regularly take a book to share at home. They are rewarded weekly with an individual sticker and a class chart. In addition, certificates are presented to children when they reach a denomination of 25 reads with an A4 certificate for every 100 reads.

We teach reading skills as:

- Whole class, focused reading of shared texts.
- Reading taught in small groups.
- A regular Phonics lesson.
- Individual reading.



Reading is taught first through Phonics following the Letters and Sounds Strategy progressing through the phases 1-6 by the end of Key Stage 1. Children receive daily Phonics Sessions in both the Early Years Foundation Stage and Key Stage 1. Phonics addresses fluency where children will learn and be taught to read at speed, accurately and apply proper expression e.g. decoding, intonation, effective blending, pronunciation and volume. When fluency is secure, children will be taught the skills of comprehension e.g. inference, prediction, retrieval, opinion and comparing/making links.

We hold meetings and send home information to help parents understand the strategies they can use to develop their child's reading skills.

Through reading a rich and varied selection of non-fiction, stories, rhymes and poems our aim is that the children will be able to read with understanding, fluency, for information and most importantly, for pleasure.



Writing

All children at Fairisle Infant and Nursery School are taught the skills of writing when they enter school. We value their early efforts at making marks on paper to communicate their ideas and gradually, as their writing skills increase and their awareness and understanding of punctuation, grammar, letter sounds and spelling patterns develops, they are able to write confidently for many different purposes, e.g. stories and letters.

Our aim is that children will be able to, by the end of Key Stage 1, write coherently, confidently and legibly so that they can communicate their ideas clearly in a variety of ways, demarcating sentences correctly, using the past and present tense consistently, using a variety of co-ordination and subordination to join clauses, using vocabulary from their reading to inform their writing and be able to make simple revisions and additions to develop the skills of editing.

Handwriting



At Fairisle Infant and Nursery School children are taught to write in a cursive style developing their skills as follows.

Nursery - Letter formation is modelled using print style.

Reception - Children are taught to form letters in print. When children are ready they are taught to form pre-cursive letters.

Year 1 - Children are taught to write in a cursive script forming lower case letters in the correct direction, starting and finishing in the right place.

Year 2 - Children will build on the skills learnt in Year 1 and will be taught to form capital letters and digits of the correct orientation and relationship to one another and lower case letters. Children will be taught to use the horizontal and diagonal strokes needed to join letters together.

Spelling

At Fairisle Infant and Nursery School children are taught spelling in a multi-sensory way. To further develop spelling skills we follow a systematic phonics programme based on letters and sounds.

From the Early Years Foundation Stage children are taught to spell keywords as they learn to read them.

Our aim by the end of Year 2 is that children will be able to spell accurately all the Year 1 and 2 common exception words and will use them in their writing. Children will also use their phonetic knowledge to spell unfamiliar vocabulary and words of two syllables or more.

Sarah Tivey
English Subject Leader – May 2022

Mathematics

At Fairisle Infant and Nursery School we encourage all pupils to develop a positive attitude towards Mathematics, through enjoyable, structured and purposeful activities.

In the Nursery and Reception, children are taught Maths through the Early Years Foundation Stage curriculum. In Key Stage 1, Maths is taught to the requirements of the programme of study in the National Curriculum. The Mastering Maths programme is being used in school from Reception to Year 2 as extra daily maths sessions in the afternoons to support children's understanding of number.

We recognise that young children understand mathematical concepts more effectively when provided with a wide variety of concrete experiences, involving visual, practical, play based and speaking and listening opportunities. They also need to develop and reinforce mental strategies to enable them to solve routine and non-routine problems relating to money, shape, space and measures, number and calculation.

Children are taught to talk about their thinking with talk partners when working on mental maths and are often asked to explain how they arrived at their answer. In this way, teachers are able to assess each child's mathematical understanding and then support the child's next steps in order to move their learning forward. Within each lesson work is marked and feedback given to children immediately to ensure that maximum progress can be made. After lessons, marking informs crucial assessment that feeds into the planning and teaching of following lessons. Next steps and corrections are included within marking to further extend knowledge and understanding.

Each classroom is well equipped with materials and resources, which reflect progression and continuity between each year group and areas of Maths being taught. Children's work is displayed on classroom walls and their workings out are shown to demonstrate an answer. Vocabulary related to the current area of Maths is also displayed as well as strategy cards to prompt children to independently solve problems.

Anke Du Toit
Mathematics Subject Leader – May 2022



Science

At Fairisle Infant and Nursery School we consider it important to make scientific experiences as practical and relevant to the children as possible. Children will be provided with the opportunity to learn about a range of topics including Ourselves, animals, plants, the seasons, life-cycles and habitats and investigating different materials.

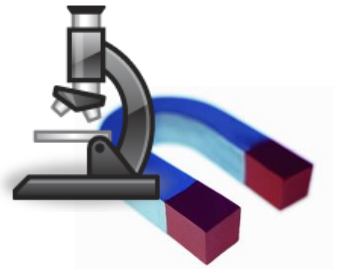
Science provides rich opportunities for children to explore, discover and investigate the world around them. Children need to experience “finding out” activities to understand the world they live in. Science also enables children to develop their skills of questioning, perseverance and co-operation through working together to find solutions to problems that are given.

Children learn to predict, plan, observe, carry out and record their own investigations. They also develop their understanding of analysing and evaluating information.

Science activities at Fairisle Infant and Nursery School provide opportunities for children to develop their language skills as well as their number and data handling skills. We aim for children to develop a sense of awe and wonder about the world around them and to develop a positive attitude towards living things and the environment.



Joanna Marris
Science Subject Leader – May 2022



Art

At Fairisle Infant and Nursery School the children are taught how to enjoy, appreciate and understand a variety of art, craft and design forms, through formal art lessons and a variety of cross-curricular opportunities.

The children have access to a wide range of materials and equipment. Through observation, investigation and experimentation they develop skills in sketching, drawing, painting, collage, sculpture and printing. As part of their curriculum children look at famous artists and their original styles before creating their own piece of work in that style. They also have the opportunity to practise their skills through cross-curricular opportunities and PDR.

Through Art children are able to communicate what they see, feel and think and can become involved in shaping their environments.



Juliette Owens
Art Subject Leader – May 2022

Computing

At Fairisle Infant and Nursery School Computing is an integral part of the curriculum and is used to enhance and extend the children's learning across all subject areas.

We use a range of equipment that allows pupils to develop computational thinking and creativity to understand and change the world.

In accordance with the National Curriculum, we want pupils to:

- **Understand and apply the fundamental principles and concepts of Computer Science including logic, algorithms and data representation.**
- **Analyse problems in computational terms and have practical experience of computer programs in order to solve problems.**
- **Evaluate and apply information technology, including new or unfamiliar technologies to solve problems.**
- **Be safe, responsible, competent, confident and creative users of information and communication technology.**

In accordance with the National Curriculum we encourage pupils to:

- **Explore ICT and learn to use it confidently and with purpose to achieve specific outcomes.**
- **Start to use ICT to develop their ideas and record their creative work.**
- **Become familiar with hardware and software.**
- **Respect their own and others' right to be safe and identify where to go for help if they have concerns about content or contact on the internet.**

**Andrena Humby
Computing Subject Leader – May 2022**



Music

***“Education must develop every child’s personality, talents and abilities to the full”
Article 29 of the Rights of the Child.***

At Fairisle Infant and Nursery School we believe that music is an important area of the curriculum for all children to have the opportunity to excel at. We provide engaging and exciting opportunities for children to develop their love of learning and music through music lessons and activities in and out of the classroom. We aim to provide children with a love of the arts, which will continue to develop as they become life-long learners.

In the Early Years, children have constant access to explore and experiment with a wide range of musical instruments, along with using music to express themselves. This supports other areas of learning and celebrates all cultures and ways of life. Years 1 and 2 then build upon the exploration to begin to use music vocabulary to talk about tempo, pitch and genre. The children are encouraged to use music to express themselves, and are taught music skills through practical composition, using instruments, voices and body percussion.

Assessments take place ongoing with more formal assessment based around the key skills of music. We use this to inform our planning and to provide appropriate next steps and actions.

We use ‘Charanga’ Music School as our teaching tool and can access other resources such as ‘Sing-Up’ and ‘Out of the Ark’. These provide fun interactive activities and revisit, practice and teach all the key skills to make progress. We have a music room fully stocked with tuned and untuned instruments where the children can create their own music or play and sing along together.

In singing assemblies, we come together to sing, celebrate and enjoy music, cultures and composers. Children get the opportunity to sing a wide variety of songs. Children love our interactive Singing Assemblies that promote a love of music and we all join in because we all have the Right to Sing! Children are given the opportunity to perform in class and then at ‘Fairisle’s Got Talent’ to showcase their confidence in applying their musical skills.

During the year we provide workshops and invite visitors to support us in providing an engaging fun musical experience.

Anke du Toit
Music Subject Leader – May 2022





At Fairisle Infant and Nursery School children are encouraged to lead a healthy and active lifestyle. Children have the right to be healthy and we ensure that our pupils understand the importance of a healthy diet as well as being active. Children at Fairisle are offered a rich programme of PE lessons, After School Clubs and playtime activities, which give them plenty of opportunities to carry out activities which are healthy, enjoyable and at the same time help them develop stamina, strength and social skills.

Our PE curriculum is taught using the Real PE, Real Gym, Real Dance and Real Foundations Programs, which are a unique, child-centred approach that allows for each child to be challenged at their own pace. It is fully aligned with the National Curriculum and Ofsted requirements. It focuses on the development of agility, balance and co-ordination, healthy competition and co-operative learning. This is taught through six fun, engaging and adventurous themes, which the children love!

During PE lessons and at playtime our children have access to a range of sports equipment, including gymnastics, dance and ball games equipment. The equipment used during the PE lessons and the After School Clubs includes larger apparatus, whilst the playground equipment provides the children with smaller equipment - including floor grids and playground markings. Teaching Assistants have been trained to supervise and support playtime and lunchtime positive play. During playtimes music is often played to encourage the enjoyment of dance.

PE lessons provide children with the opportunity to assess their performance and celebrate their improvements. We celebrate pupils' sporting achievements in and outside school during our "Well Done" Assemblies. We also endeavour to give our pupils the opportunity to represent the school in organised matches and tournaments against other schools in the area. Furthermore, during the summer term, the school organises a variety of Sports Workshops, an annual Sports Day and a 'Healthy Fun Week'.

Children are given home access to 'PE at home' allowing them another opportunity to stay active outside of school while following the same engaging themes.

Miss L Chambers
PE Subject Leader – May 2022



Geography

At Fairisle Infant and Nursery School we invite all children to explore and fully develop their understanding about the world, the country they live in and their locality. We provide the children with a variety of learning opportunities and geographical experiences to enhance their curiosity in order to deepen their knowledge, respect and appreciation of the world we live in.

In the Early Years Foundation Stage, the National Curriculum is child-led. Children learn through play, first-hand experiences and by observing the adult as their role model. They are provided with a variety of experiences that enhance their curiosity about the world. Children observe and comment about their environment, describing animals, plants, objects and identify its features. They describe patterns and changes over time and begin to use positional and directional language.

In Year R children widen their knowledge about the world by exploring their own fascinations within the 'Wonder Wall day.' Every week, each class embarks on a different adventure about the world and explores a range of cultural experiences, establishing relations of similarities and differences within objects, animals and other living things, but also comparing the past with the present. They are also encouraged to take part in cultural experiences where they discover the food, features and traditions of different countries. The children learn about their local environment by visiting Lordshill to explore the community and its services. They make simple comparisons with other places within the UK. The children look at simple maps and create their own by recalling the places they pass by when coming to school and other familiar landmarks.

In Year 1 children take part in a geographical trip to their local area – Lordshill – and explore their community, human and physical features as well as its post code and address. They begin to learn more about the UK and the different counties within it and also follow simple maps of the school and its grounds. They begin to label these places on the map and widen their directional and locational vocabulary when describing a route. They will use an atlas and globes and some children may identify other countries of the world from their own experiences. They learn about Lyndhurst and compare it with Lordshill, noticing similarities and differences in the environment, services and things people can do.

In Year 2 children are embedding their knowledge about the world by exploring the differences between hot and cold places, its features and the animals that live there. They embark on an adventure to the past where they learn about Titanic and its journey using maps to record all the places the ship stopped before it sank. They also use directional and locational language to record its journey. They learn about China and establish relations of similarities and differences between China and UK, looking at their capital cities - Beijing and London. They begin to name and identify the continents and oceans of the world.

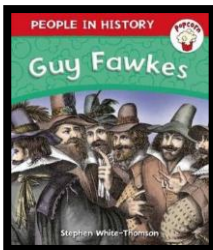
Miss N Sousa
Geography Subject Leader May 2022



History

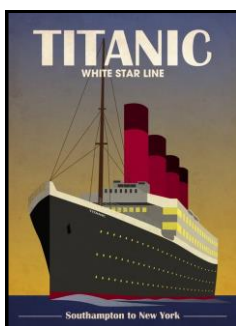
At Fairisle Infant and Nursery School we want children to be curious about the past and to develop their thinking skills through a range of motivating activities during History lessons.

In the Early Years Foundation Stage the children will find out about the past and present events in their own lives, and in those of their families and other people they know. In Key Stage One children learn about and investigate famous people from history like Florence Nightingale and Guy Fawkes. We study significant events in History like the Great Fire of London, the Gunpowder Plot and the Titanic. We look at Toys from the past to see how they have changed.



The children will make progress in the following key areas of history: chronology, characteristic features, change and continuity, cause and consequences, significance, interpretation and historical enquiry.

Through History children will also develop their presentation skills as well as skills in speaking and listening, drama and performance and technology.

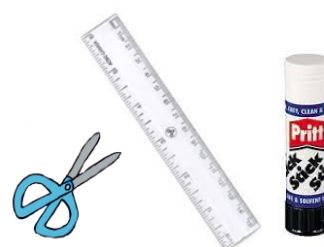


Megan Phillips
History Subject Leader – May 2022





Design and Technology



At Fairisle Infant and Nursery School we give all children opportunities to design and make products from construction materials, textiles and ingredients.

Children in the Early Years Foundation Stage build and construct with a wide range of objects, selecting appropriate resources and adapting their work where necessary. They select the tools and techniques they need to shape, assemble and join the materials they are using. The children learn to manipulate materials to achieve a planned effect and how to transport and store equipment safely.

In Key Stage One the children complete units of work, each with a specific focus. Each unit encourages the children to: Design, Make, Evaluate and develop their technological understanding by:

- ◆ Evaluating existing products and their features.
- ◆ Developing the creative, technical and practical expertise needed to perform everyday tasks and to participate successfully in an increasingly technological world.
- ◆ Designing purposeful, functional and appealing products based on design criteria.
- ◆ Generating developing and communicating their ideas.
- ◆ Selecting from and using a range of equipment to perform practical tasks.
- ◆ Selecting from and using a wide range of materials and components according to their characteristics.
- ◆ Critiquing, evaluating and testing their ideas and products and the work of the others.

Rachael Doswell

Design and Technology Subject Leader – May 2022



RRSA

The Rights Respecting Schools Award (RRSA) recognises achievement in placing the United Nations Convention on the Rights of the Child (CRC) at the heart of the school in its planning, policies, practice and ethos. This ethos at Fairisle Infant and Nursery School is about the children learning and having understanding about their

rights as individuals and towards each other. The staff and children model the rights respecting behaviours so that they can make a difference in the school community, the local community and the global community.

The school achieved Level 1 of the Rights Respecting Award in July 2013 and have revalidated Level 2 in November 2018.

- **Article 12**: Every child has the right to have a say in all matters affecting them, and to have their views taken seriously.
- **Article 14**: Every child has the right to think and believe what they want.
- **Article 24**: Every child has the right to be healthy.
- **Article 28**: Every child has the right to an education.
- **Article 31**: Every child has the right to relax and play and take part in a wide range of cultural and artistic activities.

We have embedded these articles into the ethos of the school and have introduced the children to the other articles through active learning, discussion, assemblies, role play, displays and events.

PSHE and Citizenship



(Personal, Social and Health Education and Life-long Citizenship)

Personal, Social and Health Education (PSHE) Relationships and Sex Education (RSE) and Citizenship help to give children the knowledge, skills and understanding they need to be a successful learner. It teaches them to be able to lead confident, healthy independent lives and to become informed, active, responsible citizens who play an effective role in society.

Through the PSHE and RSE curriculum the children develop a greater understanding of both their feelings and those of others around them. It seeks to promote the recognition and worth of other people and to develop in children respect and tolerance for others, both in the near and wider community. The children are taught how they can help to keep themselves safe and healthy.

PSHE and RSE is taught formally and informally in the classroom and is an integral part of assemblies, school and class council, educational visits and community experiences.

Through topic based lessons and circle times PSHE and Citizenship plays an essential role in the spiritual, social and moral development of the children through the sharing of opinions, thoughts and experiences.

The work children do in PSHE and RSE supports the school's ethos of being a Rights Respecting School.

Amy Sumpter
PSHE and Citizenship Subject Leader – May 2022

Assessment and Reporting

At Fairisle Infant and Nursery School pupils' attainment and progress is continuously assessed and tracked at frequent intervals. This ensures all pupils are given tasks that are suited to their ability and informs teachers of the next steps for learning. The process starts upon entry to the Nursery and follows the children through to their end of Key Stage assessments.

In Key Stage 1 all subject areas are assessed to identify pupil progress and attainment, with reading, writing, spelling and mathematics assessed regularly to identify individual targets for the children.

Progress is reported to parents at the termly parents meeting, when you will receive an invitation to make an appointment with your child's teacher.

Parental Access to a Child's School Records

Our school keeps careful records on the development and progress of each of our pupils. The records are "Confidential" and they are not 'open documents'. They are confidential to the school and the child's parents or guardians.

Parents may, within the arrangements made by a school, ask to read their child's school records. It will probably be most helpful if progress is discussed in a general way with the child's teacher. Annual written reports are given to parents and discussed during the Summer Term for Year R pupils and Spring Term for Key Stage 1 pupils.



Special Educational Needs and/or Disabilities

Our policy for children with Special Educational Needs and/or Disabilities reflects the requirements of the Code of Practice, The Equality Act and The Children and Families Act 2014.

In accordance with these documents our aim is to make appropriate and effective provision for children with SEN/D: 'A child or young person has a special educational need(s) and/or disability which calls for special educational provision to be made for him/her.'

The SEN/D Code of Practice states the four areas of Special Educational Needs/Disabilities are: Communication and Interaction, Cognition and Learning, Emotional, Social and Behavioural Development, Sensory and Physical Needs. The names of children with an identified Special Educational Need(s) and/or a disability which impacts on their learning are entered on our SEN Register.

All staff at Fairisle Infant & Nursery School are committed to identifying and supporting a child's individual needs and providing appropriate and stimulating provision for them. As a school, we aim to nurture self-esteem and independence in a culture of praise and celebration of success.

Intent: Our intent is to provide an appropriately differentiated curriculum with additional support to enable children to make timely progress from their individual starting point. All children on the SEN/D Register have an Individual Education Plan (IEP) with small step achievable targets that are regularly reviewed and updated.

Implement: Additional interventions and provision for each child is planned, implemented and monitored.

Impact: Impact of provision is measured through each child's progress towards their IEP targets. Amendments to targets or new targets are set as necessary.

Every child's progress and provision is closely monitored by the SENDCo in liaison with class teachers and support staff. Targets are shared with children, who take an active role in their learning and progress.

Parents/carers of the child are always consulted as soon as an educational need becomes apparent. They are kept fully informed of their child's progress towards their IEP targets and encouraged to support their child at home. Parents/carers are welcome to arrange meetings with the SENDCo to discuss their child's needs, progress and provision.

The school seeks advice and guidance from outside agencies which include:

- Educational Psychology Team
- Speech and Language Therapists
- Physiotherapists
- Southampton Advisory Outreach Service

and other professionals as appropriate.

Our Local Offer, which shows provision for all children at Fairisle Infant & Nursery School, is published on our school website for you to read. A hard copy can be requested at our School Reception Office.

Fairisle Infant and Nursery School and Fairisle Junior School liaise regularly and effectively in order to facilitate successful transitions for all children. Prior to the term pupils will transfer to Key Stage 2, procedures are put in place to support each child to approach Year 3 with confidence.

Our aim is to provide safe and productive provision for every child and instil enthusiasm for learning which will enable children to achieve to the best of their ability.

Jackie Darke
Special Educational Needs Co-ordinator – May 2022



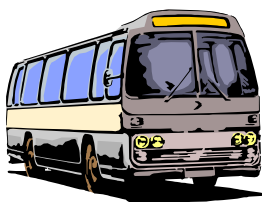
Homework

We believe a gentle introduction to homework is important in the early stages of a child's education. We encourage all children to complete their set homework tasks. Homework, more than any other areas of learning, is totally dependent on home support. Any time shared with children to support their learning is valuable; so please give your child your support, it really will make a difference.



not receive prior notice of the outing. (Parents are asked to fill in a consent form for these visits when their child enters the school.)

In all of these circumstances the children will be supervised in accordance with the Local Authority guidelines for off – site activities.



Complaints Procedure

Are you unhappy about something at school? Talk to your child's teacher about the problem. This is often the quickest way to put things right. However, if you are still unhappy, make an appointment to see the Headteacher. The majority of problems are solved in this way, but if you are still unhappy we have a Complaints Procedure through which complaints can be further investigated.

School Policy on Safeguarding

In order to promote the safety and protection of children in the school and to comply with Child Protection and Safeguarding regulations, the school will refer any concerns about the well-being of its pupils to the Children's Services department. A copy of the policy is available on request. It can also be viewed on the school's website.

Home School Agreement

An agreement between Parents and School has been drawn up in line with Government recommendations, which clearly sets out the expectations of both sides. New parents receive a copy of this agreement.

Friends of Fairisle

The Friends of Fairisle are an active support group of parents and staff who raise funds for the school by holding fun events for the children.

Christmas and Summer Fairs



Easter Events



School Discos



Sponsored Events

Of course, we are always looking for new parents to help our activities – but we also need your new ideas. Not just on how to raise money but ideas on how to spend it. All of our current members would agree that Friends of Fairisle is very enjoyable way of making friends, having fun and raising funds to purchase equipment which benefits our children.

**Please keep a look out for our posters on the classroom doors
and around the school informing you of coming events.**

***We look forward to seeing many of you there,
you will be made most welcome.***

What can you do for our School

Don't throw it away it might be useful!

Collect these things and send to school each week. Scraps of material, boxes, egg boxes, container and cotton reels.

All these items can be used again.

Please check with your class teacher.



Share a Book

We hope that all of our parents will take part in our “Share a Book” reading scheme.

Your child will regularly bring books home to read and share with you. Reading is an important part of our curriculum and we hope you will share in your child's growing interest and enjoyment in books.



Other things we share at school

***Parent Assemblies
Christmas Fair***

***Sports Day
Summer Fair***

***Helping with Homework
Curriculum Workshops***

Celebration Assemblies - Every Friday we celebrate the children's work and efforts.

Transfer to the next stage of Education

Children remain at this school until the end of the summer term of the year in which they are seven on or before 31 August and then transfer to a Junior School. The majority of children transfer to Fairisle Junior School.

**However, everyone will need to apply for a place on-line
prior to admission to a Junior School.**

A reminder letter will be sent by Southampton City Council Admissions Department before Christmas when the children are in Year 2.

