

EYFS Sept 2023 intake

Welcome to  
The Craylands School



Headteacher: Mr Hiscock

Assistant Heads:

Kylie Cox (Parent and pupil support  
team lead)

Yvonne Stone (SENCO)

Early Years lead: Mrs Gubby

KS1 lead: Mrs Roddan

KS2 lead: Mrs Bishop



Happy together, safe  
together, learning  
together...

...where all members of the Craylearning  
community feel happy and safe to take  
risks in their learning, learn from their  
mistakes and develop the skills to prepare  
them for their future, as lifelong learners.

- To provide a happy, safe and welcoming environment so pupils enjoy coming to school.
- To develop a growth mindset culture throughout the school, where everyone strives to improve themselves.
- To praise children for the effort that they put into their work developing their understanding of the impact effort has on attainment.
- To encourage children to take risks, be fearless of making mistakes and learn from the mistakes that they make.
- To develop a sense of resilience across the school, so that children are confident enough not to give up on their learning.

- To set high and challenging standards to enable each child to achieve their best in every area of the curriculum.
- To encourage children to be creative and resourceful.
- To make learning relevant, stimulating, engaging and enjoyable for each child through the provision of a broad, balanced and inclusive curriculum.
- To teach children to be tolerant and sensitive and respect themselves and the beliefs and opinions of others, through good behaviour.
- To develop a spiritual awareness and sense of awe and wonder about the world.
- To promote positive working relationships between parents, governors, staff, pupils and other agencies to enable everyone to work together for the benefit of each individual child.

# Ofsted 2019

***This school continues to be a good school.***

*'Pupils say they love coming to this happy, welcoming and friendly school. All the pupils spoken to said that they felt safe in school and that staff care for, and look after them well. Pupils say that their teachers are kind and help them. One parent wrote that her child is 'always enthusiastic and excited to go to school and has nothing but positive things to say about the staff'.*

## Parent/Carers comments November 2021

Children are happy with school and they feel proud of it

All staff are friendly and helpful

Well organised; friendly; great atmosphere; great after school clubs; overall extremely happy

Nothing but positive things to say about Craylands; from beginning our daughter has loved her time here. She never not wants to get up in the morning and go to school. She feels safe and has lots friends and enjoys lessons. We are looking forward to sending son to school next year. The staff and Headteacher are absolutely fantastic.

Craylands is a fantastic school; love the involvement of the Headteacher; nothing bad to say

At Craylands, we are all  
Craylearners....

L isten to others.

E xtend their own learning.

A sk lots of questions.

R esearch answers using books,  
and the internet.

N ever worry about getting  
things wrong.

E njoy finding things out with  
others.

R isk take.....has a go at things.

S uccceed using resources.



Each week, a child  
who demonstrates  
Craylearning will be  
given a certificate.



# A Crayleaner R.O.A.R.S



- R espect
- O thers
- A ct
- R esponsibly
- S tay safe

These are the fundamental rules at Craylands that we ask all of our children to follow.

# Pride at Craylands



We want to be part of Lenny the Lion's Pride.

- Recognition boards – recognise children for their behaviour and learning in class
- Pride certificates – issued for pride in presentation, pride in behaviour, pride in Craylearning
- Craylearning certificates issued to 1 child from each class per week
- ROARS certificates issued to 1 child from each class per week

# Equality and mutual respect

At Craylands we have a number of policies regarding equality and mutual respect.

We will not tolerate bullying or harassment of any kind.

We promote a culture of mutual respect through....

- ROARS approach
- PRIDE approach
- Assemblies
- Awareness weeks/months e.g. anti-bullying week, black history month, safer internet day
- Religious festivals celebrated e.g. Diwali, Hannukah
- Multi-cultural weeks
- PSHE and RE lessons
- School council and pupil voice



# Well being at Craylands

- Daily check ins
- PSHE/circle time sessions
- Assemblies
- Zones of regulations lessons -
- Well being committee
- Well being ambassadors
- School council – pupil voice

# Curriculum at Craylands

## Core subjects

Maths  
Literacy  
Guided reading  
Spag



## Discrete Subjects

Science  
RE  
Computing  
PSHE  
PE  
Music

## STAR curriculum (Skills that are real)

History  
Geography  
Art  
DT

## EYFS

Child initiated sessions  
Small group sessions

Learning is planned around  
children's interests



## STAR (Skills that are real) Curriculum – covers history, geography, art and design technology

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Early Years	Who am I?	Sparkle and shine	Once upon a time...	Where do chips come from?	Why are bugs small?	On my way to school....
Year 1		What is it like where we live? Has where we live always been like this? (Geo/Art/DT/History)	Where do we go on holiday abroad and in the UK? What were holidays like in the past? (Geo/Art/DT/History)			
Year 2	How do we know that the Great Fire of London happened? (History/DT/Art)		How did the Victorians change nursing? (History/DT/Art)		What are different parts of the world like? (Geography/Art/DT)	
Year 3	What happens from the start to the end of a river? (Geography/Art)	What is a mountain and where in the world are they? (Geography/DT)	What was life like in the Stone Age? (History/Art/DT)		Who were the Ancient Greeks? (History/Art/DT)	
Year 4	How does the North American landscape differ? (Geography/Art)	Pompeii – what happened in Pompeii? (History/DT)	Why did the Romans invade Britain? (History/Art)	What was the legacy of the Roman invasion on Britain? (History/DT)	Who was Tutankhamun and how do we know about him? (History/Art/DT)	
Year 5	Where should you visit in Europe? (Geography/DT)	Is Europe the same as the UK? (Geography/Art)	What happened after the Romans left Britain? (History/Art/DT)		What is happening to the coasts of the UK? (Geography/Art/DT)	
Year 6	Does deforestation have an effect on our society? (Geography/Art)	Who were the Maya and where are they now? (History/DT)	During which Queen's reign was the most progress made – Elizabeth 1 or Victoria? (History/Art/DT)		How has Swanscombe evolved over time? (History/Geography/Art/DT)	

# Immersive activities

To enhance the curriculum, we aim to provide our children with a range of different experiences to support them in their learning:

- Outdoor learning sessions
- Drama sessions
- Immersion days e.g. Titanic theme day, Halloween theme day, Ancient Greek days
- Trips out of school
- Watching film clips

# Forest School

- Each year group has 6 weeks of forest school – this is one lesson per week.
- They have the opportunity to develop their outdoor learning skills in our meadow area
- Led by a trained forest school lead who is a member of our staff



## School trips

- Two school residentials – currently one in year 4 (adventure residential) and one in year 6 (Isle of Wight)
- Visits to local secondary schools e.g. Ebbsfleet
- Visits to museums e.g. Maidstone museum
- Trips to the beach
- Zoo and Sea life centres
- Local visits e.g. Bluewater restaurants, cinema
- Yr 6 will be singing at O2 this year as part of Young Voices
- Swimming in KS2

# Homelearning

We focus on the following for home learning:

Reading daily

Learning spelling patterns

Learning times tables – each child in years 1-6  
have a times tables rockstars account

A homelearning project every other term

# Extra-curricular activities

## We achieved 'Bronze Sports mark award'

- Football club – run by outside company and school staff
- KS1 games club
- Board games club
- Drama club
- Art club
- Choir – they sing at Bluewater
- KS1 singing club
- Xylophone club
- Rounders club
- Netball club
- Tennis club
- Gardening club
- Yoga club

### Sporting opportunities

- Cross country
- Football team
- Futsal
- Boccia
- District sports - athletics

# Artsmark

We gained the 'Gold Artsmark award' as a school; in order to achieve this we provide the following opportunities:

- ST-ART week – each term begins with art focussed activities based on the topic of work
- Choir sing at Bluewater at Christmas
- One year group each year learns an instrument
- KS1 Christmas productions
- KS2 carol performances
- KS2 production at end of the year
- Singing/art clubs
- Craylands Got Talent

# Parental engagement

We continue to work hard to engage our parents in school life :

- Reading mornings
- Phonics workshop
- Phonics open mornings
- Seasonal craft workshops
- Anti bullying/behaviour workshops
- Multi-cultural events
- McMillan coffee mornings

# Friends of Craylands

- Summer fair – inflatables
- Discos
- Quiz night
- Film clubs
- Christmas fair

They have purchased.....

- Playground equipment
- Contributions towards coach prices for trips
- A brand new reading scheme
- App access to Times Table Rockstars
- Donations to each class for immersive activities

# Extended Schools

We currently offer a breakfast club through West Hill Life Ltd from 7.30a.m. to beginning of school day.

West Hill Life currently run an after school service until 5p.m. on site.

# Key Dates

- It's important to [find out more about schools you are interested in](#) before you decide to name them on your application form. You can name up to 3 schools on your form.
- **Applications close on 16 January 2023** for children due to start primary and junior school in September 2022
- You can: [apply online](#)  
apply by post
- You can apply for up to 3 schools, putting them in order of preference. It's in your best interests to list 3 schools. Naming only one school does not guarantee your child a place at that school or give your child priority for a place over another child, neither does naming a school more than once.
- If you apply online you will be emailed on 17 April 2023 after 4pm to tell you which school you have been offered. We cannot guarantee the exact time you will receive your email, this will depend on your email service provider.

You can also [log in](#) from 5pm on 17 April 2023 to view your offer.



## Summer born children

If your child was born between 1 April and 31 August and you want them to defer starting school until the next academic year, email [primaryadmissions@kent.gov.uk](mailto:primaryadmissions@kent.gov.uk) for more information.

# Admissions – oversubscription criteria....

**Children in Local Authority Care or Previously in Local Authority Care** – a child under the age of 18 years for whom the local authority provides accommodation by agreement with their parents/carers (Section 22 of the Children Act 1989) or who ceased to be so because they became subject to an adoption, residence or special guardianship order under Part IV of the Act.

☐ **Attendance at a linked school** – where admission links have been established between the infant and junior school concerned, children attending the infant school are given priority for admission to the junior school.

**Current Family Association** - a brother or sister in the same school at the time of entry where the family continue to live at the same address as when the sibling was admitted – or – if they have moved – live within 2 miles of the school, or have moved to a property that is nearer to the school than the previous property as defined by the ‘Nearness’ criterion’ (below).

**Health and Special Access Reasons** – Medical, health, social and special access reasons will be applied in accordance with the school’s legal obligations, in particular those under the Equality Act 2010. Priority will be given to those children whose mental or physical impairment means they have a demonstrable and significant need to attend a particular school. Equally this priority will apply to children whose parents’/guardians’ physical or mental health or social needs mean that they have a demonstrable and significant need to attend a particular school. Such claims will need to be supported by written evidence from a suitably qualified medical or other practitioner who can demonstrate a special connection between these needs and the particular school.

**Nearness of children's homes to school** - we use the distance between the child's permanent home address and the school, measured in a straight line using Ordnance Survey address point data. Distances are measured from a point defined as within the child's home to a point defined as within the school as specified by Ordnance Survey. The same address point on the school site is used for everybody. When we apply the distance criterion for an oversubscribed Community or Voluntary Controlled school, these straight line measurements are used to determine how close each applicant's address is to the school.

Thank you for visiting

Any Questions?