

Prospectus



www.redfieldedgeprimary.co.uk

Redfield Edge Primary School



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Welcome



Dear Parents and Carers

‘Striving to be the best version of ourselves.’

On behalf of the staff, governors and pupils here at Redfield Edge Primary School, I offer you a warm welcome to our school. We are a small, one form entry Primary School situated in the village of Oldland Common on the outskirts of Bristol.

I am incredibly proud to be the Head Teacher of such an inspirational, caring school, which has the children’s learning experiences and wellbeing at the heart of everything we do. We understand that each child’s learning journey may look a little different, and we strive to ensure all of our pupils are supported and challenged effectively to enable them to be the best they can be.

Our curriculum is enriched and engaging with fantastic opportunities for all children to enjoy and feel inspired by. Learning is well-structured and challenging and all children are encouraged to meet high expectations academically, socially and morally. Everyone at Redfield Edge is valued. We work hard to make sure that each child feels safe and respected, and demonstrates our school values on a daily basis.

We have a fantastic team of Governors; compassionate and professional staff; an engaged and hardworking Friends group; as well as a highly supportive group of parents and carers working together to ensure we deliver the best possible education for all of our pupils.

We have high aspirations for all our pupils. We work hard to enable children to develop self-confidence and independence, while recognising that each and everyone has a part to play as a responsible member of our learning community, wider community and the world we live in.

We are all proud to be part of the Redfield Edge family.

Our School Vision

We are rooted in the heart of the community and committed to providing high quality education for all our pupils, ensuring they can be the best version of themselves.

We provide eye-opening opportunities, inspiring our pupils to challenge their thinking and thrive, whilst exploring the world around them.

We nurture and grow confident and passionate life-long learners.

Yours sincerely

Lisa Robinson

Head Teacher





School Values





Enriched and Engaging Curriculum



Curriculum Intent

At Redfield Edge Primary School, our aim is to provide our children with an engaging, enriched and exciting curriculum which equips our children for our ever changing world - today and tomorrow.

Our children learn how to be mindful of themselves and others, creating an honest and safe environment to learn and develop.

Our children are encouraged to understand how to contribute to their community and make it a better place to live.

Our topic based curriculum is designed to recognise children's prior learning; to provide worthwhile learning experiences allowing children to develop independence, build resilience, challenge thinking and become creative thinkers.

Every child is recognised as a unique individual through celebrating and welcoming differences in our school and the wider community.

Every child has the right to a high quality primary education and we pride ourselves in using educational discussions and research to develop practice in school.

Golden Threads

Community
Mental Health
Life Skills
Global Issues
Technology

These are woven through every topic to make sure our intent is achieved.

They were created by all members of our school community such as parents, staff and pupils.

Little Extras

British Sign Language

First Aid Training

Young Leader Award

Mental Health Ambassadors





Enriched and Engaging Curriculum



Establish Life Long Inventory

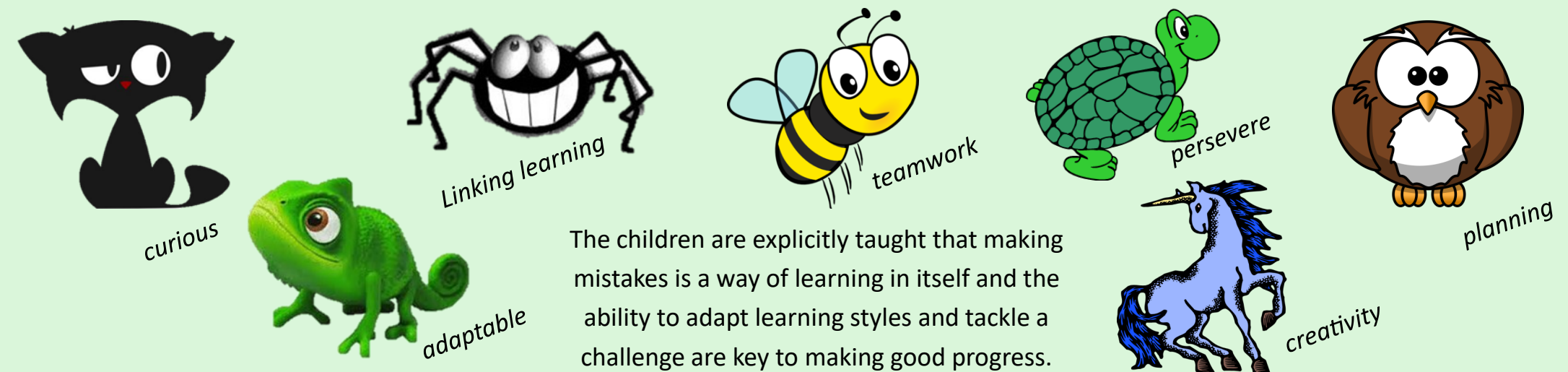
(ELLI Characters)

Here at Redfield Edge we are proud of our enriched and engaging curriculum, ensuring all pupils receive the highest standard of teaching in a wide range of subjects.

Children have many opportunities to enhance their learning through curriculum enrichment activities such as educational trips (including residential), focus curriculum weeks and visitors coming into school.

We strongly believe that teaching a child the skills to learn is vital to success. Pupils at Redfield Edge understand the importance of developing skills such as perseverance, curiosity, creativity and teamwork through ELLI (Effective Life-Long Inventory).

Each character has a different learning style which helps the children to articulate and discuss how they are learning.





Enriched and Engaging Curriculum



Speaking & Listening

At Redfield Edge School we recognise that the ability to use language has a profound effect on a child's progress in all curricular areas. As listening is as important in communication as speaking, we consciously plan curriculum activities to facilitate purposeful talking and listening experiences.



Reading

Reading is the most marvellous adventure you can have

We aim to provide an exciting experience when developing reading skills through the whole school. Through the use of VIPERS (Vocabulary, Inference, Predication, Explain, Retrieval and Sequence/ Summarise) we develop skills that enable children to focus on certain areas that are broken down to their level. It gives them ownership of their learning and allows them to understand and appreciate themselves as individual learners. We provide an interesting and holistic range of books and activities which are tailored for each class's interests. The love of reading is important as it is at the foundation of

everything we do in life. There is nothing better than getting stuck into a good book!

Phonics

To develop and nurture an enjoyment and desire for reading from the beginning of Early Years. Through the systematic phonics programme taught in the EYFS, Year 1 and Year 2, we are passionate about seeing every child at Redfield Edge have the phonic knowledge to path out their reading journey for life.





Enriched and Engaging Curriculum



Writing

“Why I write? Because creating something that didn’t exist before is as close to magic as I’ll ever get”

Writing is one of the main modes of communication and as such, is inseparable from reading and speaking and listening. Our aim is to treat children as writers from an early age and create a climate in our classrooms where all kinds of writing are encouraged and valued.

We acknowledge that the teaching of writing should include both the development of handwriting, presentation, spelling, grammar and creative content. We teach cursive script across the school.

Mathematics

“The only way to learn maths, is to do maths”

At Redfield the purpose of our maths curriculum is to teach a rich, balanced and progressive programme of study which allows pupils to develop mathematical skills and knowledge that they are able to use confidently throughout their lives. They will develop fluent conceptual understanding, starting with Number Sense in Key Stage 1 through to mastering number in Arithmetic in Key Stage 2, to become confident in using maths to reason and problem solve in each area.

Our curriculum aims to use maths to support children to better understanding the mathematical world around them. This links maths to real life experiences and ensures their learning is cross curricular and relevant to the lives of the children of Redfield Edge. Children should develop an enjoyment of mathematics as well as feeling confident in using both mental and written methods, including correct selection of methods and operations in a range of contexts.

Our curriculum design ensures that pupils develop mathematical skills and knowledge that they are able to use confidently in the next stages of their school career and life; they will be confident in selecting the methods, strategies and resources they need. Through becoming confident and fluent in mathematics, pupils will also develop a sense of enjoyment for the subject. They will be able to discuss mathematical concepts and strategies, explain their thinking and respectfully challenge others in their mathematical thinking. We measure the impact of mathematical teaching and learning through summative and formative assessment.





Enriched and Engaging Curriculum



Science

“Somewhere, something incredible is waiting to be known”

The aim and purpose of teaching Science at Redfield Edge is to provide opportunities for children to develop knowledge and understanding of important ideas, processes and skills and relate them to everyday experiences.

Science changes our lives on a daily basis and is vital to the world's future prosperity and sustainability.

At Redfield Edge Primary School, scientific enquiry skills are embedded on a termly basis, sometimes discretely and when appropriate, through topics. Many key concepts are revisited and developed throughout a pupils' time at school. Topics, such as plants, are taught in Key Stage One and studied again in further detail throughout Key Stage Two.

This allows pupils to build upon their prior knowledge and increases their enthusiasm for the topics whilst embedding this knowledge into the long-term memory.

We learn about the ways of thinking, enquiring and communicating scientific ideas. They should be encouraged to understand how Science can be used to explain what is occurring, predict how things will behave, and analyse causes.

We also explore our values and attitudes through our science lessons.

At Redfield Edge, we encourage children to develop their interest in Science through first-hand experiences, allowing them to observe, question, hypothesise and record their findings effectively.





Enriched and Engaging Curriculum



Art

“Every Child an Artist”

Children are given the opportunity to exercise their creative powers in different media and dimensions. As we provide individual and collaborative experiences, we hope to build the children’s self-confidence in the creative society we live in. Art and Design provides children with the opportunity to look at the world through the eyes of an artist; it gives the children the chance to express their individual interests, thoughts and ideas.

We encourage children to use art as a means of exploring and understanding their world. Children are taught to observe their environment carefully; drawing attention to line, pattern, colour, form and textures in the natural world and within man-made and mechanical objects. The work of artists and craftsmen is introduced and children are encouraged to appreciate and respond to the works of others. A wide variety of media and equipment is used to allow the children freedom to express themselves creatively.

Children are encouraged to plan and display their work to produce a stimulating and colourful classroom environment. As they progress through school the children develop a knowledge, understanding and appreciation of art, craft and design, including the history of art and art from other cultures.





Enriched and Engaging Curriculum



Physical Education

“When you feel like stopping, think about why you started”

At Redfield Edge, we aim to provide a PE curriculum that pupils from Reception to Year 6 not only enjoy but also allows them to experience a range of activities that help them to develop their health, fitness and wellbeing. We intend to offer a high-quality physical education curriculum that inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It provides opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

At Redfield Edge we use real PE to aid us in delivering PE lessons.

real PE supports teachers to confidently deliver an outstanding PE curriculum that transforms experiences for EVERY child, teacher and family. View the impact real PE has made and see how schools have celebrated improvements in: staff knowledge and confidence; pupil engagement; pupil progress; the broader impact of real PE across the school.

The national curriculum for PE aims to ensure that all pupils:
develop competence to excel in a broad range of physical activities,
are physically active for sustained periods of time,
engage in competitive sports and activities
lead healthy, active lives.





Enriched and Engaging Curriculum



Music

“Without music, life would be (flat)”

For every child to enrich their lives with the sound of music. To deliver rich musical experiences through different instruments, genres and cultures, which inspire children to compose, perform and appraise with a high level of understanding and confidence.

When children leave Redfield Edge, they have a love of music and have had a range of opportunities to develop their skills of listening, appraising and composing music. They are inspired to use music to aid their wellbeing and positively affect their mood.



Modern Foreign Languages (French)

KS2 only

“If you talk to a man in a language he understands that goes to his head. If you talk to him in his language that goes to his heart”

At Redfield Edge Primary School, it is our intention to provide all of our children with the foundations in French which will not only develop their skills as linguists but also build their understanding of a different culture in Europe. We believe that learning a language enriches the curriculum, provides excitement, enjoyment and challenge, and helps to develop positive attitudes to language learning throughout life.

Our curriculum is underpinned by oracy. It is clear to us that the skills; knowledge; and understanding gained from learning a language will make a major contribution to the development of our children's oracy and literacy skills, as well as to their understanding of their own culture and those of others. Our community is not as diverse as others which makes the teaching of the MFL curriculum even more important. It teaches children the importance of celebrating other cultures as well as lay the foundation for future language learning.





Enriched and Engaging Curriculum



History

"History is who we are and why we are the way we are"

It is important to have knowledge of our past history, origin and culture to be able to look forward into our own future.

History is concerned with people and the past. The children of Redfield Edge are encouraged to develop a sense of time and understanding of past events and their effect on modern society. By learning to evaluate a range of primary and secondary sources, our historians will be able to explain how people around the world used to live and that interpretations of events can differ. Pupils will be taught about historical events, where they take place within a historical timeline and famous historical figures who may have shaped the world today.

Topics are informed by the National Curriculum and are designed to be progressive, outlining the skills, knowledge and vocabulary that are taught in a sequential way, building on prior knowledge. The curriculum has been designed to link to the local area helping our children to make sense of topics in history – for example Castles and World War 2 – that might seem too remote. Good local history enables the pupils to discover the people that lived in their community in the past and how their lives may be similar and different to their own.

During their time at school, children take part in a number of educational visits and events. These experiences are designed to enhance the children's knowledge, appreciation and understanding of the world in which they are growing up.





Enriched and Engaging Curriculum



Geography

“Without Geography, where would we be?”

Geography explains the past, illuminates the present and prepares us for the future. What could be more important than that?

Geography is concerned with people and place. Our programme of topics are planned to develop the children’s knowledge and understanding of the world in which they live. The children undertake studies of their local environment (Community - Golden Thread), the British Isles and selected areas of the world and develop an awareness of human, physical and environmental geography. Pupils will be taught about the locations of the world’s continents, countries, cities, seas and oceans. They will develop skills of interpreting sources of geographical information, including maps, diagrams, globes, aerial photographs and geographical information systems. Where possible, we will link Geography to other subject areas developing our cross-curricular contextual learning. Specialist vocabulary for each topic is taught and built on.

Geographical themes are informed by the National Curriculum and are designed to be progressive, outlining the skills, knowledge and vocabulary that are taught in a sequential way, building on prior knowledge. The curriculum has been designed to link to the local area helping our children to make sense of topics.

As children move through the school we begin to move from local geography to national and global topics, for example studying disasters and climate. Global Matters (Golden Thread) and children’s knowledge and understanding of what is happening around the world is of high importance.

Good local geography enables the pupils to gain a sense of place and engage in community. Community (Golden Thread) and being a good citizen is of very high importance.

Meaningful fieldwork is embedded in an enquiry approach, which provides pupils with a model of the enquire process and associated enquire skills. It engages pupils by valuing their existing knowledge and opinions and provides an excellent base line for latter reflection and evaluation of what parents have learnt.



Enriched and Engaging Curriculum



Design and Technology

“Design is thinking made visual “

Design and Technology is an inspiring, rigorous and practical subject. Design and Technology encourages children to learn to think and intervene creatively to solve problems both as individuals and as members of a team. At Redfield Edge, we encourage children to use their creativity and imagination, to design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. We aim to, wherever possible, link work to other subjects such as mathematics, science, engineering, computing and art. The children are also given opportunities to reflect upon and evaluate past and present design technology, its uses and its effectiveness and are encouraged to become innovators and risk-takers.



Computing

“Computing is not about computers, it is about living”

At Redfield Edge Primary School we aim to prepare our children for a rapidly changing world through the use of technology. Our computing curriculum is designed to enable them to use computational thinking and creativity to further understand our world. We aim to use the computing curriculum to make links with mathematics, science, and design and technology. At the core of our computing curriculum is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, we intend for our children to use information technology to create programmes, systems and a range of content. We aim to ensure that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology. Children confidently use the internet to explore and research the world around them. Safety when online, whether that is in school or at home, is paramount. Explicit online safety lessons give children the skills to use technology safely and identify and report when content is inappropriate.





Enriched and Engaging Curriculum



Religious Education (RE)

“Equality implies individuality – respect and celebrate”

In an ever-changing human population, it is vital that children are taught to recognise and respect individual differences around them. An increasing ability to show recognition of different worldwide views and beliefs, including developing their own, will allow them to become an important part of communities, helping to maintain their own and others well-being whilst supporting those most in need. Children will be able to contribute to questions about religion within society from a balanced perspective, including sharing their own views and beliefs.

Religious Education is taught throughout our school in line with the procedures and guidelines laid down by South Gloucestershire locally agreed syllabus and guidelines from the Qualifications and Curriculum Authority, using Discovery RE for the delivery of RE lessons. Teaching of RE covers the main religions of the world including Christianity, Judaism, Hinduism, Sikhism, Buddhism and Islam, with the aim of enabling children to understand all religions, their beliefs and practices.

Our Collective Worship is largely Christian based, but not exclusively. Children have regular opportunities to come together as a school community, whether in class or during whole school assemblies. In these, we discuss core values, reflect upon our actions and develop an understanding of what is happening in the world around us.

These whole school opportunities and celebrations also allow the exploration of religions and worldviews from a global viewpoint to ensure they are aware of events happening in communities across the country, and indeed the world.

Collective Worship

Our Collective Worship is largely Christian based, but not exclusively, with a daily opportunity for worship during class or whole school assemblies. It is seen as an important part of our school day offering an opportunity to celebrate children’s achievements. Parents have the right to withdraw their child from Collective Worship. If you wish to do so we will be happy to discuss this with you.





Enriched and Engaging Curriculum



Nature Explorers

“There is no Wi-Fi in the forest, but I promise you will find a better connection”

Our Nature Explorers is an inspirational process, which offers ALL learners regular opportunities to achieve and develop confidence and self-esteem through hands-on learning experiences in a woodland or natural environment with trees.

Forest School is a specialised learning approach that sits within and complements the wider context of outdoor and woodland education.

This learner-centred approach interweaves with the ever-changing moods and marvels, potential and challenges of the natural world through the seasons to fill every session with discovery and difference. Each session shares a common set of principles, aimed at ensuring that all learners experience the cumulative and lasting benefits that quality Forest School offers.

We are lucky to have a Forest School area where the children’s learning experience is enhanced through this outside classroom.



In Nature Explorers, all participants are viewed as:

- ⇒ equal, unique and valuable,
- ⇒ competent to explore & discover,
- ⇒ entitled to experience appropriate risk and challenge
- ⇒ entitled to choose, and to initiate and drive their own learning and development,
- ⇒ entitled to experience regular success,
- ⇒ entitled to develop positive relationships with themselves and other people,
- ⇒ entitled to develop a strong, positive relationship with their natural world.



Enriched and Engaging Curriculum



Educational Visits

It is important at Redfield Edge children gain experiences beyond the classroom door. We are very proud of all of our educational trips which have been carefully selected to enhance our already enriched and engaging curriculum.

We have trips on our doorstep such as visiting Kingswood Heritage Centre and other as far as London where we explore the Houses of Parliament.





Early Years Foundation Stage



‘Play is the highest form of research’

We want the children in Holly Class to have language rich, open-ended experiences which enable them to become independent and resilient learners. Our environment is skills based, ensuring children know where they can find the things they need to challenge themselves. We push the children to solve problems, to think for themselves and to overcome challenges. We want children to understand failure is proof they are challenging themselves as they are trying and learning from their experience. At Redfield Edge, we support children by creating an enabling environment (both physical and emotional) and through the relationships and interactions the children experience, working collaboratively or alongside the children as they explore and investigate. Our children feel safe, secure and build strong relationships with each other and with the adults in the provision. This ensures they are able to make progress from their individual starting points and have an enthusiasm for learning. The school’s Golden Threads of Community, Mental Health, Global Matters, Life Skills and Technology weave through our curriculum, encouraging deep thought, care and consideration of others and practical skills sets. Our children know that they will be listened to and respected which forms a culture of mutual respect, perfect for learning as they move through the school. Children are learning within topics and themes which are familiar and relevant to them and which they have chosen.



Imaginative Play

Exploring Materials

Life Skills



Creative Play

Developing Motor Skills

Teamwork



Early Years Foundation Stage



The Characteristics of Effective Learning demonstrate how an individual child learns:

- ⇒ Playing and Exploring
- ⇒ Active Learning
- ⇒ Creating and Thinking Critically

These skills are embedded in the Early Years Curriculum and are reported to parents at the end of the year.



Problem Solving



*Celebrating Religious
Festivals*



Feeling Safe

Cultural Exploration

*Exploring Different
Cultures*

Making Friends

Children's progress throughout their first year at school is carefully measured by adults working in the classroom through observation and carefully planned activities. By the end of the academic year, children are expected to have achieved the Early Learning Goals. The Early Learning Goals are a series of statements clearly defining the expectations for children's progress throughout the key 7 different areas of learning. These statements are divided into developmental stages that begin from birth and continue to the end of the reception year.



Inclusion



Redfield Edge is an inclusive school. We make every effort to meet every individual child's needs whatever their starting point. All children in school are accepted equally, encouraged, respected and valued regardless of their ability and/or behaviour. Our aim is to provide children with the best possible outcomes in preparation for life-long learning.

Special Educational Needs and Disability (SEND)

The school's provision for pupils who have special educational needs has been developed in line with the Education Act and takes into account the guidelines set out in the Government's Code of Practice, and the Education Authority's Policy and Procedures.

We endeavour to raise the aspirations and expectations of all pupils, including those with SEND by working collaboratively with parents and carers and listening to the voice of the pupil.

Our Core Objectives

To identify at the earliest opportunity those children with special educational needs and/or additional needs.

To provide, monitor and review personalised provision as appropriate and set realistic and challenging targets.

To work within the guidance provided in the SEND Code of Practice 2014.

To ensure that every aspect of a child's development is taken into consideration and provided for within a whole school, inclusive ethos.

To heighten awareness that every teacher is a teacher of every child including those with SEND.

An appropriately qualified/ experienced SENCO will be provided by the school to ensure that all of the points in this policy are upheld.

To provide support, advice and facilitate training for all staff working with pupils with SEND.

To develop and maintain partnership and high levels of engagement with parents and effectively liaise with outside agencies.

The aim of the school's Special Educational Needs Policy is to ensure that the needs of pupils with learning, behavioural or medical difficulties are identified early and met within school. Sometimes the school seeks advice and guidance from outside agencies such as Educational Psychologists, consultant Paediatricians and the inclusion support service. Parents and children are involved in the setting up of an individual Support Plan, which may involve in-class support, 1:1 interventions and small group work.

A ramp from the playground provides access for those with disabilities. There is also a toilet facility for disabled children and adults. All the classrooms are situated on the ground floor.

The school's last Ofsted Inspection Report said, ***'Teachers plan very well to meet the needs of disabled pupils and those who have special educational needs. Skilled teaching assistants provide effective support for these pupils. They ensure that all are fully included in lessons and help them to overcome many of their barriers to learning. Consequently, they make progress equal to that of their peers'***



Inclusion



Pupil Premium

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.

The money can be used to support pupil's social development, pay for school clubs or trips, pay for school uniform or support learning within school.

Schools are free to spend the Pupil Premium as they see fit. However they will be held accountable for how they have used the additional funding to support pupils from low-income families. New measures will be included in the performance tables that will capture the achievement of those deprived pupils covered by the Pupil Premium.

Since September 2012, schools have been required to publish online information about how they have used the Premium. This will ensure that parents and others are made fully aware of the attainment of pupils covered by the Premium. Schools will be provided with information about strategies and interventions which can improve the progress and attainment of pupils from poorer backgrounds.

All Pupils

We strongly believe that here, at Redfield Edge, **ALL** pupils are challenged to maximise their full potential. Personalised targets are set in the core areas and rigorous assessment ensures that all learning is tailored to meet individual needs. Our aim is for **ALL** pupils to make outstanding progress and master core skills appropriate to age related expectations.



Looked after Pupils

We ask those parents and carers who have children adopted from care or who have special guardianship to inform the school so we can help support you and your child/ren appropriately. The designated members of staff for this are Lisa Robinson (Headteacher) or Jessica Griffiths (Deputy Headteacher)



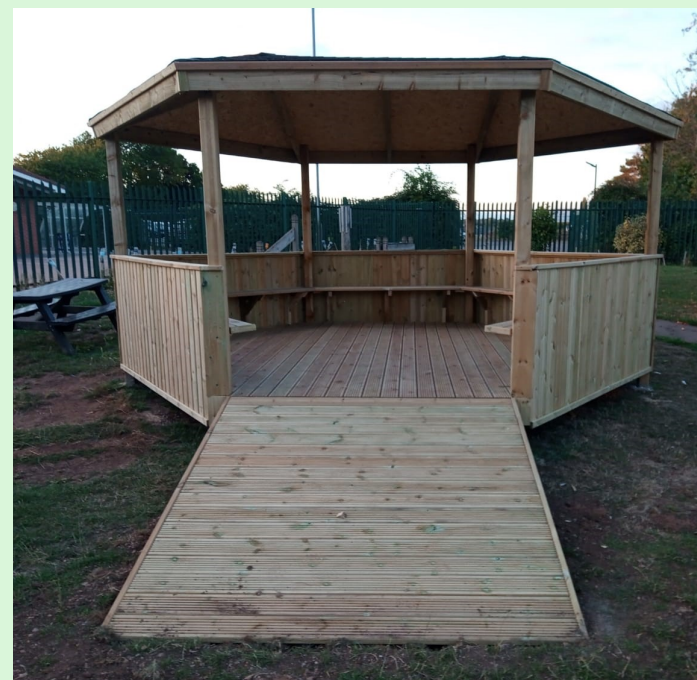


Inclusion



Sensory Room

At Redfield Edge, we have a fantastic sensory room. Many children with many needs access this room to help regulate their emotions and sensory needs. Through the use of the black out pod or mini trampoline, the sequined wall or starry night projector, children can access this space and help their sensory diet.



Mindfulness Pod

Our Mindfulness Pod is on the playground where it is easily accessible to all children. It is a calm, inclusive space where children can go to have some time away from, what can be, a very fast-paced playground.



Pupil Voice



Eco Schools



Two representatives from year 2 to 6 make up our school's Eco team. This is a group of pupils who work together with a member of staff to improve the impact our school has on the environment. We are always thinking of ways to remain sustainable and reduce our carbon footprint. We endeavour to promote a positive attitude amongst children to take care of their wider environment and take responsibility in protecting the world in which they live.

As a school we recycle paper, card and plastic; compost food waste; encourage the use of the garden to grow our own produce; encourage pupils to conserve water and electricity; encourage pupils to look after the school grounds and throw litter away.

Two representatives from year 2 to 6 make up our School Council. The children are voted for by their peers and represent their class at regular meetings led by the Headteacher.

At each meeting the children follow an agenda discussing a range of themes including how to further improve the school, fundraising opportunities, curriculum enrichment opportunities, resources and the school grounds.



School Council



Family Link and Pastoral Care



In school we have a dedicated Family Link Worker who works closely with our families providing pastoral support.

The Family Link service includes:

Parents

- ⇒ Providing parents with support and information regarding their child's emotional needs and well-being
- ⇒ Advising parents on issues such as behaviour, routines within the home and attendance
 - ⇒ Developing parental engagement with their child's learning
 - ⇒ Signposting families to other agencies – such as School Nurse,
 - ⇒ Parent support and SENCO (Special Educational Needs Coordinator)
 - ⇒ Leading regular support meetings dealing with issues such as healthy eating, bedtimes, homework support, sickness and absence



Children

- ⇒ Counselling sessions to support children with anxieties, traumatic experiences and bereavement
 - ⇒ Social skills groups
 - ⇒ Sand therapy sessions



*Mrs Deb Williams
(Family Link Worker)*

Child Protection

Our first priority is your child's welfare and therefore there may be occasions when our concern about your child means we have to consult other agencies before we contact you.

The procedure we follow has been laid down by the South Gloucestershire Area Child Protection Procedural Manual.

Please have a look on our website for more information around safeguarding and child protection.

<https://redfieldedgeprimary.co.uk/safeguarding/>



Uniform



Summer

Dark grey or black school trousers, shorts or skirt

White or bottle-green school shirt/blouse or white short sleeved polo shirt

Bottle-green school or plain jumper, sweatshirt or cardigan

Green and white gingham or striped school dresses

White, black or grey socks

Black school shoes

Winter

Dark grey or black school trousers, shorts or skirt

White or bottle-green school shirt/blouse or white short sleeved polo shirt

Bottle-green school or plain jumper, sweatshirt or cardigan

Dark grey or black skirt or pinafore dress

Black, grey or bottle-green tights

White, black or grey socks

Black school shoes



Physical Education

PE kits come to school in a named PE bag and consists of:

Black Shorts

A Redfield Edge PE t-shirt (in the colour of the child's house)

Socks

Black daps

White trainers

Children in the Early Years Foundation Stage are encouraged to bring waterproofs and wellington boots to school for outside learning in all weather!



Out of School Provision



Breakfast Club and After School



Breakfast club offers a nutritious start to the day with a selection of cereal, toast and fruit on offer. A range of activities keep the children stimulated once they have finished breakfast and opportunities are given to develop social skills and relationships with pupils from other year groups. Provision starts at 7.45am and finishes at 8.45am when the children are delivered safely to their classes. Breakfast club runs from Monday to Friday. There is a small charge for this service.

After school club is currently run by our sport coach Mr Skyrme. The club starts at 3.30pm and finishes at 5.30pm. The children take part in a range of activities such as multi-sports, cricket, basketball, tennis and much

more. There is a small charge for this service. Mr Skyrme also offers half-term provision at school which families can sign up to.





Extra Curricular Opportunities



Art

Netball

Construction

Cross Stitch

Mindfulness

Choir





The 'Friends' of Redfield Edge



This is an active and hard working group raising money for the school to purchase resources, equipment and curriculum enrichment opportunities for the pupils of Redfield Edge.

Events and functions are organised regularly for social and fund raising reasons.

All parents and staff are automatically members.



New ideas and offers of help are always welcome and the Friends would like as many people as possible to be involved. The school benefits tremendously from the efforts of the Friends of the School.

School Disco
Cake Sale

BREAKFAST WITH
SANTA

Quiz Night
Summer Fun Day
Christmas Fayre

Easter Competition
Book at Bedtime
WELCOME BACK WOW DAYS

...and a whole lot more!



Contact Us



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Follow us on X (formally known Twitter)

@HollyClass_RE @HazelClass_RE @PineClass_RE2 @WillowClassRE2

@BeechClass_RE @Maple2Class_RE @OakClass_RE