

Thoughtful. Explorers. Awesome. Motivated.



School Brochure

2022 - 2023

Headteacher

Mrs A Stone

SAFEGUARDING STATEMENT

At Folly Hill Infant Academy we strongly recognise the need for vigilant awareness of safeguarding issues. It is important that all staff have appropriate training and induction so that they understand their roles and responsibilities and are confident about carrying them out. Staff, pupils, parents and governors should feel confident that they could raise any issues or concerns about the safety or welfare of children and know that they will be listened to and taken seriously. This will be achieved by maintaining an ethos of safeguarding and promoting the welfare of children and young people and protecting staff. This is supported by clear behaviour, anti bullying and child protection policies, careful risk assessment, appropriate induction and training, briefing and discussion of relevant issues and relevant learning through our Personal Social Health and Emotional (PSHE) and our Relationship Sex and Health Education (RSHE) curriculum.

We recognise that the key elements of safeguarding children are health, safety and ensuring achievement.

Designated Safeguarding Lead (DSL) – Mrs A Stone
Deputy DSLs – Mrs J Norbury, Mrs T Farr, Mrs E Mann
DSL Governor and Looked After Child Governor – Mrs E Hardy

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WELCOME TO FOLLY HILL INFANT ACADEMY

June 2022

Dear Parents and Carers,

On behalf of the Kite Academy Trust, Governors and Staff of Folly Hill Infant Academy, it is my pleasure to welcome you and your child to our school. We hope you find this brochure interesting, informative and useful. It has been written to enable you to visualise our school and answer some of your questions.

We are very proud of our “Outstanding” school and we hope you enjoy being part of our TEAM.

We look forward to meeting you.

Yours sincerely

Ali Stone

Mrs A Stone
Headteacher



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INTRODUCTION TO OUR ACADEMY

Folly Hill Infant Academy is a school for boys and girls between the ages of four and seven years. Built in 1973, the school consists of three classrooms sharing one activity room and a central library area. The spacious hall is used for PE, Drama and Musical activities as well as doubling as a dining hall. Meals are cooked on the premises. All children at Folly Hill are eligible for a free school meal.

This is a small school in which each child is recognised as an individual with their own particular needs. Specialising in early years education, we provide planned learning experiences to promote the development of the skills, concepts and knowledge upon which a child's education can be based. We hope to develop a close partnership with you in order that your child may acquire the attitudes and skills needed to progress through school life happily and successfully. We believe that children should be encouraged to become independent learners and develop to their full potential. To this end, the whole child must be nurtured through physical and intellectual development combined with a social, moral and spiritual awareness.

Our vision for each child:

To provide a nurturing environment in which all children can experience the joy of learning so that they become confident lifelong learners and responsible citizens

Our Values

Thoughtful

Explorers

Awesome

Motivated

Together we are a **TEAM**

We aim to facilitate:

Being a TEAM:

Thoughtful Explorers Awesome Motivated

- Developing within the school a lively and caring community and making relevant links with our local community to promote learning and co-operation.
- Fostering understanding of spiritual and moral values and developing awareness of our multicultural and multi-faith society.
- Developing awareness of the importance of caring for our environment.
- Recognising, encouraging and promoting talents of all kinds, and endeavouring to provide an environment in which everyone can reach his/her potential.
- Developing the joy of learning by providing a curriculum and professional development which is flexible, relevant and meaningful for everyone, striving to develop independent, persevering learners.
- Setting before pupils the highest standards of honesty, integrity, endeavour, self-discipline, co-operation and care for others.
- Preparing pupils for the next stage of their education and for the rest of their lives.
- Promoting physical, aesthetic, mental and practical ability so as to enable everyone to lead an active, healthy life.
- Promoting the benefits of a healthy diet and providing healthy food options and opportunities to drink plenty of water.
- Seek to promote a healthy mind and body.
- Awareness of potential threats to health and well-being.

Our school will:

- Encourage your child to do their best at all times;
- Provide a broad, balanced curriculum tailored to meet individual needs;
- Encourage your child to take care of their surroundings and others around them;
- Work in partnership with you to develop a holistic picture of your child, their learning, their needs and concerns;
- Provide an annual written report on your child's progress and attainment;
- Provide feedback to pupils on their learning to include next steps;
- Provide guidance on homework activities to support learning ensuring it is appropriate and relevant;
- Keep you informed about school activities through regular communication;
- Contact you if there is a problem with sickness/accident or if there is a problem with attendance, punctuality, equipment or difficulties of a serious nature;
- Ensure you know about school policies, rules and code of conduct;
- Contact you if there are any concerns or problems that affect your child's learning or behaviour, seeking advice from external agencies when necessary;
- Welcome, encourage and involve you in the busy life of our school.

Above all, we aim to provide a happy, caring and stimulating environment so that your child can achieve their maximum potential intellectually, culturally, emotionally and physically, socially, morally and spiritually, in an atmosphere of trust, respect and safety.

We hope parents will :

- Ensure your child arrives at school on time, not before 8:40am (unless attending Breakfast Club- have to be in by 8.30) but definitely by 8.45am when registers are called, and collect on time;
- Make sure your child attends school regularly and inform the school promptly if your child is absent for any reason;
- Telephone the school, on the first morning of absence, if your child is to be away from school;
- Ensure you complete a special leave of absence form if your child is to be away from school for any reason;
- Provide your child with appropriate clothing for school including clothing for physical education and other activities as required;
- Encourage your child to take care of school property, returning it in good order, when required;
- Support the school's curriculum policies and guidelines;
- Support the school's policies and guidelines on non-curriculum aspects, including Behaviour, Health & Safety and Charging;
- Attend regular Consultation Meetings, to discuss your child's progress and attainment;
- Share homework activities and other opportunities for learning at home with your child;
- Inform the school about any concerns or problems that might affect your child's work or behaviour;
- Get to know about your child's life at school;
- Do not arrange holidays during school time.

Above all, share in the enjoyment and wonder of learning.

GOLDEN RULES FOR CHILDREN

Ready. Respect. Safe.

FACTS AND FIGURES

Governors :

Helen Bond (Chair)	Co-opted		Anna Roberts	Parent
Emma Hardy	Co-opted		Chris Cary	Parent
Joan Maynard	Associate governor		Greg Watson	Co-opted
Jane Norbury	Staff			
Tim Savage	Co-opted			
Ali Stone	Ex-offio			

The Governors meet at least once a term as a Governing Body. In addition, there are working parties looking at all aspects of school life and management in order to fulfil the duties that have come within the Local Management of Schools and Governor handbook. More information can be found on our school website www.folly-hill.surrey.sch.uk

The Kite Academy Trust

Holly Lodge Primary Academy
Stratford Road
Ash Vale
Surrey
GU12 5PX

Tel: 01252 984930
Email: info@kite.academy

School Address

Folly Hill Infant Academy
Coniston Drive
Farnham Surrey GU9 0DB

Tel: 01252 716121

Number on roll - 78

Teaching Staff

Mrs A Stone – *Headteacher*
Mrs T Farr- *SENDCo inclusion lead*
Mrs S Allan
Mrs S Bacon
Mrs R Harris

Mrs G Hylton *Deputy head*
Mrs T Bunch
Mrs J Norbury – *Senior teacher*
Mrs A Prince

Support Staff

Mrs E Mann – School Secretary
Mrs M Hooper - Midday Supervisor/ Teaching Assistant/Breakfast club

Mr D Stone -Caretaker
Mrs D Nixon – Teaching Assistant
Mid-day Supervisor / Breakfast Club Supervisor

Miss C Price-Teaching Assistant/Midday Supervisor
Mrs F Goshawk – Teaching Assistant

Miss E Gardiner – Caterer and Afterschool and Breakfast club
Mrs K Allen - Afterschool club
(Vacancy) - Servery Assistant

Times of the School Day

Morning Session	8.45 – 12.00noon (Break 10.30 – 10.45)
Afternoon Session	1.00pm – 3.15pm

Teacher Responsibilities for the Curriculum Areas:

English	Ali Stone
Mathematics	Anna Prince & Gina Hylton
RE	Anna Prince
Science & Outdoor Learning	Shona Allan
History & Music	Sonya Bacon
ICT and Computing	Tuesday Bunch
Physical Education	Ali Stone
Geography & Art	Jane Norbury
Design Technology	Rachel Harris
PSHE/RSHE	Tania Farr
G & T	Tania Farr

Other Areas of Responsibility:

Designated Safeguard Lead	Ali Stone
Deputy DSL	Tania Farr, Jane Norbury and Emma Mann
Staff Development	Ali Stone
Mental Health and Wellbeing	Sonya Bacon And Tania Farr
Early Years	Tuesday Bunch
Special Needs/ Inclusion lead	Tania Farr
Looked After Children	Ali Stone and Emma Mann
Assessment and Record Keeping	Gina Hylton and Anna Prince
Senior teachers	Tania Farr and Jane Norbury
PP lead	Jane Norbury

Class Organisation:

Class Name	Pupil Age	Teacher	Year Group
Rainbow	4-5	Tuesday Bunch/Shona Allan	R
Sunshine	5-6	Sonya Bacon/ Jane Norbury	1
Moonbeam	6-7	Anna Prince/ Rachel Harris	2

ADMISSIONS

By law children must start full-time education no later than the beginning of the term following their fifth birthday. In Surrey, the Education Committee has approved a development plan which now enables all children to be admitted into school in the September of the school year in which they are five.

Parents can request that full time attendance be delayed until the beginning of the term after their child turns 5. In addition, parents of children born between 01 April and 31 August can request for their child to be admitted to Reception a year later outside their chronological year group. Please contact the County Admissions Team for further information.

Rainbow Class caters for children who will be five during the academic year 1st September to 31st August. New children are invited to visit the school on a number of occasions before they start so that they get to know their future teacher, classroom and the other children.

The admission number for Folly Hill Infant Academy is 30 with a maximum on roll of 90.

The number of children on roll for this year is 78

Full details of the admission arrangements for Surrey's community and voluntary controlled schools and Surrey's primary and co-ordinated schemes are available on the school admissions pages of the Surrey County Council website under 'School admissions policies and reports' - www.surreycc.gov.uk/admissions.

The admission criteria for the majority of Surrey's community and voluntary controlled schools (including Folly Hill) are set out below:

1. Looked after and previously looked after children
2. Exceptional social/medical need
3. Children who will have a sibling at the school or at an infant/junior school which operates shared sibling priority on the date of admission. [A sibling will be considered to be a brother or sister of the same parents (whether living at the same address or not), or a half brother or sister, step brother or sister or an adopted or fostered brother or sister living as part of the same family unit at the same address.]
4. Children for whom the school is the nearest to their home address - the nearest school will be the school closest to the home address that has a Published Admission Number to admit pupils of the appropriate age range and which admits local children. The nearest school may be either inside or outside the county boundary.
5. Any other children, prioritised according to the distance they live from the school.

Unless otherwise stated, distance will be used when any category is oversubscribed and will be measured by straight line from the address point of the pupil's house to the nearest official school gate for pupils to use. Where two or more children share priority for a place, the drawing of lots will determine which child should be given priority.

For full details of the Admission Procedure you must read the Surrey County Council Information on Primary School Admissions carefully. This can be viewed online at www.surreycc.gov.uk/admissions or you may ring 0300 200 1015 to request a hard copy.

THE SCHOOL DAY

7.45	Breakfast Club starts
8.40	Gates open
8.45	School starts
10.45	Playtime
12.00	Lunchtime
1.00	Afternoon session begins
3.15	End of school day
3.15	After School Clubs start

Breakfast & After School Club

Breakfast & After School Club is a valuable provision for parents, both on a regular basis and for one-off occasions.

The Breakfast Club is available for Folly Hill pupils only and runs each weekday morning during term time from 7.45 - 8.40am. The After School Club runs from Monday to Thursday from 3.15-5.45pm. It is not open on Inset Days or during the school holidays.

Places are limited and families booking for 5 days a week will be given priority. Fees are payable half a term in advance (please note that these are not refundable in case of absence). 'One-off' days may also be booked if a week's notice is given and if space is available. This must be paid at the time of booking and is not refundable. Please ask at the office for further details.

8.40 COMING IN TO SCHOOL

Children may arrive at school from 8.40am onwards, a member of staff will be on the school gate to greet the children. Parents may leave their child at this stage. The children then enter the school through the front door. If they bring a packed lunch, they should place their lunchboxes outside their classroom.

8.45 REGISTRATION

School starts at 8.45am. The Attendance Register is a legal document and must be completed at the beginning of the morning and afternoon sessions. Children arriving between 8.50am and 9.00am will be marked as late. After this time a child will be marked as having an unauthorised absence unless a suitable explanation is given.

All letters/forms/payment (e.g. school trips) should be in an envelope marked with the child's name and details of what is enclosed. These can be either handed into the school office or the children should hand these to the class teacher who will then place them in the Class Register folder to be returned to the Office.

COLLECTIVE WORSHIP

This is held in the Hall every day. It should take a broadly Christian view of the morals and ethics appropriate to the life of an Infant School child.

On Fridays, achievements will also be incorporated into Assembly. Significant achievements will be celebrated, and selected children will receive a certificate. During assembly children will have the opportunity to perform to an audience when appropriate, e.g. play a musical instrument, read a poem or story they have written etc. Birthdays are celebrated on the child's birthday if possible.

PLAYTIME

During the morning, there is a 15-minute playtime break for KS1 pupils. EYFS children have free flow play all morning. Fruit is provided through the Government 'Free Fruit and Vegetable' scheme. Fruit waste should be disposed of in the compost bin on the playground. Parents may also subscribe to the 'Cool Milk' scheme (free for the under 5s) – details will be emailed to you by the school. Staff will organise distribution of Cool Milk to those who subscribe in the classroom.

Playground Rules

- No child shall go on the playground without an authorised adult.
- Children leaving the playground must ask an adult and use the front door to re-enter the school
- The adult on duty will make the decision about playing on the grass and Trimtrail.
- Children should not play on the steps or railings, nor roll or run down the bank.
- If a child is injured or ill they should be escorted to the school office by a friend or adult depending on the extent of the injury/illness.

Playtime Activities

Small toys and activities are available for use during playtime, and these are locked away in the blue shed at the end. We have an area for ball games, an area for construction, water play and small world. The Trimtrail should not be used in damp conditions, when it may become too slippery.

Very Wet Playtimes

During very wet playtimes children remain in their classrooms with quiet activities. Scissors and paint are not allowed. The teacher and teaching assistant on duty will supervise the children.

End of Playtime

The bell will be rung which will be the signal for other staff to join playtime staff on the playground.

12.00 LUNCHTIME

Children wash hands in classrooms. The children line up and collect their lunch when their class is called. When children have finished their lunch, they ask permission to leave the table, take their plate to the clearing area and go out to the playground with the lunchtime assistant.

Children are encouraged to play games and engage in physical activity. The first supervisor out gets the toys ready with the playground pals/helpers.

The Trimtrail must not be used until two lunchtime supervisors are on the playground.

If raining heavily children remain indoors and may have activities in the classrooms.

1.00 REGISTRATION

The afternoon session begins at 1.00pm

3.15 HOME TIME

School finishes at 3.15pm. Parents are asked to collect their children from outside their classrooms or front gate as for Moonbeam class. If for some unforeseen reason children are not met at home time, they should wait in their classroom with a teacher. Parents arriving late should come to the school office and staff will bring their child to them.

Teachers have a list of After School Clubs and who is to attend. They will escort the children to the club and ensure the tutor/play worker is there. The tutor/play worker takes on in loco parentis responsibility at this point. We do ensure that a member of school staff stays on site until all children have been collected.

Staff and tutors/play workers will ensure that children leave with the adult designated to collect them. A child should only be allowed to leave the school premises with a person authorised by the parent or guardian. Parents should make a note in the Going Home Diary (kept in the school office) if their child is to go home with a different person from usual or bring a letter with relevant details if this is to be the same each week (e.g. childminder).

Children should not be allowed on either playground at the end of the day as playgrounds are unsupervised. This includes all children who do not attend Folly Hill School. Once children are met, they are the responsibility of the adult meeting them, but we do expect them to conform to the School's standards of behaviour whilst on the premises. Both children and adults are asked to walk on the path and not on the drive.

SCHOOL UNIFORM

Children are expected to wear School Uniform at all times in School. The school colours are Royal Blue and Grey and the following options are provided:

School Sweatshirt / Cardigan

Pale blue school polo shirt

Grey trousers / shorts / pinafore dress / skirt

Blue gingham dress in Summer

Shoes - sturdy shoes or sandals are routine wear; trainers and open-toed sandals are not an acceptable part of school uniform

They will also need :

a book bag

a PE bag containing:

School PE shirt

White PE shorts

Plimsolls – elasticated front / Velcro fastening

Wellington boots (we have a welly shed where you can help yourself to wellies)

Waterproof clothing

In support of the 'Reduce, Reuse, Recycle' environmental program, we are encouraging the purchase of second hand uniform. This can be bought at one of the 'Friends Of Folly Hill' second hand uniform sales or ordered by emailing them at friends@folly-hill.surrey.sch.uk .

New school uniform, book bags and PE bags can be ordered direct from Brenda's School wear at 130 Frimley Road, Camberley GU15 2QN. Full details are obtainable from their website - www.brendas.co.uk - or by contacting them at info@brendas.co.uk / 01276 469697.

Please **label** all items of clothing, including socks and underwear.

For safety reasons, no jewellery apart from studs / watches / medic alert bracelets are permitted.

Helpful Points to remember

- All clothing **must** be marked with child's name.
- Children are not allowed to bring sharp objects, jewellery or glass jars to school. The school cannot be responsible for the safety of watches.
- Toys and games are not allowed to be brought into school unless requested.
- No loose money is needed in school. When money is required at school, please place it in a named envelope and label it, e.g. school trips. Children are encouraged to take the responsibility of handing this to their teacher at registration.
- Long hair should be tied back for Health & Safety reasons.

LOST PROPERTY

We aim to re-unite named items of lost property with their owner.

Un-named items are kept in the Lost Property box near the school office. Please come and check if your child or you have lost something – uniform, non-school clothing, water bottles, socks, sunglasses etc. Unclaimed items are disposed of at the end of term.

THE SCHOOL CURRICULUM

At Folly Hill we believe that children's learning should be vivid, real, exciting and enjoyable. Learning should be presented in such a way that it is accessible to all. In order to achieve this, we created a broad, balanced curriculum offering the children firsthand experiences, encouraging independence, creativity and a love of learning utilising the whole school environment indoors and outdoors, and meeting the needs of our school community.

Our curriculum is everything that happens in school. It reflects the school's aims and values and hence, everything that happens in school or through school is part of our curriculum. We provide a nurturing environment in which mental health and wellbeing is a priority. All children can experience the joy of learning throughout their development into becoming responsible citizens. Developing confident communicators and fluently readers are our priorities for us and by immersing children in a literate rich environment we offer children the opportunity to develop a passion for language and the love of reading.

We view learning as a lifelong process and so provide a rich and vibrant curriculum that enables all children to learn, retain and apply knowledge and skills which they can transfer across all areas of the curriculum. In order to achieve this a culture of curiosity and mastery underpins the curriculum and each subject. We provide learning opportunities through broad themes(topics) which inspire, enthuse and enable the children to make logical connections between the different aspects of their learning.

As a TEAM we have created long term plans which ensure progression within a context. Teachers then use this to create medium term plans and short-term plans where they highlight learning intentions, key vocabulary, assessment opportunities and clear differentiation to ensure all of our teaching is carefully tailored to meet the needs to all children.

All children have a right to access a broad, balanced and relevant curriculum, which provides continuity and progression and takes individual differences into account, developing them as individuals to ensure they make excellent progress from their various starting points.

At Folly Hill we feel children learn best when...

They are motivated and appropriately well-challenged.

They feel secure in their enabling environment.

Learning is clearly defined and matched to ability.

They are confident to share their ideas, thoughts and feelings.

There is praise and encouragement.

They are valued as individuals.

Resources are available, adequate and well organised.

There is support and encouragement at home.

They are given effective feedback and given time to reflect and consolidate.

There is an ethos of mutual respect throughout the school community.

They are encouraged to value their learning and their view is respected.

They are encouraged to learn through taking risks as a building block to learning – we learn through our mistakes.

Their mental health and wellbeing is a priority.

They are physically and mentally stimulated.

They have the opportunity for first-hand experiences

They enjoy themselves!

Please see our website for full details - www.folly-hill.surrey.sch.uk the School Development Plan overview can be found under school information- performance tab.

The children in the **Reception Class** follow the Early Years Foundation Stage to achieve the Early Learning Goals. Each child has an Individual Pupil Profile, which is shared with the parents once a term.

The prime areas of learning are :

Physical development,
Personal, Social and Emotional development,
Communication and Language.

The four specific areas of learning are :

Literacy,
Mathematics,
Expressive Art and Design,
Understanding the World.

Children in **Years 1 and 2** are working at Key Stage 1 of the National Curriculum. At this stage the curriculum is divided into core and foundation subjects, as follows:

Core subjects:	English, Maths and Science
Foundation subjects:	Computing, History, Geography, Music, Art and Design, Design Technology, Physical Education, Religious Education and Personal, Social & Health Education, Relationships, health and sex education.

The basic skills of reading, writing and mathematics are taught both within topic work and separately as considered appropriate.

Through assemblies and RE and PSHE/RSHE lessons, Folly Hill offers an awareness of the needs of others and a sense of community are fostered and attitudes of tolerance, sympathy, sensitivity and self-discipline promoted.

English

Intent

All aspects of English are taught following the National Curriculum and the Early Years Foundation Stage expectations, making links with other curricular areas where appropriate. A command of English in all its forms, reading, writing, speaking and listening – are essential to the all-round development of the child, vital for underpinning every area of the school curriculum. Our English scheme of is based on our commitment to developing reading and writing through engagement with high quality talk and drama in a range of learning environments. Emphasis is placed on the development of spoken and written English, with the teaching of reading and the fostering of a 'love of reading'. The children will learn skills through different genres including fiction and non-fiction. We use Little Wandle to develop the essential literacy skills of phonics, grammar, spelling and reading. The school's aim is to encourage the development of a literate, articulate child, who is able to approach both spoken and written forms of communication confidently.

Implementation

Speaking and listening

Oral language comes naturally to most children in the early years but there is a continuing need for development and improvement. At Folly Hill School we provide ample opportunity for relaxed as well as more formal talking activities, which are shared with parents.

Children are given a variety of different ways to develop these skills, though, show and tell, sharing experiences (rainbow with ZOG the class toy), sharing talents, speaking in front of groups, class and school,

presenting their projects to the class answering question about them, drama, PSHE/wellbeing and class and whole school assemblies to guests.

A vital part of growth and personal development is learning to be a good listener. Such situations as Circle Time, talk partners, drama, and role play are included in the school programme to help children to develop their listening and verbal skills. Children are encouraged to be imaginative and creative, to reason and develop a sense of humour.

Reading

Reading is one of the most important skills taught in school. Reading activities begin in the Early Years through sharing stories, poems, rhymes and books of all types. In Reception the children begin phonics using the Little Wandle Scheme build upon this knowledge throughout the rest of Early Years and KS1.

We aim to foster a lifelong love of reading through sharing daily a book from our extensive collection, recommended reads, a guest reader (is it your mum reading this week?) or a child's choice. Recommended reads are shared fortnightly in assembly giving KS1 together an opportunity to share their preferences of books. We encourage children to read a range of texts through guided reading, individual reading, quiet reading, reading partners and they also have the opportunity to select a library book weekly.

Alongside the children also learn to read key words to build their sight vocabulary. Reading schemes are used to support children as they develop their abilities. These ensure a structured progression in reading, alongside the teaching of phonics. Home reading books are carefully selected to match the phonics learning in school following the Little Wandle scheme. Once a child has reach stage 6 in phonics we have a large library of banded books to continue their learning journey developing their comprehension and continuing the love of reading. We provide the children with a variety of cross-curricular reading experiences which leads to confident readers, who are able to read for deeper meaning and discuss their opinions on a variety of different styles of text.

The school runs an annual bedtime story event, takes the children in year 1 to the little library nearby, and when we can we have an author in to share their books. Bi- annually we have a book fair.

Writing

Writing is a complex process requiring a number of skills. Successful writing takes time - initially children are encouraged to make marks and write freely. This is encouraged on a large scale, both inside and out. In line with their phonics learning, our younger children are encouraged to 'have a go' and will begin to use their sounds with some support and some adult scribing. Most early writing is of a personal nature and children's work reflects their home life and hobbies.

In Key stage 1 children are given a range of opportunities to write in both their English lessons and across the curriculum. To stimulate children's writing we use carefully selected stories, animations, plays, film clips, poems and life experiences and real life in the form of visitors or trips out. The children have opportunities to write individually and in groups, as the teacher models writing skills and gives direct feedback. Spelling and grammar are carefully and systematically embedded across the school, and we follow the National Curriculum grammar progression. Key words are taught using a variety of strategies including Look, Write, Cover, Check, visual cues, learning patterns and repeating letters. Focus words are taught weekly as is key vocabulary linked little Wandle phonics . Parents are updated through the topic webs sent home and regular emails.

In addition to this at the end of each term children complete an unaided piece of work, this is then used for assessment, judging if each child is meeting or exceeding the age-related expectations. This, along with the children's day to day learning helps us monitor changing learning needs of the children.

Handwriting in EYFS is a skill developed through busy fingers, outside activities and through the formal handwriting. Building on the EYFS, pupils at key Stage 1 continue to develop a legible style. This is achieved in Year 1 by developing a comfortable and efficient pencil style and by practising handwriting in conjunction with spelling and independent writing. Correct letter orientation, formation and proportion are taught in line with the school's agreed handwriting style. This continues in Year 2 and the four basic handwriting joins (diagonal and horizontal joins to letters with and without ascenders) are practised. Children are encouraged to begin joining at an appropriate time for the individual, usually towards the end of Year 1.

Mathematics

Intent

Here at Folly Hill Infant, we teach mathematics so that our pupils develop their understanding and enjoyment. As a school, we have adopted the 'mastery' approach to our planning and teaching of maths, where we aim to develop deep mathematical understanding through the use of concrete (practical) apparatus. Where possible we apply maths to everyday life. As we feel maths is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. Our ultimate aim is for our children to become inquisitive, independent and enthusiastic learners.

Implementation

The teaching of maths at Folly Hill allows all children to achieve academically but also to believe they can do it. Growth Mindset is used to promote self-belief and enable confidence. All lessons are carefully planned allowing the whole class to access the same lesson, whilst ensuring learning is personalised via support or challenge. The majority of children progress through the curriculum content at the same pace. Significant time is spent developing deep knowledge of the key ideas that are needed to underpin future learning. This ensures that all can master concepts before moving to the next part of the curriculum sequence.

If a pupil fails to grasp a concept or procedure, this is identified quickly and early intervention ensures the pupil is ready to move forward with the whole class in the next lesson. Teachers use precise questioning in class to test conceptual and procedural knowledge and assess children regularly to identify those requiring intervention, so that all children keep up.

Children's explanations and their proficiency in articulating mathematical reasoning, with the precise use of mathematical vocabulary, are supported through the use of stem sentences provided by the teacher. Small steps in progression ensure that children are always making links to prior learning and building on previous understanding. Each new concept is practised and embedded via varied fluency, then reasoning and problem solving ensure a deep understanding of the methodologies within the maths.

To ensure whole consistency and progression, the school uses the nationally recognised White Rose Maths scheme. The White Rose curriculum is a cumulative curriculum, so that once a topic is covered, it is met many times again in other contexts. For example, place value is revisited in addition and subtraction and multiplication and division. The curriculum is designed to have an emphasis on number, with a large proportion of time spent reinforcing number to build competency.

Alongside maths lessons, children's learning is further supported by access to a range of resources, including Times Tables Rock Stars, Numbots and The Folly Hill maths library. A great importance is put on these within Folly Hill, encouraging practise as home learning as well as within school.

We believe that the outdoors has great value as an accessible and relevant resource for maths and try to incorporate outdoor learning wherever possible.

Computing

Intent

At Folly Hill our aim is to provide a high-quality computing education which is fully inclusive and accessible to every child. We aim to equip the children to become digitally literate in order to participate in the rapidly changing world where work and leisure are increasingly transformed by technology.

Whilst ensuring they understand the advantages and disadvantages associated with online experiences, we want children to develop as respectful, responsible and confident users of technology, aware of measures that can be taken to keep themselves and others safe online.

Our teaching allows the children to gain secure knowledge and skills which will encourage them to develop ideas, express themselves, solve problems and become creative and inquisitive learners who are able to be critical and challenge themselves.

Implementation

Our computing curriculum is able to be taught both as a discrete subject as well as being woven cross-curricular. Many of the skills are transferrable which provides a wealth of learning opportunities across the curriculum subjects including art, D&T, maths, geography, science, and literacy.

Our teaching implements the computing National Curriculum which is comprised of 3 main parts; Digital Literacy, Information Technology and Computer Science. Knowledge and skills are taught progressively, allowing the children to embed their learning over time.

Computer Science teaches the principles of information and computation. It involves creating and debugging simple programs using algorithms. Our children build their understanding of algorithms by using a range of devices to write simple programmes using Espresso coding programme.

Digital Literacy involves using computing purposefully as a tool for learning. Our children learn to use the internet to search for information, use the keyboard to type text, make modifications to their work including changing the font size and colour, and to save and retrieve their work. The children use I pads to take their own photos and videos and learn to manipulate these images. In KS1 many of these skills are displayed in PowerPoints created by the children.

Information Technology is the understanding of how computing is used beyond school and how to keep safe on the internet. At Folly Hill online safety is a big focus. Every computing lesson will cover an element of online safety to ensure children are exposed to the importance of it regularly.

In EYFS we recognise the importance of teaching children basic computing skills as well as the importance of online safety. The new updated curriculum has removed the 'technology' strand from 'understanding the world'. Computing and technology are still vitally important subjects to deliver to Reception children. Not only it ensure that children enter Year 1 with a strong foundation of knowledge, but Computing in the EYFS also ensure that children develop listening skills, problem-solving abilities and thoughtful questioning — as well as improving subject skills across the seven areas of learning. In EYFS we will continue to build upon

skills involving taking photographs with an iPad, searching for information on the internet and playing games on the interactive whiteboard.

Science

Intent

Our vision in science is to encourage curiosity in children so that they ask questions that fuel explorations and investigations about the universe we live in. Throughout the school science is a practical, interactive, hands-on subject that develops the skills and processes of scientific enquiry, as well as understanding about the concepts being explored. The children systematically build a bank of scientific vocabulary which supports their acquisition of scientific knowledge and enables them to effectively describe and explain the concepts they are learning about. We ensure the children have access to a range of age appropriate, quality scientific texts, complementing our teaching of reading and reinforcing the importance of reading for knowledge as well as for pleasure. We aim for the children to finish Folly Hill with the key foundational knowledge and concepts needed as a foundation for their future studies in science. We want the children to be excited and inquisitive about science and understand the ways in which science has changed our world and the possibilities for the future.

Implementation:

At Folly Hill Infant, we teach the EYFS framework and the National curriculum, however we do not confine ourselves to these boundaries. Science is taught using an enquiry approach and the children are encouraged to pose and investigate their own scientific questions. At Folly Hill we are passionate about learning and often go beyond the suggested programmes of study to follow children's interests and to respond to local, national and global issues.

At Folly Hill, we teach science through our topic-based curriculum which allows the children to make links between science and the other subjects they are studying. In Reception we facilitate the children's learning through play-based exploration and investigation. Teachers are there to encourage, expertly question and guide the children's learning. In Key Stage 1 the topics are used to generate scientific questions and investigation. The children are encouraged to answer these in different ways by: Observing closely, using simple equipment Performing simple tests Identifying and classifying Using their observations and ideas to suggest answers to questions Gathering and recording data to help in answering questions. Throughout the school we make use of the school grounds, the local environment, trips further afield and visitors to the school to further enhance the children's learning.

Design Technology

Intent

Our intent is that all children can use their skills, creativity and imagination to plan, design, evaluate and make a variety of artefacts and to solve practical problems. They will think about and explore how things work. They will use basic tools with an age-appropriate amount of support and can make simple structures and mechanisms. They will use skills and knowledge from maths, science, computing and art to aid with their project work. They will be motivated to evaluate and improve as they, go and to take risks. **Implementation**

DT is taught through a hands-on Continuous Provision and topic-based approach. Teachers teach, model skills and guide pupils, along with discussing health and safety. The children are taught to use a wide range of materials and techniques to design and produce products with a clear progression of skills developing across the school years. Children have opportunities to discuss and critique their own and each other's work in order to develop it further. Children use first-hand experiences and real- life situations to problem solve.

Physical Education and sporting provision

Intent

At Folly Hill, PE is engaging, empowering, challenging and fun and develops each child as a learner and a lover of physical activity and sports. PE provided children with the opportunity to learn how to be successful participants in physical activity, it allows pupils to understand what physical activity looks and feels like and how with practice they can improve their skillsets to reach high quality outcomes. All children take part in the daily run, gymnastics, dance and games activities, with athletics in the Summer Term culminating in a traditional Sports Day and fun sporting activities. The children are encouraged to take part in Maypole dancing at local festivals. We use Real PE for one session of PE a week, which develops the whole child across the curriculum.

At Folly Hill, we try to ensure that physical activity is evident in all curriculum areas, not just in PE lessons. Staff and children are aware of the need for a healthy lifestyle, and how this can have a significant impact on the capacity for learning across all areas the curriculum. Lessons regularly contain opportunities for children to be active.

Implementation

All children in Key Stage 1 take part in two PE lessons a week, developing and embedding skills and applying them in game situations.

We use the National curriculum and use Real PE for activities as it develops the whole child and enable them to feel like they can achieve. The theory behind is that it develops essential behaviours, physical, emotional literacy and thinking skills. Fundamental Movement Skill act as the building blocks for future activity, building strength, flexibility and fluidity of movement that contribute to the development of robust, agile, and healthy children.

Teachers plan, deliver and assess across a wide variety of different skills. Additional teaching resources are used to help support teachers in the planning and assessing of their lessons.

Some Lessons take the form of a quick starter to engage the children- also with a story, the children then work through a range of progressive activities around a theme or intended learning outcome. There are opportunities to extend and challenge individual children and provide support for others.

Lessons may be taught in isolation or linked over a number of weeks. A game, performance or task may be the focal point and can be revisited to allow skills to be refined and developed.

Real GYM is used for gymnastics, for games we use Real PE and schemes of learning acquired from a range of professional coaches and dance we use our own ideas and support from BBC Let's Move dance because it offers children of all abilities the chance to express themselves freely whilst also supporting the development of co-ordination, balance and a familiarity with patterned movements. For the Autumn 2021 we are using Sports Stars to support the teaching games.

In addition to our PE sessions:

- A broad range of extra-curricular clubs are available led by external providers.
- We have cheerleading, basketball and football clubs at times during the year run by TAs at lunchtime,
- There are opportunities for children at all levels and of all abilities to participate in inter-school events and competitions in a broad range of activities.
- Everybody joins in the daily run
- Yearly sports day

- Maypole dancing
- Learn Jai Ho!

History

Intent

History gives children a sense of where they have come from. At Folly Hill we set out to discover the historian in each and every child by igniting their curiosity and passion for the world in which they live and how it became as it is today. History provides children with a breadth of opportunity and experiences. By studying the past, we are shown models of good and responsible citizenship. History also teaches us how to learn from the mistakes of others. History helps us understand change and societal development, it provides us a context from which to understand ourselves and others. Through our teaching of History, we endeavour to help the children see the opportunities their world holds for them, by understanding it better and seeing how it has changed.

We place an emphasis on ensuring children's skills such as historical enquiry are progressively developed. We focus on challenging children to ask and answer though provoking and in-depth questions. The language of History is taught explicitly, providing them with the necessary vocabulary to successfully access and use a range of sources - written, pictorial and concrete. Children at Folly Hill are encouraged to think critically, weigh evidence, analyse information and develop good perspective and judgement. Our History curriculum aims to nurture their inquisitive nature. We endeavour to help children understand that the world is complex and dynamic and challenge them to question their place in this.

Implementation

Through teaching History we allow children to have a broader understanding of the world around them. They gain a better understanding of a wide range of cultures as well as the make-up of the world and how this has changed over time. This allows children to explore cultures and ask questions linking to PSHE and their knowledge of the world around them, subtly teaching about British Values through these cultures and historical events. The research element of History allows children the opportunity to conduct research and find key information, key skills that are invaluable. In the Early Years, children focus upon themselves and their families in order to begin to appreciate the chronology of time. By the end of Year 2, the children are developing an understanding of historical concepts such as continuity and change, cause and consequence, similarity, difference and significance.

To enrich learning we endeavour to fully exploit all opportunities to invite visitors into our academy and share historical artefacts for children to experience and help them to piece together the past.

Geography

Intent

At Folly Hill we aim to develop the children into global citizens with a curiosity and fascination about the world and its people that will remain with them for the rest of their lives and motivate them to explore their world and expand their horizons. Teaching should equip pupils with knowledge about diverse places and people. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes. They will use the correct geographical terminology and will read a range of texts through the reading scheme and specific geographical activities. Through teaching Geography, the children will gain a better understanding of our world, society and environment, their place in it and thought about how to improve it. The ultimate intent is that the

knowledge, skills and values developed in geography can be used to improve the world through social and environmental action.

Implementation

Geographical contexts underpin many of our cross-curricular topics. The learning of geography is sequenced to develop the children's understanding of place, beginning in the Early Years with our immediate locality and subsequently extending beyond this to also consider the wider world in Key Stage 1.

Geography is taught through a continuous provision approach with specific knowledge and skills taught through topic work. Through Continuous Provision, every opportunity is taken to reinforce knowledge of places through postcards that have been sent to the class, stories and current events. We also use any links the children in the class have to other countries to form part of an 'International Week'. We believe the local area has great value as an accessible and relevant resource for contextual learning in which the children are invested.

Music

Intent

At Folly Hill we aim to engage, inspire and challenge pupils with our Music curriculum. We believe that Music offers opportunities for the children to develop their individuality, creativity, self-esteem and confidence. Children are able to explore, express and communicate their feelings whilst gaining knowledge and experiences of the wider world. On a personal level, Music has been shown to reduce stress and anxiety and lift our mood. Music is an important part of our curriculum for the 'whole' child. Music has a rare and unique ability to bring people together; music making at Folly Hill enables a whole class, school and community to feel connected to others and part of something bigger.

At Folly Hill we aim to introduce children to a wide range of music, both live and recorded. Children develop a critical engagement with music allowing them to listen with discrimination. Children will also have the opportunity to play tuned and untuned instruments, culminating in the composition of their own music. Children are exposed to developing forms of 'reading' music, introducing them to how music is written and read. We want our children to have a love of music and a desire to learn more about music and how to create music and play instruments.

Implementation

We teach the EYFS framework and the National curriculum, however we do not confine ourselves to these boundaries. At Folly Hill we are passionate about learning and often go beyond the suggested programmes of study to follow children's interests and to make links to other areas of the curriculum. Listening to and creating Music are an integral part of the continuous provision available in both EYFS and KS1. We thread music into our daily routines with music in the morning and as part of assemblies as well as the use of songs, chants and rhymes in other areas of the curriculum. Listening to music is fundamental to musical understanding. Pupils gain knowledge of important moments in the evolution of music and of key musicians and composers, in a range of genres and styles as music is discussed in class and assemblies. Instruments are available within the classroom and outside learning areas and opportunities are actively sort to enable children to witness live music by encouraging performers to our school.

Art and Design

Intent

At Folly Hill, the children will explore a wide variety of art techniques and media, equipping them with the knowledge and skills to create their own works of art and to express their thoughts and feelings. They will be

inspired to record their observations and develop their individuality and creativity. The children will use the correct vocabulary associated with different disciplines

They will learn about the work of artists and craftspeople, some who visit the school, and appreciate a range of talents and styles. They will be motivated to use other's work to create their own and see links between the two.

Implementation

At Folly Hill, we teach art through a skills development approach. The children are taught to use a wide range of materials, tools and techniques, observations and experiences to design and produce creative and imaginative artwork, with a clear progression of skills developing across the school years. They are also taught about the work of a range of artists and designers both from now and through history, from the local area and worldwide. In Key Stage One the children use sketch books to practise skills and develop their ideas. We believe that the outdoors has great value as an accessible and relevant resource for art and try to incorporate outdoor learning wherever possible.

Religious Education

Intent

The school follows The Agreed Syllabus for Religious Education in Surrey Schools 2017-2022. The children develop knowledge and understanding of Christianity, and of the other principal religions and beliefs represented in Great Britain, including Judaism and Islam.

The RE curriculum at Folly Hill is organised to support the development of children's knowledge of religious and non-religious beliefs and worldviews, practices and ways of life and enable children to make links between these. It also develops children's knowledge and understanding of the different members of our rich and diverse community. Knowledge and skills are supported by first-hand experiences, including visits to local places of worship and visits from faith communities. Knowledge and skills are mapped to support children's understanding of religion and faith. The RE curriculum is also designed to support positive attitudes and values, and encourage children to reflect and relate learning to their own experience. Children learn that there are those who do not hold religious beliefs and have their own philosophical perspectives, as part of its commitment to ensure mutual respect and tolerance for those with different faiths.

Implementation

RE is taught in a weekly topic block each half term. Coverage is planned to link with key dates and religious festivals to provide opportunities to celebrate festivals and religions with greater consistency and contextual relevance. Work is recorded in topic books and is evidenced with a variety of outcomes, including written pieces, artwork and photographs.

1. The teaching of RE is in keeping with government requirements and is taught for an hour per week, across all year groups. At Folly Hill, we follow the Surrey Agreed Syllabus in Foundation Stage and in KS1.
2. In addition to the Surrey Syllabus we aim to offer the opportunity to explore other faiths by learning about shared celebrations and stories. This year the children will engage in learning about Diwali and Chinese New Year.
3. The academy regularly hosts the "Open the Book" Team who run whole school assemblies based on the Christian faith and directly linked to the Bible.

4. Christian festivals are also celebrated with The Signpost Team who are supported from the Churches Together in Farnham ecumenical group.

The whole school visits the local church and classes visit separately. Parents have the right to withdraw their children from these religious activities if they are in conflict with their personal beliefs. This should be discussed with the Headteacher.

Personal, Health and Social Education (PSHE) and Relationship, Sex and Health Education(RSHE)

Intent

At Folly Hill our PSHE curriculum is designed to equip children with the knowledge, skills, values and attributes they need to become confident and effective members of a modern, multicultural and technological society. RSHE is taught as part of the PSHE curriculum offer.

The school has developed a comprehensive scheme of learning because we have prioritised PSHE and RSHE as the vehicle which offers our pupils the best opportunity to develop into well rounded, productive members of the community .PSHE and RSHE provides the opportunity to learn about and practise the school's TEAM (Thoughtful, Explorers, Awesome, Motivated) values, British values, the roles and responsibilities which come with being a member of a community and the importance of mental health and wellbeing. We use the term Wellbeing to encompass the PSHE and RSHE curriculum requirements. Wellbeing is at the heart of the school's ethos and is taught both explicitly and in cross curricular vehicles throughout the school because we believe the children's wellbeing is paramount to enable learning.

Implementation

We ensure a variety of opportunities to learn outside. Throughout this we emphasise learning to stay safe both physically and online. Children are engaged in PSHE/RSHE learning through a wide range of activities including Circle Times, scenario based discussions, whole school assemblies and book lead discussions. We use the correct vocabulary for terms which are covered in the lessons.

As part of our commitment to the importance of life-long learning all children at Folly Hill take part in Folly Hill Skills where children have a variety of skills to practise and develop both at home and school for example tying shoelaces, making beds, building dens etc. Successes are celebrated regularly in school. We also provide Play Therapy support for vulnerable pupils who would benefit from emotional support and this year we plan to offer the support of a trained ELSA.

Pupils have the opportunity to experience the process of democracy through the first hand experience of being part of the School Council and voting for its members who then take an active part in school decisions. We regularly participate in national and local focused weeks and projects such as 'antibullying week' e-safety week, Black History month. Which help children to learn about others and we help support charitable bodies and causes through national and local funding raising days.

Learning Outside the Classroom

Intent

At Folly Hill Infant school, we want all children to have the opportunity to learn through a wide range of first hand experiences. That throughout their time at Folly hill they will be excited by their learning experiences, be inspired to try new things and develop interests in new things. Through the use of outdoor learning, we intend for the children to become passionate and knowledgeable about the environment and how we can look after it.

Implementation

Our whole curriculum is based on making learning exciting and interactive, offering our children a wide variety of opportunities to learn outside the classroom. The use of our school grounds, local environment

and trips further afield alongside visitors to the school are part and parcel of our day-to-day teaching and learning.

On average 3 lessons a week, in each class, are required to be taught in the school grounds. In reality children are outside far more often for their learning. Each half term the topic is often introduced with a 'wow' day, which is learning outside the classroom either in the form of a field trip or visitor to the school.

We take every opportunity to offer children enhancements to their learning. Children will watch visiting theatre groups and musicians. Visit local artists, a church and castle, and have the chance to have coaching from visiting sports coaches among many other opportunities.

As part of our RHSE we teach the children about caring for our environment, what we can do to help our local and global environment.

Learning at Home

Parents'/carers' assistance with children's learning is vital. Working on your child's reading through reading books, or related reading games and activities, is one way they can continue learning at home. Your help in practising these activities will be of great benefit to your child, as well as being mutually enjoyable. We have also subscribed to Timetable Rock Stars the children should try to do at least 5 minutes a day on these to help with maths. Older children may be given maths activities and spellings to learn. On alternate half terms/ alternate weeks children will be given the opportunity to choose a library book or a maths game.

Special Educational Needs

We aim to identify children with special educational needs, including the more able pupil, in line with the demands of the Code of Practice for Special Educational Needs. When such needs are identified, through internal assessments and formal screening, they are discussed with the parents and appropriate action is taken.

This action will take the form of creating Individual support plans or Group intervention plan designed by the Class Teacher, the Special Needs Co-ordinator and parents to answer the individual needs of the child. When necessary, further advice will be sought from appropriate agencies, ie STEPS (specialist teachers and educational psychologists), County Advisors, Speech and Language Therapists, Social Services and Health Authorities.

The academy's Special Educational Needs and Inclusion Policy is available from the main office on request and on the website.

Assessment

Assessment of children's progress is vital to their individual progress and takes place continuously. This takes the form of formative and summative assessment where appropriate.

Children aged 4 and 5 will in their first 3 weeks of Reception class take part in the Statutory Reception Baseline Assessment (RBA) it is a short activity-based assessment and will be a baseline for measuring the progress primary schools make with pupils. Assessment will continue throughout the year through observation and a summative assessment at the end of their first year according to the criteria found in EYFS/ Development Matters.

All children will take the KS1 Phonics check at the end of Year 1. Standard Assessment Tasks, at the end of Key Stage 1 of the National Curriculum, may be implemented to back up teacher assessment levels in the Summer Term of Year 2, which is the academic school year in which the child becomes seven.

Curriculum Enrichment

We aim to enrich the curriculum through trips and visitors
Whilst here at Folly Hill we plan for the children to:

Reception:

- Have a daytime sleep over / pyjama day
- Visit to a park (Painshill)
- Go to runabout
- Have a storyteller visit

Year 1:

- Dig for fossils (dinosaurs)
- Jump about at gravity force
- Visit the donkey farm
- Go to space (Winchester science museum)
- Picnic in the park

Year 2:

- Movie night
- Bowling
- Visit to the beach
- Visit a garden
- And Farnham castle

All children

- make a Christmas decoration that is then displayed in St Andrews Church or locally
- Learn the Jai Ho dance
- Learn to Maypole dance
- Make a personal pebble (based on the story 'only one you') that is set into the grounds showing they are part of Folly Hill
- Learn about road safety from the magic man
- See a panto – (Pied Piper theatre group)
- Ride a bike/scooter at school
- Have an author visit
- Choose their Golden clubs
- Have opportunity to go to an after-school club
- Learn to sew
- And many more

We currently offer a range of after school clubs as well, which may include football, French, Spanish, gymnastics, dance and tennis.

Performance Data

	Folly Hill all pupils 2019		Surrey 2018		National 2018	
	Expected	GD	Expected	GD	Expected	GD
Reading	87%	28%	78.6%	32%	75%	26%
Writing	83%	21%	72.7%	18.8%	69.9%	15.9%
Maths	87%	24%	78.9%	25.2%	76%	21.8%
Combined	83%	10%	68%	14%	65%	11.7%
Phonics Year 1	83%		84.2%		82%	
Phonics Year 2	33%		62%		60%	
EYFS GLD	83%		78.3%		71.5%	

GENERAL INFORMATION FOR PARENTS

Parental Involvement

Parental involvement is welcomed, both by helping with classroom activities and with fund-raising activities to raise money for equipment and materials to enrich the children's education and pleasure. A number of parents come into school regularly to help the children in various ways. You may like to offer to help small groups of children with sewing, cooking, computer skills, maths, gardening and language games. Please contact me or your child's Class Teacher if you wish to be involved in this way, subject to **DBS** checks and references when appropriate. It is a statutory requirement that schools obtain enhanced Disclosure and Barring Service (DBS) disclosures on all staff, regular volunteers and governors who volunteer to work with children and maintain a single central record of these checks.

Parents wishing to discuss worries or progress are invited to make an appointment to see either the Class Teacher or Headteacher at a pre-arranged, mutually convenient time. Open Evenings are held once a term, when you will have the opportunity to discuss your child's progress.

Parents are invited to join their children for lunch once a year as well as joining in for Sports day. Grandparents of all pupils are also invited to spend an afternoon in school during the Summer Term.

Friends of Folly Hill

Parents of pupils automatically become members of the Friends of Folly Hill, an Association which supports the School in many ways and organises a range of social and fund-raising activities. The Friends are very hard-working and we greatly value their loyalty and support.

Letters Home

We aim to send home as much information as possible by email and will ask you for a family email address we can use. Paper copies will be sent home in book bags if you do not have email and will always be sent if a parental signature is required (e.g. school trip consent).

Please use an email address which you access regularly – emergency information may be sent this way.

We try to give as much notice as possible of dates – please make a note of them on your calendar. A yearly calendar (paper copy) is sent home in September.

Copies of letters sent home are put in the school notice board for you to see what has been sent out. Please check your inbox and/or schoolbook bag every day and let the office know if you have not received the information.

Safeguarding

At Folly Hill Infant academy, we strongly recognise the need for vigilant awareness of safeguarding issues. It is important that all staff have appropriate training and induction so that they understand their roles and responsibilities and are confident about carrying them out. Staff, pupils, parents and governors should feel confident that they could raise any issues or concerns about the safety or welfare of children and know that they will be listened to and taken seriously.

This will be achieved by maintaining an ethos of safeguarding and promoting the welfare of children and young people and protecting staff. This is supported by clear behaviour, anti bullying and child protection policies, careful risk assessment, appropriate induction and training, briefing and discussion of relevant issues and relevant learning through our PSHE curriculum.

We recognise that the key elements of safeguarding children are health, safety and ensuring achievement.

(DBS = Disclosure and Barring Service)

Aim:

We have a statutory duty to “safeguard and promote the welfare of children”.

If you have any concerns about the health and safety of a child at this school, or feel that something may be troubling them, you should share this information with an appropriate member of staff straight away.

The Designated Safeguarding leads for the school are:

Alison Stone	Headteacher
Jane Norbury, Tania Farr and Emma Mann	Deputy DSL
Emma Hardy	Governor for safeguarding

YOUR SUPPORT IN SAFEGUARDING THE CHILDREN/YOUNG PEOPLE AT OUR SCHOOL IS VITAL

Child Protection documentation:

- All school staff will have enhanced DBS with reference to Folly Hill School specifically
- Governors have enhanced DBS with reference to Folly Hill specifically if they work regularly with children.
- All regular volunteers i.e. help in our school once a month or more will have enhanced DBS with reference to Folly Hill specifically
- All students over 18 years of age will have DBS checks with their colleges or schools which must be presented to the head on the first day.
- Students under 18 will not have a DBS check therefore they should never be left unsupervised with a group of children.
- All club leaders and their helpers must have enhanced DBS for their company or school whichever is practical - this applies even if they only run a one off club to cover for absenteeism. The school will ensure that external club providers use safer recruitment practice when employing staff.
- Any occasional volunteers will not need DBS checks but will be supervised by staff at all times and will not work with children unsupervised.
- Any contractors who need to work on the school site will be encouraged to come when the school is not open to children i.e. during school holidays, before 7.30am or after 4.30pm.
- If a contractor does have to be on site when children are present, they will be supervised at all times even if they have DBS. We should encourage the companies we use to DBS check their employees
- Consultants, trainers, specialist teachers, educational psychologists, health officials and inspectors will be expected to have a DBS check and this should be presented to office personnel before they may enter the school. SCC employees have date of DBS check on their pass
- The school has an up to date single central register of staff and volunteers stored in the administrative office – a copy is in the central office for checking purposes.
- The head will check Child Protection procedures of other schools to ensure that when staff from other schools visit our site they are fully DBS checked and have been through safer recruitment procedures.

PLEASE READ our CHILD PROTECTION POLICY which is available on the school website.

Safeguarding and Educational Visits

The owners/managers of establishments used for visits from educational settings are responsible for:

- Ensuring that they comply with health and safety regulations
- Ensuring that the building /establishment and equipment is fit for purpose
- Training their staff in safeguarding and having appropriate DBS checks completed

Prior to booking the school will consider issues around:

- The suitability of our staff and volunteers - staff/student ratio, relevant safeguarding training, DBS checks where appropriate and have read this leaflet and Code of Conduct.
- Any specific safeguarding issues relating to a child included on the trip as well as any other special need issues.
- Security and safety on the journey and at the destination
- Fire and health and safety issues
- Personal hygiene
- Administering medicines
- First aid kit and first aider at hand
- The head teacher must give permission for the trip to go ahead.

A risk assessment of the trip should cover these aspects. The venue should also supply a risk assessment.

Charging and Remissions Policy

The Education Reform Act (1988) maintains the right of all children to have free school education. It also confirms that all schools may continue to invite voluntary contributions to meet, or partially meet, the cost of activities during or outside regular school hours. We will invite such contributions to meet the cost of activities of educational value, which could not be organised otherwise, e.g. class excursions and groups visiting the school. These activities are of great value to the children's education and costs will always be kept to a minimum.

No child is ever excluded from any activity on financial grounds.

In the event of any activity having to be cancelled, refunds as appropriate would be made.

The School Environment

Although the school grounds are small, we make full use of them as part of the children's first-hand experiences. With the help of the Friends of Folly Hill and various local charities, we have been able to include a pond, wildlife garden, sensory garden, playhouses, hedging, vegetable gardens, a herb garden and an orchard. We also have outdoor classrooms with covered canopies, a gazebo and a pavilion to be used all year round. We like to take part in outdoor projects such as hanging basket growing and watching birds. The children regularly work in the garden with our Caretaker and teachers.

Equal Opportunities and Access for the Disabled

While programmes of work are planned to meet the needs of individual children, all children are given the opportunity to experience the full range of class and school activities.

In accordance with our Equality Policy, no pupil or member of staff is discriminated against because of disability. The main entrance is accessible for wheelchair users and there are no split levels within the school

building. There is a ramp available at the rear of the school. There are also toilet facilities for the disabled. We work closely with all outside professional bodies to ensure the best educational experience possible for children with disabilities; we have contact with Speech and Language Disorder therapists, the School Nurse and the Educational Psychology Service.

The school's Equality Policy is on our website.

Multi-culture

Children are invited to enjoy a rich variety of other cultures and beliefs through visiting members of various Christian denominations and other faiths to our morning assembly.

Other aspects of our multi-culturalism are explored through role play, cookery, language etc.

We live in a diverse society and our values and curriculum reflects the local and global community in which we live.

Relationship, Sex and Health Education RSHE (see curriculum)

Relationship and Sex Education will cover relevant aspects of the PSHE, Science and RE curriculum. It may be referred to when relevant during topic work or in response to individual children's needs and questions as they arise and would then be treated sensitively.

School policy can be found on the school website <http://www.folly-hill.surrey.sch.uk/safeguarding>

Drug Education

Pupils will be equipped with knowledge, skills and attitudes to enable them to be in a position to make informed, healthy choices and decisions as appropriate to children in Early Years Foundation Stage and Key Stage 1. Policy can be found on the school website

<http://www.folly-hill.surrey.sch.uk/safeguarding>

Behaviour

We try to adopt the kind of attitude towards behaviour that would be acceptable to a reasonable and caring family.

We look for a high standard of conduct from the children and they are expected to show caring and thoughtful behaviour towards others and a respect for the whole school environment. We aim to guide children towards self-discipline through rewarding good behaviour rather than focusing on unacceptable behaviour although on occasion they may be reprimanded or have 'reflection time' and this is usually sufficient.

If a child is experiencing behaviour problems, parents are invited to the school to discuss the matter in a supportive way and appropriate courses of action are discussed.

School policy can be found on the school website <http://www.folly-hill.surrey.sch.uk/other-policies>

Water Breaks

It has been established that the drinking of water on a regular basis aids concentration, which in turn helps progress. We request each child in the school is equipped with a water bottle when they start at Folly Hill so they can have a drink whenever they need to.

Bottles and lids can be bought from the school office.

School Meals

School meals are cooked on the premises. Children, whether they eat a school dinner or bring a packed lunch, are encouraged to eat a balanced diet but are never forced to eat anything which they really do not want. Please inform us about any special dietary requirements. Parents are invited to lunch annually.

School Dinners

All children at Folly Hill School are eligible for a free school meal. Your child will need to know whether they are having a free school meal or bringing a packed lunch in order that the correct number of meals can be cooked.

Healthy, balanced school meals are cooked on the premises and supplied by from Surrey County Council (twelve 15).

Special lunchtimes include Christmas, Chinese New Year, Sports Day etc.

If you wish your child to bring a packed lunch, you should provide a named lunch box, clearly named on the outside, with an unbreakable and leakproof container for a drink. Fizzy drinks, cans, bottles and sweets should not be sent to school. Children with packed lunches eat their food in the hall. Lunch boxes should be taken into school hall on arrival in the morning. We encourage children to bring a healthy packed lunch and to be sustainable with little waste, such as food wrapping, left at the end of the meal. **Please do not bring nuts into school.**

Pupil Premium Funding

Parents below a certain income level may attract Pupil Premium funding. This money will be spent to develop specific aspects of the individual child's education. **We encourage all parents to fill in our eligibility form.**

If you receive one of the following benefits, your child may be eligible for Pupil Premium Funding – please ask at the school office for further details : Equal Based Jobseeker's Allowance/Employment and Support Allowance/Income Support/Income Based Jobseeker's Allowance/Income related Employment and Support Allowance/Support under Part VI of the Immigration and Asylum Act 1999/The Guaranteed element of State Pension Credit/Child Tax Credit, provided that you are not entitled to Working Tax Credit and that your annual income is less than the current threshold of £16,190/Working Tax Credit 'run-on'/Universal Credit. NB: If you receive Working Tax Credit, you do not qualify even if you receive child tax credit and your income is below £16,190.

Travel to School

We encourage our pupils to walk or ride their scooter to school. They can park their scooters and bikes for the day in the bike rack.

The school car park is reserved for staff use during school hours.

Parking outside the School is limited and we ask for your consideration in not blocking the driveways of the houses around the School when dropping off or collecting your children. Please also remember that double parking restricts access for emergency vehicles. Surrey Police have asked us to remind parents that Fixed Penalty Tickets will be issued for the offence of Unnecessary Obstruction.

For reasons of safety, could you please ensure that your children walk on the footpath **at all times** and not on the school driveway.

Absences

In cases of illness, please inform the office by telephone or leave a message on the school answer phone.

If it is essential to take leave of absence for any reason during term time, forms are available from the Office. The Head teacher, on behalf of the Governors, may grant leave at their discretion.

Our Attendance Policy is available on our website <http://www.folly-hill.surrey.sch.uk/other-policies>

It is important that we are informed of the reason for a child's absence so that an appropriate mark can be made in the Class Register. If your child is ill, please ring in the morning. If no reason for absence is given, it will be counted as unauthorised

We do not authorise absence for family holidays during term time.

Due to the commitment of parents and children to school life, the attendance record is always excellent. The figures for 2020/2021 were:-

Percentage of authorised absences	1.14 %
Percentage of unauthorised absences	0.14 %

School Medicals

All children are invited to have a Flu vaccination.

Health

Please inform us of all health problems such as asthma, allergies, hearing impairments etc. It is essential that you keep us updated with this information.

Covid

It is not recommended that children and young people are tested for COVID-19 unless directed to by a health professional.

If a child or young person has a positive COVID-19 test result they should try to stay at home and avoid contact with other people for 3 days after the day they took the test, if they can. After 3 days, if they feel well and do not have a high temperature, the risk of passing the infection on to others is much lower. This is because children and young people tend to be infectious to other people for less time than adults.

Children and young people who usually go to school, college or childcare and who live with someone who has a positive COVID-19 test result should continue to attend as normal.

Medicines

In most cases, children should not return to school after an illness until the need for medication is over. However, your own doctor is the person best able to judge this. In certain cases we can help by administering doses of medicine during the day, if minimum 4 doses per day are required and **if it is medicine prescribed by your doctor and if he/she requests that we do so.**

All medicines (including lip balms, homeopathic remedies, etc) and inhalers must be clearly marked with the child's name, dosage and times to be taken, and taken to the school office by a parent or guardian where you will be asked to record details on a Pupil Medication Request form. PLEASE NOTE: We cannot guarantee that medicines in school will be given at the time specified. By arrangement, parents may come into the school to administer the medicine themselves and will be asked to do so for ear/eye/nose drops/intimate or invasive drugs.

First Aid

First Aid treatment will be given where necessary, although antiseptic creams will not be used. Cuts and grazes should be cleaned with cold water or antiseptic wipes. Please let us know if your child is allergic to plasters.

For more serious injuries, sickness and any other cause for concern when a child is unwell and unable to continue working within the classroom, we will contact you to come and collect your child. Please make sure that we have up-to-date contact numbers – thank you. If you are unobtainable and circumstances require it, then a member of staff will take the child to the Accident and Emergency department of the local hospital or call an ambulance and accompany the child to hospital.

School Photographs

Individual and family photographs are taken in the Autumn Term. In the Spring/Summer Term, class photographs are taken.

There may be times when children are photographed as part of normal school activity. The photographs may be included on the school website or published in a local newspaper. When pupils start at Folly Hill, parents will be requested to complete a permission slip for this. Any parent not wishing their child to be included can make this known on the slip.

Please see our Use of Image Policy on the parents' page of our school website.

Emergency School Closure

In the event of an unplanned school closure due to severe weather conditions or the breakdown of vital services, a notice will be displayed at the school gate and an announcement will be made on Eagle Radio 96.4.

Information on emergency school closures will also be available on the school website and on the County website at www.surreycc.gov.uk > Learning > Schools > School Closures and on the school website www.folly-hill.surrey.sch.uk.

Security

All visitors are required to report to the Office, sign the Visitor's Book and wear a visitor's badge. A gate system is installed for security purposes. The electronic gate will be open for Breakfast Club, at the beginning and end of the school day and for collecting children from After School Clubs - otherwise you should press the white button (on the window to the right of the gate) to talk to the school office who will then 'buzz' to open the gate.

For the safety of all our children, please make sure that the gate shuts securely behind you.

Complaints Procedure

The first step to resolve any problem would be discussion with the school. If you are unable to resolve your problem with the Class Teacher or the Headteacher, you may consult a member of the Governing Body. If you are still not satisfied that your concern has been resolved, you will need to follow Surrey County Council's complaint procedure which can be found on their website.

Transfer to Junior School

Children transfer to Key Stage 2 after completing Year 2. Most children transfer to Hale School or William Cobbett Primary School; however, Folly Hill Infant Academy maintains close liaison with all local Primary and Secondary Schools in order to ensure continuity through our confederation of local schools.

Ofsted Inspection

Our latest Ofsted Inspection took place in November 2010, and we are delighted to have been judged as Outstanding. A copy of the report is located on the school website (bottom of the home page- department for education) or <https://www.compare-school-performance.service.gov.uk/school/125048>

Liaison

One of the aims of the school is to establish links with our community. With this in view, we have established close relationships with our local nursery and junior schools, churches, park ranger, police constable, museum, county council and fire service.

Newsletters to parents are distributed monthly. We invite members of the community to visit our school. Our joint efforts as parents and teachers will ensure your child has the best possible opportunity for progress

Frequently asked questions

1. **What do I do if my child is ill?**
 - Please ring the school as early as possible and leave a message to let us know why your child is away.
2. **When can my child return to school after being ill?**
 - Sickness/diarrhoea – your child needs to have eaten normally and been symptom-free for 48 hours before returning to school.
 - Infectious diseases (e.g. chickenpox) – please consult your doctor/school
 - Conjunctivitis – as advised by your doctor
3. **What do I do if my child has head lice?**
 - Please treat your child immediately and check their hair regularly. Below is a helpful website
<http://www.chc.org/>
4. **What do I do if I am going to be late?**
 - If possible, please ring the school to let us know the situation.
 - If you are late bringing your child to school, please bring them to the school office and sign them in. A member of staff will take them to their classroom.
 - If you are late collecting your child at the end of the day, please go to the school office and a member of staff will collect your child from their classroom.
5. **What do I do if someone else is collecting my child?**
 - Please put details in the Going Home Diary kept in the office. If the arrangement is made late in the day, please ring the school to let us know.
 - If it is a regular arrangement (e.g. childminder every Wednesday), please put this in writing to the school. You do not then need to write it in the Going Home Diary.
6. **What do I do if I want to take my child out of school for any reason?**
 - Medical appointment: If it is not possible to make the appointment out of school hours, you will need to complete a Leave of Absence Request Form, available from the school office. On the day, you should come to the office to collect your child and bring them back to the office on their return.
 - Any other reason: Please ask at the office for a Leave of Absence Request Form, as far in advance as possible.
 - Permission is granted at the discretion of the Headteacher and Governors.
7. **What do I do if my child needs to take medicine at school?**
 - You are very welcome to come and administer the medicine yourself and will be asked to do so for nose/ear/eye drops.
 - If it is necessary for your child to have prescribed medicine at school (i.e. four doses a day), please complete the appropriate form at the school office. Please note that although we will obviously do our best, we cannot guarantee to give medicine at the correct time.
 - All medicines must be brought and collected by an adult, not the child.
 - All medicines, including lip salves and homeopathic remedies etc, must be kept in the school office and not in the child's book bag or tray.
 - For long term medication (e.g. inhalers for asthma), please discuss with the office staff and complete the appropriate forms.

8. **Can I come and help in my child's classroom?**
- Please talk to your child's teacher about the kind of help you are able to offer. If necessary, you will be asked to complete a DBS Enhanced Clearance form.
 - You will need to have a quick chat with Mrs Stone before you start.
9. **What do I do if I am missing information which other parents seem to have?**
- Please check your emails - information is regularly sent from the school office and from the class teachers.
 - Please check that we have an email address for you that you are able to check regularly.
 - Please check your child's book bag and ask the teacher to check his/her tray.
 - Please check in the school notice board to see what information has been sent out recently.
 - Please check the school website - www.folly-hill.surrey.sch.uk
 - If necessary, please ask at the office for a duplicate copy.
10. **What do I do if I stop receiving emails?**
- Please check your spam folder.
 - Please check that we have a correct and up-to-date email address for you.
 - Please let the school office know if you have a temporary problem - we will send a hard copy of information home if necessary.
11. **What do I do if my child wants to change to/from school dinners/ sandwiches?**
- Please let the office know. We normally ask that children only change at the start of a half term.
12. **How do I pay for school trips / visits / Breakfast/After school Club etc.?**
- You can pay on-line for trip contributions, other visits, Breakfast Club etc. through Tucasi. You will need to open an account for each child and full details will be sent out once your child has started school in September. If you have lost these details, please ask at the school office. There is a link to the Tucasi log-in page from the school website: www.folly-hill.surrey.sch.uk > Parents Information > Online Payments and we would encourage you to pay on-line whenever possible.
 - Details of how to make payments will be sent home as necessary.
 - If you cannot pay on-line, payment should be made by cash in a named envelope to the school office. Please note that we don't accept cheques.
13. **How can I check if I have paid for a trip etc.?**
- You can check your payment history on your Tucasi account page.
 - Receipts will be given for cash payments made through the school office. They will be entered on your Tucasi account and so should also be shown there.
 - If money is still owing after the payment request date, the school office will send a reminder email - but it makes life much easier if they do not have to do so!
14. **Is the school hall available to hire?**
- It depends on the day and time - please ask at the school office for details.
15. **What do I do if my child loses their library book?**
- Library books are normally changed on a specific day each week. If your child does not have their book, a reminder slip will be sent home. If you cannot find the book, the school will charge you for a replacement.
 - Your child will not be able to borrow another library book until the original is returned or a replacement paid for.

16. **What happens if there is an emergency at school?**

- Each September, we will ask you to check that the contact details we have for you and your other nominated contacts are correct. If your child is involved in an accident at school, we will contact you or one of your nominated contacts to inform you of the situation.
- If the emergency involves the whole school (e.g. closure for bad weather, gas leak etc.), an announcement will be made on local Eagle radio and on both the Surrey County Council and school websites. Parents/carers will be emailed or telephoned if we have no email address.
- It is essential that we have up-to-date contact details – please let the office know of any changes promptly.
- In the event of a whole school emergency, please look at the website/email for details – do not telephone the school as the lines will need to be kept free for school use.

SCHOOL TERM and HOLIDAY DATES

ACADEMIC YEAR 2022/ 2023

AUTUMN TERM 2022

Wednesday 01 September to Friday 16 December 2022

Half Term from 24 October to 28 October 2022

SPRING TERM 2023

Tuesday 03 January to Friday 31 March 2023

Half Term from 13 February to 17 February 2023

SUMMER TERM 2023

Monday 17 April to Friday 21 July 2023

Half Term from 29 May to 2 June 2023

INSET DAYS 2022/ 2023

Thursday 1 September 2022

Friday 2 September 2022

Monday 31 October 2022

Tuesday 3 January 2023

Monday 17 April 2023

Monday 5 June 2023

Privacy Notice

(How we use pupil information)

The categories of pupil information that we collect, hold and share include:

- Personal information (such as name, unique pupil number and address)
- Characteristics (such as ethnicity, language, nationality, country of birth and free school meal eligibility)
- Attendance information (such as sessions attended, number of absences and absence reasons)
- Assessment information (such as end of key stage assessments, on-going teacher assessments and results of individual testing)
- Medical information (such as care plans and parent request for school to administer medicines)
- Special educational needs information (such as EHCP records, SEND Support documents and information from professionals)
- Behavioural information (such as behaviour incidents, bullying reports racial incident reports and exclusions)
- Child Protection and safeguarding information (such as pastoral records, cause for concern forms and records from meetings with professionals)

Why we collect and use this information

We use the pupil data:

- to support pupil learning
- to monitor and report on pupil progress
- to provide appropriate pastoral care
- to assess the quality of our services
- to comply with the law regarding data sharing

The lawful basis on which we use this information

We collect and use pupil information under the lawful basis of Legal Obligation (as set out in Education Act 1996, Children Act 2004, SEND Regulations 2014 and the Education Regulations 2005). Also under the lawful basis of Official Duties as set out in the Education Acts (GDPR May 2018). The school is also required by law to collect Special Data such as racial or ethnic origin as set out in Article 9 of the GDPR May 2018.

Collecting pupil information

Whilst the majority of pupil information you provide to us is mandatory, some of it is provided to us on a voluntary basis. In order to comply with the General Data Protection Regulation 2018, we will inform you whether you are required to provide certain pupil information to us or if you have a choice in this.

Storing pupil data

We hold a Pupil's Educational Record whilst the child remains at the school. The file will be transferred to the receiving school, unless there is none, where the file will be sent to the Local Authority. Any records to do with Special Educational Needs and Disabilities will also be passed onto a receiving school as will Child Protection information. Once a pupil leaves our school we will not retain any information to do with them.

Who we share pupil information with

We routinely share pupil information with:

- schools that the pupil's attend after leaving us
- our local authority
- the Department for Education (DfE)

Why we share pupil information

We do not share information about our pupils with anyone without consent unless the law and our policies allow us to do so.

We share pupils' data with the Department for Education (DfE) on a statutory basis. This data sharing underpins school funding and educational attainment policy and monitoring.

We are required to share information about our pupils with our local authority (LA) and the Department for Education (DfE) under section 3 of The Education (Information About Individual Pupils) (England) Regulations 2013.

Data collection requirements:

To find out more about the data collection requirements placed on us by the Department for Education (for example; via the school census) go to <https://www.gov.uk/education/data-collection-and-censuses-for-schools>.

The National Pupil Database (NPD)

The NPD is owned and managed by the Department for Education and contains information about pupils in schools in England. It provides invaluable evidence on educational performance to inform independent research, as well as studies commissioned by the Department. It is held in electronic format for statistical purposes. This information is securely collected from a range of sources including schools, local authorities and awarding bodies.

We are required by law, to provide information about our pupils to the DfE as part of statutory data collections such as the school census and early years' census. Some of this information is then stored in the NPD. The law that allows this is the Education (Information About Individual Pupils) (England) Regulations 2013.

To find out more about the NPD, go to <https://www.gov.uk/government/publications/national-pupil-database-user-guide-and-supporting-information>.

The department may share information about our pupils from the NPD with third parties who promote the education or well-being of children in England by:

- conducting research or analysis
- producing statistics

- providing information, advice or guidance

The Department has robust processes in place to ensure the confidentiality of our data is maintained and there are stringent controls in place regarding access and use of the data. Decisions on whether DfE releases data to third parties are subject to a strict approval process and based on a detailed assessment of:

- who is requesting the data
- the purpose for which it is required
- the level and sensitivity of data requested: and
- the arrangements in place to store and handle the data

To be granted access to pupil information, organisations must comply with strict terms and conditions covering the confidentiality and handling of the data, security arrangements and retention and use of the data.

For more information about the department's data sharing process, please visit: <https://www.gov.uk/data-protection-how-we-collect-and-share-research-data>

For information about which organisations the department has provided pupil information, (and for which project), please visit the following website: <https://www.gov.uk/government/publications/national-pupil-database-requests-received>

To contact DfE: <https://www.gov.uk/contact-dfe>

Requesting access to your personal data

Under data protection legislation, parents and pupils have the right to request access to information about them that we hold. To make a request for your personal information, or be given access to your child's educational record, contact the School Office.

You also have the right to:

- object to processing of personal data that is likely to cause, or is causing, damage or distress
- prevent processing for the purpose of direct marketing
- object to decisions being taken by automated means
- in certain circumstances, have inaccurate personal data rectified, blocked, erased or destroyed; and
- claim compensation for damages caused by a breach of the Data Protection regulations

If you have a concern about the way we are collecting or using your personal data, we request that you raise your concern with us in the first instance. Alternatively, you can contact the Information Commissioner's Office at <https://ico.org.uk/concerns/>

Contact

If you would like to discuss anything in this privacy notice, please contact the School Office.

Thoughtful. Explorers. Awesome. Motivated.



The contents of this document represent the information required in The Education (School Information) (England) Regulations 2002 (SI 2002/2897), as amended by The Education (School Information) (England) (Amendment) Regulations 2005 (SI 2005/2152), and relate to the School Year 2022/2023.

The information was correct as at June 2022. It should not be assumed that there will be no change affecting the arrangements described in this document before the start of, or during, the school year in question or in relation to subsequent school years.

A list and copies of School Documents relating to National Curriculum, School Policy, Governors, LA and Government legislation are available from the Headteacher.

Our school website is www.folly-hill.surrey.sch.uk