



# GOLDINGTON GREEN ACADEMY

Early Years Prospectus



**Like little seeds always aiming higher**  
**Give, Grow & Aspire**

# Welcome to our school

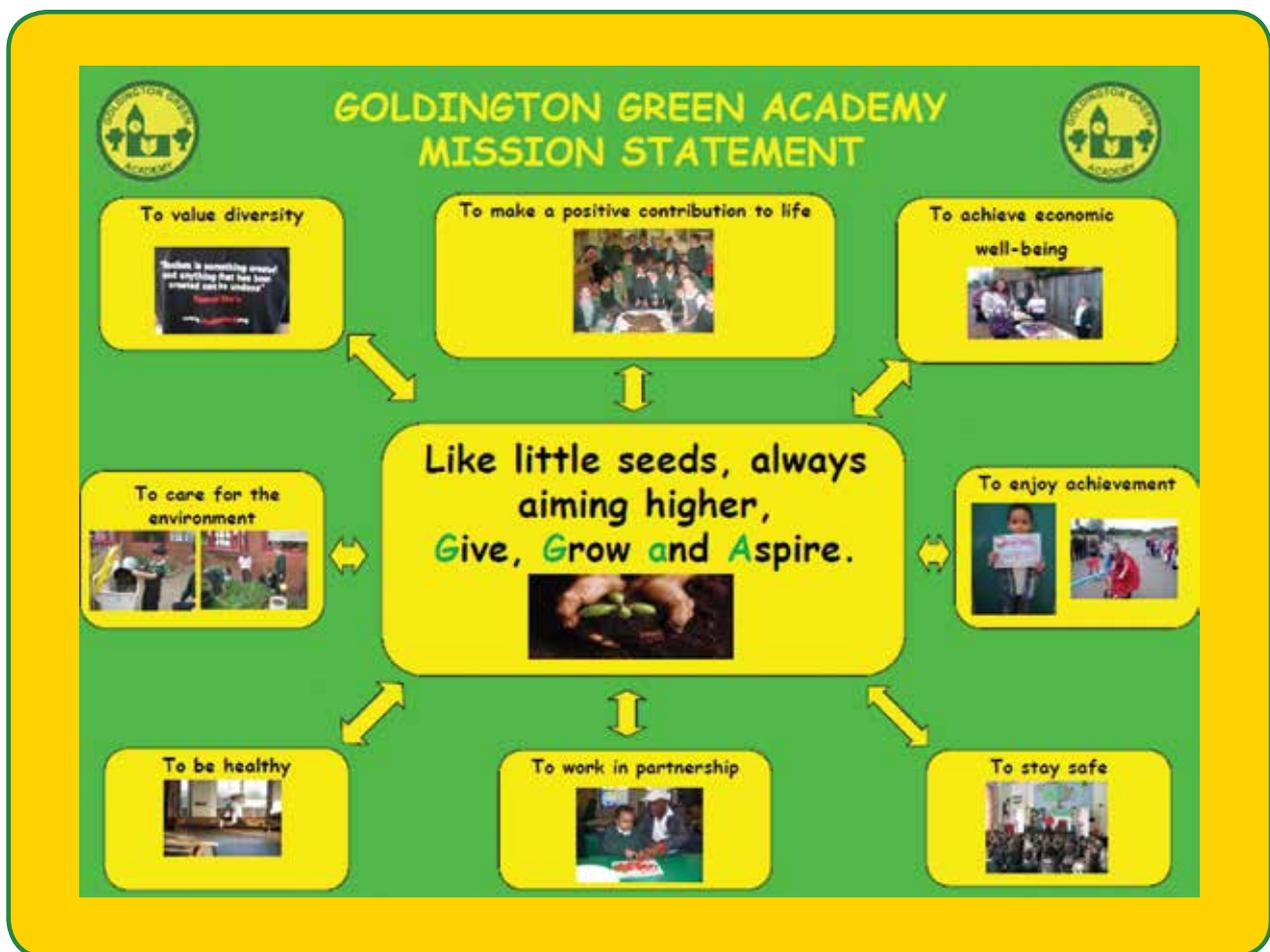
Dear Parents,

I am extremely proud to be Head Teacher of Goldington Green Academy. I have a team of dedicated and caring staff who are committed to nurturing a strong relationship between staff, children and their families.

As a mother, I understand that choosing a school is one of the most important decisions you will have to make for your child. You want to know that your child will be happy at school.

Here at Goldington Green Academy we work hard to ensure that children receive the highest possible quality of education and care during their time here so parents can feel secure in the knowledge that the right choice has been made. On behalf of the governors and staff of the school, may I extend a very warm welcome to you and your child.

**Caroline Skingsley**  
Headteacher



As a member of Goldington Green Academy, your child:

- Is in a safe and stimulating environment;
- Is given generous care and attention, because of our high ratio of adults to children;
- Has the chance to join in with other children and adults to live, play, work and learn together;
- Is helped to take forward their learning and development by being helped to build on what they already know and can do.
- Has a personal Key Person who provides physical and emotional support as well as recording their development.
- Is in a setting which sees you as a partner in helping your child to learn and develop
- Is in a setting in which parents help to shape the service it offers.



# Goldington Green Academy

Our website gives you important information about the school and we hope that it will give you a 'flavour' of what the school has to offer. If you have any particular queries after reading it, please do not hesitate to contact us or drop in, we can normally deal with any enquiries straight away. If you would like to look around during a school day, to see what we look like 'in action', please just ask, and we will be happy to show you around.

Goldington Green Academy is a values based school. Core values are promoted through all aspects of school life. Values which are essential to developing self-respect and regard for others and for making a positive contribution to society are discussed and explored with children in lessons, in assemblies and in everyday interactions. Values such as: respect; responsibility; tolerance; honesty and cooperation, form part of our programme.

We encourage parents to 'talk the language' of values and to promote these at home, so that we all play a part in helping children to 'live the values'.

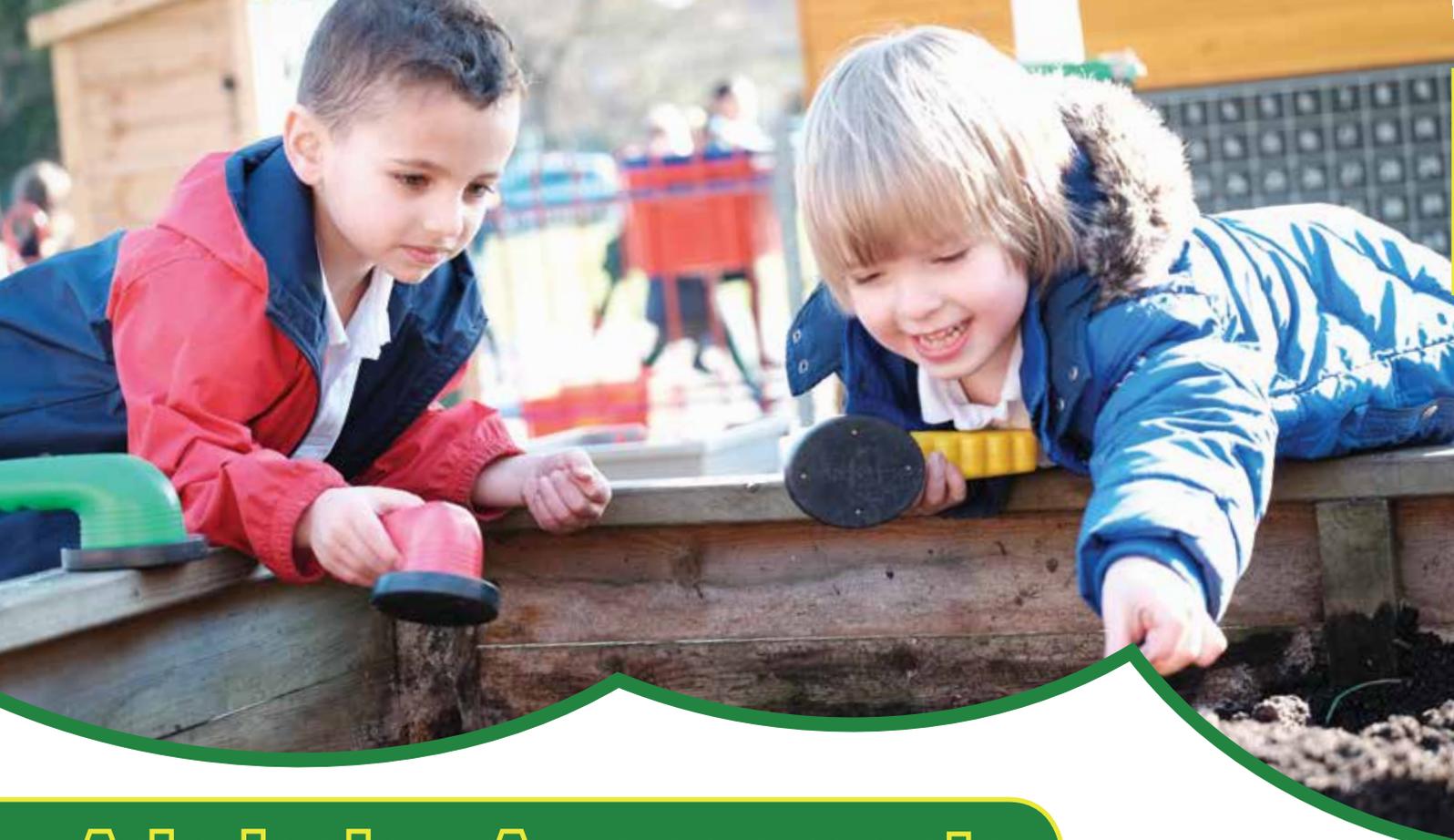
At Goldington Green Academy, we are particularly keen on making learning practical, interactive and, of course, fun! We want all of the children here to develop a love of learning and a thirst for knowledge. Your child will be encouraged to develop the skills needed to work well with others as well as to self-motivate and work independently.

## The School and its Buildings

Goldington Green Academy is a non-selective school and draws its pupils from a wide range of backgrounds, cultures and abilities. It is an Academy and managed by a Board of Governors.

In 1865 a school was built for the children of Goldington. It was typical of its era, one building with four large rooms and a school house attached. In the 1950's an extension was added to cater for the growing number of children in Bedford.

In 1992 an extensive building programme was started. The entire Victorian and 1950's buildings were landscaped and the main entrance was moved from Goldington Road to Honeysuckle Way. More classrooms were added in 1999 and 2001. In April 2016, Little Saplings Pre-school (previously Holy Cross Pre-school) became part of Goldington Green Academy. The Pre-school began as a Mother and Toddler group, developing into a Playgroup and subsequently into a Pre-School. The Pre-school has been based on the Goldington Green site since Autumn 2007, but was independent from the school up until April 2016.



# Admission Arrangements

In April 2016 Little Saplings Pre-School became part of Goldington Green Academy.

We offer both full and part-time places. We generally admit children 3 times a year, and a child may start the term after they turn 2 years of age, subject to availability of places.

The Little Saplings and Saplings are our pre-school groups.

Children who turn 4 years of age will move on to our **Acorn** group during the school year. This is based in the main school building.

Reception children are also taught in the main school building. We have three **Reception** Classes (Aspen, Birch and Ginkgo).

Once your child reaches statutory school age, full-time attendance is compulsory.

The Pre-School has up to 30 children per session. Each main session is run by the Play Leader and 4 Early Years Practitioners. We have a minimum staff-to-child ratio of 1 to 8 for those over the age of 3 and of 1 to 4 for those children who are under 3.

Acorn children are mainly taught by a teacher and an additional Early Years Practitioner. We are able to have 26 children in Acorn group. We have a maximum staff to child ratio of 1:13.

All pre-reception children are admitted, in date of birth order, subject to space availability generally at the beginning of each term.

In Reception we are able to admit 90 pupils in any year group. **Reception places must be applied for via Bedford Borough Council, even if your child is currently attending Goldington Green Academy.**

If the number of places is not sufficient to meet the requests of all the parents the Governors and Bedford Borough Council (Reception Places) will admit pupils on the following basis:

- a) All 'looked after' children or children who were previously "looked after" in the care of Bedford Borough Council or resident within or accommodated in the catchment area;
- b) To pupils living in the catchment area, with siblings at the school.
- c) Other pupils living in the catchment area.
- d) On "very exceptional" medical grounds;
- e) Other siblings;
- f) To any other children

Parents interested in applying to Goldington Green Academy for admission of their child can arrange a visit by contacting the School Office. The admissions policy is reviewed annually and parents are advised to check with the school for an up-date on the above information.

# Before starting at Goldington Green Academy

All our families are offered a home visit prior to their child starting Goldington Green Academy. We hope that parents will welcome us into their homes and see this as an opportunity to discuss arrangements and answer any questions. This is intended to give you and your child a happy and confident start at Goldington Green Academy by introducing you to the Practitioners and allowing the Practitioners to meet and find out about your child and their family. We also invite parents to attend an information sharing event, which allows you to become familiar with the Early Years curriculum, meet the Early Years staff and other key adults. Children and parents are invited to visit prior to starting where they can familiarise themselves with the environment.

## Parent Teacher Family Association

All parents and staff are automatically members of the PTFA. The association aims to support the work of the school and to provide opportunities and resources to benefit all pupils. We have a very active and supportive PTFA committee and new members are always welcome. Being on the committee is fun and can be a way of making new friends. We hope that you will want to involve yourself in the work of the PTFA either on the committee or by giving your assistance when required.

## Inclusion

Goldington Green Academy's equal opportunities policy does not allow discrimination for any member of the community. Our anti bullying policy and personal and social education also reinforce this. We have wheelchair access and disabled toilets. We also have an eight place Autism Provision to support pupils with Autism Spectrum Conditions (ASC). The aim of the provision is to provide these pupils access to the National Curriculum and to develop inclusion in line with their individual needs and at their own pace. The ASC Provision at Goldington Green Academy, is one of three mainstream ASC Provisions within the county. Places for this provision are allocated by Bedford Borough, via the SEND panel.

## EAL - English as an Additional Language

Goldington Green Academy has a significant number of pupils who have English as an additional language. We recognise that cultural and linguistic diversity is a rich resource for the whole school. We also recognise that pupils' achievement is linked to a welcoming environment in which they feel valued and confident. Building on pupils' knowledge of other cultures and languages will support EAL learners in becoming confident speakers and writers of English in all areas of the curriculum.

We aim to remove any barrier that prevents individuals or groups from realising their potential and contributing fully to our school's life. In removing these barriers we aim to develop a school culture that positively values diversity.



# School Meals

We promote healthy eating in our school. Therefore, we would appreciate your support in sending your child with a healthy packed lunch. Also due to allergies we are a nut free zone.

In the Early Years the children receive a healthy snack each day. Milk is available to all Early Years children.

## **Pre-School**

Parents of Pre-School children attending all day will need to provide their child with a healthy packed lunch. Milk and/or water will be provided.

There is currently no hot meal option for these children.

Funded hours can be used to cover attendance during these times.

## **Main School**

Acorn Class and Reception children do have the option of a hot school meal or to bring their own packed lunch.

Hot school meals are prepared, cooked and served in the main school building and we believe they represent good value for money. Children have the choice of two menus each day including a vegetarian option. These comply with Government Nutritional Standards. Dinner money should be brought in to school in a named, sealed envelope and posted in the Caterlink box outside the School Office.

Water is provided.



# Attendance

It is necessary to telephone the school before 9.30am if your child is absent. A message can be left on the answering machine. Notification of absence is required for all absences unless a leave of absence has been granted. The Headteacher can only authorise leave of absence, for children of school age, in exceptional circumstances. We will take into account Government guidance when considering what exceptional circumstances are. Please see our separate leaflet available to the School Office.

# Learning in Early Years

The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe.

The EYFS seeks to provide, quality and consistency, a secure foundation, partnership working between setting and parents/ carers and equality of opportunity.

It specifies requirements for learning and development and covers the Early Learning Goals that we as providers must help children work towards, as well as assessment arrangements. It also specifies requirements for the Safeguarding and Welfare requirements, which covers the steps that we must take to keep children safe and promote their welfare.

The emphasis in the Early Years is on learning through play and practical experiences. Our provisions are planned and structured with great care and detail to ensure that the maximum learning takes place, with children strongly encouraged to initiate their own ideas and activities. All areas of learning and development are important and inter-connected.

Three areas are particularly critical for igniting children's curiosity and enthusiasm for learning and for building their capacity to learn, form relationships and thrive. These three areas are known as the Prime areas. There are also four Specific areas, through which the three Prime areas are strengthened and applied.



## Prime areas

### Personal, Social and Emotional Development



Through a range of activities Practitioners help children to develop a positive sense of themselves and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

### Physical Development



We provide opportunities for young children to be active and interactive, to develop their co-ordination, control and movement. Children are also helped to understand the importance of physical activity and to make healthy choices in relation to food.

### Communication and Language



Development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations. Once the children are in their Reception year they also have the opportunity to learn French.

## Specific areas

### Literacy



We develop children's ability to link sounds and letters and to begin to read and write through a range of adult and child led activities. Children are given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

### Mathematics



The children have opportunities to develop their understanding of number, measurement, pattern, shape and space. We provide a broad range of contexts in which they can explore, enjoy, learn, practise and talk about their understanding.

### Understanding the World



We guide the children to make sense of their physical world and their community through opportunities to explore, observe, question and find out about people, places, technology and the environment.

### Expressive Arts and Design



Practitioners provide opportunities for the children to explore and play with a wide range of media and materials. We encourage them to share their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

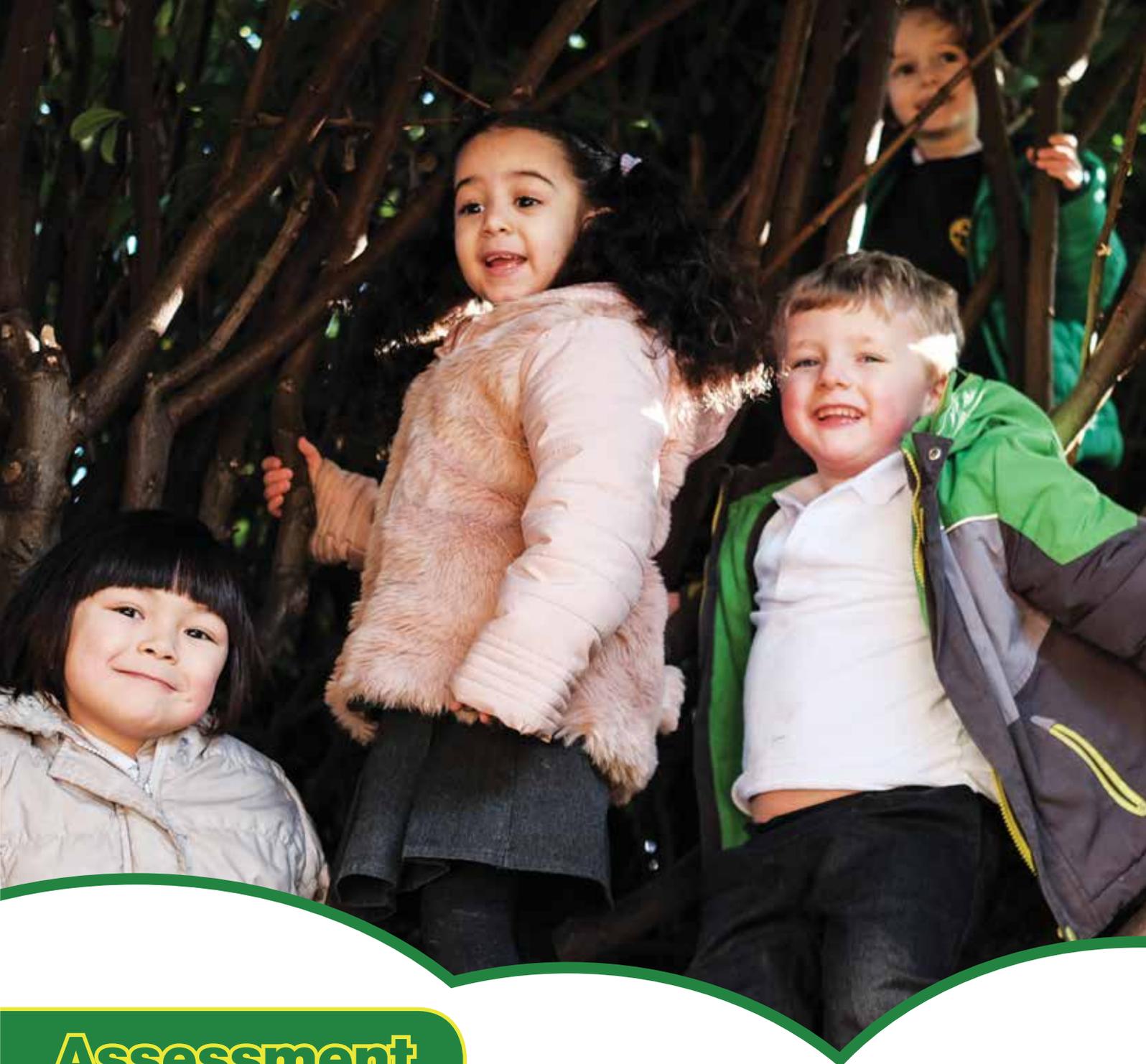
# Key Person

Your child will be allocated a Key Person; they will provide them with the physical and emotional support necessary to make the transition from home, as well as providing you with a vital link to the setting. They will observe your child, monitoring development and recording their progress. Staff are always happy to discuss with you any worries or queries you may have over your child's progress.

# Honeysuckle

Honeysuckle provides high quality care for your child before or after school. The children enjoy lots of fun and creative activities. Please see our Honeysuckle brochure for further details.





## Assessment

Assessment plays an important part in helping parents, carers and practitioners to plan and extend activities to enable children to build on their existing knowledge. It involves practitioners observing children to understand their level of achievement, interests and learning styles, and then shape learning experiences through questioning, extending and challenging the children.

We believe communication with parents/carers is vital to ensure the safety, happiness and progress of your child. We do this in a number of ways including Parents Evenings and use of our Parent Portal.

## Data Protection

We gather from you information about you and your child, and we may receive information about your child from previous settings. We hold this personal data and will not give information about you or your child to anyone outside the school without your consent, (unless the law and our rules permit it). We are required by law to pass some information to the Local Authority and the Department for Children, Schools and Families. For further information please speak to the School Office.



## Cameras

### **The use of cameras (film and digital) and video cameras by parents/carers during school events**

There will be occasions during the school year where parents/carers will wish to take photographs or make a video recording of their child(ren) taking part in a school activity. These activities will include school assemblies, school performances, sports days, school outings and educational visits. It is not illegal to take photographs of children in school, but photographs and video images of pupils and staff are classed as personal data under the terms of the Data Protection Act 1998. It is important that pictures/images of children taken by parents/carers are done so in a way that reflects the protective ethos of the school and that parent/carers are aware of their responsibilities in this matter. Pictures/images of children in school should not be displayed on websites, in publications or in public places.

In order for us to ensure that, as far as possible, parents/carers use of photography and videos is safe; we ask parents/carers to sign a consent form to indicate that any images they take of school activities will not be used inappropriately.

Photographs and video images taken during school activities by members of staff may be used to promote the school or specific activities, or for displays and celebratory events either in or around the school building or on our school website. Parents again are asked to sign a consent form to indicate they are happy for images of their child to be used.

## Car Parking

We encourage children to walk or cycle to school. There is a bicycle shed for children to leave a bicycle or scooter on the school premises at the owner's risk.

### **The school car park is for staff and visitors only.**

For reasons of safety, parents are requested not to park on the school premises when bringing their child to and from school. Please remember to give consideration to our neighbours and to other road users at all times. We have an agreement with Tesco supermarket that you may park in the bays near to the recycling area.





# **GOLDINGTON GREEN ACADEMY**

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