



# THE ORATORY

PREPARATORY SCHOOL

Nursery, Kindergarten and  
Reception (EYFS)  
PARENTS' HANDBOOK



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# Introduction

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The Oratory Prep School is characterised by the happiness and success of its pupils and enjoys a well-deserved reputation as a school that offers a relevant, challenging and exciting curriculum within a caring and friendly environment.

The pastoral care of the children is of prime importance to us: we want every child to look forward to coming into school and to regard it as a safe and happy place to be. The two School Rules that underpin school life are to be kind and considerate and to always try our best.

There is a strong family ethos in our school and we work together as a team - parents, children and teachers - to ensure that every child has the best possible start.

We encourage children to discover the excitement of learning, the rewards of achievement and the ability to acquire life skills through the seven areas of learning in the Early Year Foundation Stage (EYFS). With its bright, colourful, well-planned and stimulating environment, we develop each child's skills and an attitude and understanding that will help them to become confident, secure and resilient young people in a diverse and constantly changing society.



## Mission Statement

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- ❖ To respect each child as an individual and to give each child the confidence and self-esteem to develop his or her talents to the full.
- ❖ To develop the whole child: intellectually, morally, socially, spiritually, aesthetically and physically.
- ❖ As a Catholic school, to offer the experience of living in a Christian community and to encourage a personal relationship with God through prayer and participation in worship.
- ❖ To challenge and engage all children through the activities of school life and through the teaching and learning process.
- ❖ To promote creativity, collaboration and critical thinking through the activities of school life.

## Our Catholic Identity

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As a Catholic foundation, The Oratory Prep School strongly maintains that identity in its approach to the education of every pupil, while welcoming all, whatever their religious background, and encouraging an appreciation and awareness of faith across the spectrum.

At the heart of its regular routine of School Assembly are the best-known prayers of the Church and the spiritual heritage that inspired our Founder Saint John Henry Cardinal Newman. On rotation in weekly year groups in the Chapel and in larger school groups with parents and teachers in the theatre, on occasions throughout the year, the Chaplain celebrates Mass and seeks to explain the significance of what is taking place both in terms of its history and widespread use, and then of its application to behaviour in daily life. This is particularly important on the major Christian festivals which occur throughout the school year. Children are invited to take part on an entirely voluntary basis in reading, singing and assisting the priest at the altar during the ceremony.

Religious education is always related to the general curriculum. Children are helped to relate standards of behaviour and actions of kindness throughout the day to the shared values of the teaching of Jesus in the Gospel. The children also learn about the principles of different faiths and to respect the beliefs of others, as well as the traditions of respect and consideration that are common to all the major faiths and all people of goodwill. The method is one that encourages the child both to evaluate what is right or wrong in any chosen action and to appreciate that goodness in relation to actions makes for a happier and more mature attitude all round.

Catholic parents are invited to support their children in preparation for First Confession and Holy Communion. The programme is designed to teach children basic ideas about the Mass and its importance for Catholics. There is also instruction, at a level that the child can understand, of the ongoing process by which we can be led to appreciate the necessity of owning up to a wrong action so that forgiveness can follow quickly. This very much explains how Confession works. The child learns to make use of it also as a means of unburdening and making progress in awareness of weaker as well as stronger points in their personality.

Religion in the school is inclusive in that it supports the school's aim to educate the whole child in the broadest possible sense and not just to view pupils as recipients of information and objects of targets to be met. At the same time it gives priority to the teachings and practice of the universal Church.

## OPPA

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OPPA [Oratory Prep Parents Association] which was formerly known as the Friends of the Oratory Prep School (FOPS) was first formed in 1994. Its objectives are to foster and support the interests of The Oratory Prep School, in particular:

- By providing periodic social and other functions, to encourage contact, cooperation and good relations between parents, staff, pupils, former pupils, and all others wishing to further the interest of the school.
- Assisting in raising funds for the benefit of the school.
- Assisting to publicise the school and to make its existence and merits better known.

A committee of year group reps [ROPPA] are elected annually.

**On the first day of the Michaelmas term**, a coffee morning with the class reps is held to welcome parents of new pupils to the School, providing insight into the school from a parent perspective. In addition, the committee will organise, typically, two or three functions per term. Some will be for parents only, some purely for the children and some for the benefit of all.

Funds raised are used to provide additional facilities for the school which might not otherwise be affordable, previous purchases have been a Prep playground, lighting in the Theatre, an outdoor classroom and mobile lights for the astro turf.

The objectives of OPPA are common to all events and the intermingling of parents, staff and pupils for mutual benefit. In this sense, OPPA is not, and is not intended to be, a conventional parent-teacher association. It carries some of the hallmarks of a parent-teacher association but we believe it has a wider role, and one that helps distinguish the school from others. One aspect of OPPA is the Parent Forum, where the Headmaster arranges for topics of relevance to parents to be discussed as part of a meeting each term. There are also representatives of the school who help organise community events for the pupils and parents to enjoy throughout the year.

OPPA welcomes you and your child or children to the community of the school and hopes that you will have a long and happy association. They will also be keen to involve you in the running of events or support you in taking up the role of a representative of your year group.

## School Hours

Nursery	8.20am to 12 noon	Morning Session only
	8.20am to 3.30pm	School Day (including lunch)
	1.00pm to 3.30pm	Afternoon session only
	1.00pm to 6.00pm	Long Afternoon Session Only
	7.30am to 6.00pm	Full Day
Kindergarten	8.20am to 12 noon	Morning Session only
	8.20am to 3.30pm	School Day (including lunch)
	1.00pm to 3.30pm	Afternoon session only
	1.00pm to 6.00pm	Long Afternoon Session Only
	7.30am to 6.00pm	Full Day

All these sessions are available term time only or year round (50 weeks).

Reception	8.20am to 3.30pm	School Day (including lunch)
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Access to the classroom is at 8.15am.

## Breakfast Club - Reception

**Breakfast Club** for Reception is from 7.30am to 8.15am in Little Oaks. Parents drop children off with the member of staff on duty in Little Oaks and sign them in.

## Arrival and Departure

**Arrival** - Upon arrival at school, parents or carers should bring the children in at a good time for registration, which begins at 8.20am. Parents or carers are responsible for bringing the children through the Junior Prep and Little Oaks gates and into the classrooms. The red gates are secured with a keypad and parents are provided with the pin number. For security reasons, this number must not be shared with the children.

Children should not be left unattended outside the classroom block or enter the classroom until 8.15am when the teacher is ready to receive your child and start the school day.

Children arriving after registration must be signed in by a parent or carer at the School Office and then taken to the classroom by their parent or carer. This applies to all children in Nursery, Kindergarten and Reception classes.

Once the gate at Little Oaks is locked a bell can be pressed to access the Nursery and Kindergarten classrooms.

**At the end of the school day (12 noon or 3.30pm)** - children should be collected promptly from the classrooms. Pick-up times are supervised by members of staff, with children remaining inside the classrooms until a parent or carer is present. Staff will wait with children for ten minutes after the scheduled pick-up time. After that time, parents or carers will be called and children will be looked after in Little Oaks (Nursery and Kindergarten children) or the Barn (Reception children). The class teacher must be informed if your child is being collected by another person. Prior to joining, parents provide the name of an alternative carer who will collect their child with a password. This information is requested on an Early Years Security joining form and given to the Head of Early Years before a child joins.

Parents are asked not to access the classrooms after pick up unless the children have left personal belongings behind. If parents wish to see school books or files, permission should be sought from the class teachers and the documents will be made available. Learning Journals are all electronic and can be viewed by parents daily.

## **The School Day**

### **Nursery and Kindergarten**

8.20am to 8.35am	Freeflow
8.35am to 8.50am	Circle Time and Registration
8.50am to 10.00am	Child Led Learning
10.00am to 10.15am	Snack
10.15am to 11.00am	Child Led Learning
11.00am to 11.45am	Adult Led Learning
11.45am to 1.05pm	Lunch and Free play
1.05pm to 1.20pm	Circle time and Registration (1.00pm to 2.30pm sleep time if required)
1.20pm to 2.30pm	Child Led Learning
2.30pm to 2.45pm	Snack
2.45pm to 3.15pm	Adult Led Learning
3.15pm to 3.30pm	Storytime and departure
3.40pm to 4.30pm to the Barn)	Child Led Learning (those in Kindergarten attending clubs are taken)
4.30pm to 5.00pm	Tea
5.00pm to 5.45pm	Free Play
5.45pm to 6.00pm	Storytime and departure

### **Reception**

<b>8.20am to 8.30am</b>	Registration
8.35am to 9.15am	Lesson 1
9.20am to 10.00am	Lesson 2
<b>10.00am to 10.30am</b>	<b>Break</b>
10.40am to 11.20am	Lesson 3
11.20am to 12.00pm	Lesson 4
11.55am to 12.25pm	Lunch 12.00pm to 12.30pm Lunch (Kindergarten 11.45am)
<b>12.30pm to 1.05pm</b>	<b>Break</b>
1.10pm to 1.50pm	Lesson 5
1.50pm to 2.30pm	Lesson 6
2.30pm to 3.10pm	Lesson 7
3.10pm to 3.30pm	Story/Assembly
<b>3.30 pm</b>	<b>End of School Day</b>
3.30pm to 5.00pm	AfterSchool Club and Clubs
5.00pm to 6.00pm	AfterSchool Club

## Staffing and Ratios

There is one Nursery class which provides morning and afternoon sessions as well as offering full day sessions for children aged 2 to 3 years old. The class is staffed by a team of relevantly qualified practitioners. The class has capacity for 12 children with a ratio of 1:4.

The Kindergarten (3 to 4 years old) has the capacity for 32 children. The class is staffed by a team of relevantly qualified practitioners. The ratio is 1:8 at full capacity with 4/5 members of staff.

There are two Reception classes (4 to 5 years old) with the capacity for 16 children in each class.

Each class is led by a Reception teacher and supported by a teaching assistant.

## Absence Procedures

Permission for absence for any reason other than illness must be sought in advance by writing to or emailing the Headmaster at [headmaster@oratoryprep.co.uk](mailto:headmaster@oratoryprep.co.uk). In the case of absence through illness, the School Office must be notified by phone or email at [office@oratoryprep.co.uk](mailto:office@oratoryprep.co.uk) on the first day of absence and this is recorded on the school electronic register.

The school must be notified if a child has a contagious or infectious disease to prevent the spread of infection. Once the child is pronounced fit by their own doctor they will be allowed to return to school. If in doubt, parents may consult the School Nurse.

Children **must not return** to school until 48 hours have elapsed following a case of vomiting, diarrhoea or a stomach bug.

**Please see Appendix 1 for Medical Exclusion Periods.**

## **First Day of the School Year**

All children should go straight to their classrooms where they will be met and welcomed by their new teacher unless informed otherwise by the Head of Junior Prep or Head of Early Years.

Children should bring to school their coats, waterproof trousers and wellies and they will have a named peg to hang them on.

Children in Nursery, who are not yet fully toilet trained will need to bring in nappies, wipes and cream.

It is recommended that children should bring in a bag of named, spare clothes in case it is necessary to change them during the day.

Any medicines, such as inhalers or Epi Pens, should be handed to the staff in a clearly named bag and parents will be asked to complete a medical care plan and/or a medication form.

## **Coffee Morning for new parents**

A Coffee Morning after drop-off with parent class reps (ROPPA) will be in the Old Hall for all new parents after drop-off on the first morning of the new school year.

## **Exeats, Half-term and End of Term - Reception only**

There is no after school club or activities on Exeat weekends which begin at 3.30pm. All term ends and all half-terms begin at 12 noon. **This applies to Reception children only.**

All important dates are recorded in the school calendar which is available online via a Parent Portal. It is advisable to record important holidays and events in your own personal diaries. Electronic reminders appear in the Weekly Bulletin or may be sent via the School's email system, School Post.

## **Visitors**

All visitors to the school must report to the school Office at the main visitor's entrance. The receptionist will ask the visitor/s to sign in electronically (stating whom they are visiting, the time and date and car registration) and will provide a visitor's badge and a Safeguarding leaflet.

Visitors are then escorted to, or collected by the person they are visiting. At the end of the visit, all visitors must sign out and hand their badge back to the receptionist. This includes external support teachers such as Speech and Language and Occupational Therapists.

Visitors to the school are never left unaccompanied in the school building.

Uninvited visitors will be approached immediately, to determine their presence and then escorted to the school Office. Further information on the school's Safeguarding and Child Protection Policy can be found on its website.

## **School Trips - Reception only**

Children in Reception participate in school trips throughout the year to support their curriculum.

Parents are invited to join the teachers and children to ensure our ratios are met. They inform the class teacher at the beginning of the school term if they would like to help and follow the procedures below to ensure the children remain safe at all times:

1. Arrive promptly for the start of the trip and read the risk assessment which will be provided by the class teacher
2. Supervise your assigned group of children at all times
3. Do not take children to the toilets without a member of staff present
4. Engage with the children throughout the duration of the school visit
5. Remain with their group of children until they return to the classroom

## **Publicity Permission and Privacy Policy**

The Oratory Prep School publicises the achievements of the children and the school through the use of photographs and articles but understands that some parents may not wish their child to appear or be mentioned in such material. Prior to the first day of school a link to a publicity consent google form is emailed to all new parents by the Registrar and when completed, consents or otherwise are shared with staff before the beginning of term. Please also refer to the school website to view our Privacy Policy.

## **School Meals**

We have a duty of care to ensure all children receive a balanced and nutritious meal and unless they have particular dietary requirements, all children eat the school lunch provided. There is always a choice of fresh fruit and yoghurt in addition to the pudding of the day. A vegetarian option is always available too. Weekly menus can be found on the school website.

The children are supervised during lunch and served by a member of staff who knows their dietary requirements and who can encourage the children to try new foods rather than dismiss them upon sight. Staff sit with the children during the meal and monitor manners and behaviour. Nursery children remain in their classroom and lunch is delivered in a sealed serving trolley.

At morning and afternoon break children are provided with a snack of milk or water, fruit and a healthy snack.

Parents are asked to inform the school of other dietary requirements by completing and returning the Medical and Dietary Information form, available from the Registrar. It is vital that the school has an up to date list of allergies, although parents must distinguish between food that causes an allergic reaction and food that a child does not like. The latter should not appear on the medical form.

## Being Healthy and Staying Safe

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The school nurses maintain a medical database, recording each visit. This is useful for spotting trends in symptoms and recording medication given.

The school nurses liaise closely with the school matrons who work together as a team. In their absence, the matrons (who are not medically trained but are qualified first-aiders) deal with pupils' medical needs such as first aid and sickness. The matrons and all EYFS staff are Paediatric First Aid trained. Many staff have defibrillator and Epipen training on a regular basis.

The school nurses are the main point of contact for parents on medical matters. **It is essential that the Medical and Dietary Information form is completed and returned before a child starts at the school.** Changes in a child's medical needs that occur after the form has been sent in should be forwarded to the school nurses in writing.

The information given on the Medical and Dietary form is used to maintain the pupils safety. The nursing staff are responsible for giving teachers, who are leading trips, relevant medical information for the pupils on their trip. This is maintained based on the Medical and Dietary form supplied by the parents.

Any dietary information is shared with the catering team including a photograph of the pupil. The catering staff use this information to formulate a traffic light system allergy board and a cultural section for those pupils who have to avoid certain foods.

All medical information about pupils is held in the dispensary, the First Aid areas of Little Oaks and The Barn and on the school IT system. If a child has a specific problem about which all members of staff should have knowledge (for example, diabetes, asthma or serious allergies which may result in anaphylactic shock), that information is kept on in a named file held securely on reception, on the pupil's electronic profile so that the teacher has access to the information at all times and the First Aid areas of the Junior Prep and Little Oaks and the Barn. Information is updated on a regular basis by the school nurses.

### Contagious or Infectious Diseases

The school must be notified if a child has a contagious or infectious disease. In such a case, the School Doctor will require that children are pronounced fit by their own doctor before being allowed to return to school. If in doubt, please consult the School Nurse.

Children must not return to school until 48 hours have elapsed following a case of vomiting or a stomach bug. Parents must inform the school if their child/ren catches any kind of infectious illness during the holidays, especially if transmission has occurred while travelling or staying overseas.

### Medication

No medicines may be brought to school without written parental consent. Medicines (both prescription and non-prescription) must only be administered to a child where **written** permission for that particular medicine has been obtained from the child's parent and/or carer. Forms for parental consent are available from the School Office.

Staff must sign and date the consent form each time they administer the medicine and inform the child's parents and/or carers on the same day. Parents countersign the completed forms to confirm they have been informed. Completed forms are held in the child's personal student file. **(A new form must be completed each time medicine is administered).**

Controlled drugs such as Ritalin require a letter from the child's doctor with clear instructions concerning dose and administration. The doctor's letter should be renewed each term or whenever the dose is altered.

Medications must be handed in at the dispensary immediately on arrival at school. They must be in their original packaging with the dispensary label attached showing the child's name and instructions for administration. This is a legal requirement. All medications including inhalers, Jext / Epipens are stored in a medicine cabinet which is locked when not in use. No child is allowed in the dispensary unsupervised. When in use, medications are carried by the class teacher/key person.

Day pupils are not given any medication beyond simple first aid for cuts and grazes. Paracetamol, ibuprofen, antihistamine or travel sickness medication will only be administered if parental consent has been given in the Medical and Dietary Information form returned pre-admission to the school. Parents will be informed if any medication has been administered and a record kept. If any further medical treatment is required, parents will be contacted immediately.

## **Smoking**

The OPS has a no smoking policy throughout the school grounds.

## **Safeguarding and Welfare Requirements**

### **Safeguarding and Child Protection**

The School fully implements the Children Act and its procedures, especially with regard to the safeguarding and welfare (child protection) of all pupils. All new staff are provided with a Safeguarding Induction briefing by the Headmaster, who is the Designated Safeguarding Lead for the school, including the Early Years Foundation Stage and must complete a Level 2 Generalist Safeguarding Training with OSCB. In addition, all staff are reminded of the OPS safeguarding procedures and updates at the start of each academic term. Please see the school's website for the latest Safeguarding and (Child Protection) Policy.

- Miss Kate Oakley (Head of Junior Prep) is the Deputy Safeguarding Lead for the Junior Prep and Miss Naomi Springer is the Deputy Safeguarding Lead for Early Years.
- Mr Steve Wade [education Director] is the Safeguarding Governor.

The Independent Schools Inspectorate (ISI) will be notified of any allegations of serious harm or abuse by any person living, working or looking after children at the school. The school will also notify ISI of any action taken in respect of the allegations (within 14 days of the allegations being made).

## Policy on Mental Health

The school takes the issue of mental health very seriously. It is important that we distinguish between mental health and mental illness. Mental health is supported through the values, structures and activities of school life. However, as with physical health, pupils may experience anxiety or unhappiness in the course of their school life due to a variety of reasons such as exams or peer pressure. Whilst these feelings are quite normal we provide wide ranging pastoral support and pupils can talk to specific members of staff at any time throughout the school day. Several staff including some of the Boarding House Matrons, nurses and teachers have also received mental health first aid training too.

The Oratory Prep School has a qualified counsellor [Kerry Hulbert] who has extensive experience in supporting pupils of all ages with a range of mental health and anxiety issues. When parents or staff request counselling support for the children, an initial consultation takes place and parents are required to sign a permission form. For further information and advice please contact Mrs Hulbert directly at [k.hulbert@oratoryprep.co.uk](mailto:k.hulbert@oratoryprep.co.uk) The first session is not charged, but thereafter sessions are charged at £40 each for 40 minutes or £50 for an hour session. These are arranged directly with Mrs Hulbert.

# Keeping in Touch

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## The iSAMS Parent Portal and School Calendar

Parents should log on to iSAMS Parent Portal via <https://oratoryprep.parents.isams.cloud/> or through the iParent App where they can find their child's timetable, academic reports and a range of important information about the school.

At the beginning of each term, the School Calendar is published and updated online. This is available both on the School website and through the iSAMS Parent Portal. As it is such an important document it should be consulted regularly in order to keep abreast of school holiday dates, seminars and workshops, parent meetings, special excursion, trip dates and Feast Days. Please consult the Calendar pages online regularly for any information regarding cancellations and alterations.

In addition to this, a half-termly Newsletter is emailed to all parents and posted on the website. This provides additional information about forthcoming events, as well as special messages from the Headmaster and his staff.

The Weekly Bulletin is emailed to all parents and posted on the iSAMS Parents Portal. This provides additional information about forthcoming events, photographs and reports of trips and school life as well as special messages from the Headmaster and his staff.

## Updating Contact Details

It is a requirement of the school to hold the most up to date contact details for children and their parents, and emergency contacts, at all times.

The new iSAMS Parent Portal allows parents to update these details by following this simple guide:

Click on the 'Communication' tab at the top of the home page, then 'My Contact Information', edit and save the updates. An automated email will be sent to the School Office email address so that they also have a record, including the date of this change.

## Messages

Urgent communications, for example, school closures due to weather conditions, will be communicated to parents via email and the School's Twitter account.

**TWITTER** is also used to send photos and messages to parents when for example, pupils are away for the day.

Parents can email staff as follows: first name [initial.surname@oratoryprep.co.uk](mailto:initial.surname@oratoryprep.co.uk)

There is a **display unit** in Little Oaks and the Junior Prep courtyard where information is displayed.

## **Parents' Evenings and Reporting**

At all stages, meetings with teachers are actively encouraged in accordance with our belief that education is a three-way process in which the pupil, the school and the parents work fully together.

Nursery, Kindergarten and Reception meetings are held in October and March and May. Appointments are booked through School Cloud.

Parents are welcome to meet with teachers any time to discuss their child's progress and development. Times and dates can be organised with Miss Springer [n.springer@oratoryprep.co.uk](mailto:n.springer@oratoryprep.co.uk) via email to arrange a mutually convenient time.

An Information evening will be held at the start of the school year and a Transition meeting is arranged during the latter part of the summer term.

A written report is provided three times a year, accessed on ISAMS.

## **Parents' Appointments**

Appointments to meet with the Head of Early Years may be made by phoning directly on 01189766929 or by emailing [n.springer@oratoryprep.co.uk](mailto:n.springer@oratoryprep.co.uk)

Appointments to meet with the Head of Junior Prep may be made by phoning directly on 01189 766919 or by emailing [k.oakley@oratoryprep.co.uk](mailto:k.oakley@oratoryprep.co.uk)

Appointments with the Headmaster may be made by phoning or emailing the Headmaster's PA, Mrs Kate Saunders, on 01189 766 901 or [k.saunders@oratoryprep.co.uk](mailto:k.saunders@oratoryprep.co.uk)

## **After School Care and Clubs – Reception**

### **After School Care**

There is an After School Care facility for **Reception** which operates between 3.30pm and 5.00pm. There is a daily charge for After School Care. Should children need to be collected later, After School Care is available from 5.00pm to 6.00pm. Places may be booked in advance for the whole term or on an ad hoc basis by contacting the Head of Junior Prep. Numbers are limited to comply with adult/child ratios and places cannot be guaranteed.

Children are escorted to the Barn at 3.30pm by their class teachers where they are registered and given Little Tea before accessing games and toys as well as colouring and reading books. In the summer, they play outside for part of the time in the independent outdoor play area.

There is no After School Care at Exeats or Half Terms.

### **After School Clubs**

Each term there are a selection of after school clubs that children in Reception and Kindergarten can sign up for. A letter is sent home with the information and parents are able to book a place for their Kindergarten or Reception child via School Cloud. Charges are added to the end of term invoices.

Children in **Kindergarten** who are signed up for an after school club will be taken to the Barn at 3.40pm where they will have Little Tea and then attend the club until 5pm. Parents should collect and sign out their child at 5pm from the Barn, unless they are registered for the full day provision in which case a member of staff from Little Oaks will collect the child from the Barn, escort them back to Little Oaks where they will have tea before parents collect at or before 6.00pm.

Children in **Reception** who are signed up for an after school club will be taken to the Barn at 3.40pm where they will have Little Tea and then attend the club until 5pm. Parents should collect and sign out their child at 5pm from the Barn. If a Reception child is staying for after school care until 6.00pm they will be supervised in the Barn and parents should collect them at or before 6.00pm from the Barn.

## The Early Years Foundation Stage

The Early Years Foundation Stage (EYFS) sets standards for the learning, development and care of your child. More detailed information can be found on the school's website.

The Framework sets out:

- The legal welfare requirements that everyone registered to look after children must follow to keep your child **safe** and promote their welfare.
- The 7 areas of **learning and development** which guide professionals' engagement with your child's play and activities as they learn new skills and knowledge.
- Assessments that will tell you about **your child's progress** through the EYFS.
- Expected levels that your child should reach at age 5, usually the end of the reception year; these expectations are called the "**Early Learning Goals (ELGs)**".

### How your child will be learning

Your child will be learning skills, acquiring new knowledge and demonstrating their understanding through **7 areas of learning and development**.

Children should mostly develop the **3 prime areas** first. These are:

- Communication and language;
- Physical development; and
- Personal, social and emotional development.

These prime areas are those most essential for your child's healthy development and future learning.

As children grow, the prime areas will help them to develop skills in **4 specific areas**. These are:

- Literacy;
- Mathematics;
- Understanding the world; and
- Expressive arts and design.

These seven areas underpin the planning of your child's learning and activities. The professionals teaching and supporting your child will make sure that the activities are suited to your child's needs. It is designed to be flexible so that staff can follow your child's unique needs and interests. Children in Early Years learn by playing and exploring, being active, and through creative and critical thinking which takes place both indoors and outside.

## **ACCESSIBILITY: How can you learn about how your child is getting on?**

A very important part of the EYFS Profile is **your** knowledge about your child's learning and development. Please do let your child's class teacher know about what your child does with you: such as how confident your child is in writing their name, reading and talking about a favourite book, speaking to people your child is not so familiar with or their understanding of numbers.

Staff are very comfortable about exchanging information and discussing things that will benefit your child. The **"key worker"** is the person who:

- Is your main point of contact within the setting
- Helps your child to become settled, happy and safe
- Is responsible for your child's care, development and learning
- Takes a careful note of your child's progress, sharing this with you and giving you ideas as to how to help your child at home. Your child's learning and development will be recorded in their *ONLINE LEARNING JOURNAL (Tapestry)* and you are able to access it daily.

**You are able to get information about your child's development at any time in the following ways:**

- Informal chats at drop off and pick up
- Telephone calls
- Emails
- Notes written in your child's reading record book (also used for communication)
- Communication forms
- Letters
- Informal meetings (arranged with yourself and the teacher)
- Formal meeting (Parent/Teacher meetings – (November and March)
- End of term reports (Autumn and Summer)

### **Progress Check at age two**

If a child has had a progress check at age 2 at a previous setting we will ask for a record of this. Parents/carers are encouraged to share information from the progress check with other relevant professionals including their health visitor and staff of any other setting to which the child transfers or attends.

If a progress check has not been completed the child's key worker will carry this out and share it with parents/carers.

Between 24 and 36 months each child's Key worker will complete an On Entry assessment within the first 3 weeks of starting. Progress will be assessed continually throughout the year and shared with parents at formal parents evenings and end of term reports.

Throughout the academic year key workers will discuss with parents how they can support learning at home.

### **When your child turns five**

Teachers complete the new Bellevue Reception Baseline Assessment for each child. It will provide a snapshot of your child's skills in the several areas of their development; Personal Social and Emotional development, Physical development, Communication and Language, Mathematics and Literacy. This data will provide a baseline for the DfE in measuring your child's progress between their first weeks in school and the end of their Reception year.

## **Learning Support**

The development of children through the Early Years Foundation Stages (EYFS) is monitored carefully in order to ensure that every child meets the appropriate milestones at the right stage for their age. In cases where children need extra support this is provided by staff within the setting. In a very small number of cases a member of the Learning Support Department may be required to provide support to a child who is unable to meet the age-appropriate milestones without specialist assistance.

## **Others ways of communicating knowledge about your child**

Upon entry parents/carers will be asked to complete the All About Me profile on Tapestry.

If applicable, other settings are asked to complete our 'Transition from another setting' document before the child joins the Oratory Prep School

All of the information collected is stored in the child's Online Learning Journal and/or personal files and is used to assess how the child is doing in the seven areas of learning and development. At the end of the summer term, as part of the transition process, the Reception class teacher will provide Year 1 teachers with a progress tracker and details of the child's characteristics of effective teaching and learning.

There are three parents evenings throughout the year and at the end of the Michaelmas and Lent terms a progress report. At the end of the summer term there is a full report.

## **Parental Involvement**

Reliable and accurate assessment is based primarily on the teacher's knowledge of your child, gained predominantly from observation and interaction in a range of daily activities and events. We are keen to glean as much information from parents too, including about their child's achievements demonstrated at home which contribute to building a broader picture of their learning and development in a range of contexts.

### **Other ways we involve parents include:**

- Access to your child's Learning Journey via Tapestry
- Information Evenings about how you can help your child with their learning and development
- Welcome events for new parents
- Child information forms prior to entry
- Parent questionnaires
- Parent/teacher evenings
- School events
- Class visits
- Charity fundraising events
- Open days
- Informal visits prior to registration
- Performances

## Early Learning Goals (ELG) Explained

In the Summer Term of Reception, the EYFS Profile will be completed for each child. Each child's level of development must be assessed against the criterion set out by the Department of Education in the Early Learning Goals.

Your child's teacher will share and explain the results of the Profile with parents and/or carers before the end of the school term.

The teacher will report on 'how your child learns' using observations from three characteristics of effective teaching and learning:

### 1. **Playing and Exploring - engagement**

- Finding out and exploring
- Playing with what they know
- Being willing to 'have a go'

### 2. **Active Learning - motivation**

- Being involved and concentrating
- Keeping on trying
- Enjoying achieving what they set out to do

### 3. **Creating and thinking critically – thinking**

- Having their own ideas
- Making links
- Choosing ways to do things

## Assessing the 17 Early Learning Goals (ELGs) at the end of the EYFS

Your child's class teacher will also report on the 17 Early Learning Goals (aspects of learning) and judge them as Emerging (not yet reaching expected levels) or Expected (meeting expected levels).

A child's learning and development can be judged to be at the **expected** level at the end of the EYFS if the ELG description and accompanying exemplification best fit the teachers' professional knowledge of your child.

Because children do not necessarily achieve uniformly, the class teacher will judge whether the description within the ELG best fits your child's learning and development, taking into account their strengths and weaknesses. 'Best fit' does not mean that your child has equal mastery of all aspects of the ELG. Teachers will look at the whole of each ELG description when making their summative judgement.

Where a child's learning and development does not yet meet what is expected at the end of the EYFS, then their learning and development is said to be at the **emerging** level for that ELG.

**The 17 Early Learning Goals consist of three Prime areas of learning and four Specific areas of learning:**

### 1. **COMMUNICATION AND LANGUAGE – Prime area of learning**

**ELG01: Listening and attention:** Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events, and respond to what they hear with relevant

comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

**ELG02: Understanding:** Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

**ELG03: Speaking:** Children express themselves effectively, showing awareness of the listener's needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

## **2. PHYSICAL DEVELOPMENT – prime area of learning**

**ELG04: Moving and handling:** Children show good control and coordination in large or small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

**ELG05: Health and self-care:** Children know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

## **3. PERSONAL SOCIAL AND EMOTIONAL DEVELOPMENT – prime area of learning**

**ELG06: Self-confidence and self-awareness:** Children are confident to try new activities, and to say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

**ELG07: Managing feelings and behaviour:** Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

**ELG08: Making relationships:** Children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

## **4. LITERACY – specific area of learning**

**ELG09: Reading:** Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate an understanding when talking with others about what they have read.

**ELG10: Writing:** Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

## **5. MATHEMATICS – specific area of learning**

**ELG11: Numbers:** Children count reliably with numbers from 1 to 20, place them in order, and say which number is one more or one less than a given number. Using quantities and objects, they

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add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

**ELG12: Shape, space and measure:** Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

## **6. UNDERSTANDING THE WORLD – specific area of learning**

**ELG13: People and communities:** Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

**ELG14: The world:** Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one to another. They make observations of animals and plants and explain why some things occur, and talk about changes.

**ELG15: Technology:** Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

## **7. EXPRESSIVE ARTS AND DESIGN – specific area of learning**

**ELG16: Exploring and using media and materials:** Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

**ELG17: Being imaginative:** Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

A copy of your child's end of year report will be provided and discussed with their next teacher to ensure their learning and development continues where they left off.

## School Uniform

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School Uniform can be purchased from Schoolblazer at [www.schoolblazer.com](http://www.schoolblazer.com)

### Please note:

- All items of clothing, shoes and bags should be clearly labelled on the inside.
- The school can take no responsibility for the loss of articles, but every attempt will be made to return items that have been clearly marked.
- Collar/shoulder length hair must be clipped back from the face or a hairband worn. Longer hair must be tied back in a ponytail.

### Uniform List for Little Oaks (Nursery and Kindergarten)

This list is all regulation clothes and sundries. All items are to be obtained from the Schoolblazer website except those marked \*. These items may be purchased from Schoolblazer or elsewhere.

- Red sweatshirt with school logo
- Red polo shirt with school logo
- \* Navy joggers and/or navy shorts
- Navy school coat
- \* Navy waterproof trousers or splash suit
- \* Wellington boots
- \* Trainers

### Sportswear - Kindergarten only

All of the following items should be purchased from the Schoolblazer website and clearly labelled with name tapes on the inside of every garment.

- Swimming costume
- Swimming hat
- Swimming goggles
- School swimming towel
- School swim bag

### Reception

#### Girls' Uniform

- **Lent and Michaelmas term** – red tartan pinafore with a blue polo shirt and navy cardigan worn with either navy knee high socks or tights.
- **Summer Term** – blue tartan summer dress and navy cardigan worn with white ankle socks.

## Uniform List

This list is all regulation clothes and sundries. All items are to be obtained from the Schoolblazer website except those marked \*. These items may be purchased from Schoolblazer or elsewhere.

- Tartan pinafore
- Blue polo shirt
- Navy cardigan with red and blue trim
- Navy school coat
- \* Navy blue tights or knee high socks
- School book bag
- \* Plain black or navy blue outdoor shoes (no patent leather, heels no higher than 2cm)
- \* Wellington boots
- \* Navy waterproof trousers or splash suit
- \* Hair band, scrunchie and clip in school colours (hair is to be tied back with bands or scrunchies that are navy or red)
- Navy beanie hat with school logo – optional
- Scarf – optional

## Sportswear

All of the following items should be clearly labelled with name tapes on the inside of every garment.

- Swimming costume
- Swimming hat
- Swimming goggles
- School swimming towel
- School swim bag
- PE polo shirt with school logo
- Navy PE shorts
- White PE socks
- \* Trainers - predominantly white

## Boys' Uniform

- **Lent and Michaelmas Term** – blue polo shirt, navy jumper and grey shorts worn with knee high navy socks.
- **Summer Term**– blue polo shirt, navy jumper and grey shorts worn with navy ankle socks.

## Uniform List

This list is all regulation clothes and sundries. All items are to be obtained from the Schoolblazer website except those marked \*. These items may be purchased from Schoolblazer or elsewhere.

- Grey shorts
- Blue polo shirt
- Navy jumper with red and blue trim
- Navy school coat
- Navy knee high socks or ankle socks in summer
- School book bag
- \* Plain black outdoor shoes
- \* Wellington boots

- \* Navy waterproof trousers or splash suit
- Navy beanie hat with school logo – optional
- Scarf – optional
- Navy baseball cap - summer only

### **Sportswear**

All items should be clearly labelled with name tapes on the inside of every garment.

- Swimming jammers
- Swimming goggles
- Swimming hat
- School swimming towel
- School swim bag
- PE polo shirt with school logo
- Navy PE shorts
- White PE socks
- \* Trainers - predominantly white

## Appendix 1

### Medical Exclusion Periods

<b>Disease/illness</b>	<b>Minimum exclusion period</b>
Temperature	The child must be off for 24 hours after the temperature returns to normal.
Vomiting	The child must be off for 48 hours after the last vomit (whatever the reason).
Diarrhoea	The child must be off for 48 hours after the last episode of diarrhoea.
Chicken Pox	Until all the spots have crusted over.
Conjunctivitis	None. See Pharmacist.
Measles	4 days from onset of rash as symptoms allow.
Scarlett Fever	24 hours after starting antibiotics. 2-3 weeks without antibiotics.
Slapped Cheek	None once the rash has developed but parents must inform the school.
Whooping Cough	48 hours after starting antibiotics or until 3 weeks after cough started (whichever comes first).
Impetigo	Until the sores have crusted over or 48 hours after starting antibiotics.
Hand, Foot & Mouth	None (Local HPT to be contacted if large numbers are infected).
Cold sores and Athlete's Foot	None. Encourage child not to touch the area, share cups, towels etc.
Head Lice	None. Over the counter treatment recommended.
Threadworms	None. Speak to pharmacist for over the counter treatment.