

Caldecote V C Lower School

Prospectus

The School

Caldecote School is a Voluntary Controlled Church of England School, which means that the education of the children is in accordance with the principles and practices of the Church of England. We cater for children aged 4 – 9. The aim of all Church schools is to provide the best possible education for each child within the context of a caring Christian community. As such, we have strong links with All Saints Church, Upper Caldecote, and children visit regularly for special services.

Caldecote School is situated in the village of Upper Caldecote, approximately two miles from Biggleswade. It dates back to 1860 when the Rector of Northill, Rev. Arthur S. Pott, advocated that a school be built. The current modern building is a single storey set in pleasant grounds and contains a hall, four classrooms (one of which is equipped as an ICT suite), staffroom, administration area and kitchen. In addition the school benefits from extensive playing fields, a hard surface play area, an adventure playground and a large school garden equipped with a greenhouse and raised beds. The Foundation class has a secure play area and a recently added covered area.

Caldecote School, along with all Church schools, continues to be a part of the national education system and is operated in partnership with the Local Education Authority. Being a small school enables us to know each and every child very well and cater for his/her individual needs within a caring environment. We liaise closely with pre-school groups and middle schools to ensure a confident and happy transition between phases.

Our Aims at Caldecote Lower School

Through the traditional family atmosphere of a village school our aims reflect the Every Child Matters Agenda and its five outcomes for children to:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well being

Therefore we aim:

- To provide the best possible education for each child within the context of a caring Christian community.
- To ensure that the children's first experience of school is pleasant and that they grow in confidence and security in a stimulating learning environment.
- To provide a balanced and broad curriculum, meeting the requirements of the Early Years Foundation Stage Curriculum and the National Curriculum, enabling each children to reach his/her own potential.
- To provide a solid foundation to acquire the skills and knowledge relevant to adult life in a fast changing world.

- To nurture the social, emotional, religious, aesthetic and physical development of each child.
- To encourage tolerance, consideration, courtesy, co-operation and self-esteem.

School Organisation

At Caldecote School the children are organised into four teaching groups:

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|--------------------|----------------|-----------------------------|
| • Foundation Stage | Ruby Class | Reception children |
| • Key Stage 1 | Sapphire Class | Year 1 |
| | Emerald Class | Year 2 children |
| • Key Stage 2 | Diamond Class | Year 3 and Year 4 children. |

The school role for September 2011 was as follows:

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|--------------------|-------------|
| • Foundation Stage | 14 children |
| • Year 1 | 21 children |
| • Year 2 | 14 children |
| • Year 3 | 15 children |
| • Year 4 | 11 children |

The School Day

The timing of the school day is as follows:

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|-------|--|
| 8:50 | Arrive at school, teachers meet children and parents in playground |
| 8:55 | Children line up |
| 9:00 | Registration |
| 10:25 | Assembly |

10:40 – 10:55	Break
12:00 – 1:15	Lunch
	Break (Key Stage 1 only)
3:25	Lessons finish, children get ready to meet their parents at classroom exit doors.

The Curriculum

Early Years Foundation Stage

The establishment of a Foundation Stage is a significant landmark in funded education. It gives this very important stage of education a distinct identity and the Early Learning Goals set high expectations within a play based curriculum. The Early Years Foundation Stage incorporates six areas of learning which are tailored to meet the developing abilities of each child;

- **Personal Social and Emotional Development**

Children learn how to build relationships with adults and other children and develop their confidence in new situations. They learn to respond to instructions and develop interest in all aspects of their learning. They develop their ability to concentrate and work independently and extend their self help skills. They further their understanding of right and wrong while learning to behave and care for others. Children are offered a variety of experiences that enable them to learn about their own emotional responses in a safe and secure environment.

- **Communication Language and Literacy**

Opportunities are provided to support children developing their speaking and listening skills. They take part in role play situations and develop imaginative play. They further develop their literacy skills, for instance re-telling events or stories, handling and reading fiction and non-fiction books. Children are supported in developing their writing skills, holding a pencil effectively to form mostly recognisable letters and attempting to write for different purposes, for example making lists, writing labels and sentences.

- **Problem Solving Reasoning and Numeracy**

Children undertake activities that develop their mathematical understanding and enable them to solve practical problems. They begin to use and understand mathematical language, for example size and position. Children are encouraged to

take part in counting experiences often through rhyme and number songs or playing games. They develop greater understanding of pattern through observation and the provision of many meaningful activities.

- **Knowledge and Understanding of the World**

Children are encouraged to take an interest in the world around them and also in events within their lives that help them develop a sense of time and the past. They learn appropriate use of tools and techniques and develop an understanding of different materials. Children are encouraged to talk about what they see, hear, smell, touch and taste through exploration of living and non living things. They experience ICT through equipment such as walkie talkies, telephones, digital cameras and computers. Children also use microwaves and cookers and other associated equipment during regular cooking activities.

- **Physical Development**

Children are supported in developing their physical independence skills. They develop confidence and control in their hand-eye coordination and large movements such as using a paintbrush to “wash” large areas like walls and through playing on large purpose built equipment. Children are supported in developing awareness of space and safety and of the importance of keeping healthy. Children have free flow access to outdoor play at all times and in all weathers.

- **Creative Development**

Children are encouraged to show an interest in their environment through the arts. They work with a range of materials to develop expression and detail using all their senses. Children learn to listen and respond to music and musical instruments. They take part in dance, role play and imaginative play.

The National Curriculum

The National Curriculum (for years 1 to 4) is followed to develop a balanced academic education matching the needs of our children through a variety of teaching methods. These include whole class, small groups and individual teaching sessions.

Core subjects are

- Literacy
- Numeracy
- Science

Other subjects are

- Art
- Design and Technology
- Geography
- History
- Information Communication and Technology (ICT)
- Modern Foreign Languages
- Music
- Physical Education (PE)
- Religious Education
- Social and Emotional Aspects of Learning (SEAL)

Literacy

Our children are encouraged to read, write, listen and talk.

Reading is fundamental to learning and we take care that as well as teaching reading skills (through a variety of different strategies) we also make reading an enjoyable experience. A shared reading approach involving parents and teachers working together is in use throughout the school: with a wide variety of books available at appropriate levels. The shared approach enables children to access any text, however difficult, and work with their friends to discover how a text works; to look at spelling and punctuation and explore how different words can inspire imagination and exploration of feelings.

Our children are supported in developing their imagination and writing skills, often using known texts as models for their own ideas. Encouragement is given to neat and careful presentation with our children taking pride in their work. Letter formation is taught from the minute our children start school. They are taught to write in forms appropriate for different purposes; for instance story writing, poetry, letter-writing, reporting of experiences and observations. We have adopted a positive approach to spelling. They are taught to have a try first, learning the words through a “look, cover write, check” principle.

Speaking and listening skills are taught through dynamic activities such as debate, drama and pronunciation games creating an invigorating learning environment. Children are taught how to communicate better and to listen more purposefully, which are key skills to help our children become more confident and articulate in the English language.

Numeracy

Our aim is to inspire children by giving them a lively sense of interest and pleasure in numeracy. Our children are given opportunities to explore mathematics in all areas of the curriculum. We encourage our children to use the skills taught and to apply them in real life situations.

We endeavour to develop our children's ability to think logically for themselves, encouraging confidence, enjoyment and achievement of the subject.

We support our children in their development of a knowledge and understanding of basic numeracy, incorporating skills such as estimating, investigating, measuring, weighing, data handling and understanding time, shape and space and problem solving.

Science

Our children are naturally curious about the world around them and how things work. Our aim is to harness this curiosity and encourage children to ask questions such as “What? How? and Why?”

Through their Science lessons children can acquire and develop the scientific skills to test, observe, measure, record, compare, classify and deduce.

They develop scientific knowledge and understanding as they are encouraged to observe, predict and draw conclusions when carrying out simple practical investigations.

We value the opportunity to build on our children’s every day scientific experiences through exploring our local environment.

Information Communication Technology (ICT)

Our school recognises that ICT is more than just using computers and is an integral part of the modern world in which they live. Rapidly developing information and communication technologies are exciting and motivating learning tools through which learning and teaching can be greatly enhanced.

All staff take appropriate steps to ensure that our children use technology safely, responsibly and legally.

Our children are fortunate in having laptops that they can access throughout the day. All classrooms are equipped with Interactive Whiteboards (IWBs) which are used to enhance learning opportunities across the curriculum.

We have a wide range of software to support our children's learning. We continually strive to support developing ICT knowledge across all subjects, for instance cooking, science and the use of digital cameras. Our children are taught how to use a computer and develop their keyboard, mouse and word processing skills.

We encourage our children to use the World Wide Web in a safe controlled environment to develop investigative skills.

RE

RE reflects the School's Voluntary Controlled status and follows the Bedfordshire Agreed Syllabus. Our children learn to appreciate different faiths, customs and festivals in our multicultural society. This is centred on their own experiences in considering their feelings, emotions, attitudes and relationships with family and friends. We promote tolerance and respect for others and encourage a sense of awe and wonder for their natural world.

All children meet for assemblies and collective worship is celebrated throughout the day. We enjoy a plethora of visitors to share their faiths with us. We welcome our vicar Rev. Frank Coleman each Thursday to lead our worship. We also visit our local "All Saints" Church for special celebrations throughout the year.

Art

We aim to provide a balanced curriculum of art, craft and design activities. Our children are given the opportunity to express their work creatively and work with a wide variety of materials and techniques.

Design and Technology

Our children are supported in becoming confident and inventive in this area. They are taught to identify and design practical solutions to problems to bring about effective improvements to their work.

Geography

Geography both provokes and answers questions about the natural and human worlds. It develops knowledge of places and environments throughout the world, an understanding of maps and a range of investigative and problem solving skills both inside and outside the classroom.

History

Our children are supported in finding out about famous people and events and how they shaped the world as we know it. They will also consider how the world has changed over time, and compare their lives with those of people who lived in the past.

Modern Foreign Languages

Our Key Stage 2 children (years 3 and 4) enjoy learning French as part of the taught curriculum.

Music

We recognise that music can be a powerful, unique form of communication that can change the way our children feel, think and act. All children enjoy taking part in music lessons that offer singing, musical instruments and composition opportunities. They also take part in whole school weekly hymn practice where traditional hymns and modern songs are learnt. Our older children are offered the chance to learn a musical instrument through the peripatetic music service, which is currently charged termly.

PE

We aim to help our children develop agility and coordination through the use of a wide variety of apparatus and equipment. Our children are taught basic skills to support developing healthy lifestyles and a strong sense of well being. They are encouraged to express their feelings through movement and dance.

We provide opportunities to meet with other schools in sporting competitions, for example multi skills tournament, football, tag rugby and cricket matches, which underpins participation of sportsmanship.

We regularly welcome specialists to our school to support our children's development.

SEAL

We recognise that children's personal, social and emotional learning permeates all aspects of their school day.

We aim to develop the qualities and skills that help motivate positive behaviour and effective learning.

Our children are taught the skills needed to understand other people's points of view and develop an understanding of empathy. They are encouraged to work in a group, to resolve conflict, to make sensible choices, to help manage their worries and to persevere when things are difficult.