



EVERY CHILD FLOURISHING



# Welcome to Alwyn Infant School

This prospectus is intended to give you helpful information about our school community. We urge you to come and visit us while the school is in session to get a feel for our ethos, values and approach to learning.

Please feel free to contact us if you have any questions that remain unanswered by this prospectus or by your visit.

02	Core Values
03	Information About Our School
05	A School Day
07	School Uniform
08	For Parents
11	Health and Safety
12	Curriculum
16	Celebrations
17	Our Team
19	Some Questions and Answers

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## Table of CONTENTS



# Core VALUES



Our core values of 'Belonging, Kindness, Choices and Adventure' are at the heart of everything we do.

The Staff and Governors of Alwyn Infant School are committed to working in partnership with parents and carers to provide a caring, enjoyable and challenging learning environment for our children.

We have high expectations for every child. We endeavour to foster curiosity, independence and a love of learning in a happy and safe setting. This enables our children to grow and develop both socially, emotionally and academically so that they achieve their full potential and move forward in the world as confident, happy and well-rounded individuals.

"Pupils are safe and happy.

Pupils learn about values such as respect and sharing.

Pupils are enthusiastic and highly motivated.

Behaviour is a strength in lessons, around the school and on the playground.

Pupils enjoy their learning.'

OFSTED report, November 2023

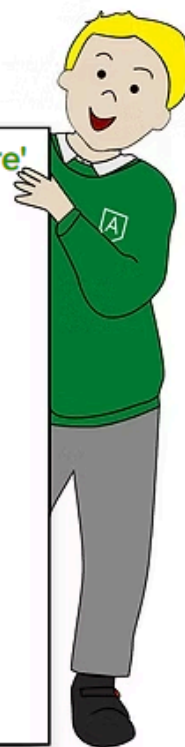
We are very proud of our school community.

## 'Belonging, Kindness, Choices and Adventure'

### Our Alwyn Aims

*These are the rules we all try to follow*

- *To use kind hands, kind feet and kind words*
- *To say how we feel and ask for help*
  - *To look and listen*
  - *To look after our things*
- *To always do the best we can*



*Happy, safe and learning!*



# INFORMATION ABOUT *Our School*

Alwyn School originally opened in Fielding Road in 1907 and has a long and happy history. The school grew and in 1953 a separate Junior School, Courthouse, was built in Blenheim Road.

In 1992 the Infant School moved to our site in Mulberry Walk. Alwyn federated with Courthouse Junior School in September 2021, ensuring a positive transition from infant to junior school. Alwyn is delighted to be able to offer our children a high quality educational provision for 4 – 7 year olds and prepare them for their next stage in life.

Alwyn is warm and welcoming with natural light, providing a calm and purposeful learning environment. We are lucky to have a kiln, regulation/sensory room and a fabulous new library.

Little Alwyn is the learning base for the reception classes. It has a large outdoor learning space including a sandpit, sensory garden, digging area and climbing frames/walls.

Big Alwyn is where Key Stage 1 (Years 1 and 2) classrooms are based as well as the school office and shared spaces such as the hall.



The grounds of our school are an important part of our environment for learning and we have worked hard to develop them for the children.

They include:

- a pond and wildlife area (securely padlocked and only used with adult supervision)
- a gardening area and greenhouse
- a wooden train
- a grassed area with picnic benches
- a playground area, including:
  - colourful play markings to encourage and stimulate games and an equipment shed containing lunchtime activities such as quoits, hoops, stilts, skipping ropes etc
  - a small area for quiet play
  - outdoor learning areas (gazebo)

We also use Courthouse Junior School's large field for Sports Days, P.E. and special events.

Close links are maintained with pre-schools within our catchment and the neighbouring junior schools. Induction and transfer arrangements are in accordance with a carefully planned and agreed programme. These include visits by children and staff. As part of our induction programme for pupils in Reception we offer 'getting to know us visits' and an information evening.

Our planned admission number (PAN) is 90 for each year group.



# INFORMATION ABOUT

*Our Rooms*

We have 2 classes in Reception and 3 classes in our Year 1 and Year 2 groups.

Linking with our school logo and science curriculum, our classes are named after trees.

Our Little Alwyn building is the home to our Reception classes.

These are:

Ash Class

Oak Class

Elm classroom is for small group interventions

Our Big Alwyn building is the home to our Year 1 and 2 classes.

In Year 1, these are:

Beech Class

Hazel Class

Maple Class

In Year 2, these are:

Holly Class

Pine Class

Spruce Class

We have a classroom that is used for small group and individual work.

This space is also used by our trained Emotional Literacy Support Assistants (ELSAs) as a quieter space children can go to during lunchtime play.

Our ELSAs are also available to provide additional individual and small group support to help children understand and manage their emotions and friendships. They also run an amazing Friday afternoon gardening club, who look after our gardening area and all the plant tubs around the school. Much of their grown produce helps to feed the school rabbits.



We are also lucky to have 'The Hub'. This is a room with limited furniture where the children can go if they are experiencing big feelings that they are struggling to manage. In the room they can take time to regulate their emotions and behaviours by spending time in the tent, bouncing it out on exercise balls or taking part in other sensory activities. It is a great space.

# School DAY

## The School Day

The school gates open at 8.40 am. For the safety of our children, the school gates are locked promptly at 8.55am - after this time, access to Alwyn School is through the main reception.

On the rare occasion that you are late, you will need to go to the main reception to sign your child into school.

Children are provided with a healthy snack of fruit or raw vegetables to eat during each morning. Children should not bring in any other playtime snacks.

YEAR GROUP	START	LUNCH	FINISH
Reception	8.45	11.45 - 12.45	3.15
Year 1	8.50	12.00 - 1.00	3.20
Year 2	8.50	12.20 - 1.20	3.20

## Lunches

All of our children are able to have a free hot meal, cooked on site, funded by the government. There is a fabulous choice of options that can be found on our [school website](#). The school dinners are ordered via our online system. If your child has a packed lunch please ensure that it is balanced and healthy and do not include fizzy drinks, chocolate or sweets. Alwyn is a nut-free school. Please do not give your child any nuts or food containing nuts in their packed lunches. Each class has a teaching assistant, who supervises and helps the children during lunchtimes and playtimes.

## Milk

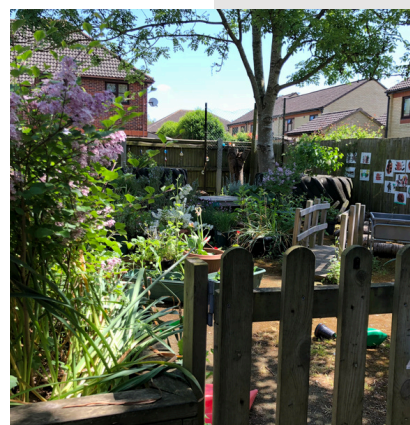
The government funds all children under 5 years old to have a drink of cold milk, free of charge. Our over 5's can also have a drink of cold milk providing their parent/carer has registered them and paid a subsidised fee to Cool Milk, our milk provider. For further information and to register, please see [www.coolmilk.com](http://www.coolmilk.com).

## Collection at the end of the day

Children are tired at the end of the school day, so please make every effort to be on time. If a different person is collecting your child, please tell the teacher in advance, in writing. In an emergency, or if you are unavoidably delayed, children will be looked after until someone can collect them.

For their own safety, children are not allowed out of school until they are handed over to their parent/carer or authorised adult. Children under 16 are not permitted to collect from Alwyn.

If someone unexpected comes to collect your child, we will phone the parent/carer before allowing the child to leave; this is for their safety and we hope you would fully support this action.



## Extra Circular Opportunities

We offer a great variety of extra-curricular opportunities for our Year 1 and 2 children, such as

- gymnastics
- football/multiskills
- kickboxing
- choir
- techytots
- yoga
- sewing

The impact of these activities is wide-ranging. They provide a stimulus for the children's school work, raise self-esteem, improve fitness levels and raise awareness of sport. They encourage enthusiasm for different activities, expand horizons and provide opportunities some children might otherwise not experience.

Many day trips and visitors are arranged, for example visiting Bekonscot Model Village and welcoming a visiting farm. School trips enhance the curriculum, they are fun, they reinforce knowledge and they allow the children to experience being together in a different and stimulating environment. They encourage independence skills and greater self-awareness.

We also encourage visitors to the school who supply good subject knowledge and expertise; they are positive role models and are often very entertaining.

## Attendance/Absence from School

It is vitally important for all children to attend school and be on time. This helps them academically but also socially and emotionally. If you are unsure whether your child is well enough for school, you can send them in and we will keep an eye on them and phone you if we have any concerns.

If your child is too ill to attend school, please inform us by telephone followed by a written note on their return or an email to the school office ([office@alwyn.org.uk](mailto:office@alwyn.org.uk)) and class teacher. This absence can be authorised on the school register.

We ask families to think very carefully before keeping their child away from school. If it not due to illness, a Term Time Absence request form, obtainable from the school office, must be completed. Any other absence should be discussed with the Head of School.

When a child is away from school without the authorisation of the Head of School or attendance lead, this is called an "unauthorised absence" and will be recorded on the school register.

Holidays during term time will not be authorised and a fixed penalty notice will be issued by RBWM.





# School UNIFORM

## Winter and Summer Uniform

### Winter Uniform

#### Girl's - Winter

White polo shirt  
Grey pinafore/skirt/trousers  
Alwyn sweatshirt/cardigan  
Grey tights/white or grey socks

#### Boy's - Winter

White polo shirt  
Grey or black trousers  
Alwyn sweatshirt/cardigan  
Grey or black socks



### Summer Uniform

#### Girl's - Summer

Green and white dress  
White socks  
or  
Grey skirt/shorts/trousers  
White polo shirt  
Grey or white socks

#### Boy's - Summer

White polo shirt  
Grey shorts/trousers  
Grey socks



The school colours are Emerald Green and Grey. It is important to dress for the weather so a waterproof if raining, a sunhat if sunny. Your child will need to bring their book bag and a water bottle (filled with only water) into school every day.

### PE Kits/Clothing

For Years One and Two, PE Kit is an Alwyn t-shirt and shorts with plimsolls/trainers for outdoor PE (velcro fronts are most suitable). The children come into school wearing their kit on PE days.

The children in our Reception classes do not wear PE kit as they are physically active all day.

School sweatshirts and cardigans are available to purchase from Goyals or School Days Direct.

The school office sells the Alwyn Book Bag and Alwyn PE t-shirts. All other items of non branded uniform can be purchased from many different outlets, eg. Tesco, Asda, M&S.

Please ensure that your child is wearing suitable footwear to school and only has laces if they know how to tie and untie them. Boots and high heeled shoes are not appropriate for school.

Second hand uniform is also available; please enquire at the school office.

All clothing, footwear and other belongings must be clearly marked with your child's name.

No jewellery may be worn in school other than stud earrings, a simple watch (not smart watch) and items of particular religious significance.

Please talk to us if you have any concerns over the school uniform or its purchase.

# for PARENTS



## Parental Help

We are always looking for parents/carers to help out in school. It may be to come into school regularly to support the children's reading or specific learning activities or to accompany the children on a school trip.

This support is invaluable to support the children and wider school community.

Please be aware that anyone who comes into school to help on a regular basis must be subject to safeguarding checks. This is a simple application form that the school can help with.

## Parents' Consultation Meetings

Parents' Consultation Meetings are held regularly. During the Autumn and Spring Term, you will have an opportunity to meet with your child's class teacher to discuss your child's progress and behaviour in school. This is a great opportunity to share any worries or concerns and review how they are feeling within the class and year group. In the Summer Term, after you have received your child's Annual Report, you will be given the opportunity to discuss any issues with the teacher.

## Open Door Policy

We do also have an open door policy throughout the year so if there is anything you wish to discuss, do not wait until the consultation meetings pop in and see us before or after school. If the teacher feels more time is needed for a discussion an appointment may then be arranged. Each class also has an email address so you can message the teacher directly and the teacher will respond within 48 hours. The class emails should not be used for urgent messages.

## Parents Teacher Association

We have a very active PTA who run many exciting events to raise money for the school. As parents of a child in school you are automatically a member so we would urge to take part and fun in our school community.

Find out more: [www.alwyncourthousepta.com](http://www.alwyncourthousepta.com)

## Children's Behaviour in School

As an attachment aware, trauma informed school, we view all behaviours as a form of communication. Just as we teach reading and maths, we need to teach our children how to recognise, name and manage their feelings and behaviours. This is done through a range of positive approaches to highlight the behaviours we expect to see and support children to reflect on their individual behaviours and how they could manage a situation more effectively in the future.

# for PARENTS

## Parents/Carers Behaviour in School

Our parents understand that they are expected to model the very high standard of behaviour we expect from children who attend Alwyn Infant School. Therefore we expect all parents/carers to abide by the following code of conduct:

- No swearing on school premises
- No arguing or aggressive behaviour toward other parents/ family members on school premises
- No smoking on school premises
- NEVER attempt to sort out a problem your child has had with another child. If there is a problem, speak to the class teacher and they will deal with it
- Do NOT touch other peoples' children, this includes picking them up
- We do not tolerate aggressive behaviour towards staff.
- If there is any kind of problem, make an appointment to speak to the class teacher or Head of School.

## Communication

Here at Alwyn we aim to have clear and effective communication with parents/carers, as this will enable us to share our aims and values and keep parents/carers well informed about school life. This also reinforces the importance of the role that parents/carers play in supporting the school in educating their children.



We communicate with parents/carers through a range of different strategies. Some of our communications are the result of a statutory requirement, while others reflect what we believe is important to our school.

We use the 'My Child at School' app or browser as well as emails and text messages.

The school website is regularly kept updated with dates and information.

Weekly newsletters are sent from the Head of School packed full of information about events in school, key dates and reminders. There is also an 'Ask Me' section with ideas on how to support your child's learning.

We also hold information sessions about different areas of school life. These are usually well attended and provide a great opportunity to meet other parents/carers and ask any questions you may have.





## Special Educational Needs

A child whose educational progress and/or behaviour requires additional support may have a support plan to develop their full potential. This plan will highlight the child's strengths and identify the strategies used to support their individual progress. When teachers need more advice or support, they consult the school's Special Needs Co-ordinator (SENCO) for strategies and additional resources.

Occasionally, this may not sufficiently meet his or her needs, in which advice may be sought from other agencies (Educational Psychologist, Speech and Language Therapist etc.). Parents and carers are fully involved in all these discussions and outcomes

## Equal Opportunities

All children at Alwyn have access to the same learning opportunities in all areas, regardless of their gender, religion or culture. In addition, every effort is made to ensure that all books, stories and pictures are chosen to reflect our policy.

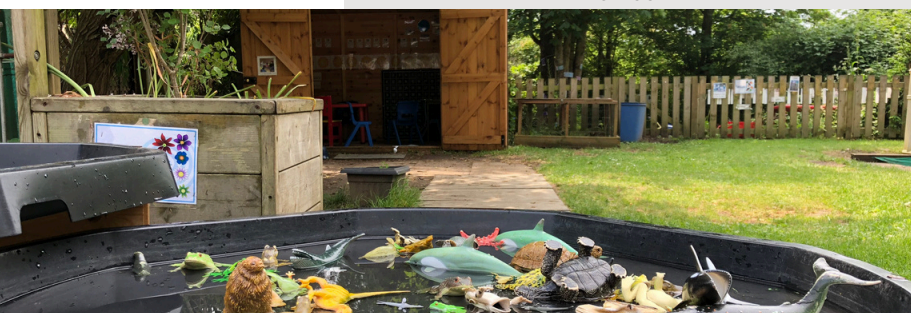
## Assessment and Record Keeping

Teachers assess the children's progress and understanding regularly. Only by assessing the child accurately can the teacher know when to move on to the next stage of learning. These teacher assessments are formally recorded at the end of each year.

Our Year 1 children do take part in the phonics screening check in June.

## Concerns and Complaints

Any concerns or complaints should, in the first instance, be addressed to the class teacher, then the Year Leader. If it is not resolved, it should be shared with the Head of School, followed by the Executive Head and then to the Chair of Governors. All official documents are held in the school office and parents and carers may see them on request. Any complaint against the Local Education Authority should be addressed to the appropriate Education Officer. Details can be obtained from the office.



# Health & SAFETY



Children will be regularly reminded of the safety rules both in class and during assemblies. There will also be regular fire drills so children are confident with the emergency procedures. Parents are asked to support the school by adhering to the school rules regarding the use of the climbing frame and road safety near school. We do operate an unofficial one way system in Mulberry walk which helps with the flow of traffic. SMOKING is not permitted on school premises or in the grounds.

## Medicines in School

If your child has a prescribed medicine that must be administered during the school day, it must be handed into the school office. You will be asked to fill out a form and the medicine should be carefully labelled, in its original packaging. Please do not send children into school with medication in their bookbags. Any unused medicines will be returned to you for safe disposal.

Unfortunately, we can only give medicines prescribed by a medical professional, not Calpol, cough medicine, etc. Although we may give antihistamine, with a signed consent form, as this is becoming difficult to have on prescription.

Children who have asthma or allergies must have their prescribed medication in school, in its original labelled packaging. We will complete a health plan to support effective medication management. It is the parents'/carers responsibility to ensure the medication is in date.

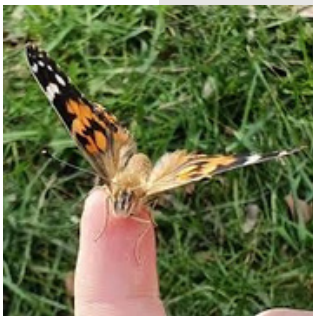
If you do not wish to leave the medication in school, you must complete a disclaimer available from the school office.

We will work with medical professionals to support any specific health needs, such as epilepsy or diabetes.

## First Aid

The majority of staff are pediatric first aid trained and can administer first aid. Accidents are recorded in our accident book and children are issued with a yellow slip to alert parents of any injuries or a red slip if they have bumped their head.

Any potentially serious injury is reported to you immediately. If we cannot contact you, we may take the injured child to the nearest accident and emergency department if we judge it to be necessary. It is vital that Emergency Contact names and numbers are kept up to date.



We are committed to providing all our children with an exciting broad and balanced curriculum within a caring and stimulating environment.

## Reception: Early Years Foundation Stage

In Reception, we follow the Early Years Foundation Stage (EYFS) curriculum. This is a play based curriculum, where children learn through planned, purposeful activities. Positive, quality interactions support learning and the children's 'school readiness'. The curriculum is designed to give the children a broad range of knowledge and skills that provide the right foundation for good future progress through school and life. We have an excellent garden with play equipment to extend the child's interests and learning.

The prime areas are:

- communication and language; talking and listening skills
- physical development; both large physical development and fine motor skills for writing
- personal, social and emotional development; forming friendships, being independent and learning to be confident learners

These are important for building a strong foundation for learning, and to ignite curiosity and enthusiasm for learning, forming relationships and thriving in school.

### The Areas of learning and Development

There are 7 key areas of learning in the early years setting. All the areas are important and inter-connected. They are subdivided into 3 prime areas and 4 specific areas.

The specific areas are:

- literacy
- mathematics
- understanding the world
- expressive arts and design



The children have timetabled carpet sessions with direct teacher input as well as free-flow and zoned activities which are self directed with some individual or small group work.





## Key Stage 1 (Years 1 & 2)

We follow the requirements of the National Curriculum. Each subject area is carefully planned to meet the needs of all our pupils and promote an interest in learning and our local community.

The full National Curriculum can be downloaded from:

<https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum>

### English

English unites the important skills of reading, writing (including grammar and punctuation), spelling and also involves speaking and listening.

We aim to enable children to:

- Listen with understanding
- Speak with confidence
- Communicate effectively in speech and writing
- Become enthusiastic readers who demonstrate good comprehension skills.

Children are given opportunities to write for many purposes and audience, fiction and non-fiction. We encourage them to play with words and grammar for effect and interest.

Phonics teaching takes place in separate sessions and enables the children to:

- Blend sounds for reading
- Segment sounds for spelling.

We follow the Floppy's Phonics scheme which has some brilliant books to read at home. The phonics work does come home each day so you can support the children's learning.

At Alwyn, we do expect our children to read at home to a grown up every day. This is a vital part of learning and is a great way to show you support the school.

### Music and Drama

"There is no such thing as an unmusical person."

Hans Werner Henze

Our children love singing and playing the instruments! We follow the Charanga music scheme as well as providing lots of opportunities for the children to perform to an audience. Music Week is a very a popular time of the school year!

Role play is also a fabulous opportunity for story telling and understanding of the world.



### Maths

'The only way to learn mathematics is to do mathematics,' Paul R. Halmos

We follow the White Rose Maths scheme and work closely with the National Centre for Excellence in the teaching of Mathematics (NCETM).

There is a great emphasis on trying to make the learning of abstract concepts more concrete and relevant to young children by using resources, apparatus and pictorial representations.

The children are encouraged to make links between their learning and to use reasoning and problem solving skills. They are encouraged to explore and use the variety of mathematical language within an environment that builds self-confidence and resilience.

Mathematics homework is designed to provide short, enjoyable activities to practise and consolidate their knowledge.

Each child in Year 1 and 2 have a numbot account to support their understanding of number through a fun 'gaming' approach.



### Art and Design Technology

"Every human is an artist" Don Miguel Ruiz

Our aim is to allow the children to have time to develop and explore their ideas, designs and creativity. The children should have the confidence and knowledge to experiment and have a go as they learn through a process of trial and error, using colour, pattern, texture, shape and space in 2D and 3D form.



## Key Stage 1 (Years 1 & 2)...continued

### Science

"Science is about exploration, discovery and pushing boundaries. It's about asking questions and seeking answers." Dr Maggie Aderin Pocock

The science curriculum is exciting and challenging for all children, using the White Rose Science Scheme. Our aim is to ignite a passion for discovery and inquiry among our pupils. We do this by ensuring pupils have a strong foundation of understanding of the natural world. This enables them to build a solid base for future scientific understanding.

The children observe, explore and ask questions about living things, different habitats, materials and the world around them.

They begin to work together to collect evidence to help them answer questions and to link this to simple scientific ideas. They use reference materials and real life experiences to find out more about scientific ideas. They share their ideas using specific scientific language, drawings, charts and tables.

The emphasis is on practical work using both the indoor and outdoor space, including our wildlife and pond area.

Our curriculum is further enriched through visitors, and visits, school pets and first hand life cycle experience (hatching chicks and butterflies).

### Religious Education

"We may have different religions, different languages, different colored skin, but we all belong to one human race" Kofi Annan

We aim to enable our children to question, deepen their knowledge and celebrate the richness of our cultural diversity, both within our school, our local community and the wider world.

The children are encouraged to develop a sense of their own identity as individuals and members of diverse communities.

Through the understanding and discussion about their own and other people's beliefs, we aim to build a culture of tolerance and mutual respect. The children will learn about places of worship, how different people celebrate and meet visitors from different faith groups. They will discuss ideas about caring and sharing and will have the opportunity to develop a sense of understanding about moral issues, through stories from a variety of religious traditions.

### Computing

'Everyone in the country should learn how to program a computer because it teaches you how to think.' Steve Jobs

We strive to provide rich, deep learning experiences that balance the different aspects of computing and provide a high-quality education.

In addition to becoming digitally literate and competent we are teaching children to be developers as well as users of technology by encouraging creativity, resilience, problem solving and computational thinking.

By the time children leave Alwyn, we expect them to be well on their way to being responsible digital citizens and positive members of a wider global community.

### Geography

'The study of geography is about more than just memorising places on a map. It's about understanding the complexity of our world, appreciating the diversity of cultures that exist across continents. And in the end, it's about using all that knowledge to help bridge divides and bring people together.' Barack Obama

Geography should foster a curiosity about the world and our place in it. Beginning from the familiar surroundings of our school and our local community and progressing to more far flung locations, our pupils develop the skills of geographers. They will gain:

- knowledge of location and place
- an understanding of human and physical
- geographical skills and field work

From stories and discussions in Reception classes to more detailed comparative studies in Year 2, children develop their vocabulary, skills and understanding with a wide range of cross-curricular connections, from Maths and Science to RE and PSHE, as well as being relevant to everyone's daily lives, and our futures.



## Key Stage 1 (Years 1 & 2)...continued

### Physical Education

'No matter how good you get you can always get better, and that's the exciting part', Tiger Woods

We want our children to be engaged, challenged and confident in PE through lessons, clubs and extra activities. Our mission is to provide inclusive practice to equip children with the fundamental skills needed to engage in sporting activities throughout their lives. Furthermore, we embed the importance of health and fitness from the early years, making important links with our science curriculum.

Together, with our fantastic sports coaches, we teach the children to master the basic movements (running, jumping, throwing and catching) as well as developing balance, agility and co-ordination. The children will then apply these skills to a range of team games, sports and performances and develop a positive attitude and understanding towards health and fitness.

Our Reception and Year 1 children also take part in cycling lessons using our fabulous balance bikes and pedalled bikes.

Parents are invited to support their children at our annual Sports Days.



### History

"The more you know about the past the better prepared you are for the future" Roosevelt

History should inspire curiosity about the past and help our children to ask questions and understand how the past has affected their lives and the community around them. We adopt an enquiry based approach with topics that have a key question and clearly identified learning steps to reach a conclusion.

Our curriculum grows with our children. It begins with changes in their own lives and builds their knowledge of the past by looking at their parents, grandparents and beyond. We start with the present and look back to the past.

We aim to relate learning to their own life and experiences so connections can be made and the children develop a stronger understanding of changes and events over time. It allows the children to develop an understanding of themselves, their place in the school, family and society.

### PSHE (Personal, social, health, relationships and economic)

We aim to foster children's wellbeing and to prepare them for the opportunities, responsibilities and experiences of adult life. To enable them to be happy, successful and productive members of society. To develop personal attributes including kindness, integrity, generosity and honesty, and to develop the resilience to believe that they can achieve goals, both academic and personal. Through this they learn to stick to tasks and to recover from knocks and challenging periods in their lives.

It equips them with the knowledge to make informed decisions about their wellbeing, health and relationships, and to know how and when to ask for help, and where to access support. Through PSHE we aim to support the spiritual, moral, social, cultural, mental and physical development of our children, and to promote British values.





# CELEBRATIONS

At Alwyn, we use many opportunities to praise the children's learning behaviours, work and to reinforce the school values, beyond the classroom.

## The Golden Book



School adults can nominate children to go into the Golden Book for many different reasons, such as acknowledging resilience, perseverance, great work, overcoming a barrier etc. This is then celebrated every Friday.

Reception children take part in a class assembly, where their efforts are shared and they receive a special sticker and certificate.

In Years 1 and 2, they visit the Head of School's office to show their work or share their achievement, watch their name go into the Golden Book and get a special sticker. They are then acknowledged in the Friday Golden Book Assembly.

## The Kindness Tree

If children have been seen doing something exceptionally kind, they will be given a kindness certificate and put a leaf on the tree in the school hall. This is a fantastic way to reinforce our value of kindness and acknowledge the children to help build belonging.

## The Polite Parrot

Children hear a story about the Pip the Polite Parrot throughout the year. The ones who have been exceptionally polite during the week, will be given a politeness certificate and put a feather on Pip the Parrot in the school hall. This is a fantastic way to reinforce behaviours we expect to see as part of a community and acknowledge the children to help build belonging.

## Class Goals

To help a sense of teamwork and responsibility in each class, we use class goals. The children, as a class group, decide upon a weekly goal for the whole class to work towards throughout the week. During Golden Book assembly they share the goal and if their class achieved it. If successful, their class football is placed in the goal painted on the wall. Sometimes the ball hits the post or misses entirely! Should this be the case the class is encouraged to achieve their goal the following week. All successful goals are recorded on a chart and the winning class is able to choose a 'treat' for the end of the term. The children very much enjoy working together to achieve their class goals.

## Neat Ninjas

The children in Year 2 can also earn a Neat Ninja for the presentation of their work and effort with their handwriting. Once they achieve 10 Neat Ninjas, they are put into the Golden Book.



## Mr Lawrence Hyatt

Executive Head Teacher

Alwyn is a thriving school, serving a wonderful community with an inspiring vision and ethos. We are committed to raising standards and ensuring a great start to the children's learning journey. Children at Alwyn are happy, safe and keen to learn, and flourish academically, socially and in the arts. We believe that our federated structure provides a unique platform for shared learning, joint initiatives, and mutual support yet with both schools retaining their unique identities.

## Miss Kirsty Grierson

Head of School

I am constantly in awe of the children in our school. They are resilient, motivated learners who love sharing their news and achievements because of the nurturing environment our amazing staff create. I am very proud to be part of the Alwyn family.

## Mrs Wendy Harris

SENDCo

Children at Alwyn are kind and thoughtful. It is amazing to see them helping each other when a friend is in need. We are an inclusive school and we aim for all children to reach their full potential.



## Teaching Staff

### RECEPTION

Mrs Hayley McKeown  
Mrs Lorraine White

### YEAR ONE

Mrs Vanessa Alston  
Mrs Claudia Andrade  
Mrs Menna Evans  
Mrs Sophie MacLeod  
Mrs Jenny Sakal

### YEAR TWO

Mrs Sandra Adamcsik  
Mrs Catherine Booth  
Mrs Lauren Francisco  
Mrs Alice Kyle

## HLTA

Mrs Annie Ignatova - PPA cover and interventions  
Mrs Lesley Harding – PPA cover and interventions

## Teaching Assistants

### RECEPTION

Mrs Lisa Clarke  
Mrs Tara Kendall  
Miss Rubiaya Latif  
Miss Chloe Purdue  
Miss Kelly Smith

### YEAR ONE

Miss Hannah Knowles  
Mrs Louisa MacInnes-Tall  
Ms Yvonne Lawrence

### YEAR TWO

Mrs Morayo Benson  
Mrs Carol Corbitt  
Mrs Angharad Hill  
Mrs Nicky Palethorpe  
Mrs Alison Polkinghorne

## Support Staff

Federation Operations: Mrs Rhonna McCarthy  
Business Manager: Mrs Rachel Franzen  
Site Controller: Mr Simon Gray  
Catering Manager: Mrs Lynn Evans

# *School* GOVERNORS

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School Governors are not involved in the day-to-day running of the school, but are responsible for the overall management of the school. They provide the Executive Headteacher and staff with support, advice and information and are responsible for ensuring a good quality education for the children.

The full Governing Body meets once a term, and Sub-Committees meet to discuss the Curriculum, Buildings, Personnel, Finance and Health & Safety. All Governors are volunteers.

Parent Governors are elected when a vacancy occurs and serve for up to four years. Some Governors also come into school regularly to get to know teachers and children, observe classes and understand how the school works.

Mr Paul Griffiths (Co-Chair of Governors)

Mr Eduard Woltjer (Co-Chair of Governors)

Mrs Emma Keen (Vice Chair)

Miss Marta Cano (Co-opted Governor)

Mrs Navroop Mehat (Co-opted Governor)

Mrs Sindhu Narayanan (Co-opted Governor)

Mrs Siobhan Tarbuck (Parent Governor)

Mrs Rachel Allman (Parent Governor)

Mrs Jenny Sakal (Staff Governor)

Mrs Felicity Viney (Co-opted Governor)

Mrs Helen Walles (Co-opted Governor)

Lawrence Hyatt (Executive Headteacher)

Clerk to the Governors: Mrs Katie Hoare



# QUESTIONS

*Possible*

## What happens if my child is crying at the start of the day and doesn't want to go into the classroom?

If your child is upset try to stay calm, reassure your child, give them a cuddle and hand them to a member of staff then leave. We are very experienced at dealing with young children. They will stop crying almost as soon as you have gone and will settle down very well. If we have any concerns, we will phone you.

## What happens if I can't pick up my child at the end of the day?

Make sure you let us know by emailing or phoning the school office. You will need to tell us the name of the person collecting your child. If this is going to be a regular person, have them added to the authorised collection list. Anyone collecting your child must be over 16 years.

## What happens if I am late to collect my child?

Please try to avoid this as it can be upsetting for your child. Phone the school to let us know if you are going to be late. A teacher or another member of staff will look after them until you arrive. On arrival you will need to sign your child out.

## What happens if I have any worries about my child?

If you have any concerns at all about your child in school speak to the class teacher. We would rather sort out a little problem before it becomes a big problem.

## What happens if I have a complaint?

These are the strategies that you should follow should you wish to make a complaint

1. Talk to the Class Teacher. If not resolved ...
2. Talk to the Year Leader. If not resolved ...
3. Talk to the Head of School. If not resolved ...
4. Talk to the Executive Headteacher. If not resolved ...
5. Email or write a letter to the Chair of Governors.





## Get in touch

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