St Patrick’s Catholic Primary School

Foundation Stage
Nursery
Parent Handbook
2019-2020
Welcome to St Patrick’s Catholic Primary School. We hope that you will find all the information you need inside this booklet. If you have any further queries the Early Years Staff in the school are always happy to help.

We strive for excellence within a caring and diverse community, nurturing the Catholic faith, respecting each other living, working and growing together as part of God’s family.

St Patrick’s School Mission Statement
SCHOOL INFORMATION

School Address
St Patrick’s Catholic Primary School
Longfield Avenue
Walthamstow
London E17 7DP

Head Teacher: Mr Ruslan Protsiv
Office Manager: Mrs Duffy
Tel No: 0208 509 4321
E-mail: nursery@st-patrick.waltham.sch.uk
Website: www.st-patrick.waltham.sch.uk

Nursery Early Years Team:
F Houlihan Phase 1 Leader
Miss E Momoh Nursery Teacher
Mrs S Grigore Nursery Nurse
Miss R Begum Nursery Nurse
Miss K Olley Nursery Nurse

Nursery Sessions
Part Time
Morning Session  8.30 am - 11.30am
Afternoon Session 12.30 am - 3.30 pm

30 Hour Sessions  9.00 am - 3.00 pm

Full time hours  8.00 am - 6.00 pm
The Early Years Foundation Stage (EYFS) sets the standards for learning, development and care for children from birth to age 5. The 4 themes of the EYFS are: a unique child, positive relationships, enabling environments and learning & development. They work together to underpin effective practice in the delivery of the curriculum.

The Foundation Stage helps children develop secure foundations for later learning. Early experiences affect children’s attitudes to learning. We want this to be enjoyable and satisfying giving a strong basis for later learning.

The revised EYFS, effective from September 2012 now consists of 3 prime areas which are fundamental to support learning and development in all other areas. The ‘Prime’ areas are:

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

The ‘Specific’ areas grow out of the ‘Prime’ areas and provide important contexts for learning. There are 4 ‘Specific’ areas of learning which develop essential skills and knowledge. The ‘Specific’ areas are:

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

To promote effective learning, the children play and explore, engage in active learning and are encouraged to create and think critically. Adults within the classroom will support the learning environment and build on children’s existing skills and interests in order to help them learn. Their progress is regularly monitored and recorded.
What should you read?

Words are everywhere. Signs in the street, labels in the supermarket, recipes in magazines or even their own names will start children on the reading ladder. If your child shows an interest in what you are writing, read it aloud – your shopping list, a letter or a note to someone in the family. Children need to have the opportunity to read lots of different kinds of books (fiction and non-fiction), comics and magazines. Join your local library; they should have a good selection of books and story tapes. Let your child read favourite books again and again. This helps build confidence. When children are excited by books they are well on the road to success as readers.

Enjoying Books

- Sit somewhere quiet and comfortable away from outside distractions such as TV or other children
- Talk about the cover and title
- Spend lots of time looking at and talking about the pictures
- Encourage your child to tell the story from the pictures, to guess and predict what is going to happen
- Ask your child to join in with parts they recognise
- Be ready to stop at any time to talk about the story
- Ask questions about the story and people in the story
- Let your child ask questions as well as answer them
- Ask your child to retell a story or part of it in his/her own words
- Enjoy reading together and give lots of praise
When children first put pencil to paper it is often random scribbles. The scribbles develop over time into picture symbols and the first random letters may appear. These initial stages are very important as the child discovers that marks on paper can be given meaning and they are developing the motor skills required to make a range of marks on paper. Through their developing knowledge of phonics the children begin to assign initial letter sounds to their groups of letters and then to the dominant middle and end sounds. They will then develop the ability to memorise the spelling of basic words.

How can I help with learning to write?

- Help your child develop hand-eye co-ordination through playing with toys and games
- Give lots of opportunities for drawing and colouring using a range of crayons, chalks and coloured pencils
- Give lots of opportunities to use their own form of emergent (pretend) writing, e.g., messages, lists, letters
- As your child starts to recognise letters, get him or her to trace over the letters to learn the shapes
- Teach your child to write his or her name correctly, starting with a capital letter – avoid using capital letters in the middle of words
- Share lists, birthday cards and messages with your child.

Once your child has begun to form letters, use the following guide to help your child form his/her letters correctly:
Speaking and listening form a prime part of the language curriculum. We want children to be clear, confident speakers and attentive listeners as these skills enhance all areas of the curriculum and home environment. It is vital that you find time each day to talk to your child and give them a chance to be listened to without interruption or distraction. Meal times and bedtimes can often be the most accessible as you are usually in the same place for a short while at least!

Talking and listening to your child makes them feel loved and valued and can help to improve their communication skills with others. Talk while you are doing activities such as shopping, cooking, travelling and you will be surprised how your child’s vocabulary grows. Share a story and let your child predict what will happen or talk about the character, his/her will be pleased to know that his/her opinion counts.

Here are some suggested activities that will help develop your child’s skills in numeracy:

- Counting in all situations e.g. going up and down stairs, how many buttons on your shirt, toys, objects collected etc.
- Finding numbers e.g. on doors, telephones, buses, road signs, cars
- Playing games with dice, dominoes, cards etc.
- Looking at and counting coins, playing shops
- Cooking, counting spoonfuls, measuring etc.
- Looking at shapes around them, making junk models
- Sorting bricks (sizes, shapes, colours etc.).
- Find packages that are heavy/light or long/short or fat/thin when unloading the shopping
- Checking the time
- Matching and sorting—laying the table, sorting washing, matching socks
- Position—putting things away, hide and seek
NURSERY UNIFORM

Green school t-shirt*         Navy/Black coat
Green school sweatshirt*      School scarf*
Green track suit bottoms*    School book bag*
Sensible black shoes (no laces)    School hat*
Navy/grey shorts             Green check summer dress

Nursery children are requested to wear Nursery uniform. Parents may purchase uniform marked with an asterisk* are only obtained from Victoria 2 School Uniform Shop, 246 Hoe Street, Walthamstow, E17 3AX. Please ensure that ALL CLOTHING IS CLEARLY MARKED with your child’s name. Time can be wasted searching for unmarked items. The school accepts NO responsibility for loss or damage of property.

Only stud earrings can be worn. No other jewellery is permitted including chains beneath clothing because of health and safety risks during play and movement sessions. Nail varnish is not allowed to be worn in school.

We help the children to develop control over clothing and fastenings. Please encourage dressing and undressing independently at home, storing their clothes neatly.

PROGRESS REPORTS

When you collect your child from Nursery, Early Years staff sometimes use this opportunity for quick informal conversations. If you would like a more formal meeting, you may make an appointment at a mutually convenient time throughout the year. This is best done by writing a note to the teacher concerned, suggesting two or three suitable dates and times. The teacher will then give a verbal or written reply to you. Teachers likewise may make an appointment to see a parent as and when they deem it necessary.

Parent consultations are held each term. We encourage parents to make an appointment with the Nursery teacher during the allocated week. Timetables for appointments are available in advance. This is your opportunity to discuss your child’s progress and it is important that you attend. Electronic learning journeys are used in Early Years. The children are observed and their progress tracked through these learning journeys. These are opened to parents throughout the year where they can view their child’s progress, attendance and targets. Parents are also invited to watch the Nursery Nativity at Christmas and Sports Day at the end of the Summer Term.
The morning session commences at 8.30 am. Please enter the school via the front office and a member of the Nursery Team will collect your child. The gates from Stoneydown Park are open in the morning between 8.45—9.05 am. For collecting your child at the end of the session, please wait in the front entrance reception area at 11.30 am and Nursery staff will bring the children there—please be prompt in collecting your child. Children attending full-time nursery will enter through the front/office entrance at 8.00 am and will be collected from the nursery at 6.00 pm.

The afternoon session commences at 12.30 pm. Please wait in the front entrance reception area and a member of the Nursery staff will collect your child at the start of the session. The session ends at 3.30 pm—children can be collected from 3.15 pm at the Nursery door in the school playground via the gate in Stoneydown Park. The gates are open until 3.45 pm.

It is very important that the children are brought to and collected from Nursery on time. The children get upset if they are brought and collected late and it is very distracting for the rest of the Nursery class. The habit of good time keeping should be developed ready for full-time education. If you are unable to collect your child on time, you need to call the school office as soon as possible. If someone different is going to collect your child from Nursery, you must inform us beforehand.

Parking is restricted in the roads around the school—visitor parking permits can be purchased by a parent/guardian for use in either the BL or BR zones—please specify which zone you wish to park in, the permits are zone specific. The above permits do not apply to Longfield Avenue—any misuse will result in the particular permit holder being excluded from this scheme. Please collect a permit letter from Mrs Duffy or Miss Allen in the School Office.

Birthdays— as we are a 'Healthy School', it is our policy not to hand out sweets and treats for children's birthdays.
Emergency contact names and numbers – it is essential that these are updated when necessary so that you can be informed quickly if your child is ill or has an accident.

Medical conditions – Parents must make an appointment with the Welfare Assistant upon entry to the school if their child has a permanent or semi-permanent condition or disability. If your child is asthmatic, two inhalers should be handed to the Nursery teacher on first day of attendance with written instructions for use.

Occasional illness – If your child is sick, please call the school on their first day of absence. We then ask for a covering note on return, giving the reason. Please let us know if the illness is more serious. If your child is on a course of antibiotics, it is wise to keep them off Nursery until the course is finished. If your child is on a course of long-term medication, administration of this can be negotiated.

Hospital/Doctor’s Appointment—where an appointment in Nursery time is unavoidable, please let the Nursery staff know in advance.

Accidents and minor ailments – if a minor accident occurs such as cuts, grazes or bumps the matter is dealt with by staff who have First Aid training. All accidents are recorded. If a more serious accident occurs we always endeavour to contact parents so that, if required, they may accompany their child to the doctor or hospital. If a child sustains a bump on the head, the Nursery team is informed to watch for any symptoms of concussion that may develop. A note will be sent home to parents informing them that their child has sustained a bump on the head. If a child is ill at Nursery parents will be contacted to take the child home. Children who wet themselves are given clean clothes to change into by themselves with supervision by an adult. Parents are contacted to collect children who soil themselves so they can be cleaned up at home.

Head Lice – Lice are transmitted by head to head contact. They cannot hop, skip or jump! They are quite common amongst young children who have close head-to-head contact. Parents are encouraged to check their child’s hair regularly by combing conditioner through his/her hair then using a fine toothed “nit comb”. In dry hair lice can scurry away, but the conditioner stops them. If lice are found, repeating this process every 3 or 4 days for 2 weeks should break the life cycle and assuming you haven’t missed any, the problem should be solved. It must not be forgotten that all members of the family are at risk of infestation including grandparents. Where one member of a family has been found to be infested then the whole family should be checked.
The children are offered a range of snacks including fruit, raw vegetables, crackers and raisins. They can also have a drink of milk or water. This snack is not a substitute for breakfast/lunch. Special diets and children with food allergies will be catered for on the advice of parents. Children attending full time sessions will be provided with breakfast, lunch and, tea. Healthy snacks will also be available throughout the day.

PARENT VOLUNTEERS

We have a variety of opportunities for parents to help out at school if they have some time to spare:

- Become a parent helper in classrooms
- Come and share stories with the children
- Come and share your skills and knowledge for relevant projects
- Help out on school trips and events

Due to safeguarding procedures, all parents who regularly help in school or who supervise children on a trip will be asked to complete a ISA form and may also be asked to complete a CRB check. All parents who visit will be asked to wear a visitor badge which must be clearly visible at all times.

We are also very keen to have new parents as friends of St Patrick’s Parents Association, known as FOSPA—the parent fund raising committee. All parents and guardians of children at St Patrick’s Primary automatically become a member. They provide a valuable service by volunteering their time to organise and attend events to help raise funds for the school. It is a good way to get to know other parents in the school in a relaxed environment. New parents are particularly welcome.
GOVERNING BODY

The school Governing Body comprises representatives appointed by the Diocese and Local Education Authority and elected by parents and those employed at the school. It employs all staff, controls admissions, acts as proprietors of the building on behalf of the Diocesan Trustees, has responsibility for the financial affairs of the school and oversees the curriculum provision.

Because church schools like St Patrick’s are responsible for 10% of the cost of any building projects, the governors have established a building fund to ensure we are able to meet this financial liability. All families are asked to contribute £30.00 a year to the building fund. If more than one child attends the school families are asked to pay £40.00.

RECEPTION CLASS APPLICATIONS

Nursery children MUST apply to the borough and St Patrick’s Primary to secure a place in Reception. You will be reminded to do this during the first term in Nursery. Having a place in St Patrick’s Nursery does not guarantee a place in Reception. For further information, please request a copy of the Admissions Criteria from Miss Allen in the school reception office.

PLEASE NOTE: in the case of over subscription, priority will always be given to practising baptised Catholics living in St Patrick’s Church Parish. Having a sibling in school does not guarantee a place. Please refer to the school’s admission criteria which can be found on the school website.

ICT—’My World’
We believe in working together for excellence for all. We have 6 Golden Rules to help us to do this.

1. We are gentle
2. We are kind and helpful
3. We listen
4. We are honest
5. We work hard
6. We look after property