

**St. Hilary's School
EYFS
PARENT HANDBOOK**



Academic Year 2019-2020

Welcome to St Hilary's!

This handbook is designed to give you a reference point for the basics and help you to understand some of the systems and procedures in the school.

Please contact your child's class teacher if you need further information or are unsure of anything mentioned in the Handbook.

The following policies are on the Policies page of the school website:

- Accessibility Plan
- Admissions Procedures Policy
- Adverse Weather Procedure
- Anti-Bullying Policy
- Attendance Policy
- Behaviour, Discipline and Exclusions Policy
- Bursary Policy
- Complaints Policy
- Curriculum Teaching and Learning Policy
- Disability Access Policy
- Document Retention Policy
- English as an additional Language Policy
- Equal Opportunities and Inclusion Policy
- EYFS Behaviour Policy
- EYFS Biting Policy
- Fire Policy
- Health and Safety Policy
- Homework Policy
- Marking, Assessment, Recording and Recording Policy
- Intimate Care Policy
- Medical and First Aid Policy
- Missing Pupil Policy
- More Able and Talented Policy
- Photographic Images of Children Policy
- Privacy Notice
- Promoting Positive Mental Health and Wellbeing in School Policy

- Recruitment Selection and Disclosures Policy
- Risk Assessment Policy
- Safeguarding Child Protection Policy
- SEND Policy
- Supervision of Children Policy
- Uncollected Child Policy
- Whistleblowing Policy
- Wrap around care Policy

Contact details for the School:

Address

Holloway Hill
 Godalming
 Surrey
 GU7 1RZ

Contact

Office: 01483 416551	office@sthilarysschool.com
Accounts: 01483 521713	accounts@sthilarysschool.com
Bursar: 01483 521716	bursar@sthilarysschool.com
Registrar: 01483 521719	registrar@sthilarysschool.com
P.A to Headmistress: 01483 521723	secretary@sthilarysschool.com

All teachers have an email address which is their initial and surname, followed by @sthilarysschool.com
 Staff photos can be seen on the school website.

Twitter: Follow us on Twitter at @StHilarys @KS2atStHilarys @KS1atStHilarys

Website: www.sthilarysschool.com

Facebook: Find us on Facebook – ‘St Hilary's School Trust’

Instagram: sthilarysschool

Mission Statement

At St Hilary’s, we aim to educate the whole child by providing unequalled opportunities, support and encouragement for the on-going development of academic, creative, spiritual, moral, social, cultural and physical aspects of our children’s lives.

Our Values

Honesty Empathy

Tolerance	Inclusivity
Respect	Creativity
Responsibility	Perseverance
Aspiration	Resilience
Kindness	

We actively promote democracy, the rule of the law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. These are fundamental British values which underpin all that we offer, as does our motto ‘Not for oneself but for all.’

School Aims

The ethos of St Hilary's is embedded in its aims which are:

- to provide an outstanding, all round education.
- to equip pupils with the qualities and skills required in school and beyond.
- to recognise and utilise all our pupils' talents, whether academic, musical, sporting or other.
- to ensure that all children - whatever their ability - achieve their full potential.
- to develop in our children a real thirst for learning.
- to transmit strong, traditional, moral values based on our school's Christian ethos.
- to provide a warm, safe and caring environment that enables all children to thrive.

We do this by:

- Providing a broad and balanced curriculum with strong subject specialist teaching.
- Building in opportunities for independent learning, creativity, problem solving and use of technology.
- Varying and enhancing our curriculum with extra-curricular activities, specialist subject days, visiting speakers, outside visits, workshops, house events and challenges.
- Delivering a well-developed PSCE programme, encouraging staff and older pupils to be role-models, providing a buddy system between Years 1 and 5 and a paired reading scheme between Years 3 and 6.
- Year 6 also accompany Reception to our assemblies.

Expectations for Parents

- Parents should endeavour to work together with the school to ensure that the highest level of provision of care and education can be maintained. This includes communicating with staff at appropriate times and in a constructive manner.
- The school day will begin and end punctually, taking into account any extra-curricular activities (parents need to make the necessary arrangements to ensure that their son/daughter is punctual for registration and collected at the appropriate time).
- We recognise that the welfare, health and safety of the children is of paramount importance and parents should understand that children become the responsibility of parents and carers when handed over at the end of the school day.
- Parents should ensure that their son/daughter maintains a high standard of uniform and personal appearance.

Governance

St Hilary's School is a charitable trust. The Board of Governors are the trustees of the charity. Members of the Board are appointed according to their skills and experience. The Board meets termly, as do the various sub-committees. These are attended and sometimes chaired by a Governor expert in that particular area. These are Buildings, Education and Welfare, Health and Safety, Finance, Nominations and

Governance and Strategy Committees. Governors regularly come in to school to meet both staff and pupils and to experience the working of the school first hand.

Chairman of Governors:	Mr Richard Thompson
Governor with Responsibility for Safeguarding:	Mr Simon Allen
Governor with responsibility for SEND:	Mrs Jane Alldritt
Governor with responsibility for EYFS:	Mrs Veronica Powell
Governor with responsibility for Staff Liaison:	Mrs Sue Sims

Organisation within the School

Senior Leadership Team:

Headmistress	Mrs J Whittingham
Deputy Head & Head of Pastoral Care and Safeguarding	Mrs G Mitchell
Deputy Head & Head Of Compliance and Curriculum	Mrs A Clarke
Head of Early Years	Mrs U Hillery
Bursar	Mr R Clark

Administrative Staff

PA to the Headmistress	Mrs A Churaman
Registrar	Mrs J R Dickenson
Lead First Aider and Office Manager	Miss J Trew
Admin	Mrs B McHardy

Form/Class Teachers/

Teaching Assistants

Year 1	Mrs U Hillery; Mrs S Graham-Scott	Miss Fiona Thomson/ Miss N Walmsley
Year 2	Mrs R Plaistowe/Mrs H Byrd	Mrs Streatfeild/Miss Linskey
Year 3	Mrs R Redman; Mrs S Partridge	
Year 4	Mrs R Clemons/Mrs P Hall; Mrs L McGuigan/Mr E Walsh	
Year 5	Mr M Parton; Mrs Longbottom	
Year 6	Mrs L Beach; Mrs M Price	

EYFS Class Teachers:

Head of Early Years	Mrs U Hillery
Deputy Early Years Managers	Mrs J Calverley; Mrs J Ranger; Miss L Robins
Reception	Mrs S Eshelby; Mrs Ranger
Kindergarten	Mrs J Calverley; Mrs L Thornton; Ms E Harris
Nursery Room Manager	Miss C Woodman

Heads of Department

Maths	Mrs L Alcock
English	Mrs L Beach
Science	Mrs H Longbottom
PSCHE and Safeguarding	Mrs G Mitchell
Computing	Mr R Fairbairn

Humanities	Mrs M Price
RS & Philosophy	Miss P Hall
Languages	Mrs R Clemons
Art	Mrs R Davidge (maternity cover)
DT	Mr R Fairbairn
Drama	Mr M Parton
Music	Mr E Walsh
Sport	Mrs L McGuigan
Chess	Mr J Tuck
SENCO	Mrs R Bathe-Taylor
EYFS SENCO	Miss L Robins
Deputy EYFS SENCO	Mrs J Ranger

A full list of staff is available to view on our website.

Child Protection

“Safeguarding and promoting the welfare of children is defined ... as: protecting children from maltreatment; preventing impairment of children’s health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.” Keeping Children Safe in Education (2018)

St Hilary’s fully recognises the contribution it needs to make when protecting and supporting children at the school. All staff, including visiting staff and volunteers, believe that our school should provide a caring, positive, safe and stimulating environment, which promotes the social, physical and moral developments of the individual child.

St Hilary’s is committed to the safeguarding and promotion of children’s welfare. Our policy and procedures comply with the DFE guidance:

- Keeping Children Safe in Education (September 2018)
- KCSIE incorporates the additional statutory guidance, Disqualification under the Childcare Act 2006 and further guidance (September 2018)
- KCSIE also refers to the non-statutory advice for practitioners: What to do if you’re worried a child is being abused (March 2015)
- Working Together to safeguard Children (July 2019)
- Prevent Duty Guidance: for England and Wales (July 2015)
- They are in accordance with locally (Surrey) agreed inter-agency procedures.

DESIGNATED SAFEGUARDING LEAD: Mrs G Mitchell and Deputies, Mrs U Hillery, Miss L Robins and Mrs J Whittingham.

For detailed information, please see the **Safeguarding Children/Child Protection Policy**.

Code of Conduct

St Hilary’s School Rules apply to all members of the School Community.

- We are gentle, so we do not hurt anybody.
- We are kind and helpful, so we do not hurt the feelings of others.
- We work hard and are punctual, so we do not waste our own or others’ time.
- We look after property, so we do not waste or damage things.
- We listen to people and we do not interrupt.

- We respect everyone and are honest.
- We move around the school quietly and sensibly, we do not run inside.
- We wear our uniforms with pride.
- We use good manners at all times.

Pupils should know and apply these with encouragement from staff and parents.

Equality of Opportunity

Pupils at St Hilary's School have the right to expect the best opportunities, direction and support we can offer through our curriculum and the learning environment. The full curriculum range is open to everyone and we aim to provide for everyone's individual needs.

We oppose racism and sexism both of word and action and positively challenge racial and sexual stereotypes. Courtesy and respect are both a right and a responsibility and we expect them from all members of the school community.

We aim to:

- Recognise positively the cultural diversity present within our school and society as a whole.
- Reflect this cultural diversity wherever possible in our syllabus and resources (taking into account the requirements of the National Curriculum and Examination Syllabuses).
- Value and draw upon the social, linguistic and cultural experiences that the children bring to the classroom.
- Assess our own attitudes and practices in relation to racism inside and outside the classroom.
- Define and combat racism and consequent discriminatory practices.

Behaviour

The school has developed a set of Rules which apply to all members of the school community.

- We are gentle, so we do not hurt anybody.
- We are kind and helpful, so we do not hurt the feelings of others.
- We work hard and are punctual, so we do not waste our own or others' time.
- We look after property, so we do not waste or damage things.
- We listen to people and we do not interrupt.
- We respect everyone and are honest.
- We move around the school quietly and sensibly; we do not run inside.
- We wear our uniforms with pride.
- We use good manners at all times.

We also follow our school Green rules, which are:

- Reduce, reuse, recycle.
- Save water.
- Save energy.
- Walk or use public transport.
- Encourage wildlife.

Children in EYFS respond well to our consistent policy of positive reinforcement and praise. Occasionally, children require extra strategies in place to help them to comply with school expectations. Much work on behaviour is collaboration between pupils, staff and parents. At St Hilary's we believe that parents play

an important part in promoting good behaviour and their support and involvement is encouraged. Parents are regularly informed about their child's behaviour both formally and informally, e.g. written reports, parents' evenings, conversations at the end of the school day, notes home, emails and the weekly Friday Notes. They are encouraged to foster close communication with teaching staff in order to address any issues or concerns immediately and to retain a positive focus. We try to involve parents as soon as possible with any concerns regarding behaviour as this generally leads to a more consistent approach and more effective outcomes.

Please refer to our **Behaviour, Discipline and Exclusions Policy** found on the school website for more details.

British Values

We actively promote democracy, the rule of the law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. These are fundamental British Values which underpin all that we offer, as does our School Moto, 'Not for oneself, but for all.'

Bullying

Bullying is a deliberately harmful behaviour over a period of time. The school takes bullying very seriously and works hard to address any issues. In Class time, Circle Time and during Personal, Social and Emotional Development activities, teachers define a clear, fair set of rules, that protect the interest of all class members, that everyone agrees.

When it is perceived that a child may be being bullied or when a child feels they are being bullied – the first point of contact should be the child's Key Worker. They will respond to the problem in the first instance, informing the necessary staff and taking concrete steps to address the situation.

For detailed information and a flowchart of the school's procedures - please see the **Anti-Bullying Policy** on the school's website.

British Values

We actively promote democracy, the rule of the law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. These are fundamental British Values which underpin all that we offer, as does our School Moto, 'Not for oneself, but for all.'

Bullying

Bullying is a deliberately harmful behaviour over a period of time. The school takes bullying very seriously and works hard to address any issues. In PSICHE/Form/Class time teachers define a clear, fair set of rules, that protect the interest of all class members, that everyone agrees. Loud and assertive pupils should not be allowed to dominate: everyone should be involved in class discussion and nobody made to feel inadequate.

When it is perceived that a child may be being bullied or when a child feels they are being bullied – the first point of contact should be the child's class teacher. They will respond to the problem in the first instance, informing the necessary staff and taking concrete steps to address the situation.

For detailed information and a flowchart of the school's procedures - please see the **Anti-Bullying Policy** on the school's website.

Attendance

Our responsibility as a school is to ensure good attendance, discourage lateness and to ensure that a full record is kept of all absences and for the school to be aware of all persons present on the school site at any one point in time. We also ensure that registers are correctly kept and available for inspection by any appropriate body at any given time.

Registers are called at 08:45 each morning and close at 08:50 for the first session of the day. Registers for the second session of the day are called after lunch break. Registers are completed online through our School Management System and marked using the official codes which are displayed on the system.

The parent of a child of compulsory school age is required by law to ensure that the child regularly attends the school at which he/she is registered. When a child of compulsory school age is absent from school, the attendance register must indicate whether the absence is authorised or unauthorised.

Authorised absence is where the school has either given approval in advance for the child to be away or where an explanation offered afterwards has been accepted as satisfactory explanation for absence.

Parents may not authorise absence; only schools can do this. Should school staff have reason to doubt that the explanation offered about a particular absence is not genuine, the absence should be treated as unauthorised. Children are not allowed, without permission from the Headmistress, to leave early or to be absent for any cause other than illness or emergency.

Parents/carers are required to telephone or email the school office prior to 10am on the first morning of a child's absence to notify the cause of absence. In the case of an extended period of absence through illness, parents/carers are asked to update the school of the child's progress.

Absence may generally be authorised for the following reasons:

- Illness, medical or dental appointments;
- Days of religious observance;
- Family bereavement;
- A child caring for a sick or disabled family member (authorisation should, in such instances, be of limited duration);
- Involvement in a public performance;
- Off-site examination
- Special occasions - the nature of such special occasions will be determined by the school on an individual basis;
- Lateness (when the child arrives after the register has closed and offers a satisfactory explanation).

Excessive amounts of authorised absence may often be as damaging to continuity of learning as unauthorised absence. The school therefore, will only authorise absence sparingly and only after careful consideration, particularly where children have a history of irregular attendance.

When leave of absence is required for some special reason, a letter or an email should be sent, for the attention of the Headmistress, to her PA, on secretary@sthilarysschool.com at least one week in advance of the day for which absence is requested.

Unauthorised absence is where no explanation has been given for the child's absence or where the explanation offered is considered by the school to be unacceptable.

Absence should not be authorised in the following circumstances:

- No explanation is offered by the parent/carer;
- The explanation offered is unsatisfactory (shopping, minding the house);
- Family holidays
- Lateness when the child arrives after the register has closed at 9.00am and fails to offer a satisfactory explanation;
- Special occasions (when the school does not agree that these should be given).

Persistent absence is absence of 20% or more. An individual child is considered to be a persistent absentee, therefore, if his/her attendance is less than 80%, regardless of whether or not the absence has been authorised. In such cases, parents will be asked to attend a meeting with the Headmistress.

Parents are able to view their child's attendance by logging into the Parent Portal.

What to do if your child is unwell

In order to reduce the risk of cross-infection, please keep your child at home if he/she:

- has been vomiting
- has had diarrhoea
- has an infected discharge from eyes, nose and ears
- showing signs of a rash
- has a temperature

If sickness or diarrhoea has occurred, please keep your child at home for 48 hours since the last symptoms occurred.

Please note that any medicine that needs to be administered at school should come in the original container, named and with clear instructions re dosage, etc. A medical form can be obtained from the school office and needs to be completed and signed so that we have permission to administer the medication.

If you are unsure of the health of your child, please seek medical advice from your Health Visitor or GP.

Updates of changes at home

It is vital that we are informed of any changes to the way we contact you, including telephone numbers, email and address, including any temporary changes. Please also ensure that we are kept informed regarding any changes to the details of emergency contacts. This is for the safety of your child and so that we have accurate records. Please inform the school office as soon as possible of any changes.

It is also important that we are told of any changes that may affect your child's behaviour at Nursery and Kindergarten. This may include family issues, new siblings, bereavements, moving house and parental absences (e.g. work or holiday). Sometimes children may seem to be unaffected or coping well at home, but may show more signs of distress at Nursery and Kindergarten.

Daily Routine

Nursery and Kindergarten		Reception	
7.45-8.30	Breakfast Club / Wrap Around Care	7.45-8.30	Breakfast Club / Wrap Around Care
8.30	Children begin to arrive	8.30	School opens

9.00	Registration	8.45	Registration
10.00-10.30	Snack and Break Time	8.50-9.20	Assembly or lesson time
11.40-12.10	Lunch (for those who stay)	9.20	Lessons begin on assembly days
12.00	End of morning session for some Nursery Children	10.10-10.30	Break
12.30	End of morning session (Kindergarten)	11.50-12.25	Lunch
12.30-1.00	Beginning of afternoon session and outdoor play	12.25-1.10	Lunch Break
1.00-3.30	Registration and afternoon activities	1.10 – 3.30	Afternoon registration and lessons
3.30-4.00	End of session / story-time / parents collect from Nursery (3.30pm) and Kindergarten up to 4pm	3.30	End of school afternoon
4-6.00	Wrap around care	3.30-4pm	4 o'clock club
		4-6.00	Wrap around care

Wrap around care

This is a paid for afterschool care service, please see the details included in the Induction Pack.

What to do if someone else is collecting your child

If somebody else is collecting your son/daughter for any reason it is essential that you complete the form available from Nursery, Kindergarten or Reception beforehand. In an emergency, please email or telephone the school office.

Registration & Assembly

Form Teachers are in their classrooms to receive pupils from 8.30 onwards when they arrive at the beginning of morning and afternoon sessions. Pupils in wrap around care care may attend breakfast club in the Pepperpot or are supervised in the Kindergarten until 8.30 by members of the Nursery and Kindergarten staff.

Morning registers are taken **at 8.45 am** for Reception to Year 6 and **at 9am** for Kindergarten and Nursery. Afternoon registers are taken as soon as pupils return to form rooms/EYFS after lunch.

Registers are completed online through the School Management System.

Assemblies for pupils in Reception, KS1 and KS2 are weekly on Mondays, Wednesdays and Fridays.

Snacks and Lunches

We provide a choice of healthy snacks twice a day. These are served in the Reception, Nursery and Kindergarten with a choice of drink.

Our food is provided by Thomas Franks who provide healthy, balanced meals that are all prepared on-site. Staff on duty supervise the children at lunch and eat alongside them to encourage good table manners. Allergy information is displayed in a book to ensure children with allergies are only served appropriate food. St Hilary's is a nut free school. Any allergens used are clearly labelled. No food is to be brought in from home, unless it is a school approved snack.

If your child suffers from an allergy then please talk to the Lead First Aider, Miss Trew, who will pass on the information to the catering staff and to your child's teachers. *It is vital that we know of any allergies your child has before they begin at St Hilary's.*

Children in EYFS go into lunch at a similar time (between 11.40am and 11.50 am). KS1 begin lunch at 12.10pm.

FOSH

The Friends of St Hilary's School exists as a fund raising body providing valuable additional resources for the school and also as a means of bringing parents together in a social capacity. Meetings are held two or three times a term and are open to all parents and include an AGM in the Autumn Term.

EYFS Class Representatives

Parents from each age group are invited to volunteer to act as Class Representative for their child's Class for an academic year. The main role is that of liaison with the Class teacher on general matters and as a point of welcome for new parents to the school.

Website and Parent Portal

Much of the information that parents require can be found on the school's website. This includes an on-line parent calendar. Every Friday our weekly newsletter the 'Friday Notes' is published on the website alongside a list of important dates and information for the next two weeks. Further curriculum resources and useful information can be accessed through our parent portal section on the school website (under Quick Links). Instructions on how to register will be included in your New Entrant's Pack.

Children's Uniform and Equipment

Uniform

Correct uniform should be worn at all times. No jewelry (except plain gold ears studs) is allowed, except where the wearing of a medical alert bracelet is required for a life-threatening illness. Hair longer than shoulder length should be tied back at all times. Nursery and Kindergarten children should always wear sensible footwear (no crocs or flip-flops), wear a coat (except on very hot days) and on sunny days, have sun cream applied at home and wear a named sun hat.

All uniform and possessions should be named, and Class Teachers carry out a check on uniform-marking soon after the beginning of each term.

School uniform is supplied by AlleyCatz of Hersham www.alley-catz.co.uk. Secondhand uniform sales are provided by the Second Hand shop in the attic of the school, which is open on Monday and Thursday mornings.

A Uniform List is available to view on the school website under Parent Information/School Shop.

Lost Property

All items of clothing should be clearly named, including watches. The Lost Property Box is situated near the main school office and parents are welcome to search the box for lost items at the beginning and end of the day.

Equipment

Please ensure all uniform and clothing is named on the inside.

Nursery

- Nursery sweatshirt (compulsory)
- Nursery polo shirt (compulsory)
- Outdoor coat
- Joggers, Shorts, Skirts (own choice)
- A change of clothes in case of accidents
- White Flower Pot Hat (Summer)

If your child is not potty trained they will need a named bag, containing:

- A complete named change of clothes
- Nappies (preferably NOT pull-ups)
- Wipes
- Nappy sacks
- Nappy Cream

To help encourage independence, please ensure your child wears clothes that are easy to put on and take off

Kindergarten

- Please refer to the Uniform Leaflet

Children in Kindergarten begin to be issued reading folders and phonic equipment when they are developmentally ready and in Reception all children have their own reading folder and resources provided by the school.

Reception

Please see uniform list and please send your child to school with a named water bottle.

School Houses

All the pupils from Reception to Year 6 are allocated to one of four Houses:

- Jekyll - Red
- Meath- Blue
- Mallory- Green
- Hart- Yellow

Each house has a House Captain and Vice-Captain. Siblings go into the same house where possible.

Music

In addition to curriculum Music lessons, children in Reception are given the option of individual or group lessons with a peripatetic teacher and these can take place at any time during the school day. Please find information about these lessons in the Induction Pack. Individual lessons in music are paid for by parents as extras and therefore are arranged with their full agreement. If a child wishes to discontinue lessons, a term's written notice must be given to the teacher in accordance with the peripatetic terms and conditions.

Year 6 Buddies

Reception Class children are assigned a Buddy from Year 6, who accompanies them at various events and who accompanies them to weekly assemblies.

Aims of EYFS St Hilary's

At St Hilary's we strongly believe in the aims of the Statutory Framework for the Early Years Foundation Stage that "Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up."¹

From the time each child starts at St Hilary's, staff work in partnership with parents to ensure that all children are happy, safe and learning. We provide exciting, well planned and well-resourced activities that promote children's learning and independence and prepares each of our pupils with the broad range of knowledge and skills that provide the right foundation for their future progress through school and life.

Aims for each child at St Hilary's

There are four guiding principles that we constantly refer to, so that the individual child is considered in all we do. 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; and*
- ***children develop and learn in different ways and at different rates**. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.*²

What is the Early Years Foundation Stage?

The Early Years Foundation Stage (EYFS) is how the government and Early Year's professionals describe the time in your child's life between birth and age 5. It is a framework setting the standards for learning, development and care for children during this period. For further information, please refer to www.foundationyears.org.uk where specific documents can be found.

How we deliver this at St Hilary's

As the children progress and grow in confidence, St Hilary's staff provide an increasing range of activities and challenge across a wider curriculum. Continued observation and assessment enable appropriate and exciting activities to be planned and provided. These may include visiting the woodland for a bug hunt, using the bikes to have an adventure, measuring equipment with ribbons, creating huge monsters out of chalk, Indian food tasting as part of learning about Diwali, visits from farms and making models of penguins from clay.

As the children move into Kindergarten, we begin to provide some focused phonics and mathematical activities and termly topic activities that link other areas of learning.

We introduce more structure to some aspects of learning within the Reception day. There are daily times for whole class teaching, which increase over the year as children learn to concentrate for longer periods. Children have daily reading activities and a homework task is sent each weekend. In class, children participate in a range of adult-led and child initiated activities, both indoors and outdoors.

Through careful monitoring and observations, specific targets are set for each individual child and all staff are aware of the needs of each child and the support or challenge they may need. To enable children to

succeed, lessons are differentiated to provide appropriate levels of support and extension for individual children.

Learning Support and Inclusion

At St Hilary's we value every child and work to engage them in their learning. Some children may need additional targets and/or support along with the individual approach to learning we provide for all. We have our own EYFS SENCO (Special Educational Needs Co-ordinator) who works closely with parents and staff to ensure that every child's needs are met and that each child is challenged, supported and encouraged to learn. Please refer to our EYFS Learning Support and Inclusion Policy for further details.

EYFS Curriculum

The EYFS is organised into seven areas of learning and development, with three of these being Prime Areas of Learning and four Specific Areas of Learning. These are:

Prime Areas

Personal, social and emotional development

Communication and Language

Physical Development

Specific Areas

Literacy

Mathematics

Understanding the World

Expressive Arts and Design

Early Learning Goals have been identified within the areas of learning and development and it is expected that most children will achieve these by the end of EYFS (the Summer Term after of/after their fifth birthday). Children will be at different stages towards achieving these goals, depending on their age and development.

Within Reception, Kindergarten and Nursery activities covering all areas of the curriculum are spread throughout the week and are based around a termly or half-termly topic. The importance of offering opportunities for both inside and outside learning and both child initiated and adult led play is recognised and included in planning.

Please read the Information booklet Parents' Guide to the Early Years Foundation Stage Framework included in this pack for further information.

Key Person Approach

Each child will be assigned a member of the EYFS Team as their Key Person and in Reception, this is the class teacher. Their role is to ensure experiences are tailored to meet your child's individual needs, to help them become familiar with their new class, to build a settled relationship with them and to build a relationship with you. The Key Person will work closely with your child and be the first point of contact for you.

Assessment and The Early Years Foundation Stage Profile

Children in EYFS are assessed by on-going observations and identification of next steps in learning. Often these are recorded by the Key Person, but all staff in the EYFS have a good knowledge of the children within their age groups, so successes are recorded and shared regularly.

The Early Years Foundation Stage Profile describes each child's attainment and identifies their learning needs at the end of the Early Years Foundation Stage which is the summer term of Reception Class. The profile is based on teaching staff's on-going observations and assessments in all areas of learning and development.

Homework

In EYFS, children take books home from the library and when the children in Kindergarten are ready, they begin to take phonic packs home and early reading books as appropriate. Children in Reception take phonic packs, word cards and reading books home four times a week and a library book once a week. Reception classes are set a weekly piece of homework each Friday.

Parent's Meetings and Reports

Information meetings are held in September by class teachers which outline expectations and important issues for that particular year group.

Individual meetings with staff can be arranged before or after school or during the school day according to the member of staff's availability.

Parent Consultation Meetings are held in the Autumn Term and Spring Term for Reception and Kindergarten. Nursery parents are invited to consultation meetings following the Two Year Old checks.

Reports are sent at the end of the Summer term to all parents and Reception parents receive an Interim Report in the Spring Term, which precedes Parent Consultation Meetings.

We have an 'Open Door' policy at St Hilary's. Staff meet and greet at the beginning of each session. Your child's Key Person will usually be available for a quick word if there is something you need to pass on. If a more detailed discussion is needed, please arrange an appointment either through the Key Person, room manager, Head of EYFS or through the office. This can be done by email, telephone or in person. Any recorded information can be accessed by parents upon request.

At St Hilary's we value the importance of good and effective communication with parents. We work to build positive relationships with you to benefit your child's time at St Hilary's.

Transition to Year 1

For those Kindergarten children who are getting ready to join our Reception Class, opportunities are given to them in the final term to visit Reception, to help them become familiar and secure in the classrooms and with staff. They are also asked to join some whole school assemblies and are given their first taste of French.

EYFS Events and Outings

Reception children are taken on an Educational Visit linked to class topics in the Autumn and Spring terms. In the Summer Term, an Educational Visit or an on-site visit by an outside provider of educational learning experiences will be arranged for all EYFS children.

All children in EYFS are invited to join in with the following annual events:

Nativity

The children in Reception lead the EYFS Nativity and perform a dance, Kindergarten children support in singing and occasional acting roles and Nursery children form part of the Nativity tableau towards the end of the performance.

Bugs and Butterflies Ball

Parents are invited to join their children for a minibeast themed picnic in the Summer Term. Children are asked to be dressed in theme!

EYFS Offsite or Onsite Educational Visit

For off-site visits, a number of parents are asked to assist to keep adult to child ratios appropriate to the risk assessment. Parents who have not attended previous visits will take higher priority when staff plan visits, so that it is fair for all. We welcome visits from parents who would like to give talks of interest to the children. These can be about different places, cultures or professions.

Sports Day

EYFS sports day takes place one morning during the latter part of the Summer Term. All children are invited to take part. Kindergarten and Reception take part in the full event, whilst Nursery join for races towards the end. All parents are invited to bring a picnic and stay for lunch.

End of Year EYFS Performance

Parents are invited to attend a short performance which includes all children in EYFS.

Other events may be added to the calendar.

Sports

The EYFS is naturally an active place, as this is part of the development of the children at such a young age. We have free-flow learning to accommodate active and kinesthetic learners and all EYFS children regularly use our lovely grounds. This can be in planned activities, impromptu opportunities according to the interests of the children, or in environmental circumstance (e.g. snow!).

Specialist Teaching

Children in Kindergarten and Reception enjoy a weekly music lesson with Mrs Wood. In Reception, the children are taught Games once a week by Mr Fairbairn or Miss Hall.

Forest School

EYFS children take part in Forest School activities and information will be sent home about this separately.

How can you help with your child's learning?

All the activities that you do with your child at home are important in supporting their learning and development, and have a really long lasting effect on your child's learning as they progress towards and through school. For example, talking, reading, singing nursery rhymes with your child or cooking and baking with them. More ideas can be found at www.earlyhomelearning.org.uk.

We also ask Reception parents to hear their child read each day, although there are times when children are overtired and unable to read. Please sign and date the reading record and write any additional comments, so that we can establish the right reading level for each child. We also send home phonic and name writing activities to practise.

Children can be engaged in practical mathematical activities at home. Useful phrases can be 'How many more..?', 'There are too many, what do I need to do?' and also asking the children in learning the properties of shapes and the concepts of time and money.

How to Prepare Your Child For Reception

All parents hope their children will settle happily into Reception and generally they do, although no child reacts in the same way. Sometimes children can take longer than others to separate from parents. A member of staff will help and it is recommended that parents leave promptly. We will telephone parents to let them know that their child has settled and this usually happens quickly for children.

The children have attended an induction day and we have sent home some photos for the children to look at over the Summer holidays. It is helpful if parents talk to their child about starting school and teach them some independence skills, such as doing buttons, dressing themselves and using a knife and fork.

How to Prepare Your Child For Nursery and Kindergarten

Children joining Kindergarten and Nursery also react in different ways when coming in, as some bounce in through the door raring to go and others need more help to settle. We offer a visit for you and your child where you will have the opportunity to meet with key staff and become familiar with the Nursery and Kindergarten.

If you have cared for your child exclusively, it is advisable to arrange short separations, with a trusted friend or relative. Make sure these visits are enjoyable, always say goodbye and always return promptly. Your child will learn that these separations are for a finite time and they can be happy without you, knowing that you will return.

Does your child have a security blanket?

It may be reassuring for your child to bring a comfort blanket or toy for the first few weeks.

Was your child excited about school for the first days and now says he/she doesn't want to go?

However much a child is prepared for Nursery and Kindergarten, the days are busy and full. New routines are often exhausting and your child may be feeling tired. Your child may also be missing some of the more comfortable aspects of home, so extra cuddles and a leisurely breakfast can help. It is often tempting to ask children for details of their day, but some children can be reluctant to share this information. Please don't worry, this is quite common and it may take time.

Should you stay with your child?

Many children find the moment of parting the hardest to bear. It is best to reassure your child that they will have fun at Nursery and Kindergarten and that you will return to collect them later (or, if not you, who will be collecting them). Encourage your child to join in with an activity or take them to their Key Person who will offer reassurance and help them to separate from you. It is best to say a quick goodbye and to leave the room promptly, even if they are upset. It may be tempting to linger, but this generally prolongs the time of being upset. You are most welcome to telephone, even from the car park, to check they have settled down. Staff will call you if your child continues to be distressed.

Please do not hesitate to ask any member of staff for any advice or help in this matter. We want you **both** to be happy about Nursery and Kindergarten.

We warmly welcome you to St Hilary's School.

The EYFS Team

References

¹ *Statutory Framework for the Early Years Foundation Stage*, Department for Education, 2017, p5

² *Statutory Framework for the Early Years Foundation Stage*, Department for Education, 2017, p6