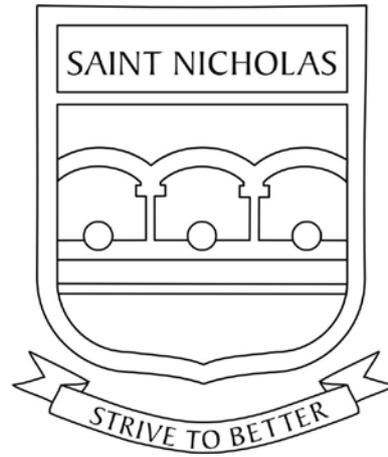


SAINT NICHOLAS SCHOOL



Early Years
Foundation Stage
PARENT HANDBOOK
2015-2016

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Dear Parents

Welcome to the Reception Department and to 'The Margaret Jones House'. We look forward to working in partnership with you and your child as they begin this important stage of their education. Our aim is to provide your child with a safe, stimulating and caring environment in which to embark on their school life. We have an enthusiastic team of staff who are trained specifically in Early Years Education and have a sound understanding of how young children learn.

In the Reception year, your child will follow the Early Years Foundation Stage curriculum, which is a continuation of the learning they have experienced in Nursery. We plan for quality learning experiences that enable your children to learn through first hand experiences, play and practical activities.

We are sure you will enjoy the facilities that the Reception department provides. There is a library, music room, art room and activity room in close proximity to each classroom. In addition, there is an excellent sports hall, a well-equipped ICT suite and the Moira Swire Performing Arts Theatre. Last, but not least, the children will have many opportunities to enjoy our extensive green and outdoor spaces surrounding the school which include our newly appointed Eco-area.

I would like to take this opportunity of wishing you and your child an exciting, happy and successful time as they start their first year at Saint Nicholas School.

Mrs H Shubrook
Head of EYFS

Whole School Aims

- To create a secure and intellectually challenging environment based on a broad and balanced curriculum, which will enable all pupils to reach their full potential.
- To encourage pupils to see themselves as valued and successful, thereby building self-esteem.
- To extend the pupils' moral and spiritual awareness, whereby attitudes of cooperation, tolerance, empathy and respect are nurtured.
- To foster independence so that pupils may become self-reliant in their learning.
- To promote good behaviour at all times and to encourage pupils actively to accept responsibility for their own actions.
- To structure a wide range of learning experiences and to offer equal opportunities so that all pupils can experience success.

Staff List

Mr K Knight	Headmaster
Miss H Hopkins	Deputy Head
Mrs R Clements	Head of Lower School, Designated Safeguarding Lead
Mrs H Shubrook	EYFS Teacher RS, Head of EYFS
Mrs G Everitt-Ayres	EYFS Teacher REA
Miss C Wigston	Form Teacher, 1W
Mrs L-J Marston	Form Teacher, 1M
Mrs S Bullock	Form Teacher, 2B, Assistant Head, Science Coordinator
Miss L Farrow	Form Teacher, 2F, Humanities Coordinator
Mrs N Fearon	Form Teacher, 3F, Art & DT Coordinator
Mrs E Mears	Form Teacher, 3M
Mrs K Hill	Form Teacher, 3M
Miss Perez	Form Teacher, 4P & Deputy Head of Lower School, Numeracy
Miss K Barham	Form Teacher, 4B
Mrs M Bedford	Form Teacher, 5B, Assistant Head, Literacy Coordinator
Mrs A Ramsden	Form Teacher, 5PM (Mat. Cover)
Mrs S Castell	Form Teacher, 5PM
Mrs S Chadwick	Head of Music
Mrs J Jones	Music
Mrs K Bradford	Drama
Mrs L Fitch	Infant PE & Swimming Teacher, First Aider
Mr P Baines	Head of Boys PE
Mrs A Oakley	Head of Girls PE
Mr F Brown	PE Teacher
Mrs M Wright	Head of Learning Support
Mrs C Wheatley	Cover Teacher, First Aider
Mrs S Bormond	EYFS and Learning Support Assistant
Ms A Warrilow	Learning Support Assistant
Mrs M Haley	Playground Assistant, First Aider
Mrs J Jones	Learning Support Assistant & After School Club Assistant, First Aider
Mrs D Wright	Learning Support Assistant, First Aider
Mrs N Thompson	Learning Support Assistant, First Aider
Mrs V Cutmore	Playground & After School Club Assistant
Mrs J Bradley	Headmaster's PA/Admissions Secretary
Mrs Y Mardel	Bursar/Office Manager
Mrs B Brooks	School Secretary, First Aider
Mrs J North	Receptionist/Secretary
Fire Marshalls	Mrs M Wright, Mrs D Wright

The Reception Department Day

Start of the Day

Children should arrive at school by 8:35am where they will be collected at 8.45am from the playground by their class teacher. Registration is at 8:50am. Punctuality is important as class teachers need to give out information and organise the day's activities before assemblies and lessons begin. Parents are respectfully asked not to enter any buildings at this time unless they have an appointment. Parents should leave the playground when the second bell is sounded.

Times of the Day

7.30am – 8:30am	Breakfast Club (food commences at 8.00am)
8:35am	Children arrive in the playground
8:45am	Children are collected by the Class Teacher
8:50am	Registration
10.25 - 10.45am	Morning break
12:15 - 1:15pm	Lunch break
3:20pm	Afternoon registration for Reception pupils
3.30pm	The School Day finishes at 3.30pm
3.30pm – 6pm	Afterschool club for Reception

Morning Break

Pupils should bring a **healthy** snack for morning playtime, preferably a piece of fruit. Solid bars of chocolate, biscuits, potato crisps and sugary sweets are not permitted. Children are also encouraged to bring a bottle of water for throughout the day.

Milk can be provided for a cost of 36p per day. Please contact the office in order to arrange this.

Lunchtime Arrangements

Reception hot lunches are inclusive of school fees. If preferred, children can bring in a packed lunch plus an ice pack to keep food cool. Please contact the office if you wish to do so. It should be sent to school in a suitably named lunch box or container. At Saint Nicholas School, we encourage healthy eating; therefore we request that children do not bring in glass bottles, fizzy drinks or sweets. All of the children in Reception join together at lunch time and are seated for lunch first before the other year groups.

Wet Breaks

If the weather is inclement, the EYFS pupils spend their breaks in the shared EYFS area under the supervision of members of staff. Games and other activities are provided.

End of the Day

The school day finishes at 3.30pm. Reception children will be brought to the main entrance of the infant block to be collected by parents. Children who are not collected are taken to homework club whereupon the school office will be informed to call home. Please do not collect children from other families unless a prior, mutual arrangement has been made. It can be very distressing for a parent if they arrive to collect their child and their child cannot be found. If for any reason you are

unable to collect your own child written permission is required for another person to collect. Please contact the school office or class teacher.

As parking space at the school is very limited, it is helpful for parents to leave the playground parking area promptly once they have collected their child or children.

Please note that all pre-school children are expected to remain with their parents once they have been collected. Children are not allowed to re-enter the classrooms or play on the outside equipment. It is important that parents supervise their children at these times in the interest of health and safety.

After School Club

Pupils may attend the After School Club until 6.00pm either on a regular or ad hoc basis. There are plenty of opportunities for creative play and other fun activities. The cost is £2.00 per half hour session.

Please notify the school office by **10am** if you wish your child to attend.

Contacting Teachers

Parents are welcome to meet keyworkers to discuss any problems or difficulties that pupils may have. Parents should make an appointment through the school office or email the member of staff. The email addresses are available on the school website.

Health and Safety

As the care and safety of your child is paramount, a number of procedures have been set up to protect your child whilst in school. The school constantly reviews and updates all aspects of its Health and Safety Policy, which, along with other school policies, can be seen on the school website www.saintnicholasschool.net.

Late Arrival of Pupils between 8.45 – 9.00 am

If you are late for morning registration, infant pupils should be taken to the school office in Hillingdon House, where the School Office will register them and escort them to their classroom.

Visitors and Arrival at School after 9:00 am

When school is in progress, all parents and visitors to the school **must** report to the School Office in Hillingdon House. If you need to collect or return your child for an appointment or other reason during the school day, it is essential that you always report to the school office.

Leaving School Premises

We are aware that children may occasionally have to leave the premises early. The class teacher will require prior written confirmation of the date and time. Parents should report to the school office on arrival and the office staff will then collect the child from the classroom. If your child returns to school that day, he or she must report in again to the school office before being taken by the office staff to rejoin the class.

Medical and Social Information

To ensure that the staff are able to support your child as fully as possible, the key worker should be made aware of any problems that may affect your child whilst in school. Medical information is essential for the safety of your child and a Parental Medical Consent Form must also be completed when your child joins the school. If there are changes during the year, this information should be updated as necessary. It is important that the school is kept up to date with new addresses and contact numbers.

In the case of illness, the school should be notified by telephone before 9.00 am and an explanation must be given to the class teacher on return to school. Please make a note in your child's reading record. This is a legal requirement otherwise a child's absence will be recorded as unauthorised. Alternatively, email the school office who will update the registers.

Absence, Illness and Accidents

Parents are asked to provide written details of any lateness or absence due to medical appointments. A note should also be written or emailed to the class teacher if a pupil is unable to participate in physical activity.

In the case of illness, the school should be notified by telephone before 9:00am and a letter of explanation must be given to the class teacher on return to school. Parents may also email the class teacher or write a message in the child's homework diary.

If a child is taken ill during the day, a member of staff will notify the office. The situation is assessed and, if the pupil is too ill to return to the classroom, the parent or guardian will be informed and asked to collect their child as soon as possible.

School regulations do not allow staff to administer any form of medicine except throat lozenges. A form requesting your written consent for the office to administer lozenges must be completed when your child starts at Saint Nicholas. Permission will also be requested from the office by phone to administer Calpol to pupils.

Parents are asked to note that the school does not encourage parents to take their children out of school at any stage during the term and full attendance is expected up to and including the last day of term. In exceptional cases, authorisation for absence must be sought by completing a leave of absence request form at least 10 days prior. All requests should be directed through the Headmaster. No authorisation will be given for family holidays within term time.

If your child has asthma or severe allergies, two inhalers or appropriate medication such as epi-pens should be left in school with clear instructions. A letter must also go to the Office and to the child's class teacher.

Playground accidents do happen from time to time and staff will deal with this in an appropriate manner. **Water only will be applied to cuts and grazes and nosebleeds.** Several of our staff are qualified first aiders.

The playground is supervised at all times by members of staff and any serious incident is recorded. In hot weather, we ask parents to apply sun cream before leaving home of the type which will last all day. In addition, children may be provided with summer wipes which are impregnated with sun protection cream.

In the case of anything which is felt to be of a more serious nature, the school office or Mrs Clements will be informed and parents contacted as soon as possible. All head injuries are notified by a telephone call home. Parents are then able to choose whether they feel they would like the injury

looked at by a doctor and, if necessary, they may collect their child. **For this reason, it is important that the school is kept up to date with new addresses and contact numbers.**

School Trips

Every year we arrange a number of educational and pleasurable trips and visits for the children.

Detailed information of each trip will always be sent home beforehand, with a reply slip for parents to sign and return giving permission for the child to attend the outing or trip.

There are times when the school grounds are used for various activities or we may take the opportunity to use local facilities such as the church or shops. We also make use of our recently developed eco area, extensive grounds for 'Welly' Wednesdays and to explore our natural environment.

A charge is usually made to cover the cost of trips and visits. All the finances are dealt with by the school accountant and any charge is added to your invoice.

Car Access and Parking

A one-way system is in operation at peak times, with cars entering the school site through the main gates and along the main drive. Parents are requested to either park in the junior playground or use the drop and go system which operates at the gates of the infant playground. Parents should collect their children by means of the drive to the north of the playground. To avoid blocking the public highway, parents are asked to queue two abreast along the main drive whilst waiting to park. It is essential that parents do not obstruct the main drive by leaving vehicles unattended on the drive at these times. It is helpful if parents park efficiently on the playground and leave promptly to allow others to park.

A few parking spaces are available in front of Hillingdon House (marked 'visitors') for any parents wishing to call in to the school office. Parents of Lower School pupils who have an elder brother or sister in the school may also wait in this area at the end of the day.

All drivers must take the utmost care whilst driving on site, especially when reversing during parking. All small children must be closely supervised at all times in the car park. Special care needs to be taken when children are crossing the zebra crossings between buildings.

Health and Safety Policy

The school constantly reviews and updates all aspects of its Health and Safety Policy, which, along with other school policies, can be seen on the school website www.saintnicholasschool.net

The Curriculum

The Reception class at Saint Nicholas is where the foundations are laid for the rest of your child's education. In Reception, learning is practical and fun. We aim to provide valuable experiences which will build upon past experience and develop an enquiring mind. We aim to do this in an environment which is happy, constructive and nurturing. When your child starts school, we appreciate that there is a huge amount of information to absorb. We would like the transition to be as positive and as simple as possible for both you and your child. Please feel free to ask questions at any time. We hope that you will find the following information helpful:

The areas of learning and development

There are seven areas of learning and development that must shape educational programmes in early years settings. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the prime areas, are:

communication and language

physical development and

personal, social and emotional development.

We also support children in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

literacy;

mathematics;

knowledge and understanding of the world; and

expressive arts and design.

Our educational programmes will involve activities and experiences for children as follows:

Communication and language development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

Physical development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity and to make healthy choices in relation to food.

Personal, social and emotional development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups and to have confidence in their own abilities.

Literacy development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

Mathematics involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.

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

Expressive arts and design involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

Letter formation

Letter formation and correct holding of the pencil are vital at this early stage and parents can help them in this respect. The following pages show the right- and left-handed versions of the letter formation technique used at Saint Nicholas.

At Saint Nicholas, we know that the familiarity of a 'class teacher' provides the best background to exciting learning. This is further enriched by the specific passion and expertise of our specialist teachers:

Music (Mrs J Jones)

The children will enjoy weekly specialist teaching sessions, in turn, these inform the child initiated musical opportunities and exploration.

Drama (Mrs K Bradford)

Drama is used to support all other areas of the curriculum, building on personal and social skills and in particular encouraging self-confidence. Reception children's drama games involve a great deal of team work, imagination and fun.

Physical Education (Mrs L Fitch)

Throughout Reception, there are three PE sessions each week taught by Mrs Lin Fitch, who is a Specialist Teacher of the Art and Science of Movement. Many of these lessons take place in the sports hall or theatre, on the playgrounds and fields and, during the summer term, two or three sessions are held in the swimming pool.

The pupils follow a wide ranging curriculum with a good balance of creative and more prescriptive activities. They are encouraged to work independently and to cooperate and compete with their peers.

The PE programme consists of creative movement in the form of dance and gymnastics lessons. These creative movement lessons require the pupils to think for themselves and to respond to open ended tasks. A movement vocabulary is gradually built up so that pupils can eventually create their own movement phrase or sequences. Dance and gymnastics both involve children showing each other their work. They learn to observe politely and discuss aspects of performance and composition.

Dance

Music and Movement lessons for Reception classes introduce action songs to encourage listening skills and performance of actions in time to the music. Ideas from the songs are also used as a stimulus for creative movement. Later in the year, they create their own rhythms using tambourines and respond with movement and dance actions. They start by copying dance actions and combining them into dance phrases then move on to composing dance phrases of their own.

Creative Dance lessons are for all infant pupils and introduce the five basic dance actions: travel, stillness, gesture, turn and jump. They learn to move in time to simple rhythms and respond to simple percussion instruments. They copy simple dance actions and short movement phrases, then create their own dance actions and combine them to compose their own movement phrases.

Educational Gymnastics

Educational Gymnastics starts with floor work and soon involves simple then large apparatus. Pupils are introduced to the basic gymnastics actions: travel, balance, roll, jump and turn. They learn how to use the space and apparatus with safety and consideration for others. They are encouraged to compose gymnastics sequences by linking movements together. As pupils gain confidence and start to experiment with more complicated movement ideas, individual skills such as rolls and balances are taught so that safety issues are addressed.

Games

In Reception, ball skills straight away and introduce beanbags, quoits, hoops, ropes etc in the first few terms. Practices to develop hand-eye and foot-eye co-ordination are ongoing and start with tracking a ball/other object as it rolls, bounces and is tossed in the air.

Athletics

Athletic lessons start with cross country running in the spring term. In the summer term, lessons prepare pupils for sports day and involve running, various other racing activities, throwing and jumping.

Swimming

Lessons start with water confidence activities and gradually progress towards other skills required for swimming. Mrs Fitch runs a swimming award programme for Years 1 and 2 pupils. Armbands are worn to level 3 Penguin Award. Pupils who can swim without armbands can progress to level 10 Turtle Award.

Throughout the infant years, parents are invited in to watch PE lessons. Reception parents are usually invited to watch a lesson in the second term to give them a chance to see their child in action with their peers and to show off some of the new skills they have learned.

Homework

During Reception, the intention is that the children will develop an understanding of the basic skills required for their future learning. Children will be required to read and sign their reading book with an adult.

Some homework tasks will involve collecting items to be used in lessons and we hope that we can rely on your support on these occasions.

As far as possible, pupils should complete written, drawing or colouring homework tasks on their own, although they may need occasional guidance from parents. Help from parents is usually most

beneficial when pupils are reading or doing mathematics and it is important that they are supported where necessary.

The amount of homework set in Reception is usually around 10-15 minutes each evening and will mainly consist of reading and phonics work.

Reading Homework

During the year, the key worker may give the child a 'real' book to bring home, together with an indication of the amount of reading to be attempted. It is important to realise that children benefit from reading all types of material and print, rather than adhering rigidly to a reading scheme. More often than not, the child will bring home a book from the core reading scheme, but there may be times when material from other schemes is given, or books of a lower numbered level than they were on previously. There is no need to be alarmed by this; it does not mean that your child is failing. It is often felt that a change of scheme or use of other materials may be stimulating or give confidence to a particular child, in the same way that a harder, more challenging book can give the boost needed to advance reading skills. The important thing is to make reading enjoyable so that children will want to pick up a book and read for pleasure. We do not wish the reading scheme to become a race to see who can reach the highest level in the year.

We suggest that when an adult is hearing a child read, they should sit and listen carefully to the child's expression and diction; children may need encouragement to use appropriate expression when reading. **(Please choose a quiet time to hear your child read and discuss the story together).** Some words may be difficult and your child may need explanation to gain an understanding of meaning. Choosing suitable books to read at home with friends is also important and we encourage the use of our Library on a weekly basis for this purpose.

High Frequency words

In Reception, your child will be given around 100 high frequency words to learn over the year – the aim is for them to be able to recognise these words and to be able to read them. Children learn these words as part of their phonics lessons and will also bring high frequency words home to read.

High frequency words are common words, **words that appear very often in written texts**. They are a mixture of decodable words (words that can be sounded out) and tricky/ exception words (words in which the English spelling code works in an unusual or uncommon way, which means the words have to be learned and recognised by sight).

It is really important that children learn how to read these words as they will make up a large proportion of the words they will be reading in everyday texts. They also need to learn to spell these words as they will find they will need to use them a great deal in their writing. (Research has shown that just 16 words, such as 'and', 'he', 'I' and 'in', but also the more phonetically-difficult 'the', 'to', 'you', 'said', 'are', 'she' and 'was', make up a quarter of the words in a piece of writing, whether it's for adults or children.)

To make learning these fun, children in Reception will bring up High Frequency word sheets. The words on the sheet must be sight read and not sounded out. Aim to practice 2-3 words a night until your child can read them all by sight. When the sheet is complete they will be awarded a certificate in our celebration assembly.

Spelling Homework

Spelling homework is introduced towards the end of the Reception year. (Parents are asked to encourage the learning of the phonic alphabet groups of sound e.g. oi).

Learning Support

Reception classes have additional support from an LSA.

Lower School Library

The Lower School benefits from a well-stocked library, which is regularly updated with new books. Commission gained through Book Fairs, together with the school's budget allowance for the library, ensure that the library is fully resourced with material, both fiction and non-fiction, suitable for the entire primary range. Books are given a simple colour coding to assist children when choosing for themselves. Red dots indicate a fiction book and orange dots indicate non-fiction.

In the event of a book being damaged or misplaced, notification is sent home and parents are requested to send money into school to cover the cost of a replacement. Some parents, however, prefer to purchase a new book if easily available and send it into school.

Many parents have been kind enough to donate new or nearly new books. These are either added to existing library stock or put into classrooms for general use. Books received in this way are always greatly appreciated.

World Book Day and National Book Week

The school participates in both of these annual events, although our Book Week may not take place at the same time as other schools. Vouchers for World Book Day are usually issued to all pupils.

Outdoors

Both classes have access to adjacent outdoor areas as well as the playground. Parents are asked to complete a form regarding the wearing of cycle helmets for bike riding.

Reception children will also use the extensive school grounds to explore or collect items. All children will require Wellington boots as we have an excellent eco area which provides opportunities for activities such as pond dipping and mini-beast hunting.

All funds raised are invested back into the school by way of extra resources and equipment for the pupils. In recent years, the Friends have contributed to the purchase of new library books, computer equipment, musical instruments, games and sports equipment. The Friends embark upon major projects from time to time, the most recent being the resurfacing of the tennis courts and raising funds towards our new theatre. There have been significant contributions to set up Golden Time and create a pond in our new eco-club area!

School Book Clubs and Book Fairs

School Book Fairs are held each year and are organised by the School Secretary and the Friends of Saint Nicholas. Each afternoon, after school in the main entrance hall, parents are invited to come and purchase books for their children. The school gains commission in books from these events, of

which a small proportion is also given to the Senior Library, should there be suitable novels on display. These Book Fairs are very popular and we have been indebted to the Friends for their time in manning this venture.

All parents are invited to join the Friends committee, to suggest ideas for future fund-raising or to help out at any of the many events held throughout the year. This is an essential part of school life and we encourage parents to take an active role if at all possible.

Pastoral Care

A high level of pastoral care is evident in the department, with all members of staff aiming to satisfy all the individual needs that may occur within a working school day.

Teaching staff are present on duty both before and after school, as well as being on duty throughout the day for breaks and lunchtimes.

Any incident occurring outdoors during break is reported to the relevant key worker, who will deal with the matter appropriately.

All Reception pupils take weekly sessions of Personal, Social and Health Education (PSHE) within the curriculum. The children's everyday concerns are discussed and pupils have the opportunity to ask about any particular worries or fears during 'Circle Time'.

Parents are welcome to pass on any information concerning the child's welfare at school via the key worker in the first instance and then to the Head of Lower School. Parents are also most welcome to make an appointment through the office to see their child's key worker or Head of Lower School, if they are worried or concerned about any problem during the year.

Assemblies

Assemblies form an important part of the weekly routine at Saint Nicholas. All assemblies, either for the whole school or for different sections of the school, are therefore regarded as meaningful and important events. Assemblies are considered to encourage community spirit, offer an opportunity to transmit shared values, promote social cohesion, and act as a corporate mechanism in promoting values throughout the school. The extent to which they are specifically Christian depends on the nature of the assembly and the age range of the children.

Rewards and Sanctions

In the EYFS and Lower School, we recognise the importance and benefits of positive reinforcement through praise and support. We ensure that children are given the opportunity to succeed. We praise and highlight the positive achievements of children by:

- Verbal Praise
- Stickers
- Awarding a weekly merit badge and certificate to a child in each class. This award may be for academic or behavioural improvement or continued good work. The achievement of a merit award gains five extra house points for the pupil's house.
- Sending pupils work to the Head of Lower School to have their work and achievement displayed on the Achievement Board.
- Certificates for outstanding achievement from the Head of Lower School.
- Celebrating achievements, trophies and awards gained outside school during Merit Assembly.
- Celebrating good behaviour through Golden Time.

- Awarding 'Star of the Week' certificates and a badge in house colours to celebrate a pupil's adherence to a Golden Rule.
- Nominating pupils for 'Student of the Month' with the opportunity to be presented with a trophy for the overall winner.

The Principles behind GOLDEN TIME

The positive reward system of Golden Time is used on a day to day basis. The Golden Time system is as follows:

- All children automatically receive half an hour of Golden Time each week as a reward for positive behaviour and for following the 'Golden Rules'.
- The Golden Rules are displayed in Reception and Key Stage One classrooms and are as follows:

1. We are kind and helpful
2. We listen
3. We work hard
4. We are honest
5. We look after our own and other people's property
6. We are gentle

- The Golden Rules are taught through PSED in the Early Years Foundation Stage and are recapped and reinforced throughout Saint Nicholas.
- Golden Time is half an hour of free time when the children can choose any activity that they would like to do.
- If a child breaks a Golden Rule, they are given a warning. (This is displayed pictorially for the children). If they break a rule again, they then lose 5 minutes of their Golden Time that week. This continues in 5 minute blocks of time.
- Each day begins afresh and warnings are not carried over.
- This system is set up to be positive and encouraging, whilst making the sanctions for inappropriate behaviour appropriate for children of this age.

Houses

Pupils throughout the school are placed in one of four houses:

St Alban	The Lions	Yellow
St Christopher	The Eagles	Blue
St Francis	The Wolves	Green
St George	The Dragons	Red

House meetings are held each half term, during which the whole school participates in house events and events to raise money for charity.

On starting school, each child is provided with a house badge. If this is lost, replacements may be purchased from the school office at a cost of £2.00.

Assessment and Reporting

Assessment

At the start of the year, parents are invited to an informal meeting where curriculum plans and baseline arrangements are shared with them. Individual meetings with families take place at least termly with ongoing dialogue and involvement wherever possible. There will be formal assessments, informal and formal observations taking place that will be recorded onto a child's individual records. Each child's progress is recorded into an online learning journey called 'Tapestry'. Progress is shared on a daily basis through ongoing observations on Tapestry, through dialogue with parents and during 'opening evenings'. Parents who have children with specific needs meet once a term with the teacher and the school's SENCO to report on achievements and set new learning intentions. At the end of their time in Reception, parents will receive a report linked to the Foundation Stage Profile and a copy of their learning journey. Paper format Learning journeys also act as an ongoing record for children and their families.

Assessment will be based primarily on observation of daily activities and events. Accurate assessment will take account of a range of perspectives including those of the child, parents and or carer(s) and other adults who have significant interactions with the child.

Pupils in the Reception Department are assessed by their key worker throughout the school year. In this way areas can be identified which need to be revisited, with the aim that all children will have the opportunity to reach their full potential.

Tapestry

- Within EYFS we use an online Learning Journey system (Tapestry), which allows staff and parents to access the information from any computer via a personal, password-protected login.
- Staff access allows input of new observations and photos or amendment of existing observations and photos.
- Parent access allows input of new observations and photos or the addition of comments on existing observations and photos – parent log-ins do not have the necessary permission to edit existing material.
- Observations input into the Tapestry system are moderated by the child's key worker before being added to the child's Learning Journey.
- Parents logging into the system are only able to see their own child's Learning Journey.
- Parents are asked to sign a consent form giving permission for their child's image to appear in other children's Learning Journeys, and to protect images of other children that may appear in any photos contained in their child's Learning Journey.
- The Learning Journey is started once the child has started Reception (or carried forward from the previous nursery setting). During the first term, entries will be made more frequently as staff get to know the children.

New observational entries to a child's Learning Journey will usually be uploaded in the same day of the observation being made.

Security of Tapestry

- The Tapestry on-line Learning journey system is hosted on secure dedicated servers based in the UK.
- Access to information stored on Tapestry can only be gained by unique user id and password.
- Parents can only see their own child's information and are unable to login to view other children's Learning Journeys.

On entry - baseline assessments

These will be carried out within the first two weeks of children entering Reception class and once again at the end of the school year. The assessment comprises a series of colourful and engaging pictures and stories, and the children are asked questions about each scene. The questions are designed to gauge early mathematical and language development. A child's Personal, Social and Emotional Development are also assessed using a teacher rating scale. Half termly summary assessments, based on observational evidence for the specific areas of learning will then be recorded in order to judge progress.

Reports to Parents

In the final year of the term, an individual EYFS profile is completed against 20 key indicators or Early Learning goals which will show the progress of each pupil against the levels of development expected at the end of the Reception year. This will include a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning.

This report will also serve to support future curriculum planning and provide the Year 1 teacher with important information about each child's approach to learning.

All pupils receive a full written report at the end of the summer term outlining all aspects of progress through the academic year in each area. All reports are published to the parent portal.

All parents are able to see their child's profile in the Early Years and throughout their child's school career. All records are data protected.

Teacher/Parent Consultation Evenings

Three parents' consultation evenings are held during the year, the first being at the beginning of autumn term to discuss how the child has settled into the new class. The second meeting, held during the spring term, enables staff to give an indication of general progress. A full report is issued to parents at the end of the summer term. During these meetings, parents are able to view all of their children's work and parents are able to see the school profile for the seven areas of learning. Parents are asked not to bring babies and young children along to this meeting, as they may cause a distraction to parents and staff.

The teaching staff and the Head of Lower School hold regular meetings in which individual pupils' difficulties are discussed and possible solutions proposed. Key workers are always willing to meet parents to discuss any concerns, usually by making an appointment via the school office. If parents have any further concerns after speaking to the class teacher, an appointment should be made with the Head of Lower School.

School Uniform

School uniform is compulsory throughout the school. All parents are expected to purchase school uniform in order to meet the high standards of individual and collective appearance expected at school. The various items of uniform may be purchased from the school's uniform shops. The shops are open on specific days at times which are listed on the school calendar. If parents are unable to attend the new uniform shop at those times, an order form can be left with the School Office.

The following pages outline the winter and summer uniform requirements which must be observed at all times.

Long hair must always be tied back away from the face and eyes with a blue or black hair tie, using soft hair accessories such as scrunchies. Blue scrunchies, to match the school uniform, are available from the school uniform shop.

Swimming or outdoor kit should be kept in a plastic bag which can be easily hung on a peg. The PE kit should be in a school shoe bag with the child's painting apron.

Earrings (one pair of plain studs only) may be worn to school, but for safety reasons they must be removed for PE and swimming. It is advisable, therefore, that younger pupils do not wear earrings at all on PE or swimming days.

We must emphasise that all items of clothing, including underwear, should be **clearly labelled** with the child's name so that the owner can be easily identified. All bags and possessions **should also be clearly labelled**.

Uniform List - Autumn and Spring Terms

BOYS	GIRLS
School Blazer	School Blazer
School Cap	School Hat
School Tie	School Tie
School Pullover	School Pullover
School Shirt: grey, long sleeved (also from John Lewis)	School Shirt: white, long sleeved
School Trousers: grey, long	School Skirt: grey
School Socks: grey	School Socks: grey (or grey tights in cold weather)
Shoes: black, plain	Shoes: black, plain
Craft Overall: blue School Book Bag	Craft Overall: blue School Book Bag
Reversible waterproof/ fleece coat	Reversible waterproof/ fleece coat
School Scarf, Hat, Gloves (optional)	School Scarf, Hat, Gloves (optional)
Indoor Plimsolls - slip-on unless they are able to tie their laces	Indoor Plimsolls - slip-on unless they are able to tie their laces
*Outdoor Trainers - slip-on unless they are able to tie their laces	*Outdoor Trainers - slip-on unless they are able to tie their laces
*PE Socks: white plus an extra pair for cross-country	*PE Socks: white plus an extra pair for cross-country
PE Shorts: white	PE Shorts: white
PE 'T'- Shirt: white	PE 'T'- Shirt: white
* Navy Tracksuit	* Navy Tracksuit
Pair Wellingtons	Pair Wellingtons
Saint Nicholas House Colour Water bottle	Saint Nicholas House Colour Water bottle
Cycling helmet for bike riding in the playground	Cycling helmet for bike riding in the playground

*These items are for outdoor PE and will not be needed for the first term. Some lessons will be outdoors from January and cross-country running will start in February

Items in bold type can ONLY be purchased from the school's uniform shop or through the Saint Nicholas School Website - www.saintnicholasschool.net.

Reception Uniform List - Summer Term

BOYS	GIRLS
School Blazer	School Blazer
School Cap	School Hat: straw boater (optional)
School Tie	
School Pullover	School Pullover
School Shirt: grey, short sleeved (also from John Lewis)	School Summer Dress
School Trousers: grey, short	
School Socks: grey, short	School Socks: white, short
Shoes: black, plain, or navy sandals may be worn	Shoes or Sandals: black or navy, closed heel and toe
Craft Overall: blue School Book Bag	Craft Overall: blue School Book Bag
Indoor Plimsolls - slip-on unless children are able to tie their laces	Indoor Plimsolls - slip-on unless children are able to tie their laces
Outdoor Trainers - slip-on unless children are able to tie their laces	Outdoor Trainers - slip-on unless children are able to tie their laces
PE Socks: white	PE Socks: white
PE Shorts: white	PE Shorts: white
PE 'T'- Shirt: white	PE 'T'- Shirt: white
Swimming Trunks: blue	Swimming Costume: blue
Swimming Hat: yellow	Swimming Hat: yellow
Towel	Towel
Old Tracksuit	Old Tracksuit
School baseball cap for hot weather	School baseball cap for hot weather
Saint Nicholas House Colour Water bottle	Saint Nicholas House Colour Water bottle
Pair of Wellingtons	Pair of Wellingtons
Cycling helmet for bike riding in the playground	Cycling helmet for bike riding in the playground

Items in bold type can ONLY be purchased from the school's uniform shop or through the Saint Nicholas School Website - www.saintnicholasschool.net.

Extra Curricular Activities

Clubs

Children have the opportunity to take part in a number of activities during lunchtime and after school, the majority of which are free of charge. It is important that each child realises that when enrolling in a club or activity they are making a commitment and are expected to attend every session during the half term. Please refer to the school website for clubs available each term.

- *Ballet - Mrs W Mitchell LISTD AISTD DipAES*

Ballet classes take place each week during lunchtime. Ballet is an art, but also a fine form of physical training which improves rhythm, coordination and concentration. Ballet pupils are able to take examinations and all the children are involved in an annual dance presentation. This is a popular event when the children dance in costume on the stage. In class, the children appreciate various types of music. They are able to express themselves individually and in groups. It is wonderful to see the children gaining confidence and emphasis on the enjoyment of dance. There is a charge for this class.

The After School Club runs every day from 3.30-6.00pm. This can be booked on a regular or ad hoc basis and costs £2.00 per half hour. Please speak to or email Mrs Brooks on b.brooks@saintnicholasschool.net **before 10am** if booking on an ad hoc basis.

Charity Support

Throughout the year, the department will hold fund raising events and on those occasions the children will be asked to bring in a donation. Many other events occur during the year such as the annual Poppy Appeal or Red Nose Day when we suggest pupils donate small amounts of money.

Please note that money should be brought into school only for the above purpose or in the event of a child needing money for a trip or out-of-school activity. In the latter case, money may be given to the class teacher for safekeeping during the day. All money should be in a purse or envelope clearly marked with the child's name. The pupil must of course remember to come to the teacher at the end of the day for the money to be returned! During the Easter term the pupils in years 3 to 5 hold an Easter Bazaar and take full responsibility to advertise and run a stall in the department to raise money for a nominated charity. The pupils in EYFS and Years 1 and 2 participate in the various activities.

The Friends of Saint Nicholas

The Friends of Saint Nicholas are a group of current parents who organise social and fund-raising events throughout the year. Regular committee meetings are held at the school to discuss the positive and supportive role played by the Friends in school life. Events held during the year usually include the following:

- Coffee mornings
- Discos
- Film Nights
- Bonfire and Fireworks party
- Christmas Bazaar
- Summer Fête
- Summer Ball

All funds raised are invested back into the school by way of extra resources and equipment for the pupils. In recent years, the Friends have contributed to the purchase of new library books, computer equipment, musical instruments, games and sports equipment. The Friends embark upon major projects from time to time, the most recent being the development of the Eco-Area and playground equipment. There were significant also contributions to set up Golden Time and create a pond.

All parents are invited to join the Friends committee, to suggest ideas for future fund-raising or to help out at any of the many events held throughout the year. This is an essential part of school life and we encourage parents to take an active role if at all possible.

Policies

The school constantly reviews and updates all Policies which can be seen on the school website www.saintnicholasschool.net

Finally.....

Saint Nicholas is a happy school with a strong family ethos. Pupils of all ages quickly develop confidence, respect and social responsibility, which is a reflection of the caring community that prevails in all aspects of school life. The school is small enough for everyone to feel they have a part to play, yet large enough to allow the full range of academic subjects and educational opportunities.

Parents are actively encouraged to become involved in the life of the school and to attend the many, varied functions throughout the year. At Saint Nicholas, we feel a child's education is only complete when it is shared between school and home.

Parents may rest assured that the Headmaster and his staff will be constantly striving to maintain and improve the performance, facilities and reputation of the school for the benefit of its pupils. There is no doubt that the school will continue to flourish and develop in the years ahead, as Saint Nicholas is an independent school that thrives on the commitment and dedication of everyone associated with it.

We wish all parents and children a happy time in Reception and we look forward to working together to make your child's education a success.