

# Newton-le-Willows Primary School and Nursery

## Everything you and your child need to know about joining us...



Welcome to Newton-le-Willows Primary School and Nursery. We would like to take this opportunity to thank you for expressing an interest in our school. We are a very nurturing and caring team and we hope that you make **our** school your first choice. Our aim is to provide your child with lots of new and exciting experiences to help them develop new skills, new ideas, and to develop their knowledge and understanding of the world around them.

We strongly believe that every child matters and we will work closely with you, to ensure your child's time with us is a happy one, in which they thrive and build upon firm foundations.

If you have any further questions and queries, please contact school and a member of staff will be in touch as soon as possible.

Mrs Chisnall  
**Head Teacher**

Mrs Davies  
**Acting Deputy Head Teacher**

Mr Brown and Miss Howard  
**Assistant Head Teachers**

Miss Tyson  
**Early Years Foundation Stage Leader**

Mrs Needham  
**Pastoral Manager  
and Safeguarding Officer**

## **Starting School**

The information contained within this booklet is specifically for the Early Years Foundation Stage (Nursery and Reception).

### **Our Vision**

Our vision for Newton-le-Willows Primary School is to be a happy, safe school that is ambitious for all our pupils and staff, to enable all learners to fulfil their full potential and succeed through high-quality teaching that supports an engaging, diverse, broad and balanced curriculum. Through this our children will become, resilient, motivated and independent learners and thinkers.

### **Our School Motto and Guiding Principles**

At Newton-le-Willows Primary School our school motto is 'Nurture the Potential to Succeed.' We aim to do this by following these guiding principles:

1. Create an atmosphere in which each person is valued.
2. Ensure the safety of our children is our top priority.
3. Have high standards and aspirations for all our school community.
4. Inspire our children to have the drive and ambition to fulfil their true potential.
5. Provide excellent and exciting teaching and learning which enables pupils to succeed.
6. Deliver a meaningful broad and balanced curriculum, underpinned by the principles of diversity, equality and British values.
7. Provide excellent attendance and punctuality in partnership with families, the Governors and the Local Authority.
8. Involve our families and wider community in school life.

## **Purpose and Aims of the Early Years Foundation Stage**

'Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.

The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life'.

*Statutory Framework for the EYFS 2017*

### **Admission to the Foundation Stage**



### **Session times**

<b>Foundation Stage</b>				
<b>Year Group</b>	<b>Time of Session</b>	<b>Max No. of Pupils</b>	<b>Doors Open/ Session Starts</b>	<b>Finish Session Time</b>
<b>Nursery</b>	Morning	26	8.45am	11.45am
<b>Nursery</b>	Afternoon	26	12.30pm	3.30pm
<b>Reception</b>	All day	90	8.50am	3.15pm

## **The Early Years Foundation Stage**

When children begin Nursery and Reception, they will have had a wide range of different experiences. In the Foundation Stage, self-initiated and directed play is one of the main ways in which children learn with enjoyment and challenge.

Children in this stage need a well-planned and resourced curriculum to take their learning forward and to provide opportunities for all children to succeed in an atmosphere that is safe and secure.

Through structured play, children practice and consolidate learning, play with ideas and develop what they know.



## **The Early Years Foundation Stage Curriculum**

The Early Years Foundation Stage is built around the principles that:

- Each child is unique
- That children become strong and independent through positive relationships
- Children learn and develop well in enabling environments
- That children learn and develop in different ways and at different rates

Since September 2012, the Early Years Foundation Stage has been revised so that there are now:

Three Prime Areas:-

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

Four Specific Areas, through which the Prime Areas are strengthened and applied:-

- Literacy
- Mathematics
- Understanding of the World
- Expressive Arts and Design

## **Play...a small word with a big significance**

Play is probably the most significant and important way in which young children learn. We know this because of the vast amount of study and research available carried out by educationalists. It is this research which informs Government policy, professional training and curriculum. For this reason, structured play underpins Early Years Foundation and the classroom and outdoor area are set out purposely to encourage children to initiate their own ideas and projects, to work for extended periods of time uninterrupted by unnecessary routines, and to be independent in the way they access and put away resources.

Adults are skilled at supporting children by engaging them in conversation, extending their thinking through careful questioning, anticipating their needs and encouraging them to take chances and to challenge themselves. In this way children learn to become responsible for their own actions, to work together as part of a team and to take care of each other.

At the same time, it's important to balance this self-initiated learning with activity that is led and guided by an adult...these activities might not be 'play' in the strict sense, but they will often be 'playful'. So for example, some children may be working alone or with friends on a building project, while others might be playing a dice game in a group with an adult.

Sometimes play will be boisterous and energetic, sometimes solitary and reflective, and sometimes collaborative. In all of these situations, children will be learning, trying things out, and developing a range of skills such as negotiating, turn-taking and leading.

The Early Years classrooms/areas and the outdoor area are carefully planned to include many opportunities for communication, language and literacy; for problem solving, reasoning and numeracy; for knowledge and understanding of the world; for creative development; for physical development and, very importantly, for personal, social and emotional development. We are keen to ensure that activities engage children's interest and attention, so that their learning is at a high level. For this reason, we tend to avoid less challenging activities such as colouring-in sheets or worksheets, which require less involvement and thought on the part of the child.

### **Personal, Social and Emotional Development**

The children will learn how to work, play and form good relationships with adults and peers. The children will become confident to try out new activities. They will learn to share and take turns and develop an understanding of what is right, what is wrong and why.

### **Physical Development**

Young children's physical development is inseparable from all other aspects of development because they learn through being active and interactive. They need plenty of time to explore and experiment. We provide indoor and outdoor activities that encourage children to do things, to talk about what they are doing and think about how they can improve their actions or movements.

Children will be taught how to use tools and materials safely and effectively. They will learn how to dress and undress independently and manage their own personal hygiene and health.

## **Communication and Language**

In the Early Years Foundation Stage, a great emphasis is placed on children's language development. The children need to learn how to listen attentively, to speak clearly and to develop and extend their vocabulary through understanding.

### **Literacy**

All children will be involved in activities aimed at developing reading skills. They share big books as a class, read in smaller groups with an adult and will also share books individually with an adult.

All children in Nursery and Reception will receive a reading book. We encourage children to engage with and look at pictures and books together and talk about them. This is a vital pre-reading skill, which needs to be developed before words are introduced.

Further information on ways to help your child read and ways to support them in their reading will be provided at a meeting held during the Autumn Term.

The children will also undertake daily phonics work. They will learn the names and sounds of the letters of the alphabet. They will also learn to read key words such as their name, labels around the classroom, as well as words from their favourite books.

Children learn to write by mark making. Children should be encouraged to write their name in greeting cards, pictures and work. Drawing, painting and model making activities all help children to develop pencil control.



## **Mathematics**

Children's mathematical development arises out of daily experiences in a rich and interesting environment. Following the Curriculum Guidance for the Foundation Stage, children will develop their understanding of number and space, shape and measure through number rhymes and songs, number stories, games and imaginative play. They will learn to compare, sort, match, order, sequence and count using everyday objects.



## **Understanding the World**

In this area of learning, children develop the crucial knowledge, skills and understanding that help them to make sense of the world. Activities are planned based on first hand experiences that encourage exploration, observation, problem solving, prediction, decision-making and discussion. They will be encouraged to be aware of how things change, comparing past and present events. The children also find out about and identify the uses of everyday technology and use information and communication technology and programmable toys to support their learning.

## **Expressive Arts and Design**

The children will have opportunities to draw, paint and use materials to create sculptures, models and collage and to explore and experiment with ideas and materials. They will recognise and explore how sounds can be changed, recognise repeated sound patterns and match movements to music. They will also be encouraged to use their imagination in art and design, music, dance, imaginative and role play and stories.



## **What are key workers and why do we have them?**

We know from research and as trained professionals that very young children need to form strong and secure attachments to significant adults. This helps them to develop the confidence and self-esteem they need to function in the world, to build good relationships with others, and to become effective learners.

Each key worker has a group of children, with whom they will work especially closely. Key workers carry out planned, adult-led teaching sessions with particular learning intentions. This might include a story, a discussion, a PE session or a mathematics game for example. It may take place inside in the group's key worker area, or outside. We find that children will often seek out their key worker at particular times of day, for a chat or to show them something they have done. Equally, their key worker is often a source of particular comfort when they are feeling sad or unwell. This intimate knowledge builds trust and confidence, and provides an excellent basis for the transition from home to school.

## **Assessment**

Teachers and teaching assistants, who work in the Early Years Foundation Stage, are very skilled at observing children and at interpreting what they see and hear in terms of children's progress and learning needs. Adults assess children by listening and watching them very closely and making notes, from which they form judgements in line with the Early Years Foundation Stage Areas of Learning and Development.

These assessments enable the teachers to plan effectively for each child's learning needs. It is not something that you or your child should worry about. You will have the opportunity during the first and second term to discuss your child's assessment and progress with the class teacher.

Assessments are completed throughout the year by the teachers to monitor the children's progress, developments and achievements. Nursery and Reception class teachers complete a Foundation Stage Profile, which is used as a basis for your child's report. This information is then passed on to the next teacher. A written report on your child's progress is sent home in the summer term.

## **General Information about the Early Years Foundation stage**

### **Open Afternoons and Parents' Evenings**

The Early Years Foundation Stage organise Open Days/Parents' Evenings in the autumn and spring term, to allow parents to come into school to see their child's work and to discuss their progress with the staff.

### **Inclusion**

The staff and Governors believe that every child is a unique and valuable individual. Sometimes children may have additional needs. When this occurs, we will work with the child, parents and possibly other external agencies, to overcome difficulties, whether educational, emotional, behavioural, physical or sensory.

The school's Acting Deputy Head Teacher (Mrs Davies), who is responsible for Inclusion, our Special Educational Needs Co-ordinator (Miss Mercer) and our Pastoral Manager and Safeguarding Officer (Mrs Needham) are available if you require any support. Please contact the school office, if you would like to speak with them.

### **Social, Moral, Spiritual and Cultural Development (SMSC)**

Not only do we believe that the educational progress of your child is important, we also plan for experiences that develop and draw upon your child's personal and social development.

## **Rules and Guidelines**

Children are expected to conform to our school rules and our school values. We do not condone aggressive behaviour or bullying of other children. All incidents of aggressive behaviour or bullying will be taken seriously and dealt with appropriately.

At Newton-le-Willows Primary our ambition is clear in our motto – ‘**N**urture the **P**otential to **S**ucceed.’

Underpinning our motto are our school values which we refer to as **STRIVE**. They are:

**S**elf-motivation

**T**eamwork

**R**esilience

**I**ndependence

**V**ision

**E**motional Intelligence

Within school we regularly remind the children of our six school values, alongside acceptable levels of behaviour. We follow a strict policy for behaviour and discipline and expect all children and parents to conform to that policy.

As a school, we are currently in the process of reviewing our behaviour policy and some amendments/ changes may be made in preparation for the autumn term.

## **Uniform and Dress Code**

### **Nursery**

Uniform is not compulsory at nursery although can be purchased if you wish. We would simply ask you to dress your child in such a way that they are comfortable and can play in a range of situations without being hampered by clothing which trips them up, restricts their movement or which they can't manage by themselves. They will need to take themselves to the toilet, put on their own coat and sometimes change their shoes or put on waterproofs. They will need trousers and underwear which they can get up and down easily, shoe fastening that they can undo and do up by themselves, and coat fastenings which are easy to manage. We will always support a child who needs help with these things, but their independence, in preparation for school, is our aim. In general, though, please avoid:-

- Longer dresses—they can lead to trips and falls, e.g. when climbing up the steps
- Sling back or open shoes
- Tight-fitting boots with laces...these are almost impossible for children to manage...very frustrating if they just want to get out there with their friends!

## **Reception**

We expect all pupils in Reception to wear school uniform at all times. Some items of the uniform can be ordered from the school office. This include sweatshirts and cardigans with the school logo on, PE bags and book bags.

Children in both Nursery and Reception do have access to the outdoors in all weathers, so please ensure that your child is appropriately dressed in practical clothing. This means covering up in the sunshine, and warm coats and jumpers in the cooler weather, all of which can happen at any time of the year! We would also recommend that you provide a waterproof coat and a pair of wellington boots, for your child to wear when the weather is wet outside.

**We would respectfully ask that ALL items of clothing be clearly labelled with the child's name. This is especially important for uniform items, of which there will be many. Unfortunately, our school cannot take responsibility for lost or damaged items of clothing.**

## **The School Day (Reception)**

School opens at 8.45am and starts at 8.50am. It is essential that your child is on time as sessions start as soon as your child arrives at school. The doors will be closed at **9.00am prompt** for security reasons. After 9.00am children and parents must report to the school office.

The school day ends at **3.15pm** for all Reception children.

Please see the beginning of the booklet for Nursery start and finish times.

## **Attendance**

Good attendance at school is crucial to ensure that children make the progress they deserve and we wish to foster the right habits from the start. However, we recognise that very young children will not and at times, should not, attend school if they are unwell. We will always ask parents and carers to notify us on the first day of absence by telephoning school and to give us an indication of when your child may return.

Attendance is monitored in school. We will always follow up unexplained absences and will contact you if your child is absent and you haven't called us. Where problems arise, parents will be invited to an attendance meeting with the school's Educational Welfare Officer and the Pastoral Manager to discuss how improvements can be made.

## **Punctuality**

It is important that your child comes to school on time. Doors close at **9.00am**. Lateness is recorded on the register and an explanation is required. Children arriving after the doors have closed will need to report to the office through the main entrance to the school, as all other doors will be locked to ensure the safety of all the children.

## **Entrance to Nursery or Reception**

The entrance and exit to our Nursery is via the Nursery classroom door (door number 19). In Nursery, we do encourage parents to come into school with your child and help them to find their coat peg, self-register by finding their name card and to settle them down for the session.

Entrance to the Reception classes is via the doors by each Reception classroom (Door numbers 20, 21 or 16). We encourage parents to allow their children to enter the classroom on their own as they move into Reception, to avoid congestion, but more importantly to promote and develop pupil's skills of independence. We promote an 'open door' policy in school. Teachers and teaching assistants are available to take messages and speak with parents on the door and are also available after school when the children have gone home.



## **End of the School Day**

In Reception, school closes at 3.15pm. Please collect your child at the relevant classroom door, Children are instructed to stay in school until a named adult collects them. All children in Nursery and Reception must be collected by an adult named on the data collection form.

**If any other person is to collect your child, the Nursery/Reception staff MUST be notified in advance.**

It is very important that children are collected promptly at the end of the day or session. If for any unavoidable reason you will be late collecting your child, please contact school to let us know in advance.

## **Lunchtime Arrangements**

### **Reception Children**

At lunchtime all meals are eaten in the EYFS/Key Stage One hall. School meals are prepared in the school kitchen. The menu offers a wide range of hot and cold choices for the children to choose from. All children in Reception are entitled to a free school meal, under the Universal Free School Meal Scheme.

A packed lunch may be brought if preferred. Please ensure your child's name is clearly labelled on their lunch box and **all snacks are healthy**. The lunch boxes are stored on a shelf in the Early Years Foundation Stage area until lunchtime.

**Any requests for a change of lunch, we ask for you to put in writing to the school office, giving half a term's notice.**



### **Milk**

Foundation Stage children have a drink of milk each day. Milk money is paid once a term (currently £2.00) by Reception children, or if you prefer, this can be paid annually (currently £6.00). Nursery children receive their milk free of charge.

### **Healthy Eating and Drinking**

School has been awarded the Enhanced Healthy School Award in March 2016. We provide Nursery and Reception pupils with a piece of fruit each day. Our school promotes a healthy way of living and encourages all children to do the same.

We also encourage children to bring a clearly named water bottle into school each day to ensure they are hydrated at all times. Water bottles can be purchased from the school office or alternatively children can bring their own bottle into school, clearly marked with their name.

## **Medical Information**

It is imperative that the school is made aware of any special dietary requirements, preferences, food allergies and any special health requirements before your child starts school and admitted to the setting in September. This information can be shared on your child's data collection form.

It is our attention to ensure equality of access and opportunity for all children and we will use this information to make sure that we can do all we can to make this possible.

## **Medicine and General Health**

The EYFS statutory framework states that where possible medicines must not be administered unless they have been prescribed for a child by a doctor, dentist, nurse or pharmacist. Medicine must only be administered to a child where written permission for that particular medicine has been obtained from the child's parent and/or carers'. If your child has been prescribed medication and you wish for staff to administer in school, you will need to bring it into school at the school office or pass to the Before/After School Club Manager in the morning. When you bring this medicine into school, you will be asked to complete 'an administration of medicine' form. Medicine will be returned to the school office / after school club each day for collection.

Under no circumstances should medicine be brought into school in your child's school bag or passed to the teacher/teaching assistant at the classroom door.

We strive to ensure the children in our setting have good health and have excellent attendance. However, we are aware that children can become ill during the year. If your child has diarrhoea and/or vomiting, then the NHS guidelines clearly state that a child must be kept off school for at least 48 hours.

## **Parents in School**

At Newton-le-Willows Primary, great value is placed upon the role that parents play in their child's education. We feel that the more contact parents have with school the better. It is in the child's best interest that parents and teachers work together as a partnership. Parents who would like to volunteer in school will be most welcome. School will undertake a DBS check for all adults who wish to volunteer in school. **Please contact Mrs Chisnall or Mrs Davies for further information.**

All parents are welcome to participate in our parental involvement sessions held throughout the school year. These will be shared with parents/carers as soon as the annual programme has been agreed at school.

## **Parents, Teachers and Friends Association**

We have an active Parents, Teachers and Friends Association (PTFA), which raises funds for school, and helps with various events throughout the year. Some of these events include Christmas and Easter Bingo and a Family Fun Day. New fund raising ideas are always greatly received. Meetings are held throughout the year in school. If you are interested in getting involved with our PTFA, please contact the school office, who can pass you the relevant contact information.

## **Collective Worship and Religious Education**

We strive to achieve a positive and respectful environment at Newton-le-Willows Primary School and this is reflected in our teaching of Religious Education. We aim to instill respect for religious and moral values by teaching the children about a variety of Christian and non-Christian religious beliefs, festivals and customs. Children in Reception will participate in assemblies with other children in Key Stage 1.

Children in Nursery will participate in assemblies with other children in Key Stage 1, after the October half term.

## **Safeguarding**

Newton-le-Willows Primary School and Nursery is committed to ensuring children's safety at all times, including their physical and emotional safety and well-being. Our school follows the Local Authority's guidance on Safeguarding Procedures when formulating its approach to this important aspect of its work. The welfare of our children is paramount. Our staff are highly skilled at interacting effectively with children, at observing them during their daily activities, and at monitoring and tracking their ongoing development and progress.

We are deeply committed to working in partnership with parents and carers, and to developing with them the kind of open and honest dialogue which underpins a really shared approach to their child's education and development. If you have any concerns at all about your child's development, their learning or their well-being, we would always wish that you share these with us.

There may be something we can do at school, or we may be able to put you in touch with someone else better placed to help you. Either way, we can work together for the best outcome.

We are duty bound to have in place clear procedures for our staff to follow, should they have a concern at any time about a child's welfare. We always take very seriously what children tell us, whether this is verbal, whether they 'tell us' simply through their behaviour or demeanour, or whether there is some physical issue that causes us concern. We will always tell you if we are worried. On most occasions, these worries are quickly resolved through discussion, but on very rare occasions, we may need to seek the advice of the St Helens Safeguarding Team in deciding what to do next. Should we need to do this, we will almost always tell you in advance. We understand that this can be very distressing for parents and carers but please be assured that we have only your child's interests at heart, and are often seeking only reassurance from qualified professionals. We would always deal with such matters as quickly as possible to minimise any anxiety. Our Safeguarding Policy, is available for you to view on our website.

Our approach to safeguarding involves every member of the school's community, including yourselves. If at any time you have reason to be concerned about the welfare of any child, please do not hesitate to talk to us about it. We will always make time to listen.

In school, our Safeguarding Team comprises of Mrs Chisnall, Mrs Davies, Mrs Needham, Mr Brown and Miss Howard.

**Finally...**As previously mentioned, we pride ourselves on strong parental partnerships. We believe we ensure all children are given access to a wealth of experiences, to aid in their development in all areas of the curriculum and hope their time in our school will be a happy and nurturing one.