

Prospectus 2019-2020



Forest Academy

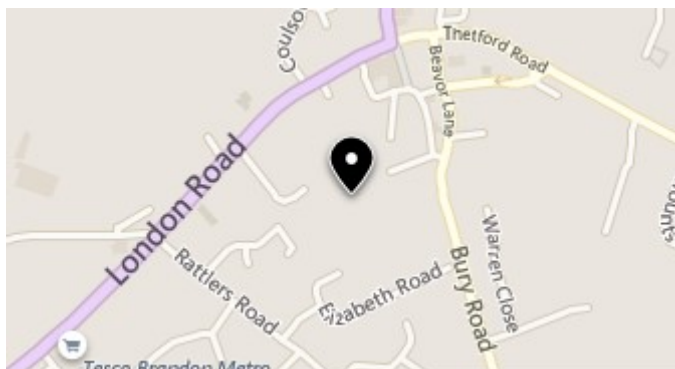
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We hope this prospectus answers some of the questions you may have about Forest Academy and how we work. If you do have further questions, please feel free to speak to us or class teachers within the Academy. The Academy administrators are also able to provide help and information about the routines of the Academy.

April Grimes & Lorna Rourke

From the Chair of Governors

On behalf of the Governing Body, it is a pleasure to welcome you and your child to Forest Academy. It is hoped this prospectus offers you an insight into the school and would answer questions you may have. Forest Academy offers an education for all abilities, recognising the uniqueness of every child. The teachers and staff are committed in providing opportunities to ensure your child discovers their interests and passions, along with finding their strengths and developing their personalities through a varied and exciting curriculum.

Our teachers and staff lead by example in an approachable and inclusive manner. They are exceptionally talented at what they do meaning your child will learn through creativity, innovation and excitement in a friendly and welcoming environment with facilities that will challenge and complement your child's learning.

Forest Academy is committed to being an open and inclusive environment to you and your child. We welcome feedback and comments on how your child is developing and your experiences of the school. The Governing Body works closely with the school and aims to be visible to all staff, teachers, pupils and parents. We look forward to working with you over the year.

Simon Munro, Chair of Governors

Our vision:



Our Children will journey through our school, building a memory bank of learning experiences that positively impact on them for the rest of their lives.

We will build a collection of amazing memories where learning is fun and education is valued.

Our mission:

To be able to walk into any classroom, at any time, and see and hear all children enjoying their learning and progressing.

Our ethos:

The ethos of our school reflects the values and attitudes that characterise any caring family and community. The atmosphere of the school, the quality of relationships, and the way in which the school helps to prepare our children, combine to ensure they have a fair sense of justice and the skills and attitudes to be valued citizens of the future.

At Forest Academy, we aim for our children to grow and develop in an environment where they are cared for, listened to and respected as well as being given consistent, secure and firm boundaries.

Our aims

To ensure our Mission is a reality, the school has 5 clear aims which are inextricably intertwined with Physical and Mental Wellbeing and Building Learning Power:

- Ready to learn: Children have a positive, confident attitude to learning. They are both physically and emotionally ready to learn.
- Resourceful: Children show initiative, asks well thought out questions and are prepared to use a variety of strategies to learn.
- Reflective: Children are curious, able and willing to learn from their mistakes and can describe their progress
- Resilient: Children are prepared to persevere and stay involved in their learning, even when the process is challenging.
- Reciprocal: Children are prepared to help each other and work as a team.

Our School Day

School begins at 8.50am and ends at 3.15pm.

Break time: 10.30am - 10.45am

Lunch time: 11.45am – 12.45pm for Reception, KS1 and 2 have a staggered 45 minute break starting at 12.00.



Nursery times are slightly different and are published in the Nursery prospectus.

Forest Academy is situated in the heart of Brandon.

Forest school dates back to 1st October 1912. It was extended in 2003 and again in 2013 as part of the schools reorganisation within Suffolk, moving from a three tier to a two tier system. In 2017, four further classrooms were added as the school has grown. We converted to Academy status in November 2010. We have worked in partnership with Elveden C of E Primary Academy since 2010.

The Academy has a Foundation stage unit with a 52 place Nursery and two Reception classes. Key Stage 1 has its own new building and Key Stage 2 classes are in the main building. The large hall is suitable for a variety of social and recreational uses and is available for hire for certain activities. The school also has a playing field, a woodland area, an environmental garden and play equipment.

Equal Opportunities Statement

Forest Academy positively encourages equality of opportunity with regard to gender, race, disability and class.

It opposes any form of discrimination and encourages all pupils to view themselves and each other as unique and special people.

The school's organisation, curriculum, staffing, pastoral and social responsibilities seek to reflect this statement.

The Curriculum

At Forest Academy, we carefully plan the curriculum to ensure that it fully meets the requirements of the new National Curriculum (2014) and that it provides the following:

- Breadth - Children are introduced to a wide range of knowledge, understanding and

skills.

- Balance - Each part is given sufficient time.
- Thematic - Topics are planned to enable children to make connections between subjects.
- Relevance - Subjects are taught so that they relate to children's own experiences.
- Differentiation - What is taught is matched to children's abilities.



All children are taught the subjects of the National Curriculum: English, Mathematics, Science, Computing, History, Geography, Art, DT, PE, Music, PSHE and Religious Education.

The Academy emphasises the importance of developing children's skills in English and mathematics, therefore more curriculum time is given to these subjects. Many subjects are taught through a topic based approach so that links between subjects can be developed.

Policy documents are written by the school and explain in detail various curriculum areas. These can be read by parents/carers and many are available on our website. If you would like one of our policies, please ask at the reception.



Home Learning

English	
Reception	• Daily reading practise • Letters and sounds practise
Key Stage 1	• Daily reading practise • Weekly spellings determined by phase/ability of the child. These should follow a set spelling pattern e.g. 'ai' and be presented in a 'Look, Cover, Say, Write Check' table. Accompanying this should be a spelling activity that allows children to apply their phonic knowledge e.g. completing a crossword with 'ai' spellings. Children to be tested on the six spellings provided and 4 bonus spellings where they apply the rule – score out of 10. In addition: Year 1: • Letter formation Year 2: • Alternate grammar/reading comprehension activity/GCP workbook.
Lower key stage 2	• Daily reading practise – when completing a book (appropriate to their level), children then have the opportunity to complete a quiz using the Accelerated Reader program (Forest). • Weekly spellings determined by level of the child. These should follow a set spelling pattern e.g. 'ful' suffix and be presented in a 'Look, Cover, Say, Write Check' table. Accompanying this should be a spelling activity that allows children to apply their phonic knowledge e.g. completing a link puzzle with 'ful' spellings. Children to be tested on the ten spellings provided and 5 bonus spellings where they apply the rule – score out of 15. • Alternate grammar/comprehension activity/ GCP workbook. • Lexia for those allocated users.
Upper key stage 2	• Daily reading practise - when completing a book (appropriate to their level), children then have the opportunity to complete a quiz using the Accelerated Reader program (Forest). • Weekly spellings determined by level of the child. These should follow a set spelling pattern e.g. 'ful' suffix and be presented in a 'Look, Cover, Say, Write Check' table. Accompanying this should be a spelling activity that allows children to apply their phonic knowledge e.g. completing a link puzzle with 'ful' spellings. Children to be tested on the ten spellings provided and 5 bonus spellings where they apply the rule – score out of 15. • Alternate grammar /comprehension activity/GCP workbook. • Every other week, a piece of quality writing linked to genre being taught in class. • Lexia for those allocated users

Mathematics

Reception	- Children to have opportunity to borrow a maths based game. - Number bonds to 10.
Year 1:	- GCP workbook - Times tables; 2,5,10 and Number bonds to 20 – Numicon resources.
Year 2:	- My Maths - GCP work book - Times Tables: 2, 5, 10, 3, 4 and Number bonds to 100.
Year 3:	- My Maths - GCP workbook - Times Tables: 2,5,10,3,4,6 and Number bonds to 100.
Year 4:	- My Maths - GCP workbook - Times Tables: Mixed up to 12 x 12 and Number bonds to 100.
Year 5:	- My Maths - GCP workbook - Times Tables: Mixed up to 12 x 12 and Number bonds to 100.
Year 6:	- My Maths - GCP workbook - Times Tables: Mixed up to 12 x 12 and Number bonds to 100.

Topic

All Years:	At the end of each half term, all children will be set a “creative project” in connection with their upcoming topic. This could be to make a fabulous 3D fish tank, if learning about Oceans and Seas, recreate a famous building, if your topic is buildings. The purpose is to enthuse children about their topics, enhance creative skills and encourage collaboration with the parents. To be set each half term and completed over the holidays.
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Sports

The Academy teaches PE, dance and swimming in line with the National Curriculum. All children will participate in gymnastics, team games and other sports activities. A variety of sports clubs are run after school during the year.



The Arts



Your child will experience a range of provisions. Each child is taught Art, Dance and Music as part of the curriculum, and sometimes will be involved in visits to galleries, working with musicians and taking part in concerts and productions. We are particularly proud of the opportunities provided to work with a range of professional artists.

Religious Education

To fulfil its statutory obligations, Forest Academy must offer:

- a programme of RE within the Academy's broad and balanced curriculum for every pupil.
- times for collective worship.

RE lessons are based on the LA's agreed syllabus. Assemblies are broadly Christian but draw on traditions and themes common to a range of faiths and beliefs. Assemblies are also an opportunity for the children to gather together, share songs and stories and reflect on what it means to be part of our school community.

Parents wishing to withdraw their child from RE and collective worship have a right to do so and are invited to speak to either Headteacher on this matter. Any request to withdraw your child for RE lessons must be put in writing.

Sex & Relationships Education

The governors have approved the teaching of sex education by all teaching staff as it arises naturally from children's questions as well as within basic teaching about how our bodies work. Information given to children must be accurate, and suited to their age and understanding. A Sex Education Policy has been agreed by governors and is available in school.

Special Education Needs

Our aim is to ensure that all children succeed in school. We recognise that some children need more support than others to help them achieve. Some difficulties are short term and some may be long term. In either case the Academy will want to work closely with parents and carers to monitor progress and meet the child's needs. Support provided may be by the class teacher planning work at different levels or by a teaching assistant working with the child in a small group or individually. The Academy has a special needs policy and we keep up to date records of children with special education needs in school. Please contact us if you would like more detail regarding arrangements for special needs and gifted and talented children. Detailed information is available on our website.

Pupils with Disabilities

The school is accessible for children with disabilities. The school building is on one level and wheelchair accessible. There is an induction loop in the school hall. When a child has particular needs, we take all necessary steps to meet these and ensure all pupils have full access to the curriculum. We have an equality plan which includes provision for children with disabilities. Our disability equality group meets regularly and reviews academy practices.

Safeguarding

Our school maintains an ethos where our pupils feel secure, are encouraged to talk and are listened to. Children at our school will be able to talk freely to any member of staff, or regular visitor to our school, if they are worried or concerned about something.

All staff and regular visitors will either, through training or induction, know how to recognise a disclosure from a child and will know how to manage this.

At all times, we will work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies. We have a legal responsibility to report suspected abuse of whatever kind and also signs that could be indicators of abuse. This includes keeping children safe on line. We take this responsibility seriously even though it can unfortunately cause bad feelings on occasions. Our responsibility is to the children.

Please see our safeguarding and Online-Safety policies.

Parental Partnership

We want to work in partnership with all parents and carers so that your child is happy and successful in the school. We ask all parents to sign a partnership agreement when their child starts at Forest Academy. This sets out what you can expect from us and what we

expect from you and your child. Parents are welcome to chat with class teachers informally at the end of the school day or to make appointments if necessary. In addition, Parents' Evening meetings are held with parents to discuss their child's progress, and keep them informed about the curriculum. If at any time you are worried or concerned about your child's progress, please see the class teacher in the first instance and then the Headteacher if the problem is unresolved.

Behaviour

We expect all children to behave sensibly, to respect adults, each other and the school environment. We keep our rules to a minimum; they are made only to ensure the well-being and safety of all children in our care. Parents are kept informed of problems if they do arise and are asked to cooperate fully in rectifying any difficulties.

Our School Golden Rules

- Listen to others politely
- Use kind words
- Be kind and gentle at all times
- Respect resources, the property of others and the environment
- Come to school ready to learn and try your best

We encourage children to behave well in lots of ways including:

- Praise from adults and other children
- Special stickers
- Raffle tickets
- Dojo points
- Values certificates
- Celebrating positive behaviour and success in our Friday assembly
- 'Tea at Three'
- 'Good News!' postcards



Children are children; sometimes they forget what we expect of them. We remind them in various ways depending on how serious their misbehaviour is.

If children do not behave well the following sanctions are used:

- 'The Look' from adults
- Verbal warnings
- The loss of 1 minute of playtime.
- Home/school books recording daily behaviour
- A short, fixed period of time to 'cool down'
- Report cards until behaviour improves
- Withdrawal of privileges such as clubs and representing the school in sports events

For serious misbehaviour e.g. fighting, the class teacher will talk to you. If the behaviour persists, you may be asked to come in to talk about how we can work together to address the problem. We rarely exclude children from school and are committed to inclusion. In the rare cases where such a step is necessary, we follow national exclusion procedures.

Admissions

We admit children in line with the Suffolk LA admissions policy. Your child's name can be placed on the waiting list at the age of 1 for Nursery only. Children will be offered a full-time Reception place at the beginning of the year in which they have their 5th birthday.

Parents considering sending their children to Forest Academy are encouraged to contact the school to make an appointment to visit.

Please note that even though your child may have a place in the Nursery, you will still need to apply for a full-time school place following the normal admission procedure.

Toileting

It is an expectation that children will have started to go to the toilet independently before starting nursery and will be fully independent before starting full-time school. If this is not the case, parents/carers must speak to a member of staff who will be able to advise and support.

Staffing and Organisation

We are very lucky to have a highly talented team of teachers, assistants, administrators and other support staff.

As the number of children in each year group varies, our class organisation changes from year to year and sometimes includes mixed aged classes. These are carefully planned so that all children's needs are met. You will be informed in the summer term of the class organisation for the coming academic year.

Uniform

We believe that school uniform is smart, wears well and contributes to a sense of belonging. If you are entitled to free school meals due to low income, we will provide your child with two sweatshirts/jumpers and PE kit each year; please speak to the school administrators. Uniform can be purchased from the school office and ordered online.

Our uniform for KS1 consists of:

- Winter – Green school sweat-shirt/cardigan, grey/black trousers or skirt, red polo shirt and sensible flat shoes.
- Summer – Red polo shirts, grey/black shorts or skirts, green and white or red and white checked dresses.



Our uniform for KS2 consists of:

- Winter – Green school knitted V-neck jumper/cardigan, grey black trousers or skirt, white shirt and striped school tie and sensible flat shoes
- Summer – White short sleeved shirt, grey/black shorts or skirts, striped school tie, green and white or red and white checked dresses for girls
- Ties must be done up properly and shirts tucked in.
- No open-toed sandals, flip-flops or high heels.



Children are required to have black shorts and a plain white t-shirt for P.E. They may wear joggers, sweatshirts, rugby shirts, waterproof jackets, gripping gloves and hats in cold weather. No scarves or hooded tops for safety reasons. Appropriate footwear is needed for outdoor PE.

Jewellery should not be worn. Only stud earrings may be worn for school. Earrings must be removed for all P.E. in accordance with the recommendations of the Department for Education.

Swimming is part of the curriculum and will require a one-piece swimsuit or swim shorts and a towel in a waterproof bag.

Complaints

We hope that you will never need to complain but if you do, please follow the procedure below in the order it is set out.

1. Talk to your child's teacher. If the matter is unresolved, please put it in writing and address it to the Headteacher.
2. The Headteachers will arrange to meet with you to discuss the matter. Hopefully, it will be resolved. If it isn't, you will be asked to put the matter in writing to the Chair of Governors who will investigate the matter thoroughly.
3. As a last resort, and only if all other channels have been exhausted, the matter may be referred to the Department of Education who will work with the Governing Body to resolve the issue.

A full copy of the complaints procedure is available in school and on the website.

Timekeeping and attendance

At Forest Academy, we want all children to learn the value of good time keeping. The children have full days of activities. If they are late, they miss part of the curriculum. This time is never made up and persistent lateness will affect your child's progress in school. Help your child to learn the useful habit of arriving on time. This will help them in school and later on in life.

We need your child to come to school every day unless they are ill. If they are too ill to come to school, please telephone us and send a note with them when they return. An absence form is also available on the website. If we do not have any explanation of a child's absence, we mark this as unauthorised, which is known as truancy. Parents may be issued with a penalty notice if their child has 8 unauthorised absences. One day equates to 2 sessions. If your child's attendance falls below 90% they are considered to be a 'persistent absentee' and we will ask you to come into school to discuss the matter. Please also let us know if your child has a medical or dental appointment

Collecting children

Please collect your child at the end of the day from the teacher at the designated place. Always contact us if you are unavoidably delayed or if someone else will be collecting your child. Children who are not collected on time may become frightened or upset. Older children may make their own way home, providing parents have given written permission.

Severe Weather

We will use Facebook, Parent mail and our school website which will be updated to show if the school is closed. Suffolk County Council also lists any school closures on their website but please be aware this is not always updated.

School Meals

All Reception and KS1 children are entitled to a free school dinner. School dinners cost £2.30 for KS2 children. Please put your child's dinner money in a sealed envelope clearly marked with his/her name and class, in the box in the foyer. Please see the school administrator if you want to apply for free school meals. If you prefer to provide a packed lunch, please ensure that the meal does not contain nuts, sweets or chocolates. If possible, drinks should be fresh juice, milk or water.



Let us know if for any reason your child cannot eat certain foods. Fresh fruit or vegetables are available free of charge each day at playtime for KS1 children. KS2 children may buy a healthy snack for 50p at break time, on a daily basis

Charging Policy

During their time in school, your child will be involved in a range of outside activities during the school day e.g. visits to a museum or theatre. In such circumstances we will inform you first and seek your permission, we may also ask for a contribution from you to support us in paying for the visit. In doing so, we will not seek to disqualify anyone from taking part.

Walking visits in Brandon

Children are sometimes taken on walking visits within Brandon as part of the curriculum. We ask that all parents sign the allocated permission slip when their child starts at the school.

Photography

There may be times when children are photographed or videoed as part of normal school activities. Any parent who does not wish their child to be photographed in this way is asked to make their wishes known to the school using the consent form.

Finally...

Thank you for reading this booklet. We hope that your child will enjoy and benefit from their time at school.

We look forward to working in close cooperation with you to make your child's time at Forest Academy happy and successful.

The information and particulars contained in this prospectus relate to the school year indicated on the front cover and are correct at the time of publication.

It should not be assumed that there will be no change affecting the relevant arrangements or some matter particularised –

a) Before the start of, or during, the school year in question,

or

b) In relation to subsequent school year.