

St. Michael's School



**WELCOME TO
NURSERY & RECEPTION
(Foundation Stage)**

September 2019

Welcome to Nursery and Reception, which form the Foundation Stage (FS) at St. Michael's School. This leaflet will give you some of the daily information that you need as your child starts in Nursery or Reception and an outline of the Foundation Stage Curriculum.

Staff

Mrs Carol Werrett is the Nursery class teacher and she is assisted by two Nursery Nurses, Mrs Carla Estava and Mrs Andrea Barrett.

The two Reception classes are called RS and RW. Miss Leanne Saunders is RS's class teacher, assisted by Nursery Nurse Mrs Alice Adkins. Mrs Kate Willis is RW's class teacher and she is assisted by Nursery Nurse Mrs Joanne Field. Mrs Willis is the Foundation Stage Co-ordinator and Mrs Perry is the Head of Pre-Prep overseeing Nursery through to Year 2.

In Nursery and Reception, each child is allocated one member of staff from their class to be their Key Worker. Their role is to help ensure that your child's care is tailored to meet their individual needs, to help your child become familiar with the setting, offer a settled relationship for your child, and to build a relationship with you as a parent.

However, if you have any concerns about your child in Nursery or Reception please speak to the class teacher or Nursery Nurse. It is often possible to see them very briefly at the end of the day but do make an appointment to be sure that they are available if you need more than a few minutes.

Home/School Link Book

All the children in Nursery and Reception have a small notebook called a Home/School Link Book. This is a way of communicating between home and school and it should be sent to and from home each day in the reading bag.

The School Day

Children in Nursery enter by the Nursery door, which opens at 8.30 a.m. If preferable, they may enter by the main gate at the end of Chapel, which opens at 8.15 a.m. Parents may go with them through the Nursery door but not through the main gate. Either way, parents must wait with their child until the gate is opened. Reception children normally enter through the main gate although alternative arrangements are put in place at the start of the year.

Nursery children who are only attending the morning session should be collected at the Nursery door, which opens at 11.55 a.m. Nursery children who have attended the afternoon session should be collected at 3.00 p.m. from the Nursery door.

All Reception children attend for the whole day and they finish at 3.15 p.m. Collection is from the Nursery door.

Nursery children with older siblings may be collected from Nursery prior to collecting siblings. Children in Reception who have older siblings in school may be collected at 3.30 p.m. with their siblings from the Chapel playground, entry through the main gate. Please let your child's teacher know if you will be doing this on a regular basis.

For the safety of the children, we need to have accurate information regarding collection arrangements. Please use the section in the front of your child's Home/School Link Book to provide information about their regular collection routines. It is important that you let the school know in writing if at any time there are any changes to these collection arrangements. We encourage the use of code words if your child is being collected by someone other than the norm.

Chapel

The Pre-Prep children, with the exception of Nursery, have assembly every day. On Friday mornings, the classes take it in turns to lead assembly in the Chapel. Parents are welcome to attend Chapel at 8.45 a.m. on Fridays and coffee is served afterwards in the Refectory.

Parents are reminded to be quiet before and during Chapel in respect of the children and the act of worship taking place. Please do not bring any food or drink into Chapel. A crèche is available in the Library for younger siblings who may find it hard to remain quiet. Please do use the crèche, especially if your child becomes restless during Chapel.

Breaktime and Lunch

The children need to bring a small, healthy snack and a drink for a mid-morning break. Please make sure that this is clearly named.

For Reception, and children staying for the whole day in Nursery, they also need to bring a packed lunch. Please make sure that children can manage anything that they bring and that

any fruit that needs cutting up is already cut up. Any uneaten food will be sent home so that you can see what your child has actually eaten. Please remember to provide another drink for lunchtime. There is a water fountain in the playground, but your child may bring in a named bottle of water or squash to drink from during the day if they wish. Water is also available to drink in all of the Foundation Stage classrooms.

Please note – for both breaktime and lunch please do not send in chocolate and fizzy drinks. Children should also avoid items which contain nuts in respect of those children who suffer from allergies

Milk

All children will be offered free milk (or milk substitute) daily.

Uniform and Equipment

A complete list of uniform and equipment is available from the office or online at our website www.stmichaelschool.com.

Please make sure that everything is clearly named. Children in Nursery and Reception wear blue and white check shirts with no tie. In Nursery, the children come to school on PE day in their PE kit and a jogging suit if cold. It is helpful to have a spare set of clothes in the P.E. bag, in case of accidents!

All Nursery and Reception children should have a named sun hat, which is obtainable from school. All writing equipment is provided.

Homework

Although there is little formal homework at this stage, children

are encouraged to participate in Home Learning tasks each week, choosing from a suggested list of activities which appeal to their individual interests and which can be accommodated that week by their family circumstances. For Reception pupils, it is important that children get into the habit of taking a reading book home and reading daily, even though this may at first be a book without words. Whilst Nursery pupils are able to borrow a storybook, reading books are not given until later, if the pupil is ready. A meeting is held at the beginning of term where staff will discuss how you can support your child in learning to read. During the Summer term, children in Reception will start to bring home a few spellings to learn and possibly some number bonds. They will often be given some activities to do during the longer holidays.

Rewards and Sanctions

There is no formal reward and sanction system for Nursery and Reception, but the children are given lots of praise and encouragement, and motivational stickers or stamps may be used. The staff lay down clear boundaries regarding expectations of behaviour and they will discuss any concerns regarding behaviour with parents so that everyone can work together to promote good behaviour.

Expectations

By the end of the Nursery or Reception year at St. Michael's it is anticipated that most children will have achieved the following expectations in terms of independence, personal organisation and self-discipline:

By the end of Nursery

Independence

- Leave main carer happily
- Talk confidently to an adult and be able to express own needs
- Understand the need to wash hands
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Personal Organisation

- Know the daily routine
- Recognise their own name in a written format
- Help to tidy away resources

Self-discipline

- Sit on the carpet and listen for short periods
- Start to know right from wrong e.g. kind hands
- Start to show care and consideration for peers
- Say please and thank you
- Be able to line up

By the end of Reception

Independence

- Have a developing awareness of the needs and feelings of others
- Be more aware of the need for hygiene and become more independent in caring for themselves
- Able to follow a verbal list of instructions

Personal Organisation

- Organise own belongings such as snack, book bag, hat, coat, lunchbox

- Tidy away resources

Self-discipline

- Sit for longer periods and respond appropriately
- Show growing understanding of right and wrong
- Have good manners
- Listen to each other and to adults
- Share, take turns and accept that they may not win

Extra-Curricular Activities

For Nursery and Reception, the day can seem quite long, and they are likely to be tired by bedtime. Therefore, there is not a full programme of extra-curricular activities after school for Nursery and Reception. However, for Nursery children who are present on Friday afternoons a short “ballet” lesson forms part of their curriculum. Reception children have a two-week taster session of ballet and they may then choose to undertake that activity on a Friday lunchtime (subject to availability), which is chargeable and will be added to your account.

Early Morning Care

Early Morning Care is available from 7.45am – 8.15am each morning held in the library. Parents need to bring their child to Reception and sign them in using the InVentry system before leaving their child in our care. There is a daily charge for Early Morning Care, which will be added to your account at the end of each term. Any child entering the school via the front door must first be signed in.

After School Care

Children may be looked after at school until 4.45pm in After

School Care, with a drink and biscuit served at 3.30pm. **Children should be collected by 4.45pm**; from the Nursery door (3.45 p.m. - 4.35p.m.) or Chapel playground (4.35 p.m. - 4.45pm), entry through the main gate. There is a daily charge for After School Care, which will be added to your account at the end of each term. Please advise your child's teacher or the office if your child will be staying for After School Care.

Children should be collected promptly at the end of the school day. **If you are delayed for more than a few minutes**, please contact the school to advise of your estimated time of arrival.

Curriculum

The children in Nursery and Reception follow the Early Years Foundation Stage (EYFS) Framework and work towards the Early Learning Goals in the seven areas of Learning and Development.

Children should mostly develop the **three prime areas** first. These are:

Personal, Social and Emotional Development

- Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings and form positive relationships with adults and other children.
- Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or do not need

help.

- Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and how that some behaviour is unacceptable. They work as part of a group or class and understand and follow the rules. They adjust their behaviour to different situations and take changes of routine in their stride.

Communication and Language

- Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.
- Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.
- Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

Physical Development

- Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

- Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

As children grow, the prime areas will help them develop skills in **four specific areas**. These are:

Literacy

- Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.
- Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences, which can be read by themselves and others. Some words are spelt correctly, and others are phonetically plausible.

Mathematics

- Children count reliably with numbers from one to 20, place them in order and say which number is one more or less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.
- Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They

recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

Understanding the World

- Children talk about past and present events in their own lives and in the lives of family members. They know that other children do not always enjoy the same things and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.
- Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur and talk about changes.
- Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

Expressive Art & Design

- Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.

Specialist Teaching

Children in Nursery and Reception receive specialist teaching in French, Music and Physical Education to support and enrich their experience in the seven areas of Learning and Development.

Assessment

Throughout a child's time in school, informal assessment takes place on a daily basis. As they begin to move up the school more formal assessment is also introduced, which may start by taking the form of a weekly spelling quiz in the summer term of Reception.

During the Foundation Stage, the children's progress in the seven areas of learning is monitored through ongoing classroom observations against the Early Learning goals set out in the Early Years Foundation Stage Framework. Information is gathered via online observations, which are then collated into an 'e-profile' and shared with parents via email half-termly. We actively encourage observations, photographs and videos to be taken at home and emailed into school to be included in the profile. Children's progress is reported to parents at parents' evenings during the year. A full written report is provided in the Summer term. For children in Reception, the Summer term report includes details of their achievements in each of the seven areas of learning that make up their Foundation Stage Profile. Please note that the school is required to provide Southend Borough Council with such information relating to the EYFS profile and assessment as they may reasonably request. More information about EYFS can be found at www.gov.uk/schools-colleges.

Learning Activities

Nursery and Reception staff may use the notice boards outside the classrooms to communicate the topics being studied and the types of activities the children will be doing, and this information will also be sent home in the Home/School Link Books.

Learning at Home

As well as daily reading, parents can help their children to evidence their home learning by adding photographs and comments in the children's Home Learning books. By choosing tasks from the list of suggested activities, which cover all aspects of Learning and Development within the EYFS, parents are helping children consolidate their learning in a practical and fun way. In addition, children's notable achievements at home can be shared with school using the "Wow" sheets, available in the Foundation Stage.

Moving up to Form 1

Shortly before the end of Reception, parents are invited to attend a meeting with Form 1 staff in preparation for the children moving up to the next stage of their learning and development.

The following information is available to parents on the school website or from the school office (at no charge):

- *school's policy on and arrangements for admissions, misbehaviour and exclusions;*
- *educational and welfare provision for pupils with statements and pupils for whom English is an additional language;*
- *curriculum policy;*
- *policy to promote good behaviour and set out sanctions;*
- *anti-bullying strategy, health and safety policy and first aid policy;*
- *academic performance during the preceding school year, including the results of any public examinations;*
- *complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year; and*
- *the number of staff at the school, including temporary staff, and a summary of their qualifications;*
- *the school's most recent ISI Inspection Reports ;*
- *missing child policy;*
- *equal opportunities for pupils policy;*
- *bursary policy;*
- *CCTV policy;*
- *English as an Additional Language policy;*
- *Fair Processing Notice;*
- *Keeping Children Safe in Education (DfE, 2016) (to be updated Sept 2018);*
- *Late collection policy;*
- *Safeguarding policy;*
- *Special Educational Needs (SEN) policy.*

Further information for parents can be found in the Parents' Handbook. This document is provided to all new parents; subsequent revisions are made available to all parents via the school website where the document is published. A copy of the Parents' Handbook can be provided on request from the school office.



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