



THE ORATORY  
PREP SCHOOL

# Nursery, Kindergarten and Reception (EYFS)

## PARENTS' HANDBOOK



# CONTENTS

- Introduction
- Mission Statement
- Our Catholic Identity
- FOPS (Friends of Oratory Prep School)
- School Hours
- School Day
- Staffing and Ratios
- Absence Procedures
- First Day of School Year
- Visitors
- Trips
- School Meals
- Publicity Permission
- Wet Play Policy
- Being Healthy and Staying Safe
- Learning Support
- School calendar and newsletter
- Messages
- Parents evenings/Appointments
- After School Club
- The School Shop and Uniform
- The Early Years Foundation Stage/Accessibility/Reporting
- Parent Involvement
- Policies available to parents on the school website

# Introduction

---

The Oratory Pre-Prep is characterised by the happiness and success of its pupils and enjoys a well-deserved reputation as a school that offers a wide, up to date and exciting curriculum with a caring, ordered 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, happy and exciting place to be. The five Golden Rules that underpin school life are understood and respected by the children who all do their utmost to keep them.

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.

Our setting allows 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 EYFS. With its bright, colourful, well-planned and busy environment, we also encourage every child in the development of their skills; attitude and understanding that will help them to become confident, active members of a diverse and constantly changing society.

## **OUR EYFS EXPECTATIONS**

- Be kind**
- Show respect**
- Take risks**
- Be independent**
- Listen well**
- Smile and have fun**



# Mission Statement

---

- ❖ 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.
- ❖ To develop an effective three-way partnership between children, parents and school.
- ❖ 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.

# Our Catholic Identity

---

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. Pre-Prep celebrate Mass in the Chapel twice termly. During the service, the Chaplain typically explains 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 for the major Christian festivals which occur throughout the school year. Children are invited to take part on an entirely voluntary basis in reading and assisting the priest at the altar during the ceremony.

Religious education is 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 learn about the principles and beliefs of other faiths as well as being taught about the respect and consideration that is common to all the major faiths and all people of goodwill. This encourages the child 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.

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.

# FOPS

---

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

To this end, an enthusiastic committee is required, this is elected annually at a formal Annual General Meeting. The committee organises a series of functions that fall within its objectives.

On the first day of the Michaelmas term, a coffee morning is held to welcome and provide some insight into the school to the parents of new pupils. In addition, the committee will organise, typically two or three functions per term. Some will be directed purely at the adult audience; some solely for the benefit of the children; some for the benefit of all.

Funds raised are used to provide additional facilities for the school that might not otherwise be affordable. Past purchases have been a Prep playground, lighting in the Theatre, a display board in the Car Park and mobile lights for the astro turf.

Throughout such events, however, runs the common theme of the objectives of OPPA and the coming together 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.

OPPA welcomes you and your child or children to the community of the school and hopes that you will enjoy a long and happy association.

# School Hours

**Little Oaks** 8.30am to 12 noon - Morning session  
8.15am to 3.30pm (including lunch) -School day  
7.30am to 6pm - (including lunch and tea) -Full day

Little Oaks is open 50 weeks a year. We are closed for One week at the end of August, One Week for Christmas and for all school INSET days and Bank Holidays. We offer Term Time and All Year places - Term time only places follow the school Junior Prep calendar. Including Exeats and early closing. Please see the school website for dates

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

**Breakfast Club, After School Club and Activities** are available throughout the academic year.

Breakfast Club for Reception children is from 7.30am to 8.15am in the dining hall. Parents drop children off at the main school reception, with the member of staff on duty in the dining hall and sign a register.

After School Club, which runs from 3.30pm to 5.00pm and 5.00pm to 6.00pm is available to children in Reception. Activities run from 3.30pm to 5.00pm and there are a selection that are available to Reception children. Little Tea is served from 3.30pm to 4.00pm in the Barn followed by the activity programme from 4.00pm to 5.00pm.

## **Upon arrival at school.**

Parents or carers should bring the children in good time for registration, which begins at 8.20am. Parents or carers are responsible for bringing the children through the red 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 you and start the school day.

Children arriving after registration (8.30am) must be signed in by a parent or carer at the School Office. This applies to all children in Nursery, Kindergarten and Reception classes.

Children in Reception may be taken immediately to the classroom but registration must be made at the School Office.

Once the gate at Little Oaks is locked a bell can be rung 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, unless they have been registered for After School Care or a club. 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 5

minutes after the scheduled pick-up time. After that children must be collected from the School Office (12 noon) or Barn (3.30pm) and parents or carers will be called. The class teacher must be informed if your child is being collected by another person and this must be done in writing on the classroom's parents' board, special pick up and drop off forms or via email. Please ask the class teacher where to locate the form which will be on display in the classroom for you to complete and sign.

All children must go home properly dressed in school uniform, unless they have been granted special permission from the Head of Junior Prep, i.e. home clothes day and costume themed days. 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

### Reception

8.20am Registration

8.35am - 9.00 am Phonics

9.00am - 9.45 Session 1

9.45am - 10.30am Session 2

10.30am - 11.00am Break time

11am - 12 noon Session 3

11.55am Lunch time (Kindergarten and Nursery pick up if not staying for afternoon sessions)

12.30pm Lunch Playtime (sleep/rest session for Nursery and Kindergarten if needed)

1.00pm - 2.00pm Session 4

2.00pm - 3.00pm Session 5

3.00pm - 3.30pm Story time

3.30pm End of School Day (Reception and School Day Nursery/Kindergarten)

Little Oaks We are incredibly lucky to have daily opportunities for the children to access a variety of well planned activities with our specialised teaching staff in their classrooms and work spaces. See below for a example activities schedule. (Days may change in line with teacher's timetables)

	Monday	Tuesday	Wednesday	Thursday	Friday
Nursery	Dance		Forest School	Music	
Kindergarten	Dance	P.E.	Forest School	Music	Swimming

## Staffing and Ratios

**Nursery** (2yrs to 3yrs) The class is led by a fully and relevantly qualified member of staff and is supported by teaching assistants. The class has capacity for 16 children with a ratio of 1:4.

**Kindergarten** (3yrs to 4yrs) has the capacity for 32 children. The class is led by relevantly qualified Kindergarten teacher who is supported by teaching assistants. The ratio is 1:8 Fully qualified teachers (QTS) ratio 1:13

At least half of the staff hold full and relevant qualifications.  
Should numbers rise beyond 24 the class will be split and two Kindergarten classes of up to 16 children in each class will be made available with a ratio of 1:8.

**Reception** There are two Reception classes (4yrs to 5yrs) with the capacity for 16 children in each class. Each class is led by a fully qualified member of staff and supported by a qualified teaching assistant.  
The ratios are 1:8 at full capacity.

## Transition from Nursery to Kindergarten

At Little Oaks we are always putting our children at the heart of everything. We pride ourselves on ensuring that each child is treated with individual attention especially with regards to their learning needs and development and assess this regularly throughout the year. Therefore children are moved up from Nursery to Kindergarten on or around their third birthday. This is usually done on a case by case basis ensuring the child's best interests are considered.

## Absence Procedures

Permission for absence for any reason other than illness must be sought in advance by writing to or emailing the Headmaster. In the case of absence through illness, the School Office must be notified 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.

**N.B** Should two or more children be affected by food poisoning the school will notify Ofsted as soon as is reasonably practicable but within 14 days of the incident.

## First Day of the School Year

Children who are completely new to the school will be sent a welcome letter and a time for arrival. Children should go straight to their classrooms where they will be met and welcomed by their new teacher/key person, unless informed otherwise by the Head of Junior Prep..

Children who join half way through the academic year should arrive at their classroom at 8.20am. Parents will be contacted by the OPPA class rep so that they meet other parents at the school.

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

Exeat weekends begin at 3.00pm. There is no after school club or activities. All term ends, and all half-terms begin at 12noon.

All important dates are recorded in the school calendar which is available online via My School 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 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 the visitor's book (stating whom they are visiting, time, date and car registration) and will then proceed to hand them a visitor's badge.

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 must never be 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 can be found in the schools' Safeguarding and Child Protection Policy on the website - [www.oratoryprep.co.uk/information/handbooks-and-policies](http://www.oratoryprep.co.uk/information/handbooks-and-policies)

### **School Trips**

Reception participates in a school trip to support their curriculum, once a term. Parents are invited to join the teachers and children to ensure ratios are met. Please inform your class teacher at the beginning of the school term if you would like to help on one of the three trips throughout the year.

If you do help with a school trip you are required to follow the following procedures 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

## 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.

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.

The children are supervised during lunch. They are 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, fruit, bread and/or a biscuit.

Our Weekly Menus can be found on the school website

<http://www.oratoryprep.co.uk/Lunch-Menus>

### Example of weekly menu:

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>
Sausage with Gravy Mashed Potato Seasonal Vegetables  Homemade Apricot Sponge & Custard  Natural yoghurt pots Fresh Fruit	Roast Turkey Roast Potatoes Sliced Carrots Green Beans  Banana and Custard  Natural yoghurt pots Fresh Fruit	Meatballs with Homemade Tomato Sauce and Pasta Mixed Vegetables  Carrot Cake  Natural yoghurt pots Fresh fruit

<b>Thursday</b>	<b>Friday</b>
Shepherd's Pie Cheesy Mash Steamed Broccoli  Rice Pudding with Fruit Compote  Natural yoghurt pots Fresh fruit	Breaded Fish Fingers Thick cut chips Baked beans  Rice Crispy Cakes  Natural yoghurt pots Fresh fruit

## Publicity Permission

The OPS likes to publicise the achievements of the children and the school by means of photographs and articles, but we understand that some parents may not wish their child to appear or be mentioned in such material. Prior to the first day of school a letter is sent to all new parents by the registrar, requesting that they inform the Headmaster if they DO NOT wish their children to appear in photographs or be mentioned in articles.

Please refer to the school website for the OPS Policy on the Use of Photographs and Videos and for our Privacy Policy.

## Wet Play Policy

When the weather is inclement, the Head of Pre-Prep decides whether the children will play outdoors or remain indoors. A decision to remain indoors is relayed to all classes prior to the bell ringing.

Should the decision be made to remain indoors the procedure is as follows:

Morning and afternoon break - the children go into the Barn and sit in their assembly-time positions to watch a suitable video and can choose toys available from after school care cupboards.

At lunchtimes, the children line up outside their classrooms with their teachers, while the teaching assistants prepare the Barn for the play activities. The teachers then take the children in Reception into the Barn for activities. For the last 10 minutes of break time, the children watch a video. At 1.15pm the teachers collect their classes from the Barn.

**Little Oaks** - We try to have a free flow approach to learning. Giving opportunities for plenty of outdoor activities throughout the day. Children are therefore encouraged to bring and wear appropriate footwear and clothing as we try to play out in all weathers.

# Being Healthy and Staying Safe

## The School Nurse

The school employs registered school nurses who are in charge of all medical matters and have responsibility for the provision of health care within the school, for example, organising the dispensary and sick bay arrangements, and dealing with any major injuries that take place in school.

The school nurses liaise closely with the school matrons who work together as a team. The matrons and all EYFS staff are Paediatric First Aid trained.

The school nurse is the main point of contact for parents on medical matters. She is helped enormously if the Medical and Dietary Information form is completed and sent back promptly. Changes in a child's medical needs that occur after the form has been sent in should be forwarded to the school in writing at the earliest possible convenience.

All medical information about children, both day and boarding pupils, is stored centrally on ISAMS as well as being held in the dispensary, the First Aid areas of the Pre-Prep and Little Oaks and the Barn. If a child has a specific problem about which all members of staff should have knowledge (e.g. diabetes, asthma, serious allergies which may result in anaphylactic shock, etc.) that information is kept in a named file at reception, in the staff workroom, the kitchens and in the First Aid area of the Pre-Prep and Little Oaks. It is accessible to staff at all times and 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 children must be pronounced fit by their own doctor before being allowed to return to school. If in doubt, parents may consult the School Nurse.

## Holiday Information

We would be grateful if you would let us know if your son or daughter catches any kind of infectious illness during the holidays, especially if transmission has occurred whilst travelling or staying overseas. A form is available from the School Office.

## Medication

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 or class teachers.

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 classroom folders until the end of each term whereupon they are handed to the Head of Pre-Prep for filing.

***(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.

All medication must be in original packaging with the dispensary label attached showing the child's name and instructions for administration. This includes inhalers and Jext pens.

The only medication that Pre-Prep children are permitted to carry on their person is medicine prescribed for a diabetic. Inhalers, such as those used for asthma, and Jext/Epipens are kept in a locked First Aid cupboard and, when leaving the Pre Prep area, they are carried by the class teacher/key person.

A high number of staff are Paediatric First Aid trained, have defibrillator and Epipen training on a regular basis.

## **Smoking**

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

## **Safeguarding and Welfare Requirements**

The School fully implements the Children Act and its procedures, particularly with regard to child protection. All new staff are given briefings by Mrs Gill Smith or Mr Chris Sexon, who are the Designated Safeguarding (Child Protection Officers). In addition, all staff are reminded of procedures at the start of each academic year. Please refer to the school website for the school's Safeguarding and Child Protection Policy – 'Working Together to Safeguard Children 2018'.

Mrs Gill Smith, is the Designated Safeguarding Lead (DSL) and Miss Kate Oakley is Deputy safeguarding lead in the Early Years. If neither Mrs Smith nor Miss Oakley is available then parents and/or carers must contact the Headmaster.

Ofsted 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 Ofsted of any action taken in respect of the allegations (within 14 days of the allegations being made).

## **Learning Support**

The development of children in 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.

# School Calendar and Newsletter

At the end of each term the calendar for the forthcoming term is published online ([www.oratoryprep.co.uk](http://www.oratoryprep.co.uk)), The Calendar is an important document and it should be consulted regularly in order to keep abreast of Feast days, school holiday dates, seminars and workshops, parent meetings, special excursion and trip dates.

A half termly Newsletter is emailed to all parents and posted on the website in the 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.

## Messages

Most letters to parents are sent by **email**. To make this method effective, it is essential that all contact information is kept up to date. We therefore ask all parents to make sure that they tell the School Office, preferably by email, when such details change.

Email is also used to send **urgent information** (for example, to say that the school is going to close early because of heavy snow), with details also posted on the website (Schools post).

There is a **display unit** in Little Oaks and the Pre-Prep courtyard where information is displayed about any cancelled events, for example, or any forthcoming OPPA events

## Parents' Evenings

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 the Sports Hall. An appointment system is used and a signing up form is made available in classrooms one week prior to the meetings. The Parents' Evenings are held in October and March.

Parents are welcome to meet with teachers any time to discuss their child's progress and development. Times and dates can be organised directly with the teacher at drop off or pick up, via the children's Reading Record Book, email or by contacting the School Office.

A social evening is held on the second Friday of the new school year to welcome new parents to the school along with a welcome seminar in the Summer term, and curriculum seminars in the Michaelmas and Lent terms.

## Parents' Appointments

Appointments with the Headmaster may be made by phoning or emailing the Headmaster's PA, Mrs E. Whittaker, on 01189 766 901 or [e.whittaker@oratoryprep.co.uk](mailto:e.whittaker@oratoryprep.co.uk).

Appointments to meet with the Head of Junior Prep may be made by phoning directly on 01189 766903 or by emailing [k.oakley@oratoryprep.co.uk](mailto:k.oakley@oratoryprep.co.uk).

## After School Club – Reception

There is an After School Club which operates between 3.30pm and 5.00pm for those children who cannot be collected at 3.30pm. Should children need to be collected later, After School Supervision is available from 5.00pm to 6.00pm (at the discretion of the Head of Pre-Prep). 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. They sit in their activity groups for registration and are then given Little Tea. At times a movie may be played until 4.00pm to ensure there is a calm atmosphere before activities or after school club begins. In the summer, they play outside for part of the time in the independent outdoor play area.

On days when there are larger numbers of children (who have siblings playing in matches), a film club is held. This is supervised by the After School Club supervisor and additional members of staff to comply with regulations.

There is a daily charge for the After school club. Booking is done via Sims Pay to secure a regular place, ad hoc places are requested via email to the Head of Pre-Prep. Information regarding availability and cost of Activity Clubs for the forthcoming term is emailed to all parents before the end of the previous term. Numbers are strictly limited and places are booked and paid for by BACS, on a first come, first served, basis.

After School Club begins on the first day of the term and ends the penultimate day of term. There is no After School Club on Exeats or Half Terms.

Activities begin the first full week of term and end the penultimate day of the school term.

Children in the Nursery class who turn 3 years of age may have a place in After School Club at the discretion of the Head of Pre Prep and the class teacher/key person.

# UNIFORM

## The School Shop

The school has its own clothes shop which supplies the items of clothing, the bags and accessories that are needed for school and which are not available from any other supplier. The shop also has a limited stock of pre-owned items of uniform which are for resale.

The shop is open on Wednesdays between 8.00am – 9.00am and 3.30pm 6.00pm. If parents cannot visit at this time, they may phone the shop on 0118 976 6910 and leave their order on the answer phone, or email:

shop@oratoryprep.co.uk. The items will then be sent home with the child. An invoice will be enclosed with your goods. Please send payment within 10 days of receipt and a cheque made payable to Oratory Trading Ltd. Payment by card is accepted. Details also available for payment by BACS.

Arrangements can also be made for parents to visit the shop at other times. To make an appointment please phone the shop on 0118 976 6910 and leave a message on the answer phone, or email [shop@oratoryprep.co.u](mailto:shop@oratoryprep.co.uk)

## Please Note

- All games clothing should be clearly marked on the **FRONT left breast/thigh of each garment using 1" labels with child's initial and surname supplied by the school shop.**
- Watches and fit bits should not be worn in Pre Prep.
- All day wear is to be clearly named with woven name tapes (sew on or iron-on).
- 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.

## Little Oaks

This list of regulation clothes is required by children attending Little Oaks. All items can be obtained from the School Shop except those marked \*.

Red sweatshirt with school logo

Red polo shirt with school logo

·PE polo shirt with school logo (Summer term only)

·Sunhat - Legionnaires style (Summer term only)

·Navy joggers or shorts

School waterproof trousers – (optional but must be school issue) ·

Outdoor coat, preferably navy in colour

· Navy drawstring shoe bag with large name tape on the outside · \*

Wellington boots

· \* Plimsolls or trainers (predominantly black) -  
velcro fastenings and non-marking soles

Swimming costume in school colours

· Swimming hat with school logo

· School navy swimming towel embroidered with the child's name with a  
loop attached to centre of long side.

· School swim bag printed with the child's name.

## Reception

### Girls' Uniform

**Lent and autumn** – navy roll-neck jumper with red sweatshirt, grey pinafore dress and navy tights

**Summer** – light-blue checked summer dress with light-blue cardigan, and either long white socks or gingham-frilled white ankle socks

### Uniform List

This list of regulation clothes and sundries is required by girls in Early Years. All items are to be obtained from the School Shop except those marked \*.

- Red sweatshirt with school logo
- Navy roll-neck top
- Navy weatherproof coat
- Mid-grey box-pleated pinafore dress
- Navy blue tights
- \* Plain black or navy blue outdoor shoes (**no patent leather, and heels no higher than 2cm**)
- \* Wellington boots
- Navy school hoodie with school logo
- School waterproof trousers
- School book bag

- Hair band, scrunchie and clip in school colours (hair is to be tied back with bands or scrunchies that are navy or red in winter, and white or pale blue in summer)
- Navy beanie hat with school logo – (optional but must be school issue)
- Knitted scarf in school colours – (optional but must be school issue)

### Summer Term Only

- Blue checked dress
- Light blue cardigan
- Long white (school) socks or school gingham-frilled white ankle socks
- \* Plain black or navy blue closed-toe sandals (**no patent leather, and heels no higher than 2cm**)
- Navy school cricket cap - baseball style.

## Games Clothing

All clothing should be clearly labelled (1"labels) FRONT left breast/thigh of each garment.

Initial and surname, **red** lettering on white background, supplied by school shop.

- PE polo shirt with school logo
- Navy PE shorts
- Navy tracksuit bottoms
- \* Trainers (predominantly black or white)with Velcro fastenings and non-marking soles.
- OPS short games socks
- Navy drawstring shoe bag with large name tape on the outside

Swimming costume in school colours

- Swimming hat in with school logo
- School navy swimming towel embroidered with child's name with loop attached to centre of long side
- School swim bag printed with child's name.
- School boot bag printed with child's name (optional)

## Reception

### Boys' Uniform

- **Lent and autumn** – navy roll-neck jumper with red sweatshirt, and grey shorts and

socks ·

**Summer** – royal-blue shirt with red sweatshirt, and grey shorts and socks (optional -navy ankle socks with turnover top)

## Uniform List

This list of regulation clothes and sundries is required by boys in Early Years. All items are to be obtained from the School Shop except those marked \*.

- Red sweatshirt with school logo
- Navy roll-neck top
- Navy weatherproof coat
- Mid-grey shorts
- Grey socks with school colours
- \* Plain black outdoor shoes
- \* Wellington boots
- Navy school hoodie with school logo
- School waterproof dungarees
- School book bag

### For Summer Term Only

- Royal-blue shirt
- \* Plain black or navy blue closed toe sandals (optional) · Navy ankle socks with turnover top (optional)
- Navy school cricket cap - baseball style.

## Games Clothing

All clothing should be clearly labelled (1" labels) FRONT left breast/thigh of each garment.

Initial and surname, **navy** lettering on white background, supplied by school shop.

- PE polo shirt with school logo
- Navy PE shorts
- OPS short games socks

- Navy tracksuit bottoms
- \* Trainers (predominantly black or white) with Velcro fastenings and non-marking soles
- Navy drawstring shoe bag with large name tape on the outside · Swimming trunks in school colours
- Swimming hat with school logo
- School navy swimming towel embroidered with child's name with loop attached to centre of long side
- School swim bag printed with child's name
- School boot bag printed with child's name (optional)

## 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 - [www.oratoryprep.co.uk/information/handbooks-and-policies](http://www.oratoryprep.co.uk/information/handbooks-and-policies)

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. This is a little bit like a curriculum in primary and secondary schools, but it is suitable for very young children, and it is designed to be really flexible so that staff can follow your child's unique needs and interests. Children in the EYFS learn by playing and exploring, being active, and through creative and critical thinking which takes place both indoors and outside.

### **ACCESSIBILITY: How can you find out 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 person" (class teacher)** 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 (Using Tapestry)* and you are able to access it daily.
- 'Guidance to your child's learning and development in the Early Years Foundation Stage' booklet.

**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

When your child is aged between 24 and 36 months the class teacher (keyworker) will review their progress in the three prime areas of learning. They will observe and record a baseline assessment upon entry into Little Oaks Nursery and again at the end of each term until they make the transition into Kindergarten. At the end of the Michaelmas term parents are provided with a written summary of their child's development and attainment. At the end of the Summer Term, the teacher (key person) will report on their characteristics of learning and suggest

key points towards the next steps for learning. Parental contributions are also included in the key persons' progress check. For those children who enter the Nursery class before a Progress Check at Two is required, a settling in letter will be provided.

Throughout the academic year teachers (key persons) will discuss with parents how they can support learning at home. Parents/carers are encouraged to share information from the progress check with other relevant professional including their health visitor and staff of any other setting to which the child transfers or attends.

## When your child is 5

From September 2020, teachers will complete the new Reception Baseline Assessment for each child. It will provide a snapshot of your child's skills in maths and language, communication 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.

## Others ways of communicating knowledge about your child

Upon entry we ask parents to complete a booklet detailing your child's likes, dislikes, family information and routines.

If applicable, other settings are asked to complete our 'Transition from another setting' form to ensure children.

All of the information collected is stored in your child's Online Learning Journal and/or personal files and is used to **assess** how your child is doing in the seven areas of learning and development. Finding out at this stage how your child is doing, will mean that the teacher your child has in their next academic school year knows what your child really enjoys doing and does well, as well as helping them decide if your child needs a little extra support, what that support should be and if they are already receiving any.

At the end of the summer term the Reception class teacher will provide Year 1 teachers with a progress tracker and brief details of your child's characteristics of learning; forming part of the transition process.

Parents receive full school reports in the Michaelmas and Summer terms.

Parent meetings are held in the Michaelmas and Lent terms and all information is

recorded, signed and dated and copies provided upon request.

## **Explanation of your child's end of year report**

In the final term of the year in which your child reaches age five, the EYFS Profile will be completed for each child. Each child's level of development must be assessed against the criterion set out in the Early Learning Goals. Your child's teacher (key person) will share and explain the results of the Profile with parents and/or carers before the end of the school term or during EYFS seminars, which are held twice a year.

The teacher will report on 'how your child learns' using observations from three characteristics of 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

Your child's class teacher will also report on the 17 Early Learning Goals (aspects of learning) and judge them as Emerging, Expected or Exceeding expectations.

## **PSED: Aspect = Self Confidence and Self-Awareness (40 – 60 mths)**

- Confident to speak to others about their own needs, wants, interests and options.
- Can describe self in positive terms and talk about their abilities

### **Early Learning Goal**

*Children are confident to try new activities, and 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 resources they need for their chosen activities.*

## **PSED: Aspect = Managing Feelings and Behaviour (40 – 60 mths)**

- Understands that own actions affect other people, for example, becomes really upset or tries to comfort another child when they realise they have upset them.
- Aware of the boundaries set, and of behavioural expectations in the setting.
- Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.

### **Early Learning Goal**

*Children talk about how they and others show their 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 the*

rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

### **ED: Aspect = Making relationships (40 – 60 mths)**

- Initiates conversations, attends to and takes account of what others say
- Explains own knowledge and understanding, and asks appropriate questions of others
- Takes steps to resolve conflicts with other children, eg. Finding a compromise

### **Early Learning Goal**

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

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

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.

If a child's learning and development goes beyond what is expected at the end of the EYFS, then their learning and development is said to be an **exceeding** 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 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 event

## 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.

**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.

## 3. 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.

## 4. 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 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.

## 5. 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.

## **6. 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.

### **Parental Involvement at the OPS**

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.

At the OPS we encourage parents to make contributions of their child's achievements. Achievements demonstrated at home by parents provide a complete picture of their learning and development.

The following form is provided in the Early Years classrooms for you to complete.

<b>Child's Name:</b>	<b>Class:</b>
Information about your child's achievements at home .....	

<b>Parent/carer signature:</b>	<b>Teacher input only:</b>  <b>PSED PD CL L M UW EAD P&amp;E</b>  <b>AL C&amp;TC</b>
--------------------------------	--

### **OTHER WAYS WE INVOLVE PARENTS AT THE OPS**

- Access to your child's Learning Journey
- Seminars about how you can help your child with their learning and development
- Welcome seminars for new parents
- Child information forms prior to entry
- Views, comments and suggestions forms
- Parent questionnaires
- Parent/teacher evenings
- School events, e.g. Literacy week, parents come into read with the children
- Class visits
- Certificates of achievement
- Newsletters
- Topic days such as International day
- Charity fund raising events
- Open days
- Informal visits prior to registration
- Assemblies and end of term plays/concerts

### **List of Policies (and Handbooks) Available to Parents on the school website**

- Safeguarding and Welfare (child protection)
- Anti-Bullying
- Health and Safety Statement (including adverse weather)
- Curriculum
- Settling In
- Personal Care
- Assessment

- Parent/Carer Partnership
- EAL
- High Ability and Talented
- Supervision of pupils at playtime
- Behaviour Management Policy
- Accessibility Statement
- Admissions
- Telephone/Mobile Phones/Video/Camera Usage
- Complaints Procedure
- First Aid and Health Care
- OPS standard terms and conditions
- EYFS Handbook
- Prep Parents Handbook
- Guide to Planning out of school day trips