

Birches First School



OUR PROSPECTUS 2023-2024

Believe, Grow, Succeed... to be the best 'me' I can be!

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Welcome



Welcome to Birches First School.

We are very pleased to have this opportunity to inform you about the work and aspirations of our school.

We are fortunate to have a very experienced and dedicated staff who work hard to maintain a stimulating and industrious atmosphere in which each child's individual needs are recognised. The aims and ethos of the school reflect the value we place on each child's achievements, whilst at the same time teaching children to work together in a caring and co-operative way.

We believe children's success at school, not only depends on the quality of teaching we provide, but also on effective relationships between home and school. Parental involvement is actively encouraged in many aspects of school life. The Governors of Birches represent the parents, the teachers and the local community and are firmly committed to ensuring that the best possible education is available to all children at our school.

We hope you will become involved in school life as much as possible and help us to make the years your child spends at Birches happy and successful.

Miss. S. Varricchione - Headteacher

Mr. T Field - Chair of Codsall Multi-Academy Trust

Mrs. K. Lawley - LAB Leader

General Information



- Address** - Birches First School
Birches Avenue
Codsall
Wolverhampton
WV8 2JG
- Telephone** - 01902 297910
- E-mail** - office@birches.staffs.sch.uk
- Website** - www.birches.staffs.sch.uk

School Governors

- | | |
|-----------------------|----------------------------------|
| Mrs. K. Lawley | - Co-opted Governor (LAB Leader) |
| Mr. T. Abbiss | - Parent Governor |
| Mrs. K. Clifford | - Parent Governor |
| Mr. K. Goodridge | - Parent Governor |
| Ms. A. Clifford | - Parent Governor |
| Mrs. H. Harley | - Parent Governor (July 2023) |
| Miss. S. Varricchione | - Headteacher |
| Miss S. Hulme | - Assistant Headteacher |

Teaching Staff

Miss. S. Varricchione	-	Headteacher
Miss S. Hulme	-	Assistant Headteacher/Year 2 -PT (0.5)
Mrs. E. Buckley	-	Reception EYFS Leader
Mrs. G. Lloyd	-	Nursery Teacher/PT
Mr. D. Jones	-	Year 1
Miss. S. Hulme	-	Year 2 (PT)
Mrs. H. Hill	-	Year 2 (PT) (Monday, Tuesday, Wednesday AM)
Mrs. K. Kandola	-	Year 3 (PT) (Monday, Tuesday, Wednesday Thursday)
Mrs. E. Hine	-	Year 3 (PT) (Thursday PM and Fridays)
Miss. J. Ayling	-	Year 4

Support Staff:

Mrs. S. Causer	-	Extended Care Assistant (Nursery)
Mrs. J. Wardlaw	-	Extended Care Assistant (Nursery)
Mr. G. Hallmark	-	Teaching Assistant Reception
Mrs. E. Bleakley	-	Teaching Assistant (Y1)
Mrs. E. Barbe	-	Teaching Assistant (Y2)
Mrs. C. Banks	-	Teaching Assistant (Y3)/ Club Manager
Mrs. N. Bell	-	Teaching Assistant (Y4)
Mrs. E. Norris-Jones	-	SEND TA
Mrs. C. Lawley	-	Clerical Assistant
Mrs. A. Burkitt	-	Clerical Assistant/Forest School Leader/Games Cover PPA
Mrs. S. McLeod	-	Catering Supervisor
Miss. K. Ash	-	Catering Assistant/Cleaner
Mrs. H. Gayden	-	Catering Assistant
Mrs. M. Ash	-	Senior Cleaner/ Senior Lunchtime Supervisor
Ms. D. Torr	-	Lunchtime Supervisor
Mrs. M. Baker	-	Lunchtime Supervisor
Miss. J. Hill	-	Lunchtime Supervisor
Mr. M. Tomkinson	-	Site Technician
Mrs. H. Harrold	-	Birches Club Assistant

Our School

Birches First School is a co-educational Academy, part of the Codsall Multi Academy Trust (CMAT). It provides full time statutory education for pupils between the ages of 4 and 9 years. In addition, our Nursery offers pre-school education and care to children from the age of 3 years.

The school is situated on the southern edge of Codsall, a South Staffordshire village, close to the Wolverhampton conurbation. It serves mainly the South Codsall and Bilbrook areas. The buildings are in a pleasant location with an open rural aspect, playing fields and an environmental area.

The school opened in 1959 as an Infant School. The original building was extended in 1976 when it became a First School. The school was threatened with closure in 1981 but survived a hard fought campaign to continue to provide quality education for local children and become the school it is today.

The majority of our children transfer to Codsall or Bilbrook Middle Schools at the end of Year 4 to continue their education.

Aims of the School

The Governors, Headteacher and Staff aim:

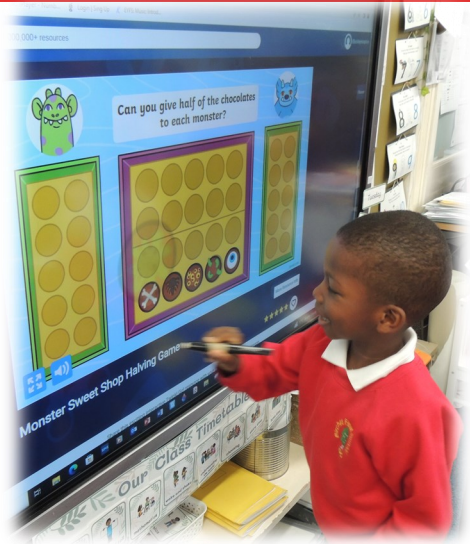
1. To create a safe, caring and stimulating environment where each individual child will feel valued, happy, secure and eager to learn.
2. To assure the quality of teaching and provide a broad and balanced curriculum which supports the emotional, spiritual, moral, intellectual, creative and physical development of the 'whole' child.
3. To fulfil the statutory requirements of the National Curriculum and related matters.
4. To help children understand and follow the school's Golden Expectations.
5. To foster a sense of community by working with parents to build effective relationships based on respect and trust.
6. To help children develop respect and tolerance for all cultures within our society so they begin to understand the world in which they live.
7. To encourage and celebrate the achievements of all our children so they become successful, confident, independent learners who are well prepared for Middle School.

Believe, Grow, Succeed...to be the best 'me' I can be'

School Aims Agreement

Our School Aims Agreement is based on the aims and values of the school. It sets out briefly the responsibilities of the school, your responsibilities and what the school expects of its pupils.

Our Environment



School Organisation and Pastoral Care

All children are taught in mixed ability year group classes in the care of their own class teacher who has responsibility for their education and welfare. However, it is the responsibility of the whole staff to safeguard the welfare of all children and ensure they are happy and secure. It is also the responsibility of all adults to support the acquisition of basic skills by using whatever opportunities arise.

Lessons are organised as whole class teaching, group work, or individual teaching, as appropriate for the requirements of the lesson and the needs of the child. Sometimes members of staff with particular expertise may work with children from other classes. Outdoor games are taught by a qualified, trained coach in some classes.

All classes receive additional support from qualified teaching assistants who work under the direction of the class teacher. All children benefit from the support of these experienced and talented teaching assistants.

The school is a recognised training establishment for student teachers and Level 2/3 qualifications. Training placements are arranged in different classes throughout the school.

For the purpose of curriculum planning and delivery of the Early Years Foundation and National Curriculum Programmes of Study, classes are organised into stages:

Foundation Stage	-	Nursery (ages 3-4)
	-	Reception (ages 4-5)
Key Stage One	-	Year 1 (ages 5-6)
	-	Year 2 (ages 6-7)
Key Stage Two	-	Year 3 (ages 7-8)
	-	Year 4 (ages 8-9)

Key Stage 2 is continued at Middle School through Years 5 and 6.

Transfer to Middle School

Birches staff work closely with teachers from Bilbrook and Codsall Middle Schools to ensure progression and continuity of learning is maintained as children move from Year 4 to Year 5. Regular liaison meetings are held to discuss curriculum planning, individual attainment, and special education needs.

During the autumn term of Year 4 you will receive transfer information from both middle schools and the Local Authority, before you apply to the **school of your choice**.

Transfer to either Middle School is smooth and straightforward.

The School Day

Nursery

- 8.30am - 11.30am (morning session)
- 12.00pm - 3.00pm (afternoon session)

Wraparound Care

- 11.30am – 12.00pm (on request – charges apply)
- 12.00pm – 3.00pm (on request – charges apply)

Reception

- 8.40am - 11.50am (We offer a 'flexi' drop off between 8.30-8.40am)
- 1.00pm - 3.05pm

Y1, Y2

- 8.40am - 11.50am (We offer a 'flexi' drop off between 8.30-8.40am)
- 1.00pm - 3.10pm

Y3, Y4

- 8.40 am - 12.00pm (We offer a 'flexi' drop off between 8.30-8.40am)
- 1.00pm - 3.15pm

Birches Club

- 7.30am – 8.40am (before school – charges apply)
- 3.00pm – 5.30pm (after school – charges apply)

The morning session includes a 15-minute break from 10.25-10.40am and the afternoon session includes a 10-minute break from 1.55- 2.05pm for KS1.

In the morning we offer a flexi drop to help ease with traffic, parents are welcomed to drop their children off at the playground gate between 8.30am and 8.40am. Children walk straight into their classrooms. Miss Varricchione opens the gate at 8.30am and will greet all children and take any messages from parents if needed.

Out of School Childcare

Birches Club operates each day before (7.30-8.40am) and after (3.00-5.30pm) school. Parents may use the club at anytime once they have registered and if places are available. A survey is sent every half term to gain parents requirements for the term ahead. Please contact school if an emergency has risen and we will continue to care and look after your child until a responsible/named adult collects.

Birches Bites

Children may have school dinners or bring sandwiches (or a combination of these). School dinners are freshly prepared and cooked on the premises in our own 'Birches Bites' kitchen, with a great choice of menu available each week. Dinners and sandwiches are eaten in the school hall (picnic outside in the summer months!) and supervised by experienced lunchtime assistants. Children are encouraged to show good table manners and use a knife and fork for school dinners. With the introduction of Universal Free School Meals in September 2014 all children in Reception and Key Stage One are now entitled to free school meals. All dinner money payments are administered through ParentPay secure online payment facility. This is very convenient and easy to use. The cost of a school meal is £2.90, (£14.50 per week).

Children in Early Years and Key Stage One receive a piece of fresh fruit as a mid-morning snack and are encouraged to drink plenty of water throughout the day. Children in Key Stage Two are able to bring in a healthy snack. Please provide a re-usable water bottle with your child's name written clearly on the bottle. Water bottles are filled daily by water-monitors in school. Please bring them to school empty (to avoid spillages in book bags!).

Birthday and holiday sweets are not allowed. A selection of 'special' fruit may be brought in.



Our Curriculum

Through our curriculum delivery we aim to develop the knowledge, skills, concepts and attitudes that combine to help each child fulfil his/her potential. Our curriculum planning is designed to cover the statutory requirements of the Early Years Foundation Stage Curriculum and National Curriculum through a sequential, knowledge and skills-based objectives that provide building blocks for learning with specific subject end points. This is then revisited and built upon to assist children build a deep body of knowledge that enables them to perform increasingly complex skills.



The Foundation Stage Curriculum lays down the Early Learning Goals in the 7 areas of learning - Personal, Social & Emotional Development, Communication & Language, Physical Development, Literacy, Mathematics, Understanding the World and Expressive Arts & Design. These areas of learning are planned for and delivered in a structured 'play' environment appropriate for the youngest children. The aim of the Foundation Stage Curriculum is to prepare children for the expectations of the National Curriculum when they move into Key Stage 1.



The National Curriculum covers the range of subjects taught from Key Stage 1 onwards. The 'core' subjects are English, Mathematics and Science. Other 'foundation' subjects include History, Geography, Music, Art & Design, Computing, PSHEe, RSE, RE, Physical Education and Ancient and Modern Foreign Languages.

Each subject has a nationally laid down framework, called programmes of study, which describe the teaching and learning experiences to be undertaken at each Key Stage. Senior Leaders have created a curriculum that has been carefully considered and is ambitious. We have identified the knowledge and skills we want pupils to learn at each stage of their learning, providing a well-structured and sequential curriculum.

Parents receive a summary of the learning objectives and a knowledge organiser for their child's class each half term. They are encouraged to use this information to support their child's learning at home.

"The school makes sure every pupil receives an exciting and meaningful curriculum and outstanding teaching". (OFSTED – Feb 2012)



Our Curriculum

English

All aspects of English - speaking, listening, phonics, reading, writing, spelling and grammar provide the foundations for progress in all other subjects. We recognise the importance of these skills and the need to teach children to become confident with all aspects of their spoken and written language. Skills are developed throughout the curriculum. The ability to read fluently is developed using carefully structured phonics and reading programmes, supplemented by a wide variety of reading resources. Through shared/group and individual reading we aim to present reading as an enjoyable and stimulating activity and so encourage a love of literature.



Mathematics

It is our aim ensure children are curious about Mathematics. The emphasis for Mathematics teaching at Birches is based on skills and understanding by developing their ability to calculate, reason and solve problems. We aim to develop a positive attitude towards Mathematics from their earliest days at school, acknowledging that the mathematical journey is built over time on solid foundations. Our curriculum is taught following the National Curriculum in Mathematics alongside our own long-term plan which has been adapted from the White Rose Scheme of Learning. Our lessons include practical, mental, and investigative mathematical experiences, using a variety of manipulatives. We provide our children with a variety of mathematical opportunities to enable them to make connections in learning and think logically and clearly, developing their problem-solving capabilities and to communicate their thinking and reasoning with others. We encourage children to appreciate that mathematical applications are not only useful, but also enjoyable and transferable. At Birches, we intend to ensure that children understand the importance of Mathematics in everyday life and equip them with the skills needed for their future role in society.



Science

Teachers at Birches create a positive attitude to Science learning within their classrooms and reinforce an expectation that all children are capable of achieving high standards in Science. We have a whole school approach to the teaching and learning of Science. We involve problem solving opportunities that allow children to find out for themselves. Children are encouraged to ask their own questions and be given opportunities to use their scientific skills and research to discover the answers. This curiosity is celebrated within the classroom. Working Scientifically skills are embedded into lessons to ensure these skills are being developed throughout the children's school career and new vocabulary and challenging concepts are introduced through direct teaching. Children are offered a wide range of extra-curricular activities, visits, trips and visitors to complement and broaden the curriculum e.g., Enginuity, Jackfield Tile Museum, ThinkTank and our own school pond offers many scientific opportunities for all classes. These are purposeful and link with the knowledge being taught in class. Regular events, such as Science Week and STEM Days allow all pupils to come off-timetable, to provide broader provision and the acquisition and application of knowledge and skills. These events often involve families and the wider community.



Our Curriculum

Computing

At Birches First, Computing is taught using a blocked curriculum approach. This ensures children are able to develop depth in their knowledge and skills over the duration of each of their Computing units. Teachers use the 'Purple Mash' Computing scheme, as a starting point for the planning of their Computing lessons, which are often richly linked to engaging contexts in other subjects and topics. We have a laptop trolley to ensure that Computing is embedded in classroom life. Class sets of iPads are used to ensure that all year groups have the opportunity to use a range of devices and programs for many purposes across the wider curriculum, as well as in discrete Computing lessons. Employing cross-curricular links motivates pupils and supports them to make connections and remember the steps they have been taught.



History

We aim to stimulate interest and curiosity about the past. Children are taught using timelines to gain a sense of chronology, children annotate timelines to gain a concept of time -we also have our fabulous timeline in the corridor which reflects our History curriculum. Children begin to learn skills, knowledge, concepts and facts about local history, British history and world history. This is enhanced by experiencing a range of historical sources, artefacts and visits that help to bring history alive (Wroxeter Castle, Black Country Museum, Cosford Air Museum, Viking and Stone Age Day)



Geography

From their immediate school environment and local study to the study of countries of the world, children develop geographical skills. Maps and globes are used regularly to help children develop an understanding of scale and orientation. Pupils are encouraged to consider the relationships between people, places and climates, and to develop an awareness of environmental concerns. The curriculum is mapped out so that children develop an secure understanding of our geographical concepts over time.



Art and Design

This provides children with an opportunity to develop their creative and imaginative skills. Children use a variety of media to explore their ideas in texture, form, shape and colour. Children are also introduced to the work of famous artists and art from other cultures.



Design and Technology

This is essentially a practical subject in which children make products using a variety of materials including textiles, food, construction kits, wood, card, paper and recycled materials. Children are taught the safe and appropriate use of tools and equipment. They design, make and evaluate items.

Our Curriculum

Modern Foreign Languages (MFL)

Children in Key Stage 2 learn French as part of their curriculum entitlement by a specialist member of staff. This is taught in specific MFL sessions through a variety of interactive activities. Also, all children are introduced to a range of languages through daily routines – e.g., taking the register in Italian, German or Spanish; travelling the world in Arts Week; celebrating different languages within school. Children receive excellent preparation for future MFL work at middle school.

Music

Children are given opportunities to play, sing, perform and compose. At Birches music is an integral part of creative development and all children take part actively in musical experiences. Our school performances show the very high standards that children achieve.



Physical Education

All children participate in gymnastics, dance, games and athletic activities. Children develop co-ordination, control and confidence

through PE activities as they improve their physical skills. Our annual Sports Day is an excellent display of team and individual skills. Outdoor games are taught in Reception – Year Four by a qualified coach. All children take part in two P.E. lessons each week. We aim to promote physical fitness and a sound development of physical skills, which in turn raise children's confidence and self-esteem. Physical activity and sport are encouraged whenever possible using equipment at lunchtimes and accessing the daily mile...our children are fit and active. We also offer after school sports clubs for Years 1-4. Children in Years 2, 3 and 4 also take part in local inter-school competitions.

All pupils are expected to participate in physical education lessons. Where pupils have an injury or illness that prevents full participation, they should be allocated tasks, which are inclusive but safe for them to undertake (coaching, observation and analysis, timekeeping, scoring etc.).



Religious Education and Collective Worship

We strive to achieve a positive, caring atmosphere at Birches, and this is closely reflected in our teaching of Religious Education. The subject is a compulsory part of the curriculum, and our teaching is based on the Staffordshire Agreed Syllabus. We have a daily act of Collective Worship that is broadly Christian in character and led by a member of staff or visiting clergy. We aim to develop attitudes of understanding and tolerance towards the beliefs and customs of others through our celebrations of different faiths and festivals.

NB: Any parent has the right to withdraw their child from RE or Worship. A request for withdrawal should arise at admission and be discussed with the Headteacher.



Personal, Social, Health and Economic Education (PSHEe) and Relationship, Sex and Health Education (RSE)

We deliver a PSHEe/RSE curriculum which conveys an accurate, relevant, and age-appropriate information to our pupils. The curriculum covers key areas which will support our children to make informed choices now and in the future around their health, safety, wellbeing, relationships, and financial matters and will support them in becoming⁴

Homework



Homework is provided throughout the school to support learning. We ask that parents support school to include shared reading each day, weekly spellings or tables to learn and consolidating class learning. Teachers set different homework activities which are sent via our MarvellousMe platform.

Generally, children benefit from 10 minutes shared reading each day. We also promote the use of board games and word-play activities to encourage thinking skills, but most of all homework should be fun!



Special Educational Needs (SEND)

Some children may need additional support for different reasons at different stages during their time at school. Some children may have specific or particular special needs, which require special provision. Birches policy of 'inclusion' for all children, whatever their need, seeks to identify and provide suitable support within the normal classroom situation whenever possible. We are a Dyslexia Friendly School, and we routinely meet the needs of dyslexic pupils through multi-sensory classroom teaching. The Education Authority's Special Educational Needs Disability Inclusion Service (SENDIS) or Psychological Services may be called upon to assist with a pupil's special requirements. Copies of the school SEND Policy and SEND Information Report are available on the school website.

Miss Hulme is the school's Special Educational Needs Co-ordinator.

Able and Talented Pupils

Children with particular talents or outstanding ability also have special needs and may require special provision. By extending the curriculum and providing additional challenges for very able pupils we aim to successfully meet the individual needs of all our children.

Equal Opportunities, Disability and Race Equality

We treat each child as a valued individual, and we want every child to achieve his/her full potential by becoming a confident active learner. The school operates an equal opportunities policy, based on mutual respect and co-operation, which encompasses all aspects of school life. All staff are aware of the content and implications of disability legislation (DDA and SENDA). The needs and interests of all pupils are promoted, irrespective of gender, race, disability or social background.

"Teaching is outstanding and ensures that pupils make rapid progress. All teachers have an excellent understanding of pupils' needs and challenge them to do as well as they can. Teachers concentrate on ensuring that every pupil, including disabled pupils and those who have special education needs, makes at least good and often excellent progress" (OFSTED – Feb 2012)

Progress and Reports

Assessment, Record Keeping and Reports to Parents

Teaching staff monitor children's progress continually in all areas of the curriculum and detailed records are kept about the physical, emotional, social and academic progress of each child from Nursery to Year 4.

Medical records and any confidential matters disclosed by parents are kept and stored in line with GDPR. Please see the schools' Privacy Notice for further information on how the school collects, stores and uses personal data about our pupils.

Statutory Assessments

Early Years Foundation Stage Profile

The Reception class teacher completes a Foundation Stage Profile assessment at the end of the Reception year. This assessment begins in Nursery and is progressive throughout the Foundation Stage. The learning targets identified from these early assessments will be discussed at the first parent consultation evening in the autumn term. School results are as follows:

	2015		2016		2017		2018	
Good Level of Development	School	National	School	National	School	National	School	National
All Pupils	73%	66%	83.3%	69%	87%	71%	80%	72%

	2019		2020/2021		2022		2023	
Good Level of Development	School	National	School	National	School	National	School	National
All Pupils	77%	71.8%	n/a	n/a	87%	65.2%	87%	

Year One

A Year 1 Phonics Check will be carried out in June. This is repeated in Year 2 if a child has not met the required standard. School results are as follows:

	2015		2016		2017		2018	
	School	National	School	National	School	National	School	National
All Pupils	87%	77%	97%	81%	90%	81%	93%	82%
	2019		2020/21		2022		2023	
	School	National	School	National	School	National	School	National
All Pupils	77%	82%	n/a	n/a	90%	75%	86%	

Statutory Assessments

Birches First School Key Stage 1 (KS1) Attainment 2022 (2020/21 non due to Covid)

At the end of Key Stage 1 (Year 2), Standard Assessment Tests (SATs) are carried out. Attainment is judged against the 'Expected Standard' at the end of each year. Our results show that Birches First School children perform above the national average in all subjects at Expected and Greater Depth in Reading and Maths.

Key Stage 1 Results 2022	Working at the Expected Standard +		Working at Greater Depth	
	School	National	School	National
Reading	83%		30%	
Writing	87%		30%	
Maths	87%		23%	

Children in Years 1, 2, 3 and 4 are assessed in reading, writing and maths. The results inform planning and the children's next steps.

However, some children do not perform to their best in test situations, and we are aware of this when interpreting test results. Ongoing teacher assessments provide a clear picture of each child's needs and progress.

Parent Consultation Evenings are held each term when parents can discuss their child's progress with the class teacher. The Headteacher and teaching staff are always available to meet parents at other mutually agreed times if the need arises. Parents are asked not to see teachers first thing in the morning unless the need is urgent, or an appointment has been made.

Parents receive a mid-year report in February and a full, annual report in the summer term (July). We use a grading system to show how each child's progress compares with national age-related expectations.

Admission Policy

In order for your child to be admitted to school parents should complete a school registration of interest form and provide proof of their child's date of birth. A formal application for entry to primary school is then sent out by your local authority (either Staffordshire County Council or Wolverhampton Council) in the autumn term of the school year before your child is five years old. If offered a place, children are then admitted in September preceding his/her fifth birthday. Parents may apply for places at anytime after this date if vacancies exist.

It is intended that the Published Admission Number (PAN) of pupils to be admitted to this school at the normal age of entry will not exceed 30.

Admissions are administered by Staffordshire County Council. If the number of applications for admission, including second and third preferences, exceeds the school's PAN, places will be allocated in accordance with the oversubscription criteria and the following order of priority will apply:

1. Relevant Looked After Children
2. Pupils who satisfy both of the following tests:
 - Test 1 – medical grounds
 - Test 2 – they would suffer hardship if unable to attend
4. Pupils who have an elder sibling in attendance at the school and who will still be attending the school at the proposed admission date
5. Children of staff who have been employed at the school for two or more years
6. Pupils living within the catchment area of the school

Arrangements for Starting School

Parents who are considering sending their child to Birches should contact the school office who will be pleased to explain admission arrangements. Parents are very welcome to talk to the Headteacher and look around the school before coming to a decision, and this can be arranged by telephoning the school office for an appointment.

The majority of children who start in Reception Class transfer from our Nursery. The two adjoining classrooms which create the Foundation Stage provide an integrated and appropriate environment for our youngest children.

For those children starting in Reception Class at Birches, a series of induction visits will be arranged in the term before they enter school to help them make a happy and confident start.

All parents of our new entrants will be invited to an evening meeting where they will receive further information and can discuss their child's education with the Headteacher and staff.

"Relationships are strong and trusting.... These features impact profoundly on pupils' attitudes and achievement.... The school is highly successful in ensuring that pupils'

Attendance, Absence and Lateness

We ask for your co-operation to make sure your child attends school regularly and arrives on time. Parents are requested to notify the school by **9.00am** if a child is absent through illness or for any other reason. Failure to do so will result in us operating 'First Day Contact' safeguarding procedures. If your child has regular absence or lateness the Educational Welfare Officer (EWO) Attend, will become involved and ultimately has the authority to issue a **fixed penalty notice**. In line with Government procedures no holiday leave will be granted during term time unless there are exceptional circumstances. Any holiday taken will be classed as unauthorised absence and may incur a **fixed penalty fine**.

Medical Arrangements

We are guided not to administer medicines during the day unless prescribed **four** or more times a day by the doctor. Medication must be brought to the school office and signed in and out along with administering information. Asthma sufferers have their own inhalers kept within the child's class and move around the school with them.

A member of staff qualified in first aid will be aware of the medical needs of all children in school.

The school nurse may visit school occasionally to carry out health checks. You will be informed of these visits.

Charging and Remission Policy

The Education Reform Act (1988) restricts schools charging for activities that take place during the school day. Educational visits and extra curricular opportunities are reliant on the goodwill and voluntary contributions of parents. If financial support was not available, we would have to reconsider the viability of some activities.

Charges are made for exceptional activities such as residential visits. Parents may obtain remission from charges if they are in receipt of income support.

Inspection of Documents

Documents, including school policies and procedures, are available for inspection in school or on our website. If you wish to see any of these please arrange an appointment with the Headteacher.

Golden Expectations

We aim to promote self-discipline by raising children's awareness of their behaviour and the effect it may have on others. We endeavor to create a friendly but well ordered and busy Nursery and unacceptable behaviour is rare. The children are made aware of our 'Golden Expectations' which operate throughout the school:

1. We care for everything and everyone.
2. We are polite.
3. We tell the truth.
4. We listen.
5. We walk around school.
6. We work together.
7. We try to be the best 'me' I can be.



If a child misbehaves persistently parents are invited in to discuss the problem with the staff and Headteacher in order to identify both causes and solutions.

All children and parents sign a School Aims Agreement when their child enters Reception class, which supports the aims of the school and the Golden Rules/Expectations.

Rewards

The most important reward for a child is praise. To become an active, motivated learner children need to know that their efforts and achievements are recognised and valued. Merit stickers are used for rewarding good work, effort and behaviour. Particular achievements are celebrated during our weekly 'Merit' and termly 'Special Achievement' assemblies when certificates are awarded. 'Class of the Week' and 'Gold Star' pupils are nominated each week with a special certificate for 'Star Writer' and 'Mathlete'. Gold Star sits on the Golden Table for lunch with Miss Varricchione and Class of the Week has first choice with our whole school Golden Time on a Friday afternoon.



Health and Safety

It is the intention of the Governors and Estates for CMAT (Codsall Multi Academy Trust) that the school is a safe place and that employees are aware and adhere to the Health and Safety procedures within the school.

To ensure the safety of our children we ask that parents or carers remember our safety rules when bringing children to and from school:

1. Always walk along the footpath
2. Do not turn your car in the school drive or drive onto the car park.
3. Do not allow children to climb on walls, trees or railings, or run in the gardens and back of the mobile.
4. Children are not to ride scooters or bikes on school premises.
5. Parking is an ongoing problem, due to the location of the school in Birches Avenue. If you drive to school you are requested to park legally and sensibly, and have due regard for local residents. Parents are asked to inform other adults who may collect their child about considerate parking. The school car park is reserved for staff cars only.

We ask parents not to bring a child to Nursery for **48 hours** following a bout of sickness or diarrhea.

Safeguarding

At Birches First School the safety of our children is of upmost importance. It is everyone's responsibility to safeguard our children but speak to one of the people below if you are worried.

<p>Miss S Varricchione</p> <p>Headteacher</p> <p>Designated Safeguarding Lead</p>		<p>Miss S Hulme</p> <p>Assistant Headteacher (Year 2)</p> <p>Deputy Designated Safeguarding Lead</p>	
<p>Mrs E Buckley</p> <p>EYFS Leader/ Reception</p> <p>Deputy Designated Safeguarding Lead</p>		<p>Mrs C Banks</p> <p>Club Manager (Club/ Y3)</p> <p>Deputy Designated Safeguarding Lead</p>	
<p>Protect and safeguard the welfare of all our children.</p> <div>  <p>Working together to help safeguard our children.</p> </div>			

All staff are responsible for safeguarding the welfare of pupils and all adults in school have full DBS (Disclosure and Barring Service) clearance **NB:** In the event of any concerns that a child may be at risk from abuse, Child Protection Procedures will be followed and a referral will be made without parental consent.

Uniform

Birches has a uniform which all children should wear. Hair must be tied up at all times in red, white or grey bobbles. No large accessories

We suggest a combination of red, grey and white:

- grey trousers or skirt
- white Birches embroidered polo shirt
- red Birches embroidered sweatshirt/cardigan
- white or grey socks/ red or grey tights
- sensible black shoes – not trainers or trainer style

(Please note 'all in one'/'jumpsuits' and 'culottes' are not school uniform)

To participate fully in **P.E.** activities the children will need:

- white Birches embroidered T-shirt
- red shorts
- red zipped Birches hooded embroidered jumper

To participate fully in **Games** activities the children will need:

- trainers- black or white Velcro if they cannot tie laces
- white Birches embroidered T-shirt
- black jogging bottoms
- red zipped Birches hooded embroidered jumper

Sweatshirts/cardigans, polo shirts, P.E. T-shirts, shorts, P.E. bags, book bags and fleece jackets are available from Trutex (Wolverhampton) and Lads and Lasses (Bilbrook).

All items of clothing should be clearly labelled with your child's name.



Jewellery

No jewellery is worn for physical activity. Any new piercing should be carried out at the beginning of the summer holidays so that jewellery may be removed. This information is communicated to parents through our newsletter. If a pupil cannot remove their studs for any reason they may not be able to take part in the physical elements of the lesson due to the associated risks however, alternative involvement in the lesson will be provided. Parents are welcomed to come at lunchtimes to take earrings out if necessary. We allow Fitbits but no SMART

Parental Support and PFA

The whole process of education at Birches is seen as a partnership between children, parents, teachers and Governors. Your support at home and in school is encouraged and valued, in order to continually improve the educational achievements of our children.

Voluntary help in school is always appreciated. If you would like to help in school by supporting in the classroom or taking part in an occasional school visit, please contact the Headteacher or your child's class teacher. For safeguarding reasons, all adult helpers in school are required to fill in and consent to an enhanced DBS check.

When you become a parent of Birches First School you also become a member of our Parent and Friends Association, which works to raise funds for the school. Your support would be appreciated if you are able to become involved in any way.

Snack and Fund—£1

In order to support these activities, we ask for **£1 per week per family**.

Complaints Procedure

The Headteacher, Staff and Governors are always willing to discuss any concerns and will quickly arrange mutually convenient appointments. In the case of urgent matters, the Headteacher or deputising teacher will always be available to help. Staffordshire LA has published a document of the procedures to follow if a complaint is not brought to a satisfactory conclusion by the school.

Please see:

<https://www.staffordshire.gov.uk/education/schoolsandcolleges/ComplaintsandComments/home.aspx>

And finally

We are proud of our school and the achievements of our children.

We look forward to having you and your child as part of the Birches family.

Academic Year 2023-2024

Please note the following **Inset Days** for your diaries:

Monday 4th September 2023

Monday 6th November 2023

Monday 19th February 2024

Friday 3rd May 2024

Monday 3rd June 2024

Full Diary Dates for 2023-2024

Academic Term Autumn Term 2023

Inset day: Monday 4 September

Children Return to School: Tuesday 5 September

(Due to our induction process, Nursery and Reception children will have a staggered start throughout the first week).

Holiday: Monday 30 October - Friday 3 November

Term ends: Friday 22 December

Holiday: Monday 25 December - Friday 5 January

Spring Term 2024

Term Starts: Monday 8 January

Holiday: Monday 12 February – Friday 16 February

Term Ends: Friday 22 March Easter Sunday: Sunday 31 March

Holiday: Monday 25 March – Friday 5 April

Summer Term 2024

Term Starts: Monday 8 April

May Day: Monday 6 May

Holiday: Monday 27 May – Friday 31 May

Term Ends: Monday 22 July

Holiday: Tuesday 23 July – Friday 30 August

Autumn Term 2024

Inset day: Monday 2 September

Children Return to School: Tuesday 3 September

