

NURSERY CLASS PARENTS' HANDBOOK

2020/2021



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Welcome to Colnbrook Church of England Primary School.

Starting school is an important time in every child's life. I am delighted you have chosen Colnbrook Primary and I look forward to working with you over the coming years as your child grows and develops.

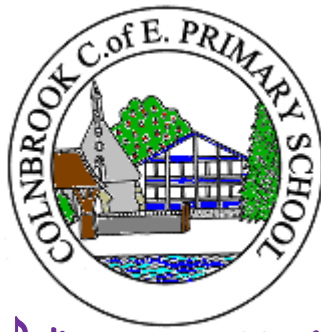
We want our children to get the best start to their school lives and ensure they are comfortable in their new environment. Our excellent Early Years team are highly skilled and experienced and will be there to support your child every step of the way.

I hope you find the information included in this pack helpful and informative. If you have any questions, please get in touch through the school office.

I look forward to meeting you soon.

Mr T. Brunson
Headteacher





Believe and Achieve

Colnbrook Ethos

Aspiration Resilience Respect Responsibility Community Compassion

These values are at the heart of everything we do here at Colnbrook Church of England Primary School. They reflect the qualities that staff and governors want the children to develop and display in all that they do.

- Having **aspiration**
- Demonstrating **resilience**
- Showing **respect**
- Taking **responsibility**
- Caring for the **community**
- Showing **compassion**

"Be strong and courageous. Do not be afraid; do not be discouraged, for the Lord your God will be with you wherever you go." Joshua 1:9

Our Vision Statement

At Colnbrook we want to grow young people who believe in themselves so they are confident and courageous and not discouraged from their path. They are resilient when faced with challenge. We want our pupils to believe in each other and to feel supported; never alone on their journey.

Our pupils will have the strength of character to set themselves aspirational goals in learning and life. They will achieve their best and create their own inspirational story and memories.

NURSERY TIMES

Mornings: Mon – Fri:	8:40am staggered collection from 11:30am-11:40am
Afternoons: Mon - Fri:	12:15pm staggered collection from 3:00pm-3:15pm
30 hours: Mon – Fri:	8.40am – 3.15pm

Term Dates: 2020/21

Autumn Term

Tuesday 1 st September:	Whole Staff INSET Day: School closed
Wednesday 2 nd September:	School opens
Monday 7 th September:	Nursery opens (<i>New children – see individual start dates</i>)
26 th October to 30 th October:	HALF TERM
Monday 2 nd November:	School opens
Thursday 17 th December:	Nursery end of term
Friday 18 th December:	END OF TERM

Spring Term

Monday 4 th January:	Whole Staff INSET Day: School closed
Tuesday 5 th January:	School opens
Wednesday 6 th January:	Nursery opens (<i>New children – see individual start dates</i>)
15 th – 19 st February:	HALF TERM
Monday 22 nd February:	Whole Staff INSET Day: School closed
Tuesday 23 rd February:	School opens
Wednesday 31 st March:	Nursery end of term
Thursday 1 st April:	END OF TERM

Summer Term

Monday 19 th April:	School opens
Tuesday 20 th April:	Nursery opens (<i>New children – see individual start dates</i>)
Monday 3 rd May:	Bank Holiday – School closed
31 st May – 4 th June:	HALF TERM
Monday 7 th June:	School opens
Wednesday 14 th July:	Nursery end of term
Friday 16 th July:	END OF TERM
Monday 19 th July:	INSET Day: School closed
Tuesday 20 th July:	INSET Day: School closed
Wednesday 21 st July:	INSET Day: School closed



Welcome to our Nursery Class

The Nursery class forms part of the Early Years Unit. (This incorporates Nursery and Reception classes, 3-5 year olds).

We are proud of the achievements of our Early Years Unit, which OFSTED said was 'good provision.' OFSTED also recognised in their inspection during November 2018:-

"Children get off to a strong start in early years....and by the end of Reception, children are well prepared for the challenges of Year 1."

Our OFSTED inspection in November 2018 confirmed that:

"Children make strong progress, because of good teaching."

Who will teach your child?

In the Nursery class, we have an excellent staff-pupil ratio of 1:8. This means that we can provide individualised teaching to meet the needs of your child.

Early Years Practitioners

Miss N Baisden

Miss B Darby

EYFS Teaching Assistant

Mrs S Bibi

To extend the learning experiences during this important phase, we have developed our Nursery and Reception classrooms into an Early Years Unit. Children have access during the day to both classrooms, the different staff and resources each curriculum area has to offer.

Each child will be given a named Key Person when they start. The Key Person will help your child to become familiar with the class, giving them the reassurance to feel safe and cared for. They also will build a relationship with you to ensure that by working in partnership, all the needs of your child are being met, and that any information to your child's well-being can be shared on a daily basis. If you have any concerns, please do not hesitate to speak to your child's Key Person.

How will we help your child to learn?

We have created an environment that is welcoming, stimulating and child centred. We aim to enable every child to develop their full potential at their own pace. We aim to encourage children to increase their existing skills, knowledge and understanding. During the time spent in the Nursery Class we will help your child to happily settle into the routines of school and will lay the foundations for skills needed both academically and socially. We will maintain close links with the Reception teacher, Mrs Barker to enable a smooth transfer into Class R, for those children admitted to school at the end of the Nursery year.

What will your child learn?

Children learn through play. Physical activities and role-play are very important in the Early Years. Games which develop language and number concepts are carefully introduced. Activities that develop fine hand control and artistic qualities are undertaken. Children learn best by being actively involved with strong adult support for language and concept development.

We plan our activities around free and structured play where children are encouraged to explore and investigate the world around them. We also plan for more specific learning activities in literacy and numeracy.



The Early years Foundation Stage

The Early Years Foundation Stage forms an holistic curriculum, which aims to develop the whole child socially, emotionally, physically and intellectually. Children are born ready, able and eager to learn. By taking each unique child and helping them to develop positive relationships within an enabling environment we will see them learn and develop. We will be using a carefully balanced curriculum focusing on the seven areas of learning which are split into prime and specific areas as defined by the DFE as part of the Early Years Foundation Stage.

The Prime Areas

The **Prime** areas begin to develop quickly in response to relationships and experiences, and run through and support learning in all other areas. These include: Personal, Social & Emotional Development, Communication and Language and Physical Development.

- **Personal, Social and Emotional Development**

Children will learn to make relationships, develop their self-confidence and self-awareness, know what their needs and feelings are and develop their understanding of the differences between right and wrong.

How can you help at home?

Play turn taking games with your child

- **Communication and Language**

Children will learn to listen and develop their attention skills. They will learn to speak confidently and clearly and begin to understand more difficult language including instructions and questions.

How can you help at home?

Talk to your child about their day at Nursery.

- **Physical Development**

Children will learn to move confidently, controlling their body and handling equipment. They will develop their self-help skills and gain an understanding of healthy living. All Nursery children take part in a daily 'wake up run' for up to 10 minutes.

How can you help at home?

Practice getting dressed in the morning and at bedtime on their own.

The Specific areas

The **Specific** areas include essential skills and knowledge for children to participate successfully in society. These include: Literacy, Mathematics, Understanding the World and Expressive Arts and Design.

- **Literacy**

Children will enjoy stories, songs and poems, hear and say sounds and link them to the alphabet. They will read and write some familiar sounds and learn to use a pencil.

How can you help at home?

Share stories and books with your child daily and encourage them to draw.

- **Mathematics**

Children will develop an understanding of maths through stories, songs, games and imaginative play. They will become comfortable with numbers and ideas such as 'heavier than' or 'bigger'. They will be aware of shapes and space.

How can you help at home?

Practice counting and recognising numbers and shapes while out walking or at home.

- **Understanding the World**

Children will explore and find out about the world around them, asking questions about it. They will find out about past events in their lives and their families' lives and about different cultures and beliefs. Children will learn to use the computer and other forms of technology to support their learning.

How can you help at home?

Encourage your children to ask questions about the world around them and about your families and culture.

- **Expressive Arts and Design**

Children will explore colours and shapes trying out dance, making things, telling stories and making music.

How can you help at home?

Praise all drawings, sing songs and rhymes at home. Encourage them to 'make believe.'

- **Spiritual Development**

We also seek to develop the children's spiritual dimension through Religious Education and joining in Christian Collective Worship. The contents are predominantly Christian, following weekly themes based on the Church's year. Over the year there are also a number of special assemblies where visitors take part. Parents have a right to withdraw their children from collective worship, in which case they will be given an activity supervised by a member of staff.

How will your child's learning be measured?

We observe the children as they learn and work with them to assess keynote areas of need and achievement. This is recorded on our online tracking system, INSIGHT. Each child will also develop their own Record of Achievement, which will include samples of their work, photographic images and observational notes. Parents will receive a written report on their child's achievement at the end of the school year.

What if your child needs extra help?

Colnbrook C. of E. Primary School is committed to ensuring that all children have access to a broad and balanced curriculum and achieve all which they are capable.

Nationally at any one time 20% of children have some kind of special needs and all parents are issued with a summary of the school's Special Needs Policy at the time their child is admitted.

Where needs are identified following screening on entry, by staff, special programmes can be designed so that all children can have access to the Early Years Foundation Stage Curriculum.

Children with special needs follow an Individual Learning Plan as required by the Code of practice. Targets are set and reviewed regularly.

According to the stage a child has reached, other professionals such as the Educational psychologist, Speech Therapist, Health Visitor etc. will provide advice and support.

Things you need to know.....

- **Uniform**

Children in the Nursery class are asked to wear the school Early Years' Uniform;

- Black jogging bottoms
- Purple school logo polo shirt
- Purple school logo sweatshirt
- White/black socks
- Black velcro trainers

The summer uniform;

- Dark grey shorts
- Purple summer dresses

may be worn from after the Easter break (Summer Term) and from September until the October half term.

Uniforms can be purchased through the school office after 10:00am; Monday to Thursday. Order forms are available from main reception. Please make sure that all items of clothing are **clearly named** and you check regularly that the name is clearly visible.

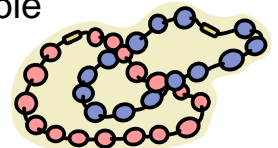
- **Sensible footwear**

Children in the Nursery class will be running, jumping, climbing and riding bicycles etc., during the course of the day. It is important, therefore that shoes stay on your child's feet and that the sole is not too slippery.

Children must wear black trainers with Velcro fastenings, as we have found many children are unable to do up their laces. Laces often come undone and become dangerous, catching in bicycle wheels and causing children to trip. Each child will also require a **pair of Wellington boots**, which will remain in school for use outside.

- **Jewellery**

This is **not** permitted, except studs for pierced ears, which should not be worn on P.E. days. We also ask parents not to have ears pierced until the summer holidays as we cannot be responsible for the care needed after the procedure.



- **Hairstyles**

Hair should be worn in sensible and appropriate styles. Long hair **must** be tied back, with a black or purple hair band. Unnatural hair colours and unconventional styles or cuts are unacceptable.

- **Head Lice Information**

Unfortunately, head lice occur and your co-operation is requested in halting their spread. If detected it is easy to treat with special insecticide lotion: comb thoroughly – it may take several hours. You will also need to treat any hats, scarves, bedding and pillows. Use the lotion only when necessary since the head lice become immune.

Regular combing with a fine comb is a better preventative. Tying long hair back in a ponytail is always quite a sensible precaution.

- **Medical**

The school is under no obligation to administer medications. However, to support a prescribed course of medication this may be brought into school and must be handed to the trained school First-Aider immediately on arrival. She will assume responsibility for the safety and application of the medication provided that full written instructions are given in each case. You will be given a simple form listing all the details and instructions which you must complete.

We have a number of trained First-Aiders in school. However, their role is to carry out emergency first aid only. In the event of a serious accident you will be contacted to take your child to hospital, if it is not considered necessary to call an ambulance.

The Nursery does not normally take any individual responsibility for giving medicines during the session. However, where there may be a long-term health difficulty, special arrangements will be made wherever possible. From the earliest possible age, asthmatic children will have their inhalers readily available. You must provide written instructions if you wish staff to supervise the taking of medicines.

Please let us know if your child contracts any notifiable or contagious disease, such as German Measles, Impetigo, Conjunctivitis, Measles, Mumps, Chicken Pox etc.

- **Dental Health**

Children brush their teeth daily as part of the Nursery routine. Each child has a named toothbrush and is supervised by their key person.

Getting used to the routines

- **Pre-entry visits**

These are very valuable in establishing a positive relationship between staff and your child and help children to settle into Nursery more smoothly.

- **Class visit:**

Children will visit the Nursery class in small groups and meet the staff for a short hour long session. They will be shown around the class, join in some activities and become familiar with their new environment.

- **Home visit:**

Staff arrange a short informal visit to your home. This enables us to get to know you and your child and establishes a good working relationship.

- **Arrival to class**

Please use the outside Nursery door to bring your child to the classroom promptly at **8:40am each morning**, or **12:15pm each afternoon**. This will help avoid congestion in the corridors as all the older children come into school. Pushchairs must be left outside.



It is important that children arrive on time to sessions. This causes less stress to the child and does not disrupt the session for others. If your child is late then you will be asked the reason for lateness. **Please do not use the car park at the front of the school when bringing your child in as this is a safety issue for all children in the school.**

- **Settling in time**

Parents are welcome to stay on in the Nursery in the beginning, although many children benefit from being left on their own. Every child is different and so settling in times vary. If you are concerned, talk to a member of Staff.

- **Absence from Nursery**

Nursery placements are offered to pupils on the understanding that the children will attend for 5 mornings/afternoons/days a week. If for whatever reason, your child is unable to attend on a rare occasion, we ask parents to notify the school Reception before 8:40am on that morning and bring a written note of the reason for the absence when the child returns. Children are rewarded for their 100% weekly attendance, full term and whole year attendance.



- **Illness and Emergencies**

Children who are taken ill or who have minor accidents at school are given first aid. However, the school feels that sick children at this young age need to be at home. Should an emergency arise it is particularly distressing for your child if you cannot be contacted. **Please make sure that an up to date telephone number is readily available and that you or a relative/friend is always available. If you change numbers please inform us immediately.**

Parents are asked to keep their children at home if they have an infection, and to inform the school. You are also asked not to bring
In any child who has been vomiting or had diarrhoea until at least 48 hours have elapsed since the last attack.

- **Collecting children**

It is very distressing for the children not to be picked up on time. Please let the school know when there is a problem or if you are going to be late. Please also tell us when another person is authorised to pick up your child. It is important that we have the correct contact number. Parents wait outside under the canopy at the end of the morning at 11:30am **for pick-up no later than 11:40am** or afternoon at 3:00pm **for pick-up no later than 3:15pm** and children will be handed to them. Please refrain from using a mobile phone as you pick up your child. Your child will be excited to see you, not your phone! ***Please do not use the car park at the front of the school when collecting your child as this is a safety issue for all children in the school.***

- **Things from home**

Please encourage your child to leave all toys and books at home. Items brought to class may get lost or broken and can lead to unnecessary arguments. If your child has something important to share with the class then please talk to a member of staff before bringing it to school.

- **Book bags**

Parents are asked to buy a school book bag. Children choose each session to take home. Please read the story with your child and ensure that he/she brings their bag into Nursery each day, otherwise they will be unable to choose a new book. If a book is damaged or lost at home, we will require the cost of a replacement book. Children do not need to bring any other bag or backpack to school. Book bags are available to buy in the School Office.



- **Water bottles**

Parents are asked to provide a water bottle, ensure it is named and bring it to school each day with fresh water.

- **Fruit/snack time**

During the morning, children will have a drink break with milk or water and also be offered a piece of fruit. This is a social time for the children when they will all sit together.

Learning to take care of themselves

Our aim is to make the children feel secure by teaching them to take care of themselves:

- **Dressing**

There is always a great deal of dressing and undressing required for the Nursery class. It would greatly help the staff and your child, if these skills could be practised and mastered at home, especially with regards to coats, shoes and socks.

- **Toilet**

Children are encouraged to use the toilet themselves. Please impress on them the importance of washing their hands after using the toilet. If your child has any particular worries about this, let the staff know. Please help us to help children to learn to take care of themselves.

- **Tiredness**

The Nursery session can seem very long at first and most children are tired and sometimes irritable towards the end of a session. Please ensure that your child goes to bed at a reasonable time.



How do we reward good behaviour?

We believe that children flourish best in an ordered environment in which everyone knows what is expected of them; an environment where children are free to develop their play and learning without fear of being hurt or hindered by anyone else.

In class, children will learn self-discipline and they will be taught to accept responsibility for their actions. This is important in growing up. Rules will be agreed and enforced so that all children feel safe and secure and to develop self-confidence.

Staff will develop classroom rules with children once they are all in the Nursery class. Parents will be sent a copy of the rules and are asked to support their children.

How can you be involved?

Parents are equal partners in their child's learning and we welcome parental involvement in the Nursery. Any talents that you may wish to share with us would be greatly appreciated – e.g. gardening, painting, reading stories, music making etc.

Parents are invited to join in activities with the class, such as 'play and stay', and other sessions as advertised periodically through the year. We encourage parents to be involved in fundraising with their children whether it is with donating items or taking part in other events, for example, Children in Need, Red Nose Day and other school activities such as our Christmas Fete.

Have you any concerns?

Your child's personal experience is the foundation of learning and home life is of fundamental educational relevance. Nursery staff therefore need to be aware of previous experiences and parents' expectations.

If you have any concerns about your child or want to discuss their individual progress, then staff will be happy to talk with you at the end of a session or at an arranged time.

From time to time we all have concerns regarding our children. The Nursery Team are here to listen and to help in resolving or alleviating them. Please let us know if there are changes at home that could affect your child, we will be understanding and sympathetic and it will help us to support your child more appropriately in school. Likewise, we will let you know if we are concerned about anything in school.

The Internet

Colnbrook C. of E. Primary School has an E-Safety Policy and takes a professional approach to confidentiality and privacy of family life. We enjoy our daily conversations with you all but every family needs to be confident that we draw a clear line between work and personal life.

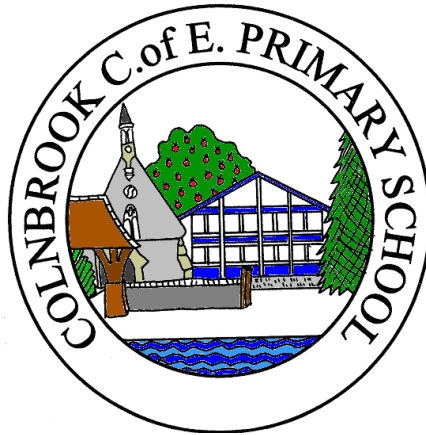
As part of our e-safety policy, we have looked at the implications of Social Networking Sites, like Facebook and Twitter, as these are a public form of communication.

Our policy is that staff do not make or accept invitations to become on line friends with parents or other family members/carers of pupils in the school on any Social Networking Sites. This policy also applies to all students and helpers.

This ensures that professional boundaries are maintained at all times.



Finally: Thank you for your support and co-operation. We look forward to welcoming your child into our Early Years Unit!



New children coming into school and children moving up to Reception

Colnbrook Church of England Primary School serves a multi-cultural community and welcomes children from all faiths and backgrounds. Colnbrook Church of England Primary School upholds the following Christian values for all of our children:

Aspiration, Respect, Responsibility, Resilience, Compassion and Community.

Early Years Unit Transition

Early childhood is the foundation on which children build the rest of their lives. At Colnbrook C. of E. Primary School we greatly value the important role that the Early Years Unit plays in laying secure foundations for future learning and development. It is important to view the EY Unit as preparation for life and not simply preparation for the next stage of education.

We believe that childhood is a time for 'play', and through play children discover the excitement of learning, the rewards of achievement, and acquire life skills.

Our Early Years setting is a bright, colourful, well planned, busy environment, encouraging the development of skills, attitudes and understanding that will help learners to live full, satisfying lives and become confident, active members of a diverse and changing society.

It is through this process that learners will work towards, achieve and some cases exceed the Early Learning Goals.

All children begin school with a variety of experiences and learning. It is the privilege of the practitioners working in the EY Unit to take on the task of building upon that prior learning and experience. This is done through a holistic and practical approach to learning, ensuring that parents/carers, support staff and teachers work effectively to support learners' learning and development.

Aims

This policy outlines the purpose, nature and management of the Early Years in our school.

In this policy the early years of education refers to learners who are between the ages of three years and five years and based in our Early Years Unit.

At Colnbrook C. of E. Primary School we aim to:

- Provide a safe, challenging, stimulating, caring and sharing environment which is sensitive to the needs of the individual learner
- Provide a broad, balanced, relevant and creative curriculum that will set in place firm foundations for future learning and development
- Provide opportunities for learners to learn through purposeful play in all areas of learning and development
- Use and value what each learner can do, assessing their individual needs and helping each child to progress
- Enable choice and decision-making, fostering independence and self-confidence
- Work in partnership with parents/carers and value their contributions
- Ensure that all learners, irrespective of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability, have the opportunity to experience a challenging and enjoyable programme of learning and development
- Provide a spiritual environment for learners to develop as Christian learners.

Learning and Development

The working environment is made up of two main areas or learning zones – inside the EYFS Unit and an outside ‘garden’ base.

They are managed by a senior EYFS Teacher, two full-time teaching assistants and two full-time Early Years Practitioners who are experienced, committed and have good sound knowledge of how young learners develop, learn and achieve.

Careful consideration is given to cooperation and partnership between individuals throughout the foundation age range and opportunities to learn from others. A high staff to learner ratio is an important aspect of our Early Years Unit as it helps ensure all learners get a good start on which to build their learning experiences in school.

Early Years Education encompasses seven areas of learning split into two aspects:-

1. Prime Areas

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

2. Specific Areas

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Designs

The skills, attitudes and concepts learners need for learning are developed across all of the above areas through:

- Planning for learning based on the Curriculum Guidance for Foundation Stage
- Planning values to promote independent learning, encouraging children to make their own decisions and providing opportunities to develop thinking and problem solving skills.
- Teaching and learning delivered through practical activities and structured play situations & learner initiated play as well.
- A safe and secure working environment which is rich and stimulating.
- Learners are given equal access and opportunities to participate in all activities both inside and outside.
- A balance between learner-initiated & adult-led activities, which are informed by learners' interests and introduce relevant skills & concepts.
- Parents/carers seen as partners in their learners' development and close liaisons through formal and informal meetings.
- Adults within the setting acting as role models by implementing acceptable behaviour and to support, develop and extend children's needs, learning styles and interests.
- Key groups. Each learner has a key person who will work most closely with the parents and learner. They spend time each day with their key person and key group.

The Learning Environment

A rich and varied environment supports children's learning and development. It gives them the confidence to explore and learn in secure and safe, yet challenging, indoor and outdoor spaces.

("Early Years Foundation Stage" department for Children, Schools and Families, 2007)

We aim to create a safe attractive, welcoming and stimulating learning environment which will encourage learners to explore, investigate and learn through first-hand experience. We also aim to make it a place where learners feel safe, secure and confident and are challenged to develop their independence.

Activities are planned for both the inside and outside; children have the freedom to move between the indoor and outdoor classroom throughout the school day. The learning environment is divided into a variety of different zones: Graphic, Exploration, Imagination, Investigation, Creative and Communication. Learners are encouraged to become independent learners and to take some responsibility for initiating their own lines of enquiry and investigation. Learners are free to access all areas throughout the course of the day in their free flow time and during adult directed tasks.

Planning

Good planning is the key to making learners' learning effective, exciting, varied and progressive. Effective learning builds on and extends what learners know and can do. Our planning shows how the principles of the EY Unit will be put into practice and is always informed by observations we have made of the learners, in order to understand and consider their current interests, development and learning. All practitioners who work in the EY Unit here at Colnbrook C. of E. Primary School are involved in the planning process. A dedicated time is set aside each week to ensure all staff contribute to this vital and valuable process.

Planning in the Early Years Unit is flexible and adapts to circumstances. It incorporates learner initiated activities, focused play and adult led tasks. We aim that our planning is flexible enough to include an individual or a group's interest. In doing so, these interests can lead to powerful learning.

Weekly/day-to-day Planning

Planning allows for flexibility in response to individual learner's needs and interests and for revision and modification, informed by on-going observational assessment.

Focus learners are identified and planned for, as are target groups, which are identified from observation and assessments.

Assessment Procedures

Assessments are made of each learner's development in relation to the developmental stages leading to the Early Learning Goals that form part of the Statutory Framework for the Early Years Foundation Stage Framework.

Formative

- These are on-going daily assessments made through formal and informal observations of children's own learning, outcomes from teacher led tasks and independent work carried out by the learners.
- Assessments are used to inform future planning, to group learners for particular tasks or interests, to ensure learners' needs are met and their knowledge, skills and interests extended.

INSIGHT, a tracking system, is used along with the Statutory Framework for the Early Years Foundation Stage.

The above also provides a sound basis for future learning and continuity of experience by establishing links where appropriate with the curriculum followed by KS1 and KS2.

Summative

- Summer term results act as a prediction and target setting process for the end of Key Stage 1 and 2
- The Foundation Stage Profile is completed in accordance with the Statutory Framework for the Early Years Foundation Stage. (2012) for each learner at the end of the Foundation Stage of Learning.

The information from the above procedure has dual purpose as follows:

1. As a starting point for all learners in the transition process from Foundation Stage to the beginning of Key Stage 1 (Year1)
2. To inform the LEA - results are collated and electronically processed and sent for analysis.

Home Visits

We value the opportunity to meet each learner and their family informally in their own homes before they enter the Foundation Stage, either in our Nursery or Reception class. The purpose is to introduce ourselves and meet the family on familiar territory to find out about the child and his or her previous experiences in a non-threatening manner. All visits made will follow borough guidelines with at least two adults present at each visit.

A home visit is offered to every learner entering our Early Years Unit at the beginning of the term they enter the Nursery or if they are new to the class in September for our Reception class.

Equal Opportunities, Inclusion and Special Needs

Each learner is valued as an individual with their needs being met in a developmentally appropriate way. Individuality and independence is fostered and each learner is encouraged to succeed and reach their full potential.

Learners with special education needs will be given support as appropriate to enable them to benefit from the curriculum. This includes learners that are more able, those with specific learning difficulties and disabilities. Additional adult support may be provided for children with special medical needs.

Individual Education Plans identify targets in specific areas of learning for those learners who require additional support, in line with the school's Special Educational Needs Policy. Teachers discuss these targets with the learner and his/her parents/carers and progress is monitored and reviewed half termly.