



# Rowner Infant School



Headteacher — Mrs Jo Bedson

Assistant Headteacher and SENDCo — Ms Kerrie Woodford

Chair of Governors — Mr Chris Potter

# Welcome to Rowner Infant School

Rowner Infant School is a friendly 2 form entry infant school in the Rowner area of Gosport. Our catchment area includes children from service families and many of our other families have resided in Gosport for several years.

We are very proud of our school and the whole community. At Rowner, we very much value the partnership between home and school. We believe that by working together we can give the children opportunities to learn the necessary skills and knowledge to be successful learners and to enable them to meet the challenges and opportunities of the future.

We pride ourselves on high expectations and we are passionate about giving Gosport children the best start to their education. We believe that all children can grow and we aim to raise aspirations and provide all of the children with the sense that they can be anything they want to be.

We believe that the children's emotional wellbeing is as important as academic and believe this is a cornerstone for achievement. In response to the recent pandemic we have made changes to reflect the emotional needs of our children and their families. We have recently become an accredited 'Attachment and Trauma Aware' school. This award provides a framework of support and

understanding for schools within which children and young people who have experienced adversity, can heal, thrive, play, and learn.

Rowner Infant School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.

Our school has been judged as 'Good' by Ofsted and we are very proud of what our children achieve.



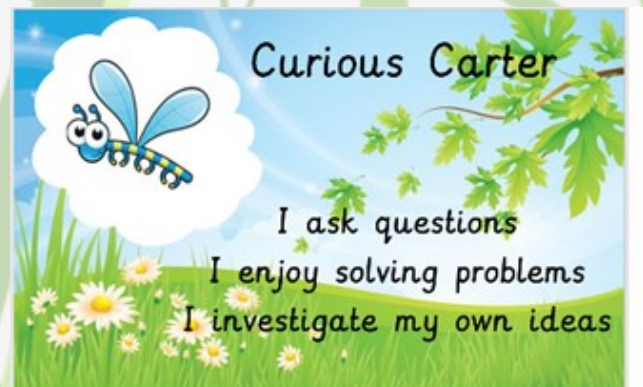
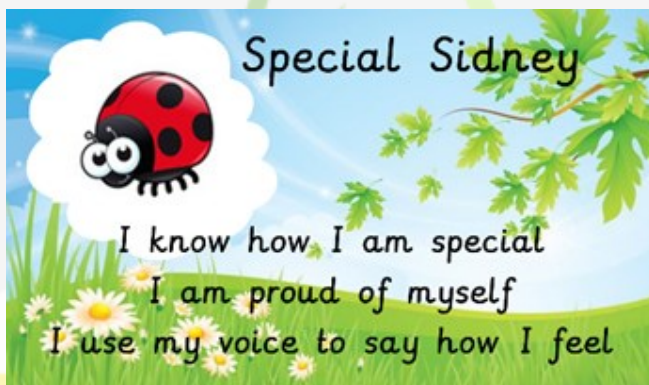
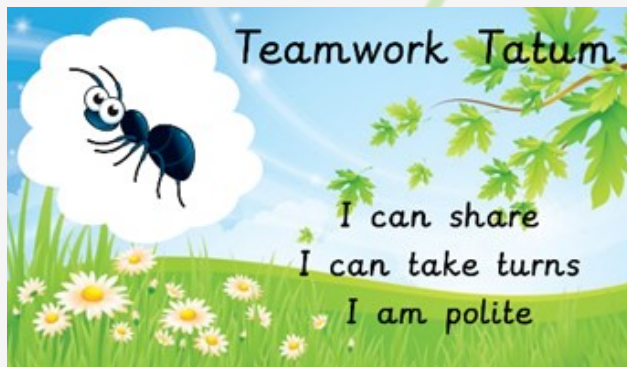
# Curriculum Intent

Our curriculum intent links closely with our overarching school vision of

*'Individually we grow, together we bloom'*

We have designed a curriculum which is built upon our vision to give our children the best educational start in life. We place great importance on a curriculum which develops the whole child and is ambitious for all.

At the heart of our school are a set of core values. These underpin the ethos of our school. Our core values of inclusiveness, community, growth and curiosity, are taught to our children through 4 bug characters.



# Curriculum Implementation

We have constructed a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and pupils with SEND, the knowledge and cultural capital they need to succeed in life.

Whilst we offer the children irresistible learning opportunities, we also offer them exceptional pastoral care and support, suited to each individual, which offers the care they need, in order to develop emotionally, as well as, academically.

Some of the curriculum is taught through discrete subjects but, where possible, links are made to topics. Units of work are planned, usually over half a term's duration. These medium term plans contain the detail of the work to be covered with a progression of learning objectives. The plans indicate how the work will be differentiated and what the pupil outcomes will be.

Throughout the school, the children are given time and space to initiate their own learning and to practice previously taught skills through regular child led sessions. We plan a balance between children having time and space to engage in activities they initiate themselves and those that are planned by adults.

We understand that having a wide vocabulary and good reading skills are crucial for our children to be able to access all aspects of the curriculum. We teach a comprehensive phonics programme called 'Supersonic Phonics Friends'. This scheme provides consistency across the whole school from Year R to Year 2. It encourages active engagement from the children through the introduction of characters and child friendly rhymes. Our phonically decodable reading books compliment this scheme and allow the children to practice previously taught phonics skills.

Developing strong and effective partnerships with the local community has been a key driver in the development of the curriculum. The strong traditions and links with the Armed Forces, enables the school to use the locality to complement and enrich the curriculum even further. These links are used as enticing hooks and provide memorable experiences which engage and enrich the learning for all children.

The wider curriculum has been carefully thought out and designed to complement and enhance the taught curriculum and enrich the lives of our children. We ensure there is a wide range of opportunities to deepen the experiences of our learners through the use of trips and visitors. Extra-curricular opportunities are provided through working with Premier Education sports coaches during the school day and in after school provision.

We have a newly developed school council. These representatives are all trained in their role and children apply and are interviewed as part of the process. Our pupils have opportunities to discuss and debate issues and ideas in a considered way.

# SUPERSONIC

## Phonic Friends

At Rowner Infant School we teach phonics using Supersonic Phonic Friends. Supersonic Phonic Friends teaches phonics in a fun, active way. It uses characters and actions to help children remember all of the skills that they need to learn to read and to write confidently.

Supersonic Phonic Friends follows a clear progression from Year R through to Year 2. The scheme is split into different levels and groups which introduce the letter sounds and the spellings for each of the sounds. There are 44 different sounds (phonemes) that the children will learn. They will also learn all the ways in which that sound can be written (graphemes). Some sounds can be written in many different ways, while some graphemes look the same but can be pronounced in different ways.

All of our learning to read books have been carefully matched to the Supersonic Phonic Friends progression. These books are fully decodable so the children can use their phonic knowledge to sound out the words and blend them to read. They should be able to read them confidently and fluently.

### Meet some of the characters



Listening Len

Listening Len helps children to listen to all the sounds in words.



Segmenting Seb

Segmenting helps children to split words up into individual sounds to spell.



Choose to use  
SUZE

Choose to use Suze helps them to choose the right spelling for the word.



Blending Ben

Blending Ben helps children to blend the sounds in the words to read.



Nonsense Nan

Nonsense Nan helps the children to use their phonics to read nonsense words in preparation for the phonics screening in Year 1.



Tricky Tess

Tricky Tess introduces the tricky words that can't be sounded out.

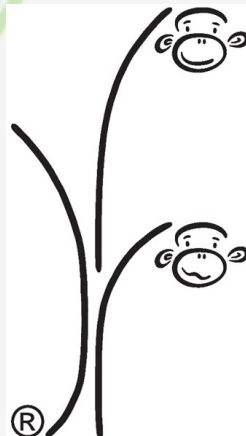
# Kinetic Letters

At Rowner Infant School we use Kinetic Letters to teach handwriting. Kinetic Letters is a programme which teaches children how to form letters correctly, quickly and with confidence.

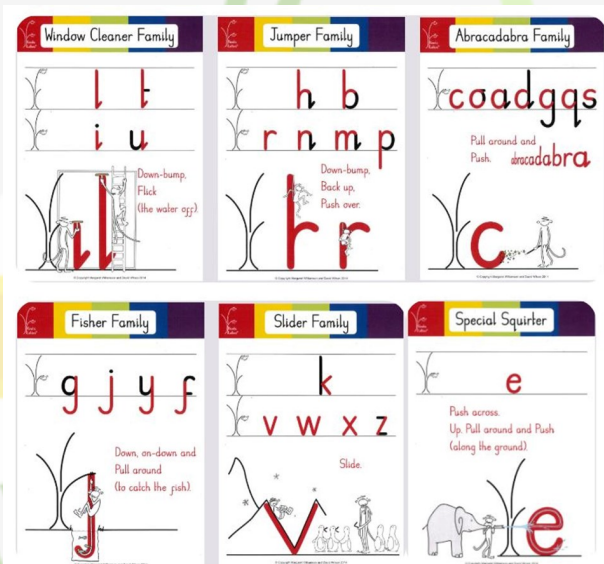
There are 4 strands to Kinetic Letters which we work through and these are:

- **Red** – making bodies stronger (this is ongoing)
- **Green** – holding a pencil correctly
- **Yellow** – Letter formation
- **Blue** – writing with fluency (speed)

Each letter family is introduced to the children through a story about two monkeys called Bounce and Skip. Bounce is a brave monkey and helps write the tall letters whilst skip is a scared monkey and helps write the other letters.



The letters are grouped into letter families as follows:



# Early Years

We adhere to the Statutory Framework of the EYFS and the **four guiding principles** that shape practice within Early Years settings.

- Every child is a **unique child**, who is consistently learning and can be resilient, capable, confident and self-assured
- Children learn to be strong and independent through **positive relationships**
- Children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers
- Children develop and learn in different ways and at different rate

We plan an exciting and challenging curriculum based on our observation of children's needs, interests and stage of development across the seven areas of learning to enable the children to, wherever possible, achieve the early learning goals, with a proportion exceeding.

We plan a balance between children having time and space to engage in their own child-initiated learning and those that are planned by staff. The staff work with the children, interacting with them to support, stretch and challenge them further, make appropriate interventions and observe to inform future planning.

Children are provided with plenty of time to engage in 'exploration' throughout the variety of experiences carefully planned to engage and challenge them in the provision. The curriculum is planned for the inside and outside classrooms and equal importance is given to learning in both areas.

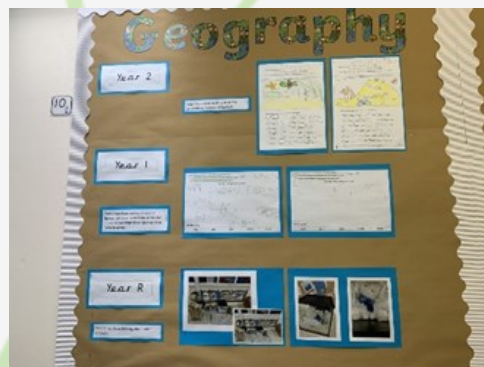
## **At the end of EYFS our children;**

- have strong communication skills, both written and verbal. Our children also listen respectfully and with tolerance to the views of others,
- take pride in all that they do, always striving to do their best,
- demonstrate emotional resilience and the ability to persevere when they encounter challenge,
- develop a sense of self-awareness and become confident in their own abilities,
- are kind, respectful and honest, demonstrate inclusive attitudes and have a sense of their role in our wider society

# Attachment and Trauma Sensitive Schools Award (ATSSA)

We are very proud that we are one of the first schools in Hampshire to be awarded the bronze accreditation to recognise our efforts at being an Attachment and Trauma Sensitive School. This work has resulted in effective support for children experiencing complex emotional issues and strengthened the calm, happy positive learning environment for all children.

This award provides a framework of support and understanding for schools and other educational establishments within which children and young people who have experienced adversity, can heal, thrive, play, and learn.



In developing our school, we first focused on our environment. We have de-cluttered our spaces and have consistency in classrooms which includes neutral coloured displays. Providing this consistency supports the children in feeling safe and ready to learn.

We have introduced **Calm Corners** in every classroom. These areas were set up in collaboration with the children. The areas provide a space for the children to self-regulate when they are feeling uncomfortable. In each area there is a box of sensory items as well as a social story about The Colour Monster. This story helps them to understand their uncomfortable feelings and know what to do if they feel uncomfortable





At Rowner Infant School we aim to establish a happy, secure, safe and positive learning environment where everyone feels valued and respected. Our behaviour policy focuses on the 3 bees - **Be Kind, Be Safe and Be Ready.**



We have further improved consistency in the language we use with the children. Our first attention will always be focussed on positive behaviour and, when a child needs support to be reminded about their behaviour, they will be spoken to in the same way by ALL staff. This language is displayed throughout the school as a visual reminder for all staff and the children. Our **behaviour policy** explains how language is used consistently.

# Our school environment

Rowner Infant School is a two-form-entry school, situated in a large residential area within Gosport. Our school has amazing grounds which we are currently developing. We have a Year R forest area, an allotment garden and a large playground area which includes play trail equipment. Every year group also has an outside area. Our inside space is also extensive and we have bright and spacious classrooms. Our classrooms all have new interactive whiteboards and, children can access other hardware such as iPad's to further enhance their learning.



# Parents and Carers

Parents and Carers are important to us at Rowner Infant School and we have a strong commitment to develop links between home and school. This starts with our Foundation Stage children with picnics and stay and play events in the summer term before they start school. We encourage frequent contact between home and school which is usually done through regular newsletters, and events such as weekly parent reading afternoons.

We have strengthened our relationships with parents and carers through introducing a monthly 'Coffee and Catch up' session for parents and we now have a PTA. We have made many changes to improve our communication with our parents and carers in response to our recent parent questionnaire results. These include creating topic webs to share the children's learning for the term and the introduction of year group email addresses to enable parents to communicate directly with class staff.

## Pastoral Support and Emotional Literacy Support Assistant (ELSA)

The school's Inclusion Manager and the Senior Leadership Team are here to support children and families with any pastoral needs. We are able to offer support with parenting skills, accessing parenting courses, dealing with emotions, etc. We also have a part time ELSA who can support children with specific areas or need via a referral from their class teacher after a discussion with the child's parents.

If you feel this would be helpful please come and talk to a member of the Senior Leadership Team.



# SEND information

At Rowner Infant School, we embrace the fact that every child is ***different***, and, therefore, ***the educational needs of every child are different***.

All schools are supported to be as inclusive as possible, with the needs of children with Special Educational Needs and Disabilities being met in a mainstream setting wherever possible. All schools working under the Hampshire Local Authority (LA) have a similar approach to meeting the needs of children with Special Educational Needs and are supported by the LA to ensure that all children, regardless of their specific needs, make the best possible progress in school.

The whole team at Rowner Infant School is committed to providing a welcoming, attractive and stimulating environment to support the needs and develop the learning of the children and families in the community. We believe that all parents/carers have a vital role to play in supporting their child's education and we aim to work in partnership with parents and carers. We at Rowner value the relationship we have with our parents. Every child and family in our community is valued and diversity is celebrated.

Our school is staffed by a team of qualified teachers, teaching assistants and learning support assistants. We are committed to inclusion within the school and aim to provide a broad and balanced curriculum in a safe, stimulating and caring environment which allows everyone to achieve, develop, learn and grow. All areas of school life are inclusive and the teaching is tailored towards individual learning providing both challenge and support; encouraging everyone to reach their full potential. We aim to help each child experience success and to reach their full potential by providing the highest standard of education and care.

Our School adopts a 'whole school approach' to special educational needs. All our staff work to ensure inclusion of all pupils. The school is committed to ensuring that pupils with special educational needs can fulfil their potential and achieve optimal educational outcomes. When necessary, our school team works closely alongside relevant outside agencies such as the School Nurse Team and Educational Psychologist.

We endeavour to make every effort to achieve maximum inclusion of all pupils whilst meeting pupils' individual needs. This policy builds on our School Inclusion Policy, which recognises the entitlement of all pupils to a balanced, broadly based curriculum. Our SEND policy reinforces the need for quality first teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with SEND. Our SENDCo is Ms Kerrie Woodford and our SEND Governor is Mrs Sarah-Jayne Aspland.

# The School Day

The school is open from 8.45am and the doors close at 8.55. The school day ends at 3.15pm. Each class has specific entrances and exits most of which are through their classroom doors by the playground.

If your child is absent from school please telephone by 9.30am. The office staff are available from 8.30 am but there is an answer machine for you to leave a message if you ring school before this time. Holidays during term time will not be authorised unless they are very exceptional circumstances.

## School Meals

School meals are cooked on site by Hampshire Caterers (HC3S). Children select their meal at the start of the day—either a packed lunch or a cooked meal. Everyday the children are able to choose a red option, green option (meat free) or a jacket potato option. There is a three week rotation of menus and a sample menu is available at the school office. HC3S are able to cater for special diets if requested.

**Want to know more about HC3S?**

<https://www.hants.gov.uk/educationandlearning/hc3s/education-catering/schools-colleges>

## Healthy Packed Lunches

Packed lunches that are brought into school must be healthy with no sweets, chocolate or fizzy drinks. NUT products are not permitted due to allergies.

## Water and fruit

Water bottles are provided by the school for all Year R children. You may wish to provide your own for Year 1 and 2. Water bottles are stored in the classrooms and are sent home daily.

Free milk is provided for all children under the age of 5. All children are provided with a piece of fruit or raw vegetable every day.



# School Uniform

We encourage our pupils to have a pride in their school and wearing the correct school uniform represents this.

## **Our school uniform is as follows:**

Red sweatshirt, cardigan or jumper

White or red polo shirt

Grey or black trousers, skirt, pinafore

Girls can wear red and white checked dresses in the summer, boys can wear black or grey shorts.

Your child will require black shorts and a t-shirt in a named bag for PE lessons. They will also require plimsolls for outside PE.

## **All items of personal property should be marked clearly with your child's name**

School sweatshirts, cardigans and fleece jackets with logo may be purchased from the school office, along with book bags and PE bags.

**Jewellery (apart from studs in pierced ears) must not be worn. If worn, they should be removed on PE days.**



# Extra-curricular Activities

Through the use of after school clubs, we ensure there is a wide range of opportunities to deepen the experiences of our learners.

We currently have after school clubs on a Tuesday and a Wednesday for years R, 1 and 2 and these are run by Premier Education. These after school sports clubs combine skill-building and physical activity with simple fun. They are delivered by highly trained activity professionals, who look to share their passion and energy for sport when teaching the children.

We have now extended our after school provision to include clubs run by school staff. The majority of these extra-curricular clubs are free so that as many children as possible can take part. Our clubs run on a Monday, Wednesday and Thursday.

We now offer the following clubs:

Art, Cooking, Lego, Makaton Singing, Gardening, Ukelele and Service Club.

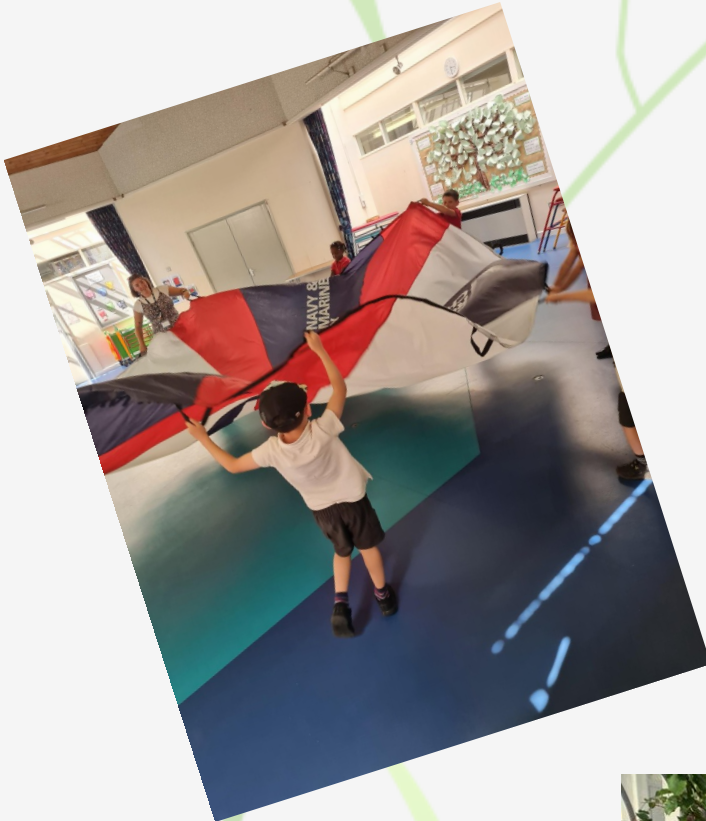


# Service Pupils

The Service Pupil Premium (SPP) is provided by the Department for Education to enable schools to offer additional, mainly pastoral, support during challenging times. This could include anything from a Service parent being away, being injured on active service to bereavement.

At Rowner we invest this money into our Service Club.

Our Service Club meet fortnightly on a Thursday after school. We offer a safe space to talk, complete an activity, such as our Remembrance Day poppy display, and most importantly have fun!





**Rowner Infant School**

**Copse Lane**

**Gosport**

**Hampshire**

**PO13 0DH**

**01329 280807**

**adminoffice@rowner-inf.hants.sch.uk**

**www.rowner-inf.hants.sch.uk**

**[Rowner Infant School](#) | [Gosport](#) | [Facebook](#)**

