



**POCKLINGTON  
PREP SCHOOL**

Ages 3 to 11

# Parent Handbook

Information for parents of  
Pre-School Pupils



## Contents

<b>Introduction</b>	<b>Page 2</b>
<b>Ethos, Values and Virtues</b>	<b>Page 3</b>
<b>Pastoral Care and Wellbeing</b>	<b>Page 4</b>
<b>Medication and Medical Care</b>	<b>Pages 5 and 6</b>
<b>Behaviour</b>	<b>Page 7</b>
<b>Rewards</b>	<b>Page 8</b>
<b>Appearance and Uniform</b>	<b>Pages 9 and 10</b>
<b>Personal Belongings</b>	<b>Page 11</b>
<b>The Pre-School Day</b>	<b>Page 12</b>
<b>Morning and End of Day Routines</b>	<b>Pages 13 and 14</b>
<b>Absence from Pre-School</b>	<b>Page 15</b>
<b>Meals and Snacks</b>	<b>Page 16</b>
<b>Curriculum</b>	<b>Pages 17, 18, 19, 20 and 21</b>
<b>Partnership with Parents</b>	<b>Page 22</b>
<b>Assessment and Reporting</b>	<b>Page 23</b>
<b>Learning Support</b>	<b>Page 24</b>
<b>Visits Off Site</b>	<b>Page 25</b>
<b>Child Protection</b>	<b>Page 26</b>
<b>Policies</b>	<b>Page 27</b>
<b>Friends of Pocklington School</b>	<b>Page 28</b>

## Introduction

This handbook implements the Parent/School Agreement and sets out clear guidance to parents and Pocklington Prep School pupils about the school's

Ethos, Values and Virtues

Routines and procedures

Structures and organisation

Expectations of pupils' behaviour

Rules and regulations



## ETHOS, VALUES AND VIRTUES

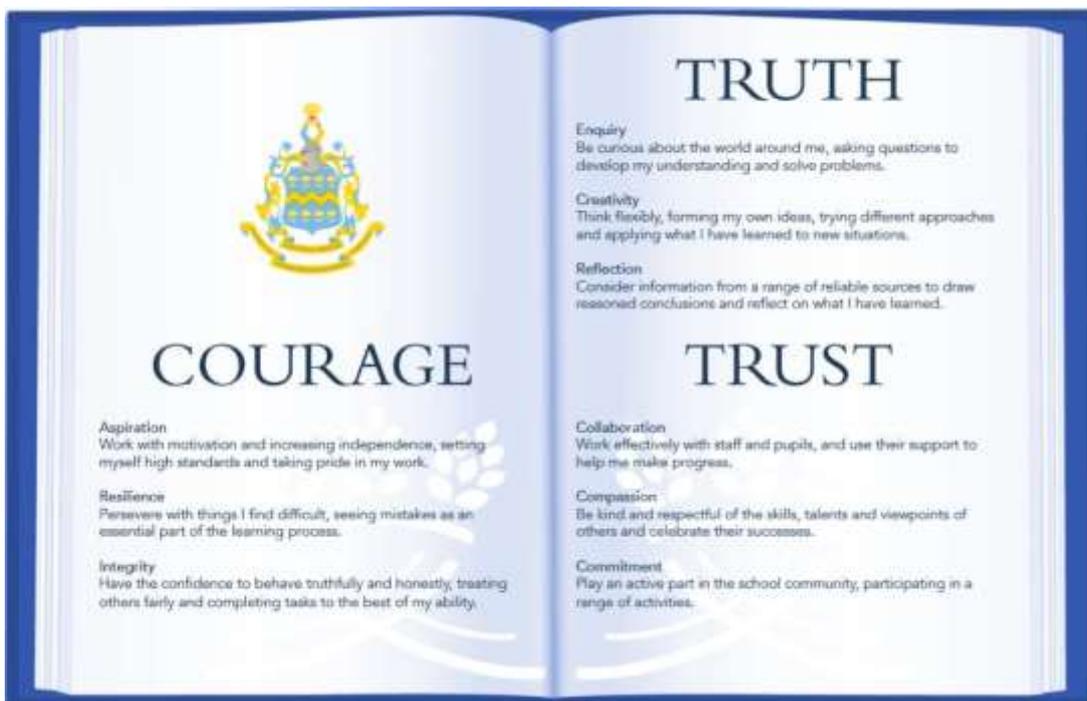
### Equality and Diversity

At Pocklington Prep School our aim is to inspire for life. In achieving this aim the School is committed to ensuring equality for all persons, pupils and adults, across the Foundation and to celebrating the diverse nature of all pupils, both day and boarding, recognising and valuing the unique qualities of all.

The Foundation will not tolerate discriminating treatment of any pupil on the grounds of their race, gender, age, colour, nationality, ethnic or national origin, disability, sexual orientation, religious or other beliefs, or for any reason which cannot be shown to be justified.

These commitments pervade throughout our policies and procedures, alongside our “Values and Virtues” and Strategic Objectives:

We offer incredible experiences inside and outside the classroom and believe in challenging and encouraging our pupils to seize opportunities that we go the extra mile to provide. These activities and our personalised approach to teaching and learning help to form the bedrock of our pupils’ individual character. We are a day and boarding Christian foundation that is academic and inclusive and a family school whose togetherness, care for each other and pride in our community is evident in our outstanding pastoral provision. At the very heart of our ethos lie our “Values and Virtues”; they drive all that we do at Pocklington and mean our pupils leave with a strong sense of personal and social responsibility along with the ability to shape their own future.



## **PASTORAL CARE AND WELLBEING**

### **PASTORAL STRUCTURE**

Pastoral care is central to our provision for pupils' welfare.

#### **Key Worker**

Every child in the Pre-School class has a Key Worker (one of the Pre-School Leads) who is responsible for ensuring that their needs are met, they are happy, safe and settled and for completing records of their development and care. The Key Worker is the primary point of contact for parents and open communication on a daily basis is encouraged.

If you have questions or concerns, we encourage you to arrange an appointment to share these with the Pre-School teacher, who is available in school before and after normal school hours; if these times are not suitable please contact the office to arrange a mutually convenient time to meet.

#### **Head of Pre-Prep**

The Head of Pre-Prep takes an active interest in every child's happiness, care and progress and liaises with the Pre-School staff on a daily basis. If you wish to speak to the Head of Pre-Prep about any matters arising, please contact the school office to arrange a convenient time to meet.

#### **School Houses**

There are four Houses at Pocklington Prep School, named after Yorkshire abbeys: Rievaulx, Jervaulx, Byland and Fountains. On entering the Pre-School, children are allocated a House, with siblings belonging to the same house. Each child's House colour is identified within the Pre-School classroom by their peg label, Teddy box, Merit Card and P.E. box. Rewards are collected for the House Merit Shield, which is presented each half term. There are many opportunities for Pre-School children to join their House, such as for the Pre-Prep Sports Day.

#### **Pastoral Care and Medical Support**

Pocklington Prep School has a strong tradition of pastoral care in which all staff have a role. Children in the Pre-School are supported by a team of experienced staff who will encourage positive behaviour, good habits and will help to resolve any problems which occur.

#### **School Wellbeing Service**

The Wellbeing Service provides a confidential service to pupils who have emotional or social concerns. If pupils require additional support we are able to access the services of two Clinical Psychologists who work on site for two days each week.

Parents who wish to discuss this further or who would like more information should contact the Head of Pre-Prep or Designated Safeguarding Lead.

## MEDICATION AND MEDICAL CARE

### Health Records

The Health Record and the regular update forms must be completed and returned to Matron before the first day of term. It is essential that the school is kept promptly informed of any changes in a pupil's health (for example, allergies or medication). The school is careful to comply with data protection procedures.

[Link to Health Record Sheet.](#)

### Pocklington Prep School Matron

The Matron provides First Aid support to pupils at Pocklington Prep School who are ill or may have hurt themselves. She liaises with the School Medical Service for more serious incidents. The qualified school nurses provide 24 hour accident and emergency treatment. Pupils who become ill or injured during the school day should ask a teacher or duty member of staff first. Pupils do not make up their own minds to go and see Matron. After any treatment by Matron, or the School Nurses, pupils may be returned to lessons or parents contacted to arrange collection.

Matron looks after immediate First Aid needs and such health-related problems that may arise in school. It is not possible for her to spend the day nursing a sick pupil who should have remained at home. Please do not send your child in if this is the case. If your child needs to go home, she will contact you to collect your child.

[In the event that a pupil is sick, or has diarrhoea, the school operates a policy of pupil absence from School for 48 hours since the last bout. This is to reduce the spread of any infectious illness through the School community.](#) For further clarification to prevent the spread of illnesses and infections, it is of utmost importance to follow the latest Government advice on "Health protection in schools and other childcare facilities" which is available online.

### Medication

If your child has been prescribed a course of medication we ask that you complete the 'Prescribed Medication' form (available from the School Office and [here](#)) and send the named medication and form in to the School Office. Matron will administer the medication at the specified times. Only medicines prescribed for your child can be given.

In the Pocklington Prep School Medical Room we stock a selection of non-prescription medicines to relieve the symptoms of common ailments and injuries. Therefore we ask that you do not send pupils to school with medicines (including Calpol and Ibuprofen) unless it has been prescribed.

If you have given consent on the Health Record Sheet and your son/daughter requires Paracetamol/Ibuprofen during the school day, you will either be contacted, or a report slip will be sent home advising of medicine given, as well as the dose and time.

If your child has been prescribed an inhaler or epipen, please send a named spare into School. You will be advised when the expiry date is imminent and asked to send in a replacement.

In the event that your child has a temperature we will administer the appropriate dose of Calpol paracetamol. In order to ensure we do not give a child Calpol when they have had some less than four hours previously, please inform the School Office if your child had medicine before arriving at school. Otherwise, unless we can make contact with you, Calpol will not be administered before 12:30pm.

### **Emergency Contacts**

Parents of all pupils must provide emergency contact details and keep School regularly and promptly informed of any changes (for example, during business trips or holidays) via the School Office.

## BEHAVIOUR

In the Pre-School we promote positive behaviour using positive approaches. The learning environment is designed to provide a stimulating, calm and inclusive setting. The aim is to build positive relationships with children and parents, understanding individual circumstances and needs. We create an environment which fosters appropriate behaviour and respect for others by ensuring that:

- Children are praised and encouraged while playing
- Children are helped to understand rules and boundaries and to develop an understanding of right and wrong
- Indoor and outdoor activities are stimulating and interesting with opportunity for parallel and cooperative play to ensure that children are fully engaged
- Children are given opportunity to participate in small and large groups to encourage partnership and cooperation
- Children spend one-to-one time with their adults so that they develop positive relationships
- Children are given the opportunity for rest or relaxation time as required
- Children are encouraged to challenge unkind behaviour

Children learn about how to work and play happily alongside others by hearing about the Pre-School Teddy and it's adventures. Teddy sets rules for the children to follow.

Teddy's Rules are:

1. Have kind hands and feet
2. Use kind words
3. Share with your friends
4. Say please and thank you
5. Try your best

The methods used to manage children's behaviour are developmentally appropriate, respecting individual children's level of understanding and maturity. We ensure:

- Activities are organised so that every child can achieve daily success, thereby helping to remove barriers to learning
- Adults model respectful behaviour and good manners at all times
- Children are supervised at all times
- No child will be singled out or humiliated
- Staff do not raise their voices in a threatening manner

Where children make mistakes and break one of Teddy's Rules, they will be given one-to-one adult support to help them to understand why this particular behaviour is unacceptable. In cases of serious misbehaviour, parents will be informed as soon as possible so that parents and staff can work together to share a consistent message and help the child to learn from their mistake.

**On no account does the school use, or countenance, corporal punishment.**

## **REWARDS**

### **Positive Reinforcement**

We use positive reinforcement and praise to encourage good behaviour and we also reward children in the following ways:

### **Teddy Points**

Children are awarded Teddy House points for kindness, helpfulness, good behaviour and effort. Children are given a coloured pom pom, representing the colour of their House, and these contribute to the termly House Merit Competition. Children work towards achieving 20 Teddy House Points and, when they have done so, they are presented with a signed Merit Card during Celebration Assembly. These Merit Cards then contribute towards the termly House Merit competition.

### **Stickers and Certificates**

Children may receive stickers and certificates to show them, the school community and their parents that they have had a positive day. Each week a child in the Pre-School is awarded the 'Star of the Week' award to recognise their contribution to the classroom, positive attitude and successes. Our 'Star of the Week' is also celebrated in the weekly newsletter.

## APPEARANCE AND UNIFORM

The purpose of the Pre-School uniform is to make sure that all members of Pre-School look neat and children are dressed appropriately for the activities we provide.

# Pre-School Uniform List



### BOYS

Grey shorts  
Short-sleeved yellow School crested polo shirt  
Pocklington Prep School crew-neck jumper  
Long, hooped top, grey socks  
Blue, fleece-lined waterproof coat  
Black shoes\*

Navy printed book bag

### PE/Outdoor clothing

Prep School PE shorts  
Short white socks  
School crested fleece tracksuit top  
Fleece tracksuit trousers  
Outdoor trainers\* (non-slip, no-marking sole, Velcro fastening)  
Wellington boots\*  
Waterproofs for Forest School  
Swimming Kit: Royal blue swimming jammers (long trunks)  
Towel\*

### GIRLS

Navy pinafore dress  
Short-sleeved yellow School crested polo shirt  
Pocklington Prep School cardigan  
Navy tights  
Short, hooped top, grey socks  
Blue, fleece-lined waterproof coat  
Black shoes\*

Navy printed book bag

### PE/Outdoor clothing

Prep School shorts  
Short white socks  
School crested fleece tracksuit top  
Fleece tracksuit trousers  
Outdoor trainers\* (non-slip, no-marking sole, Velcro fastening)  
Wellington boots\*  
Waterproofs for Forest School  
Swimming kit: Royal blue swimming costume  
Towel\*

All items available from the School Shop except where marked with an asterisk.

All items, both school uniform and PE kit, must be distinctly marked with pupil's name, preferably with sewn or iron on tapes (available from School Shop).

Please can all Pre-School children bring a spare t-shirt, underwear and socks to store in their Kit Box (this does not have to be uniform) as outdoor play, as well as 'accidents', may require a change of clothes.

**IF YOUR CHILD WEARS NAPPIES OR PULL UPS, THESE MUST BE PROVIDED FROM HOME.**

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## **UNIFORM – ADDITIONAL INFORMATION**

### **Footwear**

Children wear black polishable shoes with their uniform, both coming to and from school and during the school day. Children are required to have one pair of plain sports trainers. Children change into these trainers for PE lessons and when they go out to break. They must be able to fasten their own shoes, so please do not send your child with lace-ups until they have learnt to tie their own laces.

### **Labelling Uniform**

All items of uniform must be clearly labelled. Everyday items, such as jumpers, shorts, T-shirts should be clearly labelled on the inside of the garment, in an obvious place. Suitable places would be on the inside of the collar or the inside of the waistline. Labels should be easily found, but not obvious from the outside.

Please ensure all shoes, boots and other items are marked in some way with the pupil's name.

### **Jewellery and Make-Up**

Children must not wear jewellery or make up to school. It is permissible for girls with pierced ears to wear a single pair of matching plain studs. For safety reasons, these must be removed or covered during PE and swimming lessons.

### **Hair**

Children's hair should be neat in style. Children with hair below the collar should have their hair tied back every day. Hair accessories should be small, inconspicuous and in the School colours.

## **PERSONAL BELONGINGS**

### **Toys and Electrical Items**

Children should not bring toys or electrical items to school as these can get lost or broken. We do understand that some Pre-School children like to bring a favourite teddy and this is absolutely fine.

For some children, it is important that they are allowed a 'grounding object' to help them transition between home and Pre-School. If your child uses a comforter, such as a special teddy or cloth, please speak to the Pre-School teacher to decide how best to facilitate this. Your child may only feel the need for this item for the first few days or weeks, they may like to have it at the beginning of each session and then keep it in a special place, or they may need their comforter every day. Your child's happiness and wellbeing is our priority therefore we will accommodate their needs in liaison with you.

## **THE PRE-SCHOOL DAY**

A full day in the Pre-School starts at 8.30am and ends at 3.30pm. Pre-School is sessional and timings are as follows:

### **Timings**

8.30am – 11.30pm – Morning Session

11.30pm – 12.30pm – Lunch\*

12.30pm – 3.30pm – Afternoon Session

### **Wrap Around Care**

Wrap around care is provided at an additional cost. Details of these charges will be supplied on request. Wrap around care must be booked in advance and bookings should be made through the School Office.

### **Before School Care: 8.00am – 8.30am**

For a small additional charge, children may use the before school care facility from 8.00am, where they will be supervised by a member of staff until 8.30am before being taken to the Pre-School room. On arrival, you will be asked to sign the Before School Care book to register your child in school.

### **After School Care: 3.30pm – 5.45pm**

Children who are not being collected from Pre-School at 3.30pm will be cared for by the After School Care staff team.

Children will be able to choose from a range of craft and play based activities, both in and outside. A small drink and snack is provided.

Extended day care may be booked on a regular basis in advance although it is acknowledged that unexpected events sometimes make it necessary for parents to arrange after school care at short notice. This service incurs a small additional charge per half hour; please call or email the school office to book.

### **Changes to Home Travel Arrangements**

If there are any changes to home travel arrangements, please contact the school office at the earliest available opportunity. In the event that a child is not collected at 4.00pm, appropriate arrangements will be made to care for the child and the school will contact the parents to clarify arrangements.

If the child is not collected prior to the end of After School Care then school would make arrangements for the child to be cared for by qualified staff.

## **MORNING AND END OF DAY ROUTINES**

Children should not arrive at school before 8.00am.

### **Before School Care: 8.00am – 8.30am**

Children using the Before School Care service in Pre-School should be brought to the Before School Care room entrance, where they will be greeted by the member of staff.

### **Start of Session Routine**

**Morning Session/Full Day** - Pre-School children may enter the room between 8.30am and 9.00am.

**Afternoon Session** – Pre-School children may enter the room at 12.30pm.

On entering the Pre-School room, we ask parents to help their child to independently find their named peg and place their coat on it. Communication Planners should be removed from the child's book bag and these, along with water bottles and snacks, should be placed in the appropriate baskets. Outdoor shoes should remain underneath the child's peg and additional items of clothing, including hats, scarves and PE bags should be placed in a child's named box.

A member of staff will always be there to greet your child and this is a valuable opportunity to share any information which parents feel Pre-School staff need to know about their child for the day, or to ask any questions.

Parents are then able to say goodbye to their child and leave through the same door.

Children will then select and write their name as a form of self-registration and display it on our daily board.

At 9.00am (morning session) and 1.00pm (afternoon session) a final register will be taken, and the Pre-School door will be closed.

In the event of unavoidable lateness, E.g. due to unexpected traffic or an appointment, please go to the Prep School office where a member of office staff will register your child and call through to let the Pre-School teacher know you are on your way to the Pre-School room. For safeguarding purposes, we ask you to take the outside route to the Pre-School room at this time.

## **End of Session Routine**

**Morning Session** – Parents should collect their child at 11.30am.

**Afternoon Session/Full Day** – Parents should collect their child at 3.30pm.

On entering the Pre-School room, we ask parents to wait towards the back of the room for their child to come to them, rather than becoming involved in other children's work and play.

Children will be encouraged to independently put on any appropriate clothing, such as jumpers or coats, before collecting their book bag ready to go home.

The Pre-School staff will pass on any important information from the session/day. This is a valuable opportunity for parents to share any worries or successes, no matter how big or small and to receive feedback on their child's wellbeing and progress.

### **After School Care: 3.30pm – 5.45pm**

Children using After School Care will be signed into the care of the After School Care staff. On collecting your child from After School Care, please ring the bell to gain entry into the room. Please remember to sign your child out before leaving school.

### **Collection by a Known Adult**

We are vigilant about the safety of our pupils and therefore the following arrangements are in place:

Pre-School staff will only allow your child to go home with those adults specified on the child's travel record. If you wish to authorise another adult to collect your child, please make a note in your child's Communication Book of who will be collecting them that particular day or contact the School Office.

## **ABSENCE FROM PRE-SCHOOL**

### **Illness**

When a child is absent due to illness, parents should telephone the school office by 8.30am. This allows us to ensure that we fulfil our legal requirement to safeguard children in our care.

When considering your child's return to school after an absence through illness, please consider whether they are well enough to cope with the full session/day in Pre-School and the level of activity planned. We follow Government Guidance, provided for schools by the Department of Health and Public Health England, to prevent the spread of infection.

### **Holidays/Appointments**

If your child will be absent from Pre-School for any reason, please do notify us in advance by contacting the school office.

## **MEALS AND SNACKS**

### **Water**

We ask that your child brings a water bottle with them to Pre-School every day. Please do not put juice or squash in the bottle as water is the only drink allowed in school.

### **Snacks**

The school will provide pupils with a nutritious snack during both the morning and afternoon sessions, taking account of any dietary requirements. A range of fruit and fresh water will be on offer for children to self-select throughout the day.

### **Lunch**

For those children who are staying for a full day, lunch will be provided. Pre-School children will eat their lunch in the Dining Hall.

Children are supervised by both Pre-School and catering staff and will be positively encouraged to eat well and develop good table manners. Pre-School staff will let you know, via the Communication Planner, if your child has not eaten a full meal.

Children will be provided with both a main course and a dessert. A lunchtime menu for the week ahead will be emailed alongside the newsletter every Friday. Each day, children may choose from the following: hot meal (see weekly menu), filled jacket potato, hot pasta with sauce or salad bar. A choice of desserts is also on offer including homemade puddings, yoghurt and fruit.

### **Special Dietary Requirements**

Parents are asked to ensure the school is informed of special dietary requirements or food allergies via the Health Record and regular Health Record update.

## **CURRICULUM**

### **Topic Based Learning**

Each term, children in the Pre-School are inspired to learn through a new and exciting topic. Information about your child's topic will be provided through the Learning Overview, which is sent home on a weekly basis.

### **Learning through Play**

In the Pre-School we shape our curriculum according to the Early Years Foundation Stage Framework and our curriculum is based on learning through play. The environment will allow the children to explore, learn and investigate through a balance of independent activities as well as a mixture of adult-supported and adult-led tasks.

The classroom environment is set up so that the children can move freely around clearly defined areas both in and out of doors for reading, writing, art, construction, imaginative and investigative play and mathematics. The emphasis in Early Years is on developing the children's social, language and physical skills. We want our children to be confident problem solvers and to develop enquiring minds.

### **'Family Time'**

During each session, children participate in 'Family Time', which provides an opportunity for children to come together as a group, to contribute to the teacher's planning by talking about what they would like to learn next and to make sense of their learning by reflecting on the session.

### **Principles of the Early Years Foundation Stage (EYFS)**

Four guiding principles shape our practice. These are:

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.
- Children learn to be strong and independent through positive relationships.
- Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers.
- Children develop and learn in different ways and at different rates. We adhere to the EYFS Framework, which covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

## **Aims**

We aim to:

- Create a well-planned, stimulating, secure and healthy environment in which warm and positive relationships are developed.
- Provide effective procedures for monitoring and evaluating practice and carry out systematic planning, assessment and record keeping.
- Provide experiences which are challenging, enjoyable and structured appropriately.
- Ensure a commitment to equal opportunities and the inclusion of children with special needs.
- Ensure more than satisfactory adult/child ratios, continuity of care and make provision for staff development.
- Develop positive partnerships with parents and carers as they have a prime teaching role with the children in our care.
- Provide a solid foundation in the seven areas of learning through well-planned, rich and stimulating experiences.

## **Areas of Learning**

The curriculum for the Foundation Stage will underpin all future learning by supporting and promoting the following educational programmes:

### **1. Communication and Language**

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

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

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a

positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

### **3. Physical Development**

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

### **4. Literacy**

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

### **5. Mathematics**

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and

interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

## **6. Understanding of the World**

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

## **7. Expressive Arts and Design**

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

### **Characteristics of Effective Learning**

In planning and guiding children's activities, our practitioners reflect on the different ways that children learn and reflect these in their practice. These characteristics of effective learning are:

**Playing and exploring** – children investigate and experience things, and 'have a go'

**Active learning** – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements

**Creating and thinking critically** – children have and develop their own ideas, make links between ideas, and develop strategies for doing things

### **Fundamentals of Learning and Skills Based Approach**

Our curriculum ensures that all children make excellent progress in the fundamentals of learning through a commitment to develop skills in reading, writing and number through play-based learning, carpet time activities, one-to-one time and small group work. At the same time, we develop the fundamental skills children need to be independent, self-motivated learners.

## **Specialist Sessions**

Children in the Pre-School will enjoy participating in the following specialist sessions:

- Forest School/Mind, Body & Soil
- Music and Movement (music, PE/Games)
- Little Language Learners (MFL)
- Swimming
- Sticky Fingers (Arts and crafts)

## **PARTNERSHIP WITH PARENTS**

Parents are welcome at all times and can share concerns either informally, as they leave or collect their child, or more formally with an agreed appointment time. We value the open and honest communication we have with you.

### **COMMUNICATION BOOK**

Every child in the Pre-School will have a Communication Book. We wish to promote fluid communication and encourage parents to use this to share information or ask questions. These books will be checked each day by the Pre-School teacher or Teaching Assistant. Parents and the Pre-School teacher/Teaching Assistant should initial a note to signify that it has been read.

### **LEARNING AT HOME**

Once your child shows that they are ready, we will send home some very short home learning tasks for you to enjoy doing with them. These are not intended to be a source of stress and children should not be pressed to complete these if they are tired or choose not to do so. Such tasks may include sharing a picture book or teaching you a new sound learnt in Pre-School.

## **ASSESSMENT AND REPORTING**

### **Ongoing Assessment/Tracking**

In the Pre-School class, children's progress will be assessed according to the EYFS 'Development Matters' guidance. Observations throughout a child's time in Pre-School, alongside input from home regarding children's achievements, will inform this ongoing assessment. Following an observation, Pre-School staff will identify a child's Next Steps and these Next Steps will directly inform Pre-School planning. We use an online observation tool, which allows both home and school to contribute to your child's Learning Journey.

### **Sharing Achievements**

We understand that, as parents, you have a significant part to play in your child's development and early education. Our online Learning Journey will provide you with information about what your child has been doing in Pre-School, what they have achieved and the Next Steps we will be working on with them.

Shortly after your child starts in Pre-School, you will be given log-on information to enable you to access your child's online Learning Journey. Currently we use Tapestry – an electronic and online tool combining photographs and observations which are gathered both in school and at home. The Tapestry software enables the Key Person to track children's progress against the Development Matters Framework and Early Learning Goals and parents have personal access to this information.

We would like to hear from you about your child's achievements therefore if your child has achieved a milestone at home, for example they have learned to get dressed independently or can count up to 10 for the first time, please follow the log-on guidance provided on entry into the Pre-School and make a contribution to your child's Learning Journey.

### **Parents' Evenings and Written Reports**

Parents' Evenings take place in the Michaelmas term and these are an opportunity to celebrate your child's successes, agree their Next Steps and share information related to your child's pastoral care. Parents will receive a written summary of their child's progress at the end of both the Michaelmas and Summer terms.

## **LEARNING SUPPORT**

Children with specific learning difficulties will have their needs identified, assessed, met and monitored so they achieve their full potential in a caring and supportive environment, provided by all the child's teachers.

The Learning Support Department exists to support pupils and promote achievement. There are three stages on the Learning Support Register.

### **Stage 1:**

An Individual Learning Plan with personalised targets, written in collaboration with the class teacher. To be reviewed termly.

Access to appropriate equipment and resources to support their learning.

### **Stage 2:**

An Individual Learning Plan with personalised targets, written in collaboration with the class teacher. To be reviewed termly.

Small group work – a typical child on Stage 2 will be withdrawn from lessons to receive support within a small group once a week. This may take the form of an adult-led session or Lexia intervention. This will be agreed in collaboration with the class teacher.

### **Stage 3:**

An Individual Learning Plan with personalised targets, written in collaboration with the class teacher. To be reviewed termly.

Small group work – in addition to their one-to-one work, a typical child on Stage 3 will be withdrawn from lessons to receive support within a small group once a week. This may take the form of an adult-led session or Lexia intervention. This will be agreed in collaboration with the class teacher.

One-to-one support once a week, with a learning support teacher, focusing on the targets within the child's Individual Learning Plan.

## **VISITS OFF-SITE**

### **SCHOOL TRIPS**

Children in the Pre-School may be taken on visits in the local area, which enhance their learning and understanding.

Parents of Pre-School children will always be informed about visits off-site and will be required to give permission for their child to participate in such visits.

Staff are always equipped with a First Aid kit on excursions. Children in the EYFS, including Pre-School, will always have a member of staff with them who is trained in Paediatric First Aid.

A designated member of staff will always be in charge and responsible for the authorisation of the trip, for the circulation of administrative information and for the supervision of pupils involved. The school's 'Educational Visits Policy' is available on request from the Assistant Head, Co-Curricular. Details of the school's 'Health and Safety Policy' are available on request from the Bursar.

Details of the arrangements for all visits will be sent by letter to parents who will be asked for permission for any charges to be included in the school bill.

Please note we select trips that are beneficial for your child's education of the term's topic however, for parents who do not wish their child to be involved in trips, alternative arrangements can be made for your child to remain in school with another year group.

## **CHILD PROTECTION**

### **Legal Framework**

As a boarding school, Pocklington Prep School is governed by the National Minimum Boarding Standards and the DfE Statutory guidance 'Keeping Children Safe in Education' (DfE, September 2021), which sets out what schools and colleges must do to safeguard and promote the welfare of children in their care.

### **Child Protection Procedures**

The school works within the guidance and procedures of the East Riding Safeguarding Children Partnership. Full details of the school's child protection procedures can be found in the 'Safeguarding Children Policy: The Framework Including the Child Protection Policy' on the School website. The school will take action in cases of suspected abuse and expects the support of parents in the protection of children. All members of staff, teaching and non-teaching, are asked to be alert to signs of abuse and know that they have a legal obligation to report any concern or suspicion to the Foundation's Designated Safeguarding Leads.

The Designated Safeguarding Lead in Pocklington Prep School is Sarah Cobb (including the EYFS) and the Deputy Designated Safeguarding Lead is Bonnie Steel.

### **Confidentiality**

Information given to an adult will be treated with discretion and will not be passed on indiscriminately. Information may be shared with outside agencies, where it is necessary to safeguard a child.

### **Procedures for a Missing Child**

Teachers and classroom assistants are ever watchful in caring for your child and are aware of their location/presence both when in school and off-site. If there are concerns about the whereabouts of a child, the class teacher will contact a member of the Pocklington Prep School Management Group who will initiate a check to confirm that the child is missing. If absence is confirmed, then we will immediately contact the police and yourselves. We will assign a teacher and give you a telephone number for you to contact until your child is found. We will do the same if a child goes missing during a trip; the travelling staff will alert the police and contact the school so that you can be informed as soon as possible. Every incident will be investigated to identify lessons learned.

## **POLICIES**

### **ANTI-BULLYING POLICY**

The school seeks at all times to create an atmosphere of safety and physical and emotional security in which all pupils have the right to enjoy their opportunities for learning, recreation and social development. The school will not tolerate bullying, hurtful teasing, harassment or any other form of negative behaviour and works hard to create an open atmosphere in which any pupils who feel unhappy or threatened are able to speak out without fear and report the facts to a teacher. All pupils are encouraged to take active steps to stop any unkindness or tendency towards verbal or physical bullying. When bullying is identified it is dealt with firmly and sensitively.

Repeated or serious involvement in bullying is liable to lead to suspension or expulsion. Parents and pupils should refer to the school's Anti-Bullying, ICT and Procedures to Counteract Cyber-Bullying, and the Behaviour Policy on the school website.

Parents who are worried about bullying issues should contact the Class Teacher about their concerns in the first instance.

### **FOUNDATION\* POLICIES AVAILABLE TO ALL PARENTS, GUARDIANS AND PUPILS**

There are a number of important policy documents available to view that we would like to draw to your attention. These enable all concerned to be aware of the procedures and protocols operated by the school in order to promote and secure the safe, caring and respectful community that we all appreciate learning and living within. The following documents are available on the school website and can be accessed via the 'School Policies' on the Pocklington Prep School home page.

Child Protection\* and Safer Recruitment Policies\* (statements only, a full copy of the Child Protection Policy is available on request). Behaviour, Anti-Bullying, Use of ICT and Procedures to Counteract Cyber-Bullying, Relationships and Sex Education Policy\*; the Complaints Procedure\*. Please do enquire if you would like further information on any of these, or the other academic or pastoral related policies held by the school.

*\*These are 'Foundation Policies' and are applicable to both Pocklington Prep School and Pocklington Schools.*

## **FRIENDS OF POCKLINGTON PREP SCHOOL**

The Friends of Pocklington Prep School is the school's parents' association established to develop friendship amongst parents. There is an AGM and events during the school year; that these events raise money for the school is incidental. Such money as may be raised is used to provide non-routine resources and equipment for the pupils. Some of these are joint with the Friends of Pocklington School. The support of all parents for the Friends of Pocklington Prep School is encouraged and welcomed.

If you would like to find out more about the Friends association, require information about forthcoming events or have any questions you would prefer to ask a fellow parent, please do contact the committee by email.

[friendsofpocklingtonprep@pocklingtonschool.com](mailto:friendsofpocklingtonprep@pocklingtonschool.com)