



Roselands & Stafford
Federation

Roselands Infant School



Prospectus 2020 - 2021

Welcome from the Executive Headteacher

Dear Parents / Carers,

I am delighted that you have chosen Roselands Infant School for your child and look forward to welcoming your family into our very special Federation Community.

Roselands and Stafford Federation provide an education where individuals are valued and helped to achieve their personal best. Children are supported in becoming confident and independent young people, who thrive on challenge, and are motivated to learn. Both schools have their own distinctive 'feel' which makes each one unique. We believe that the 'special feel' at Roselands Infant School comes from our caring, supportive and friendly environment.

I am extremely proud to lead a team that is committed to children's well-being, achieving high standards and providing the very best opportunities for all in our care. Staff, supported by the Interim Executive Board, work hard to deliver a rich and challenging curriculum; to prepare children for future education; and to help them acquire the skills and enthusiasm needed to embrace the opportunities, responsibilities and experiences of later life.

The excellent start begins in EYFS and continues through the school with staff providing a happy, supportive and purposeful environment, and a curriculum that excites and stimulates children's imaginations and creative thinking. The curriculum is delivered through Connected Curriculum approach across the Federation which is further enhanced by whole-school themed days and other events including 'Big Questions' to promote enquiry-led learning. Frequent trips and visits, community activities and a wide range of after-school clubs further add to the opportunities available to children.

We look forward to welcoming you to our school, and to a happy and successful partnership with all our new children and families.

Best wishes



Mrs Kyra Siddall-Ward
Interim Executive Headteacher
Roselands & Stafford Federation



'Be the best that we can be'

Welcome from the Roselands Head of School

Dear Parents and Carers

Welcome to Roselands Infant School!

We are a nurturing, happy, successful school with extremely enthusiastic children, parents, staff and governors. Our Mission Statement captures our values and beliefs 'Be the best that we can be'. Underpinning our school are our three core values of Responsibility, Respect and Resilience. These values we believe are important for the children to display both within our school but also out in the wider local community.

We recognise that every child is unique and we value each one of them as an individual, providing them with a secure and friendly learning environment in which they can fully develop their skills and talents.

We have passionate, caring and committed staff who ensure that skills are taught within an innovative, creative curriculum which provides appropriate challenge and support for every child. We foster creativity and imagination and place great importance on children's personal, social and emotional development.

Our exciting learning environment enriches a stimulating and challenging curriculum, which is enjoyed by a rich diversity of learners.

We value the partnership between home and school and believe that by working together we can ensure your children develop into happy and confident individuals. We aim to provide them with the necessary skills and knowledge to meet future challenges and opportunities. Parents, carers and volunteers are encouraged to share in the many aspects of school life, to work alongside the children and to celebrate their successes and achievements.

The Roselands and Stafford Federation Community is particularly proud of the care, support, guidance and achievements of everyone who belongs here. We work in close partnership with other schools and agencies across the town to ensure that each and every child has the best possible opportunity to enjoy and succeed whilst at our school.

We hope you enjoy exploring our website, which should provide you with a flavour of our school. You will find lots of valuable up-to-date information: www.roselands-stafford.org

Ch Wallis - **Head of School - Roselands Infant School - Roselands and Stafford Federation**



'Be the best that we can be'

‘Be the best that we can be’

Roselands Infant School is a maintained school for children aged 4+ to 7 Years and has approximately 270 children on roll. In September 2015 it entered a hard federation with Stafford Junior School, where most children transfer to in Year 3. The Federation is governed by an Interim Executive Board (IEB).

The Aims of the School

We aim to maintain a happy, secure and stimulating atmosphere at school, so that the children can develop and learn to the best of their ability. We aim to provide a good foundation for future years in all aspects of our curriculum and to encourage the children to take a lively interest in the world around them.

“It has a nurturing and caring ethos with children’s best interests at the very heart of its work.”
Ofsted 2010

Transition from Pre-School to the Early Years Foundation Stage (EYFS)

Once children have secured a place at Roselands, parents are asked to complete an admission form and return this to the school. EYFS teachers will then visit pre-school settings in June and July to meet the new children and to ensure a smooth transition into school. At the New Parent Meeting in June, parents / carers will be given a day and time for a home visit which is completed during the first week of term 1 in September.

DUE TO COVID-19, HOME VISITS WILL BE REPLACED WITH A VISIT TO SCHOOL OR A VIRTUAL MEETING IN SEPTEMBER. INFORMATION IS AVAILABLE ON THE FEDERATION WEBSITE AND PLANS WILL BE CONFIRMED AS TH GUIDANCE MOVES FORWARD.

Organisation in the Foundation Stage Classes

The school offers high quality provision for all four and five year old children. Learning is structured to enable children to develop in three prime areas, often simultaneously. These areas are Communication and Language, Physical Development and Personal, Social and Emotional Development. There are four specific areas through which the three prime areas are strengthened and applied: Literacy – Reading/Writing, Mathematics – Numbers/Shapes, Measures and Space, Understanding the World, Expressive Arts and Design. Children in Foundation Stage follow the Early Years Foundation Stage Curriculum (EYFS)

Before the children move from the Foundation Stage into year 1 - KS1

At the end of the Foundation Stage Year, the classes are usually mixed with 10 of each EYFS class becoming a new Year 1 class.

DUE TO COVID-19 AND CHILDREN HAVING MISSED TWO TERMS OF SCHOOL, THE CLASSES ARE NOT BEING MIXED THIS YEAR.

‘Be the best that we can be’

Teaching staff then meet to discuss the children's progress. Foundation Stage teachers inform the Year 1 teacher of the child's ability using the Early Learning Goals and an attainment windscreen. Special educational needs and any other information relevant to the well-being and development of the child is shared. This ensures a smooth transition and reinforces the knowledge and understanding of the ongoing assessments.

"Children make outstanding progress across all areas of their learning because of the happy, friendly atmosphere which allows children to develop confidence and independence. Excellent planning and teaching ensure that children enjoy their learning and achieve because of the range of motivating experiences." Ofsted 2010

Class Organisation

Times of the school day: **8.45 a.m. to 12.00 noon**
 1:00 p.m. to 2.50 p.m.

Class organisation during teaching times depends upon the number of children in each class, the needs of the children and the staff available. Children are taught individually, in small groups and as part of a whole class dependent upon the task and the teacher's organisation.

Teachers are supported by Teaching Assistants and Individual Needs Assistants. Each year, a number of students from local schools and colleges spend various amounts of time in the school. They work under close supervision from a member of the teaching staff. Other voluntary helpers (usually parents) work in the classrooms with a variety of activities. A DBS check is required.

Federation Curriculum Intent

Curriculum ambition: National

Our curriculum is designed with the intent and ambition to meet and exceed the requirements of the National Curriculum and ensure that pupil progress is strong. Our vibrant and exciting curriculum ensures that results for the school are consistently above national average for key performance measures.

Curriculum ambition: Federation

We are very proud of our Connected Curriculum. We firmly believe that children need to be inspired by the curriculum and engaged in their learning if they are to make good progress and reach their full potential.

Roselands and Stafford pupils receive a broad, balanced and creative curriculum that specifically recognises the importance of reading to enable pupils to progressively build and deepen their knowledge, understanding and skills across all subjects. The curriculum includes a defined entitlement to enrichment experiences through the taught curriculum and all other planned activities.

Our learners and values

'Be the best that we can be'

Our values of Responsibility, Resilience and Respect underpin our curriculum. Understanding our place in the world drives our appreciation of communities, whether these are at home, in school or on a local, national or global scale. By delving deep into the past and the present and imagining future opportunities, our children gain a sense of awe and wonder for their world.

We want our pupils to know themselves as learners, to understand their strengths, address their weaknesses and strive to 'Be the Best we can Be'. Pupils who are confident to take risks, are able to keep themselves safe and are prepared for life and its challenges both as individuals and as team players.

Federation Pedagogy

Our curriculum is aspirational, driven by high expectations and delivered by teachers who are passionate about teaching and subject content. Adults create a positive climate for learning, resulting in lessons where pupils are highly motivated and engage in high levels of interaction and practical paired/group work. An ethos where no child is left out. All children are valued for their contributions, achievements, gifts and talents.

Our context

At the Roselands and Stafford Federation, we recognise the importance of tailoring our curriculum to the needs of the pupils and families in our school community.

In particular, our learners need:

- To access an inclusive curriculum that meets the needs of all learners
- To make rapid progress in Literacy, oracy and numeracy
- To demonstrate pro-learning and pro-social attitudes to learning
- Opportunities to learn beyond the classroom
- An understanding of how to stay safe

Roselands Curriculum Implementation

The school provides a broad and balanced curriculum and the core subjects in Years 1 and 2 are English, Mathematics, Science, Computing and R.E. Children begin following the National Curriculum in Years 1 and 2 and learn with the Connected Curriculum. The Edison Learning Primary Connected Curriculum is a structured framework of Learning Units with supporting resources and CPD materials which are accessed via an online portal. The Connected Curriculum provides a perfect starting point for exciting, engaging and motivating learning that schools can continue to develop innovatively to suit their own context. Adopt, Adapt and Create.

Core Subject Science and the foundation subjects History, Geography, D&T, Art and Music are connected by theme and mapped to The National Curriculum requirements at KS1 and KS2; the Early Years Foundation Stage Learning Units are aligned to the Development Matters and Early Learning Goals/Early Years Outcomes. Opportunities to explore ICT are shown in the Learning Units and the coding aspect is dealt with via clear links to Rising Stars 'Switched on Computing'.

Each Learning Unit has one or two focus subjects. The focus subject of a Learning Unit provides the opportunity to 'get under the skin' of the skills and deepen understanding of that subject area. For example, with history as a focus subject it gives learners the opportunity to know and understand what it is to be an historian.

'Be the best that we can be'

Connections between subjects are clearly mapped, whilst providing adaptability and flexibility so that the lives and heritage of learners and their communities can be distinctively embedded. Importantly, the Connected Curriculum recognises the value of schools providing a balance of thematic and discrete teaching with an emphasis on both knowledge and skills.



Jasmine is our primary PE curriculum; this provides children and families with the opportunity to create a positive relationship with physical activity for life. Children run the daily mile and are encouraged to eat healthily and drink water regularly.



Jigsaw is our mindful approach to PSHE. Jigsaw PSHE / Health and Well-being provides a detailed and comprehensive scheme of learning. It provides well-structured, progressive lessons for all year groups.

Jigsaw aims to prepare children/young people for life, helping them really know and value who they are and understand how they relate to other people in this ever-changing world.



Work is differentiated according to the children's needs and stage of development. In the Foundation Stage classes children follow the Foundation Stage curriculum and are assessed from their baseline. This assessment is kept and progress is monitored from it throughout the Key Stage.

“Children thoroughly enjoy school and are excited about their work. The Curriculum is planned very carefully. This ensures that there are strong links between subjects which makes learning coherent for children and it gives teachers very effective guidance on the progressive development of children's skills. As a result, teachers' planning for topics and for individual lessons is exemplary.” Ofsted 2010

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English

The school's English work unites the skills of Reading and Writing. It also involves Speaking and Listening and aspects of Drama. The school has a daily focus on English in Years 1 and 2 covering the requirements for Reading and Writing. Language and the skills used in Reading and Writing are linked to and applied to other subjects.



Daily Supported Reading (DSR) takes place every day in Year 1 and 2 and is introduced to EYFS in the summer term. This involves group reading and ensures that every child reads to an adult every day in Year 1 and most days in EYFS and Year 2.

Children also practice the literacy skills they are learning and thereby gain fluency in reading while they enjoy colourfully illustrated stories 1:1 and independently. Our 1:1 reading books support phonic teaching and are particularly selected for teaching reading to children. The titles focus on particular sounds to give children plenty of practice of the most common spelling alternatives presented in each of the Extended Code Units of our Phonic Programme.

We believe children should:-

- a. Read and write with confidence
- b. Be able to use a full range of reading cues
- c. Read and spell accurately
- d. Write in a legible style
- e. Be interested in books and read with enjoyment.

Daily Supported Reading

- Adult talking about the book before they read it
- Children talking about the book before they read it
- Adult reading, children reading, children re-reading
- Children asking questions about the book; children and adults discussing the book
- Children reading 'real books', discussing spellings and vocabulary

Phonics

All year groups start the day with a phonic lesson following the Sounds-Write programme. Sounds-Write is a quality first phonics programme. It is a comprehensive system with which to teach reading, spelling and writing. It is introduced in YR, taught in KS1 and fine-tuned throughout the rest of Key Stage 2. In addition, it also serves very successfully as an intervention or catch-up programme.



'Be the best that we can be'

Mathematics



We aim to develop the children's mathematical knowledge, understanding and skills. A wide variety of resources provide opportunities for learning about Mathematics particularly through play, mental tasks, practical work, problem solving and investigations. Children develop an appreciation and understanding of the nature of Number, Algebra, Shape and Space, Measures and Data Handling. All children in Years 1 and 2 experience focused Mathematics lessons using 'Maths No Problem'. Work is concentrated on direct, instructional teaching, interactive oral work and mental calculation with the whole class and with groups.

The White Rose Maths Schemes of Learning is also used alongside MNP and in EYFS. With a clear framework and 'small steps' progression, these Schemes of Learning (SOL) "fully deliver a mastery approach". White Rose Maths addresses the three key aims of fluency, reasoning and problem-solving, and follows the principles of teaching for mastery.

Computing

Computing is integrated into most areas of the curriculum. Computer work is skills based and progressive. The school has Wi-Fi throughout, all classes have interactive white boards and access to a mobile suite of laptops with the same range of software and internet access as classroom-based PCs. I-pads are also available for work in class and around the school.



Children also have access to other ICT equipment such as laptops, CD players, the Roamer and Beebots.

The school regularly teaches children how to keep themselves safe on the internet and holds workshops for parents to support them in doing this at home.

Opportunities to explore ICT are shown in the Learning Units and the coding aspect is dealt with via clear links to Rising Stars 'Switched on Computing'.

Science



Our Science teaching for Key Stage 1 is based on practical discovery and first-hand experience. Science is connected by theme and mapped to The National Curriculum requirements at KS1 and KS2. Some of the areas that children learn about are the growth of plants, light and dark, weather, healthy food and animals.

Children work scientifically by asking simple questions and recognising that they can be answered in different ways; observing closely, using simple equipment; performing simple tests; identifying and classifying; using their observations and ideas to suggest answers to questions and gathering and recording data to help in answering questions.

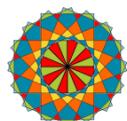
'Be the best that we can be'

Religious Education

Religious Education, based on the East Sussex Agreed Syllabus, is given to all children. Our approach is broadly Christian and non-denominational. As part of our work, however, the children look at other world religions including Judaism. Our assemblies are concerned with everyday experiences, festivals and relationships. Stories, songs and reflection are aimed at making the school a caring community.



Art



Through the children's own experiences and imaginative ideas children learn to express themselves artistically. They are taught to use a wide range of medium and materials. They also learn about different artists.

Children learn: How to use a range of materials creatively to design and make products; how to use drawing, painting & sculpture to develop and share their ideas, experiences and imagination; to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape form and space; about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Humanities

In Geography children are develop locational knowledge naming and locating the world's seven continents and five oceans. They also learn about different places. Geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a small area in a contrasting non-European country. Children develop an understanding of human and physical geography and they develop their geographical skills and fieldwork by using world maps, atlases and globes.



In History children learn about changes within living memory, events beyond living memory that are significant nationally or globally; the lives of significant individuals in the past who have contributed to national and international achievements; significant historical events and people and places in their own locality.

Music



Children are helped to understand rhythm and melody through singing and the use of non-pitched and pitched percussion instruments. During the course of a week, children attend singing practice and regular music lessons. The East Sussex Music Service visit weekly to teach violin to the children if parents / carers wish to pay for this service and children can also attend guitar and drumming clubs.

Music is an important part of primary education, and it can enhance children's knowledge-learning, well-being and confidence. Our scheme, Music Express, supports infant music from Early Years through to the end of Key Stage 1.

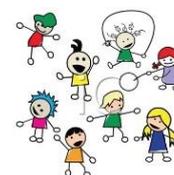
'Be the best that we can be'

Children also learn about performing, listening and composing through Kapow Primary music. This has Inter-related dimensions of music: pitch, duration, dynamics, tempo, timbre, texture and structure.



Physical Education

The school aims to teach physical confidence and control. Children are taught to exert themselves fully and harness their energy. In order to achieve our aims children will use large and small apparatus and take part in team games as well as run a mile a day to encourage them to keep fit and healthy. Movement and dance are also a part of our PE curriculum.



Jasmine is our primary PE curriculum; this provides children and families with the opportunity to create a positive relationship with physical activity for life.

Children take part in inter-school event, team games and enjoy the annual Sport Day on the Stafford Field. We also run the Schools Race for Life and encourage children to walk, scooter or cycle to school.

Design Technology



Children are taught how to use tools correctly and safely. They have access to a wide range of materials and equipment in order to design, make and evaluate models.

In order to maintain progression and continuity in all subjects, children follow teaching programmes that are planned into continuous provision.

Children are taught to talk about their ideas and designs, saying what they like and dislike. They should also be taught and encouraged to identify what they could have done differently or how they could improve their work in the future.

Clubs

All children have the opportunity of attending a wide range of after school clubs including sport, music, computing, art and science. Some clubs are run by staff and other by outside agencies like Little Kickers and Sama Karate.

A charge is made for attendance at clubs to cover the cost to the school. Further details are available on the school website.

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Homework

In the school's statement about homework children might be asked to practice certain activities or to find out information that may be connected to class topic work. Children are asked to share books as part of the Home Reading Scheme, or work on aspects of Mathematics and Spelling.

Our School Website displays year group activities that can be achieved at home to support and enrich the current focus topic in class.

Multicultural Education

Through the use of books, stories, pictures, artefacts, music etc. children are helped to develop a cultural awareness, respect and understanding of other people.

"The school's warm ethos is highly effective in promoting a cohesive school community." Ofsted 2010

Personal, Social and Health Education including Citizenship

Personal, Social and Health Education refers to all the learning opportunities the school provides to promote personal learning in a social context. This includes opportunities provided by the core and foundation subjects, assemblies, circle time, nurture groups, special projects, trips, visits and events which enrich children's experience. Personal and social development is crucial for young children. We believe that successful learners have well developed personal and social skills.

"Children socialise and collaborate well. Children have an excellent understanding about how to stay safe in school and in the playground. Every child is known and valued." Ofsted 2010

Spiritual, Moral, Social and Cultural Development as well as British Values are important areas of life and learning. Assemblies, work within the community, displays and lessons ensure that they are embedded throughout the Roselands curriculum.

Through the Science and PE curriculum we promote the children's understanding of healthy lifestyles which will help them to maintain healthy bodies. We aim to develop qualities and attitudes which lead to personal growth and will eventually enable children to become responsible members of society. The policy of the Governors with regard to sex education is that topics or questions raised by the children are dealt with frankly, honestly and in language appropriate to the level of the child's understanding.

"Children enjoy opportunities for exercise, for example at playtime and using scooters to travel to and from school." Ofsted 2010

Pupil Voice

We have an active School Council, School Buddies, and we also have Team Captains who meet regularly. Their input is valued in the process of moving the School forward.

'Be the best that we can be'

“The School Council and Eco Helpers have produced pamphlets and posters to encourage healthy lunchboxes, reinforcing other activities to promote healthy lifestylesThe success of these activities is reflected in the school’s Healthy School and Eco-Status awards.” Ofsted 2010

Behaviour Policy

We have a Federation behaviour policy which involves everyone in the school community. We use the Empowerment Approach Programme, which is the brainchild of Kit Messenger, an educator who has worked hard on how behaviour is tackled in the education system and beyond.

The Empowerment Approach is embedded to improve life chances for young people by empowering them and the adults around them to collaborate to develop future skills while also creating present calm.

A set of school Golden Rules are followed. These rules are on display and children are expected to follow them at all times. Children are encouraged to take responsibility for their own actions and the effect that their actions have on others. Good behaviour is positively promoted. The whole school community shares in the responsibility for creating a positive learning and caring ethos. Good behaviour is celebrated at all times and at the end of the week in an achievement assembly and the weekly newsletter.

Children are encouraged to discuss their concerns with an adult. Adults are open with the children and all sides of any incident are taken into account. The code of conduct includes an anti-bullying policy. Anti-social behaviour is not tolerated but will be dealt with in a caring way. If a child’s conduct at school becomes a cause for concern, then his/her parents would be contacted.

“Children are consistently thoughtful towards each other and the relationship between them and staff shows respect and trust, fostering children’ interest in learning and their desire to achieve.” Ofsted 2010

Additional Needs

English as an Additional Language

We work closely with the English as an Additional Language service to support children who are new to learning English. We assess their progress in their home language. When children arrive in school, they follow a programme delivered by TAs to support them in acquiring the early English skills.

Pupil Premium Grant

All children who have been entitled to Free School Meals at any point during their six years at primary school are eligible for the Pupil Premium Grant which is used by the school to provide a range of interventions or support. The school will support parents with applying for Free School Meals if requested. Although all children at infant school (Years Reception to 2) are entitled to Universal Free School Meals this does not mean they qualify for free school meals which must be applied for by the individual parent.

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Special Educational Needs and Disability



We recognise the different needs of children and provide opportunities through class work, in smaller teaching groups and through extension classes to realise the full potential of all our children, including the most able.

We identify children with special educational needs as early as possible, using information from various sources, Pre-schools, parental consultations, teachers and teaching assistants. We identify children with emotional needs and those who require additional nurture provision.

Teachers support the children in class by careful planning and using a variety of scaffolding and differentiation to enable all children to experience success. Using a nurture approach, children with emotional needs will be supported in class and offered opportunities to develop within the special Thrive and nurture provision.

The Assistant Head for Inclusion and Safeguarding will organise the work of the inclusion team so that the needs of children are met according to the SEND Code of Practice.

We will work closely with parents to ensure that, together, we provide the best learning experience possible.

Nurture

Nurture provision within the Roselands & Stafford Federation to helps children who have difficulty settling in school, may feel insecure or shy and may need a little more attention from a teacher that can't always be provided in class. The nurture approach aims to give children the social and emotional skills to do well at school, with their peers, develop their resilience and their capacity to deal more confidently with the trials and tribulations of life, for life.

Sensory Circuits is a programme used at Roselands to help prepare vulnerable children for the start of their day. We also have a sensory room which offers some quiet, relaxation time and contains resources to nurture and calm.

Safeguarding

The school follows the East Sussex Guidelines for safeguarding. The Designated Safeguarding Lead at Roselands is Mrs Carol Wallis (Head of School).

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Complaints Procedure

If you have a concern, please speak to your child's class teacher. We hope that any problems may be resolved through this informal approach.

However, if you feel the concern has not been addressed then please speak to the Head of School.

The School have formal procedures for dealing with any complaints about the School and its provision for the children. A copy of these procedures is kept in school.

School Policies

School policies and procedures are available to parents on request.

All parents are required to notify the school on the first day of their child's absence. On the child's return to school written confirmation for the absence must be given.

School Governance

The Federation is governed by an Interim Executive Board (IEB) and further information on their role can be found on the school website.

The Chair of the IEB is Penny Gaunt and her contact details are chair@roselands-stafford.org

"Providing equal opportunities and tackling discrimination lies at the heart of the school's work."
Ofsted 2010

Charging for school activities

Under the terms of the 1988 Education Reform Act, the Governing Body may invite voluntary contributions from parents towards the cost of school activities. Children of parents who are unable to contribute are not excluded from activities. If insufficient contributions are received, however, it may be necessary to cancel an activity. In such cases any monies contributed are refunded.

School Uniform

We are proud of our school uniform and trust you will fully support us by ensuring your child wears the correct uniform.

-  Purple V-necked sweatshirt or cardigan with federation logo (from Sussex Uniforms)
-  White or purple polo shirt (with or without logo)
-  Dark grey trousers, shorts, skirts or pinafores
-  Grey, white or black socks or tights
-  Black shoes with no other markings or logos
-  Lilac Summer Dresses
-  Purple sunhat with school logo required for Autumn 1 and Summer Terms as well as for all school trips and visits.

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PE

-  Team colour T-shirt with federation logo (from Sussex Uniforms)
-  Black shorts
-  Plain grey or black jogging bottoms/track suit (winter)
-  Trainers with Velcro.

All PE clothing and uniform items must be named. PE clothing must be kept in a named bag and taken home once a term to be checked and washed. Optional uniform items are back packs, book bags, beanie hats and scrunchies in school colours. School sun hats are also available from Sussex Uniforms and these are the legionnaire style to protect the back of the neck. These are essential for the summer term and for school trips.

Communication with Parents

The Home/School Partnership is an important one. All parents are asked to sign a Home/School Agreement. Parents are kept informed as to what is happening in school via school newsletters, emails and texts. The school has a website where all letters are posted. Information is sometimes posted on the parent's noticeboard, classroom windows and on the school's Facebook page. Children's progress is reported regularly. In the autumn and spring Terms parents are invited to consultation evenings. In the Summer Term a written report is sent home and parents are invited to an open afternoon.

Apart from these arranged times, parents are always welcome to make an appointment with the Class Teacher to discuss their child's progress.

We have a weekly Roselands and Stafford newsletter, a federation Facebook page and a federation Twitter account. The Executive Headteacher also sends out a monthly Federation letter.

The Parents, Teachers and Friends Association hold fund raising events and are always grateful for the help and support received on these occasions. The school website is <http://www.roselands-stafford.org/>

The Head of School leads a Parent Partner meeting once each term to share ideas and to make the school even better.

"The school's engagement with parents and carers is a real strength of this excellent school and reflects the ethos of care and involvement with the local community". Ofsted 2010

Attendance

Our whole school attendance target at Roselands is 97%, in line with the target set by the Government. We will only achieve this with support from parents and carers. We do not authorise any holiday absence during term time for any reason.

We are required to keep very detailed records of children's attendance and punctuality and to report attendance with each child's annual report. We reward children for good attendance each term.

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A withdrawal from learning form must be completed if your child is going to be absent from school for a planned event. Letters are required for any medical appointments.



Transition to Junior School

The majority of Roselands children transfer to Stafford Junior School. During the school year there are a variety of initiatives that involve the two schools in close liaison. During the Summer Term, Year 2 teachers work closely with Year 3 teachers and the children visit Stafford a number of times to ensure a smooth transition between the key stages. Parents need to apply for a Year 3 place by the January before their child starts junior school.

“Outstanding care, guidance and support make sure that children develop strong personal qualities which fit them well for the next stage of their education.” Ofsted 2010

Current Staff List:

Interim Executive Headteacher:

Kyra Siddall-Ward

Head of School:

Carol Wallis

Assistant Head of KS1:

Joanna Page

Federation Assistant Head for Inclusion & Safeguarding:

Jennifer Lynch

Inclusion/SENDCo Assistant:

Christine Rogers

Leader of the wider curriculum:

Rosanne Forward

Leader of EYFS:

Natalie Harrison

Federation School Business Manager:

Sarah Oxenbury

Federation Site Manager:

Sam Hart

School Caretaker:

Ross Downie

‘Be the best that we can be’

Reception:

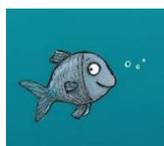
Gruffalo Class - Lydia Dargan
Tiddler Class- Natalie Harrison
Zog Class - Kathy Sewell and Jo Prowse

**Year 1:**

Monkey Puzzle Class - Charlotte Davies
Superworm Class -Robyn Scott
Tabby McTat Class -Rosanne Forward and Steve Langhorn

Year 2:

Sharing Shell Class - Hollie Durrant
Snail and Whale Class - Joanna Page
Spinderella Class - Yvonne Woolley

**Cover Supervisors:**

Shelly Springett, Yvonne Wood, Aaron Smith, Jodie Sutton

**Teaching Assistants:**

Annalee Beckwith, Janet Curran, Amelia Cookson, Kay Cooper, Kerry Haffenden,
Anne Clifton, Yvonne Winters

Individual Needs Assistants:

Algerta Topalli, Trish Groome, Sarah Divall, Laura Westgate

**Teaching Assistant Apprentices:**

Ross Winters, Rebecca Dunkeld

Administration:

Maria Luck - Receptionist and Admin Officer
Katie Cassiano - Pupil Support Manager
Maureen Pemberton - School Bursar

**MDSAs:**

Clair Standing
Lisa Howes

School Kitchen:

Debbie Riley – Catering manager
Lyn Wickens - Deputy Catering Manager
Kate Frances - Catering Assistant
Kate Dodge - Catering Assistant
Leigh Shaw - Catering Assistant



'Be the best that we can be'

School Term Dates - Academic Year 2020/2021:

Term 1	3rd September to Friday 23rd October 2020
Autumn Holiday	Monday 26th October – Friday 30th October 2020
Term 2	Monday 2nd November – Friday 18th December 2020
Christmas Holiday	Monday 21st December – Friday 1st January 2021
Term 3	Monday 4th January – Friday 12th February 2021
February Holiday	Monday 15th February – Friday 19th February 2021
Term 4	Monday 22 February – Friday 1st April 2021
Spring Holiday	Monday 2nd April – Friday 16th April 2021
Term 5	Monday 19th April – Friday 28th May 2021
May Holiday	Monday 31st May – Friday 4th June 2021
Term 6	Monday 7th June – Wednesday 23rd July 2021

Please also see the school calendar on the website for dates of other events such as in-service Training days (INSET)

East Sussex County Council

If you need to know more about how East Sussex County Council stores and uses your information please see their website:

www.eastsussex.gov.uk/dataprotection. If you are unable to access this website, please contact:

Information Governance Officer

Children's Services

East Sussex County Council

County Hall

St Anne's Crescent

☐ 01273 482901

Lewes

☐ CS.DPA@eastsussex.gov.uk

BN7 1UE

☐ www.eastsussex.gov.uk

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