



Alfriston School



Prospectus
2022 - 23



Alfriston School

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Prospectus 2022-23

Headteacher: Mrs Lindsey Hudson

Chair of the Governing Board: Mr John Windsor

The address of the Children's Services Department is:

Children's Services Authority
PO Box 4
County Hall
St. Anne's Crescent
Lewes
BN7 1SG
Telephone 01273 481000

The school is a maintained community primary school



Dear Parents/Carers

On behalf of the Governors and staff may I welcome you as a new parent or as a parent contemplating sending your child to our school.

We believe that the education of young people is one of the most important tasks of society and we recognise that it is one which is shared by both parent and teacher. We look forward to working closely with all our parents in order to provide the best possible opportunities for all our children.

We seek to provide quality education in a stimulating, secure and caring environment. We want children to enjoy their school life and achieve success. We value every pupil and pride ourselves on how well the school and families work together as a community to support the children. We offer a wide range of learning opportunities for all children to help them grow into independent and responsible citizens.

The aim of this prospectus is to give you useful information about the school and how it is organised. However, the best way to find out about the school is to come and experience life in the school during the working day. You are most welcome to arrange a visit; please contact the school office.

Lindsey Hudson
Headteacher

OUR SCHOOL VISION & VALUES

Alfriston School is a place which is:

Fair, Friendly, Fulfilling and Fun!

The school places great importance on our five agreed 'Life Values':

Determination, Curiosity, Collaboration, Creativity and Independence.

Our vision and our life values are shared by all members of our school.



Alfriston School - Equality Statement

Alfriston School recognises that everyone is different and special owing to varying needs and cultures. We aim to treat all differences positively, recognising that diversity creates a collaborative, creative and understanding school, where everyone is included to do lots of different things and have lots of different experiences.

Written by the children of Alfriston School

This is reflected in our Equality Information and Objectives and in our vision to be 'Fair, Friendly, Fulfilling and Fun'.

At Our School

- ★ We value every child for their own personality and talents and will strive to help each individual to reach their full potential.
- ★ We welcome pupils and their families, school governors, members of our village and friends of the school from the wider community to join us in our work and in the celebration of the children's achievements.
- ★ We delight in guiding each child in their development into happy, confident, responsible and knowledgeable young people in our safe and secure learning environment.
- ★ We recognise the importance of enjoyment and fun in education, and are dedicated to offering exciting and interesting approaches to help children learn.
- ★ We identify and support all children ensuring equal opportunity for all.



The Curriculum



ALFRISTON SCHOOL 'Fair, Friendly, Fulfilling & Fun!'

Our Curriculum Intent



Collaborative Bee

Our curriculum and wider school community provide opportunities for us to work together and learn from each other in a supportive environment. We model effective communication and teach coaching skills to enable children to recognise their own needs and those of others.

VISION

We have high aspirations for all of our children to be happy, confident, responsible and knowledgeable individuals who can learn at their best. We delight in equipping all children to achieve personal success and develop a lifelong love of learning.



Curious Meerkat

Our curriculum is designed to enable children to become critical thinkers and develop a thirst for new experiences. We encourage children to develop their questioning skills in order to build on prior learning and deepen their knowledge.



Creative Spider

We have a diverse and creative curriculum, providing a wide range of first hand experiences and extra-curricular activities. We celebrate the individuality of all our learners, giving them the confidence to express themselves. We provide a safe and supportive environment in which they can find different ways to deepen their learning.



Independent Cat

Through our curriculum, we provide opportunities for all children to be independent learners with high aspirations. Pupils of all abilities and social backgrounds are given the opportunity to achieve. Every child is recognised as a unique individual.



Determined Tortoise

Our curriculum provides breadth, depth and challenge. We model the importance of resilience, encouraging children to embrace mistakes as part of learning and development. We motivate each child to believe that they can persevere in order to meet their own potential.

Kind Hands

Kind Feet

Kind Words

Kind Everything

The curriculum covers everything we do in school. We strive to provide a broad and balanced curriculum so that all children can develop not only academically but also physically, emotionally and socially. We recognise that each child is an individual and we strive to help each child develop his/her full potential.

We set out to meet the needs of individual children by carefully assessing their present achievements and providing class, group and individual work to take them forward to the next stage of learning.

We recognise that parents play a vital role in the education of their children and we strive to build the best possible working partnerships.

Our school aims will be achieved through the teaching of the National Curriculum and other subjects and through enrichment activities as well as by encouraging children to take part in all wider school activities.

National Curriculum Subjects

The National Curriculum

At Alfriston School, our Reception Year children follow the Early Years Foundation Stage framework and Years 1 – 6 follow the National Curriculum, however there are also additional school activities and opportunities that enhance the children's education. These include curriculum enhancement days, instrumental music tuition, cycle proficiency, drama performances, residential visits, use of the local

area, visits by experts, extra-curricular clubs and other similar projects, which enable us to provide a broad and balanced curriculum.

During the last term in the summer, children in Year 2 and 6 carry out National Curriculum Tests in English and Maths. Our children in Year 1 take the Phonics Screening Test and we use the EYFS Profile to report the learning of our Reception Year pupils.

English

Language is fundamental to all learning and therefore receives a very high priority. Our English curriculum aims to recognise the foundation laid by the home and to build upon this to produce:

- Attentive, open-minded and enquiring *listeners*;
- Clear, fluent and confident *speakers*;
- Well-informed, enthusiastic and expressive *readers*;
- Imaginative, neat and accurate *writers*.



To this end, our English curriculum lays a firm emphasis on the development of speaking and listening, reading and writing, including grammar, punctuation, spelling and handwriting.

We aim to provide a wide range of rich and stimulating experiences and tasks appropriate to the needs of individual children, ensuring that each pupil progresses as well as he or she possibly can.

We follow the Little Wandle Letters and Sounds phonics scheme. All children are taught phonics daily from Reception Year to the end of Year 2. In Key Stage 2, children revise phonics and proceed to learn more advanced spelling patterns.

Children begin reading using texts, from a range of schemes, carefully matched to their phonetical knowledge, which offer small step progression and consolidation. Alongside this, they also have picture and other books to share with an adult. Our non-scheme books are banded to help children choose at an appropriate level.

We have developed a well-stocked library of non-fiction books and each classroom has a wide selection of fiction in order to support children's reading for pleasure.

Mathematics

We use the Mastery Approach to teach the Mathematics Curriculum. It is an inclusive approach whereby children develop their mathematical fluency with an emphasis on promoting multiple methods of solving a problem, building self-confidence and resilience. We aim to make maths learning fun, as we recognise the importance of helping children to develop a positive attitude towards this subject. Mathematics is taught as a subject in its own right and is also integrated into other areas of the curriculum.

Science

In science we seek to build upon the natural curiosity children have about the world around them, in order to establish an understanding of scientific knowledge and skills.

Science is taught with an emphasis on first-hand experience and much of the work is very practical.

History

Children learn about the history of our country and the wider world. We aim to develop children's interest in the past and an appreciation of human achievements. In order to bring history alive we use historical artefacts, pictures, maps and copies of original documents. We also use role-play and take children on visits to places of interest in the locality.



Geography

We aim to inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. We teach them the geographical skills and, where possible children work from direct experience gained on visits or from sources such as maps, photos, documents and videos.

Modern Foreign Language

French is taught throughout the school. We use the 'Language Angels' Scheme and emphasis is put on the children learning conversational words and phrases. Children also develop skills in all four areas of language: reading, writing, listening and speaking. Alfriston Village and our school is linked to Les Veules des Roses in France – the children have shared work and send letters to their peers in France.



Art and Design

Art, craft and design is developed not only as a means of expression, but also as a skill in close observation and co-ordination. Children are given the opportunity to learn techniques in collage, three-dimensional work, fabric work and clay. Children are helped to develop good craftsmanship with an emphasis on quality. They are encouraged to evaluate and analyse their creative works, and know about great artists, craft makers and designers.

Design and Technology

In design and technology, children have opportunities to develop skills in problem-solving and gain knowledge and experience of designing, planning, making and reflecting on their work. Children work individually and in groups, and use a variety of materials including paper, card, fabric and wood. They also learn how to use

tools safely. As part of their work with food, pupils are taught how to cook and apply the principles of nutrition and healthy eating.



Music

Music plays an important part in the life of our school. Our aim is to encourage children to listen to and enjoy all types of music through singing, playing instruments and creative music-making. Besides music-making in class, children have the opportunity to start to learn to play an instrument, including the violin, keyboard, piano, flute and clarinet. Our children enjoy performing at various events in the community.

Computing

We believe that it is vital that all our children are responsible, competent, confident and creative users of information and communication technology. It is an important learning tool, which greatly contributes to other areas of the curriculum, in particular mathematics, science and design and technology. Pupils are taught the principles of information and computation, how digital systems work and how to put this knowledge to use through programming. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

Physical Education

We aim to develop a wide range of techniques and skills and to introduce children to a variety of games, and encourage them to lead healthy and active lives. Our PE programme includes gymnastics, dance, athletics, and games skills. The school has its own open-air heated swimming pool which is used extensively during the summer. The village recreation ground is available for school use in addition to the school netball court and grassed area. Outdoor pursuit activities are offered to older pupils. Despite being a small school, we offer a good range of sports clubs throughout the day and plan a variety of sports competitions and activities throughout the year, both in school and with other schools across the county. We are very proud to have been awarded the School Games Gold Mark as recognition of this.

Personal, Social, Health and Economics Education

PSHE Education forms a strong thread across the curriculum and in the daily conduct of the school. Children are introduced to these aspects through specific topics as well as through work arising as part of other topics.

Mental Health & Emotional Wellbeing is considered of utmost importance at our school and all staff are very skilled and knowledgeable in this area. We not only teach the children about how their brain works and managing their natural



emotions but also use coaching and nurture to develop their self-regulation which are vital life skills.

The children take part in decision-making in the school through the School Council. Each class has a representative to put forward their views. The school has a Healthy School Policy and encourages healthy eating and physical exercise as part of enabling our whole community to have a healthy lifestyle.

Relationship, Sex & Health Education

Relationship, Sex & Health education is taught throughout the school. Our policy for this area of the curriculum is explained within our PSHEe Policy, and it is regularly revised with the staff and parents. It is taught within a trusting, safe environment where children have the confidence to ask questions. The policy emphasises the value of family life, of loving relationships and of respect for others. Parents and carers are informed before the lessons start and have the right to withdraw their children from the Sex Education lessons provided at school except for those parts included in the statutory Science National Curriculum. The issue of withdrawal will be handled as sensitively as possible and alternative arrangements will be made for any child withdrawn from this aspect of the curriculum.

Religious Education

Religious education is taught according to the East Sussex Local Authority Agreed Syllabus, which is mainly Christian in emphasis while taking into account the teaching and practices of other principal religions represented in Great Britain. Each day children take part in a collective act of worship. Parents who wish to withdraw their children from religious education lessons, or from collective worship, should write to the Headteacher.

Special Educational Needs and Disability

The school's Special Educational Needs and Disabilities policy is part of the Local Authority's Inclusion Policy. At Alfriston School, the Governing Board does its best to secure the necessary provision for any pupil identified as having special educational needs and there is a governor who has a specific role to monitor and report on this provision. The nominated governor works closely with the school's Special Educational Needs Coordinator (SENCo).

At Alfriston School, all children are given access to a broad, balanced and well-structured curriculum suitable to their needs, by using a flexible approach. Early identification of needs is a priority. The class teacher is responsible for monitoring the children's progress. If satisfactory progress is not being made or a child is experiencing difficulty, the class teacher and SENCo liaise to provide appropriate strategies to support the child. The class teacher and/or SENCo meets with parents to keep them informed of their child's progress because we believe that working closely with parents is a vital part of the process. We may also seek advice from outside agencies so that we are able to provide effective support for all pupils who may require it.

Home Learning

Parental help and interest can greatly improve the progress a child can make in school. We welcome and encourage parents to participate in their children's learning and our Home Learning Policy was produced in discussion with parents. Children are given tasks appropriate to their age and ability designed to enhance the learning they do in school.

Extended schools

The extended services that schools are required to offer parents, pupils and the wider community include:

Quality child care: we are able to direct parents and carers to high quality wraparound care for primary pupils within the locality.

Out-of-school Activities: In addition to the normal school curriculum, we offer a variety of extra-curricular activities run by staff and parents on either a voluntary or paid basis. The clubs and activities provided are designed to help children develop skills as well as to provide enjoyment.

Parenting support: we provide information sessions for parents at key transition points and workshops are run to help parents support their child's learning.

Swift and easy access to a range of services: We provide support at an early stage for all pupils experiencing difficulties.

Community access to school facilities: Our school is able to offer the use of school facilities for a range of learning opportunities.

For more information about local services please contact the school's Parent Information Contact, Mrs Tanya Fitzgerald by calling into the school office or phone 01323 870203 or by email: office@alfriston.e-sussex.sch.uk.

Educational Visits

Educational visits are often arranged to enhance the work the children are doing in the classroom. We strongly believe in the importance of learning from first-hand experience. Parents are often asked to support us in this venture by accompanying groups of children. The children also have an opportunity to participate in a residential visit – one during their time in KS1, and another during their time in KS2.

Reward System

Each child is a member of one of the three houses in the school: Cuckmere, Windover or Exceat. 'House Captains' from Year 6 are voted for by the pupils and staff and these pupils hold House Meetings and help to arrange House Competitions throughout the year. House points are given for good work and positive behaviour.

Achievement certificates are given each week to children who have made particular progress or produced exceptional work. Each class teacher also nominates a 'Star of the Week' from each year group, and they receive a special badge. These are presented in front of the whole school and parents in assembly.

School Organisation

Pearl Class	-	Reception Year
Ruby Class	-	Years 1 & 2
Sapphire Class	-	Years 3 & 4
Emerald Class	-	Years 5 & 6

As children progress through the education system they are considered to be within one of the Key Stages of Education; these go from the Early Years Foundation Stage through Key Stage 1 to Key Stage 4. Children in the Reception year are in the Foundation Stage, Years 1 & 2 are in Key Stage 1 and children in Years 3 – 6 are in Key Stage 2.

We have an intake of 15 pupils per year group, and we aim to keep classes to no more than thirty pupils. The school building comprises four classrooms with an additional shared area for our Pearl & Ruby Classes, a large hall, a library, cloakrooms, office accommodation, staff room and attractive open areas throughout the building.

In the grounds, the school has a hard-surface area and a grassed area for play, a wooden gazebo and a heated swimming pool. There is also an activity trail on an artificial grass surface and a wildlife area.

School Hours

During the term time the school is in session as follows:






EYFS & Key Stage 1:	8.40 am to 11.50 am	12.45 pm to 3.10 pm
Key Stage 2:	8.45 am to 12.25 pm	1.20 pm to 3.15 pm

Pupil Expectations

Our Life Values and School Charter

Our life values apply throughout the day and within every area of school life. They work alongside Our School Charter. Both were produced with the children and they are regularly discussed with each class and this is supported in whole school assemblies. In this way, every child knows the standard of behaviour that we expect in our school.

Our Life Values

				
Collaboration	Independence	Curiosity	Creativity	Determination

Our School Charter

- We have the right to feel good and be able to do our best learning in school.
- We have the responsibility to make sure the people around us also feel good and can learn at their best.
- We have high expectations for ourselves and everyone around us.

These rules are simplified using the statement:

“Kind Hands, Kind Feet, Kind Words, Kind Everything!”

The general behaviour of the children is a matter of great importance. We must ensure the children’s safety and maintain the ordered running of the school. High standards of conduct and behaviour are expected from pupils and we aim to guide them towards self-discipline, mutual respect for each other and care of property. We want to see the development of good attitudes towards honesty, kindness and fair play. The children themselves review the school rules and expected standards of behaviour at least annually.

However children are learning to be part of a community and we think this learning is encouraged by a positive rather than a punitive approach. We believe that children respond best to supportive and caring adult direction.

Most of our pupils behave extremely well and are a credit to their parents and the school. However, if a child goes beyond the bounds of what is reasonably acceptable, we expect to be able to work with parents to develop a strategy to overcome the problem.

The school has a written ‘Behaviour Policy’ and an ‘Anti-Bullying Policy’ which identify how concerns are dealt with and in particular what steps are taken to counteract any form of bullying.

Pupil Progress

Parents are invited to come in and discuss their child’s progress with the class teachers at any mutually convenient time. Parent consultations are arranged to discuss progress in the autumn and spring. In the spring and summer, parents also receive a written report of their child’s progress and have the opportunity to discuss this with the class teacher.

Friends of Alfriston School

The school has a very active Friends association which holds regular meetings and functions throughout the school year. As well as raising money for the school, the association runs some purely social activities to encourage closer links between home and school. All parents are automatically members of the Friends. The committee always welcomes new ideas.

Parental Involvement

Parental involvement is greatly valued and encouraged. Parents help in the classrooms with a variety of activities and are invited to help with educational visits.

Reception Admissions



If your child is due to start school in reception we hold school open days during November to give you the opportunity to look around the school and meet the Headteacher. Applications for a place should be made through the Local Authority.

If your child is allocated a place with us you will be invited to an admission meeting towards the end of the summer term before the child starts school in September. Your child will also be invited in to school for a number of visits prior them starting.

Admissions

Prospective parents are most welcome to view the school and talk with the Headteacher. The admission number for the school is a maximum of 15 children per year group. We will admit a child into years other than Year R providing there is a space available. Applications should be made through the Local Authority.

School Lunch

Meals are cooked on the premises and many children have a cooked meal at school. All infant children are entitled to universal free school meals. If you are on a low income you may be entitled to claim a free school meal for your child throughout their time at school, please ask at the office for the necessary forms. Enquiries are treated in strict confidence.

Children may bring a packed lunch if you prefer this. **No nut products are allowed in school.**

