



# Starter Pack

Little Brown Bears

Miss Southcombe

## **Welcome from Mr Whitfield**

Welcome to what we hope will be another exciting year at Nevill Road Infant School, full of inspiring, creative and memorable learning.

This starter pack has been designed to give you as much information as possible about the new year your child is in. It covers essential information and reminders about school procedures as well as what to expect from the new year group.

We always aim to try to make sure we are available should you wish to share your positive comments or concerns. A senior member of staff is available on the playground in the morning and after school and can ensure that messages get passed on – this is so all staff can concentrate on making sure the children start the day in the most positive way possible. Staff will be available at the end of the day should you wish to speak with them, or you can pop in / drop a line to the admin team who can ably deal with your query.

As always, the children are at the heart of everything we do at Nevill Road Infant School and their success and brilliance is crucial to us all. We always aim to especially work in partnership with parents and carers and thank you for your continued support of everything we aim to achieve.

Mr Whitfield

## **Our Vision**

At Nevill Road Infant School we are driven by the desire to provide the best possible **education, opportunities** and **environment** for all who are part of our school.

As an infant school we are passionate about children's **early development** and devote our time to embedding a desire for **lifelong learning**.

We ensure that all children are given **equal opportunities** and **equal access** to every aspect of the curriculum, including all activities at school.

Our school is an **inclusive** and **nurturing** environment where all **aim high, achieve** well and develop **self-confidence**.

**Resilience** and a **love of learning**, including **positive values** and beliefs, **cooperation** and team work, a sense of **community** and **caring** attitudes towards others underpin all our work in school.

We provide an exciting, **challenging** and **inspirational** setting where children become **independent, creative** thinkers who are **reflective** and always striving to **extend their learning**.

We aim to be at the forefront of educational **best practice** and our children will benefit from our desire to give them access to the latest technological and educational developments.

Nurture Enjoyment Voice Inclusion Love of Learning  
Resilience Discovery

### Our Partnership with You

At Nevill Road Infant School we believe that it is important to work alongside you in a partnership to educate your child. We appreciate and value the fact that you have been your child's teacher up until the time they come to school. We would like to stress how important it is for you to continue with all the fantastic things you have always done with your child. Your important job does not stop now just because your child has started school.

If you can spare the time and would like to help, you will need to have the necessary clearance, just pop in and speak to Miss Agnew in the office and she will help you organise this.

### Preparing Your Child for School

Prepare your child for school by talking to them positively about school before they visit. Try to ensure that you bring them to the stay and play and settling in sessions to familiarise them with their teacher and their classroom.

Try to encourage your child to be as independent as possible at home in preparation for school, especially when dressing, going to the toilet, washing their hands, feeding themselves or tidying away their toys!

Please complete the '**All About Me**' and the '**Getting Ready for School Checklist**' sent to you via **Google forms**. These forms really help us to begin to get to know your child and are crucial first steps in getting to grips with expectations.

### Entrances

Enter the school at the main entrance, walk through the car park towards the school, then follow the path between the infant school and the junior school (with the infant school office on the left-hand side). Come through the green gate into the junior playground and enter the Little Brown Bears play area through the gate on the left.

### Your Child's First Day at School

This is an exciting time! Children starting in Little Brown Bears will attend school for settling in sessions until the staff feel that they are ready to be left for an extended period of time. **This will be discussed and agreed with you and it will be based on your child's needs.** Children will attend school on either the first half of the week (Monday, Tuesday and Wednesday morning) or the second half of the week (Wednesday afternoon, Thursday, Friday). Please bring your child to the classroom door and staff will be on hand to welcome them into school, help them find their peg and tray, and help them settle into their morning task.

Please ask the staff for support if you are finding it hard to leave your child, or if you are feeling worried. They will be only too pleased to help you – don't suffer in silence!

If you are worried that your child may struggle to settle or they have specific needs, please contact the office to make an appointment with Mrs Stoddart, Deputy Headteacher and Early Years Leader.

### **Staffing for Little Brown Bears**

**HLTA:** Miss Southcombe

### **Attendance**

Regular and punctual attendance at school is vital for ensuring that pupils reach their full potential and make good progress. It is also very important for pupils' social and emotional development, it helps pupils to develop a sense of belonging to the school community and helps them to develop and sustain friendships.

We view pupil attendance as extremely important and take our responsibilities towards promoting excellent attendance seriously.

In the morning, classroom doors will open at 9:00am and close at 9:05am. All pupils are expected to be in class and ready to begin their day as soon as possible. Any pupils arriving late will be marked as such and will have to sign in through the office. If your child is ill, please notify the school by 9:00am.

We have a zero-tolerance attitude towards holidays and days out during term time, unless they comply with very limited exceptional or unavoidable circumstances.

We work in partnership with our Education Welfare Officers to monitor attendance and punctuality and put into place agreed actions to improve attendance for pupils in general and for identified pupils for whom attendance is an issue.

Parents and carers have a legal duty to ensure that their children of school age attend school during term times unless there are genuine reasons to prevent this, such as illness.

We will work in partnership with parents to ensure that all pupils registered at the school attend regularly and punctually.

### **School Uniform**

Reception to Year Two children wear a school uniform that helps them to identify with their school and wear clothes that are suitable for a busy day at school. Children wear black or grey trousers, shorts, skirt, or pinafore dress, a white polo shirt and a blue jumper / cardigan / fleece. Jumpers, cardigans, or fleeces **do not** need to have the school logo (see Uniform Policy). Shoes or trainers must be all black (Velcro, not laces, unless your child can tie their own shoelaces). All children, including those in Nursery, will need a blue book bag and a water bottle as soon as they start school, which are available to purchase through the school office.

The school P.E. kit for Reception to Year Two children is a pair of black shorts and a white t-shirt and trainers / plimsolls. Plain grey or black tracksuit bottoms and a long-sleeved top may also be needed for outdoor PE lessons. Please provide a named, drawstring bag to keep your child's P.E. kit in.

Please label all of your child's clothes with their name before they come into school, this way if items are misplaced they can be reunited with your child!

Throughout the year good quality, second-hand uniform is available through the Friends of Nevill Road.

### Lunches

All children in Reception, Year 1 and Year 2 are entitled to Universal Free School Meals, those at Little Brown Bears or Nursery (not statutory school age) and in receipt of additional benefits may also be eligible.

All meals provided for the children are based on balanced and healthy options adhering to the government School Food Standards, some examples are jacket potatoes with a choice of cheese, tuna mayo, or baked beans, spaghetti bolognese, and roast chicken dinner. You can also send your child with a packed lunch. An ideal packed lunch is a sandwich, drink, yoghurt, and some fruit or vegetable sticks; it is a balanced meal that children will have enough time to eat (see Healthy Eating Policy).



The lunch menu is available through the Dolce 'Live Kitchen' link that is sent to you from the school office and choices should ideally be made with your child in advance. A school lunch costs £2.54 for children in Little Brown Bears.

**We are a nut free school; therefore, we will confiscate any items of food that contain nuts and return them to parents and carers. This includes, but is not limited to, any nut products, products or sandwiches containing Nutella, peanut butter, Kinder Bueno, Snickers, chocolate and hazelnut crepes etc.**

### Snacks, Milk, Dietary Requirements and Food Allergies

Whilst at Nevill Road Infant School your child will be offered a variety of daily snacks. We encourage healthy eating and teach children the importance and benefits of a healthy diet and lifestyle. **Please inform us of any special dietary requirements and food allergies your child may have.** We do not need to be made aware of any food that your child says they dislike.

The government provides your child with a fruit or vegetable snack each day and a drink of milk, which is free up until their 5<sup>th</sup> birthday.

In Nursery and Reception, we ask for a one-off voluntary contribution of £5.00 to help cover the cost of providing your child with a variety of food for snack time for the year. This is used to enhance the curriculum experience, for example, Chinese food during Chinese New Year.

### Timings

In Pre-school (Little Brown Bears) and Nursery (Elephants), the school day runs from 9:00am to 3:00pm.

In Reception (Polar Bears, Giant Pandas, and Koala Bears), the school day runs from 8:45am to 3:15pm.

In Key Stage 1, the school day runs from 8:45am to 3:15pm. There is a morning break and an hour for lunch.

A typical full day in Little Brown Bears starts at 9:00am when the doors open and children access their morning task independently. This is followed by:

9:00am → welcome, registration, and fine motor free play  
9:25am → circle time  
9:30am → group time  
9:40am → continuous provision free flow learning (indoor and outdoor)  
11:15am → phonics  
11:25pm → hand washing for lunch time  
11:30 → lunch time, mindfulness, nap time (for children who require this)  
1:00pm → registration  
1:05pm → continuous provision free flow learning (indoor and outdoor)  
2:40pm → story and song time  
2:55pm → coats and bags  
3:00pm → home time

In addition to this, children in Little Brown Bears benefit from P.E. lessons every week.

## **Curriculum**

We have amalgamated the Development Matters and Birth to Five Matters documents to create our Early Years Foundation Stage (EYFS) Curriculum, which we use to plan for the learning and development of children in the Foundation Stage. At Nevill Road Infant School we pride ourselves on delivering an interesting, relevant, and creative curriculum which is underpinned by 7 areas of learning:

### **Prime Areas**

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

### **Specific Areas**

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



## End of Year Expectations

Little Brown Bears	
PRIME: Communication & Language	<p>Develop pretend play, such as, putting the baby to sleep or driving the car to the shops.</p> <p>Follow instructions with three key words, such as, "can you wash dolly's face?"</p> <p>Understand and act on longer sentences like 'make teddy jump' or 'find your coat'.</p> <p>Understand simple questions about 'who', 'what', and 'where', but generally not 'why'.</p> <p>Beginning to use word endings (e.g. going, cats)</p> <p>Use the speech sounds p, b, m, w, and pronounce l, r, w, y, f, th, s, sh, ch, dz, j, and multi-syllabic words such as 'banana' and 'computer'.</p> <p>Beginning to use prepositions (not always accurately), such as, 'in', 'on', 'under'.</p> <p>Linking five words together.</p> <p>Single channelled attention; can shift to a different task if attention fully obtained – using child's name helps focus.</p> <p>Use around 300 words including descriptive language and time words such as 'now' and 'later'.</p> <p>Using pronouns, such as, 'me', 'him', 'she'.</p> <p>Using plurals.</p>
PRIME: Physical Development	<p>Develops increasing understanding of and control of the bowel and bladder urges and starts to communicate their need for the preferred choice of potty or toilet.</p> <p>Uses wheeled toys with increasing skill such as pedalling, balancing, holding handlebars and sitting astride.</p> <p>Sit on a push-along wheeled toy, use a scooter, or ride a tricycle.</p> <p>Holds mark-making tools with thumb and all fingers.</p> <p>Can increasingly express their thoughts and emotions through words as well as continuing to use facial expressions.</p> <p>Able to help with and increasingly independently put on and take off simple clothing items such as hats, unzipped jackets, wellington boots.</p> <p>Use large and small motor skills to do things independently, for example, manage buttons and zips, and pour drinks.</p> <p>May be beginning to show a preference for a dominant hand and/or leg/foot.</p>
PRIME: Personal, Social and Emotional Development	<p>Seeks out others to share experiences with and may choose to play with a familiar friend or a child who has similar interests.</p> <p>Feel confident when taken out around the local neighbourhood and enjoy exploring new places with their key person.</p> <p>Safely explore emotions beyond their normal range through play and stories.</p> <p>Notice and ask questions about differences, such as, skin colour, types of hair, gender, special needs and disabilities, religion etc.</p> <p>Participates more in collective cooperation as their experience of routines and understanding of some boundaries grows.</p> <p>Is gradually learning that actions have consequences but not always the consequences the child hopes for.</p> <p>Feel strong enough to express a range of emotions.</p> <p>Is beginning to be able to cooperate in favourable situations, such as with familiar people and environments and when free from anxiety.</p> <p>Be increasingly able to talk about and manage their emotions.</p> <p>May recognise that some actions can hurt or harm others and begin to stop themselves from doing something they should not do.</p> <p>Learn to use the toilet with help, and then independently.</p> <p>Talk about their feelings in more elaborate ways, for example "I'm sad because..." or "I love it when..."</p>
SPECIFIC: Literacy	<p>Repeats words and phrases from familiar stories.</p> <p>Asks questions about the book.</p> <p>Makes comments and shares their own ideas.</p> <p>Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch screen technology.</p> <p>Makes marks on their picture to stand for their name.</p> <p>Develops play around familiar stories.</p> <p>Adds some marks to their drawings, which they give meaning to. For example, "that says mummy".</p>
SPECIFIC: Maths	<p>Counts in everyday contexts, sometimes skipping numbers.</p> <p>Beginning to count on their fingers.</p> <p>Makes simple constructions.</p> <p>Explores how things look from different viewpoints including things that are near or far away.</p> <p>Compares sizes, weights etc. using gesture and language – 'bigger', 'little', 'smaller', 'high', 'low', 'tall', 'heavy'.</p> <p>Notices patterns and arrange things in patterns.</p> <p>Beginning to anticipate times of the day such as mealtimes or home time.</p>
SPECIFIC: Understanding the World	<p>Learns that they have similarities and differences that connect them to, and distinguish them from, others.</p> <p>Notices differences between people.</p> <p>Uses pipes, funnels and other tools to carry/transport water from one place to another.</p> <p>Enjoys playing with small world reconstructions, building on first-hand experiences, e.g. visiting farms, garages, train tracks, walking by river or lake.</p> <p>Begins to use and shows an awareness of time words such as 'tomorrow' which may not always be used in the correct context.</p> <p>Explores and responds to different natural phenomena in their setting and on trips.</p>

<b>SPECIFIC: Expressive Art &amp; Design</b>	Enjoys and responds to playing with colour in a variety of ways, for example combining colours. Makes simple models which express their ideas. Uses their imagination as they consider what they can do with different materials. Notices patterns with strong contrasts and are attracted by patterns resembling the human face. Uses 3D and 2D structures to explore materials and/or to express ideas. Creates rhythmic sounds and movements Starts to develop their pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.
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## **Assessment**

In the early years, ongoing formative assessment is an essential and important part of the children's learning and development. Assessments are made using practitioner knowledge and formative assessment of children across a variety of opportunities which provides an understanding of each child's level of development. This happens constantly throughout every taught session as well as during free flow times when children are embedding and extending their previous learning. These assessments are then be used to shape future learning.

Tapestry is used to share learning with parents, and over time, this provides a holistic picture of the child through a variety of situations and experiences. In Reception, children have a learning showcase which shows clear progression over time for literacy and mathematics. **Please ensure that you have signed the permission form for Tapestry.**

On entry, baseline assessments are carried out for each child, using assessments from direct teaching sessions and from practitioner knowledge taken from independent learning. These assessments are collated and entered onto our whole school tracking system, which allows us to collate all of the data for the individual children and the whole cohort. It also allows us to measure progress, and highlights children that are meeting, and not yet meeting, age-related expectations. This data enables us to meet the needs of every child through the adaptation of lessons, and through targeted interventions and focused work. Assessment data is updated every term, and pupil progress meetings with the Headteacher or Deputy Headteacher take place so that conversations around the whole cohort and individual learning can take place. At the end of Reception, every child is assessed against each of the Early Learning Goals (ELG). Children are assessed as either emerging or expected against each ELG, and a report is given to parents informing them about their child's learning and progress in each of the areas of learning.

All teacher judgements are moderated on a regular basis to ensure accuracy and consistency. This is done within the staff team, and also within a cluster of schools.

## **Statutory Assessments**

Nevill Road Infant School completes the Government's statutory baseline assessment for every child in Reception. This baseline data is used by the Government to forecast the end of year 6 results for each cohort.

In Little Brown Bears, a two-year-old progress check, see EYFS Policy appendix 1, is carried out and the report is shared with parents and carers. This can take place any time before the child's third birthday.

## **Home Learning**

Home learning is an important part of school life at Nevill Road Infant School and we value the impact it can have. We are also realistic that it should not take over nor take the place of real teaching but should be a shared experience.

At Nevill Road, our home learning is concerned with providing parents and carers with the opportunity to take part in helping with the basic skills of reading, phonics, spelling, and counting.

We know that home learning is most effective when it involves the child talking about their school work with parents and carers and we encourage all of our parents, carers, and children to do so.

Our half-termly Topic Tasters contain lots of ideas about how you can get involved with your child's learning. Topic Tasters are emailed to parents at the beginning of every half-term.

## **Helping Your Child at Home**

### **Reading and Writing**

In Little Brown Bears, we understand the importance of reading with children, and we encourage parents to read with their child daily at home. This is a fundamental skill and will promote a love of learning.

We also encourage parents to support their child at home with phonics; however, we appreciate that some parents may need support with this. Monster Phonics offer regular webinars for parents which have proven very useful. Please look out for emails throughout the year regarding these free sessions, or speak to the class teacher for further support.



At Nevill Road Infant School we teach cursive handwriting, starting in Nursery and Reception with pre-cursive. This is a style of handwriting which always starts on the line, and finishes with a joining line – we call this a swish and a flick. Here are some ways that you can support your child with reading and writing at home:

- Read with your child every day at home.
- Attend one of the Monster Phonics webinars to understand more about phonics.
- Remind your child to start letters in the same position (on the line).
- Teach them how to draw circles in an anti-clockwise direction, as this will prepare them for writing.
- Teach your child to write their name with a capital letter at the start.
- Encourage your child to “read” their writing to you.
- Let your child see you write; they will learn from you what writing is all about!
- Point out words and letter sounds in the books that you read to them.
- Talk to your child about the pictures in the books you share, encourage discussion about the story, for example, what is going to happen next? / what has just happened? / what is your favourite part?
- Take your child to the library – it's exciting and educational!
- Teach your child the alphabet BUT also talk to your child about the sounds the letters make.
- In Nursery to Year Two, every Friday morning, we host reading morning from 8:30am in your child's classroom – please come along and read with your child.
- Look for print, words, and letters wherever you are.

### **Maths**

Maths can occur in lots of activities at home, for example, paying for shopping, dialling the phone, changing the TV channel, baking...maths at home is endless! Here are a few ideas to help you with maths at home:

- Try to count items with your child whenever this is possible, for example, when cooking, walking, playing, shopping, tidying, sewing, eating, and drawing.

- Talk about numbers all the time and look for them wherever you are; how many stairs are there in your house?
- Recite numbers from 0 to 10, and try it backwards too!
- Talk about the time; sequence events and use the time of day.
- Talk about how tall / long / short things are at home – compare things that are the same and different.
- Talk about the shapes of objects at home.
- Play matching games at home together, for example, cups to saucers, knives to forks, socks to feet, hands to gloves etc.
- Play board games with your child, especially those using dice or cards. These are important for developing counting and number recognition, their value is often understated and many children never experience the fun of playing games.

Don't forget to check your child's bag on a daily basis for any letters or homework tasks.

If you need any guidance with helping your child with their learning, please speak to the staff in the classroom.

### **Home / School Links**

Staff are available to talk to at the **end of the day**, so feel free to ask any questions that you may have then – bear with them whilst they dismiss all of the class first to make sure the children are safely with parents!

There are many ways we aim to keep you informed about your child's learning and progress and encourage you to be fully involved in the life of the school. This starter pack is an essential reminder of how we work and a chance for parents and carers to begin to get involved.

We will continue to send information home to provide parents and carers with an overview of the curriculum to be covered by their children during that term and any special events or trips that are coming up.

From Nursery to Year 2, each term, we will also provide a snapshot report on key learning areas as well as a more formal parent / teacher meeting to discuss learning, behaviour for learning, attitudes, and agree targets for the coming term.

Annual reports are sent home at the end of the summer term for all children providing a detailed profile of what your child has achieved, the progress they have made, and targets for further progress. Reception Year Early Learning Goal Achievement, Year 1 and Year 2 Phonics Screening results and Year 2 test results / teacher assessments are also included in the annual report.

If you have any worries or concerns about your child or their progress, please make an appointment to speak to your child's teacher.

Should you wish to speak to Mr Whitfield (Headteacher) or Mrs Stoddart (Deputy Headteacher), please telephone or call into the office to make an appointment.

Miss Agnew in the school office is on hand to help with **almost** anything – you just need to ask!

You have the right to expect the best service from us. We aim to provide that service with dignity and respect.

We also have the right to expect the same from you.

## **Rewards (Nursery to Year Two)**

We like to reward all of our children when they do something that is over and above what is expected of them. We all try very hard to use verbal praise as a reward rather than a continuous flow of stickers and certificates – we want our children to feel special because we have noticed them and noticed the good things they are achieving. We do however, award stickers and certificates as appropriate as additional motivation and would welcome you talking to your child about this when they do receive them.

Children who consistently follow the Golden Rules, are nominated by their peers to be the Honeycomb Hero for the week. At the end of the week, the current Honeycomb Hero nominates the Honeycomb Hero for the following week and explains how they that person has been following the Golden Rules. Whole class rewards are also given based on reaching a shared goal.

Children are additionally able to earn housepoints for their house team and work towards certificates as follows: 25 → Bronze, 50 → Silver, 100 → Gold, 175 → Platinum, 225 → Diamond, 300 → Emerald

Certificates and housepoint totals are awarded and celebrated in a Friday assembly.

From Little Brown Bears through to Year Two, children who are demonstrating a growth mindset will receive a Go For It Gorilla sticker to reward their positive growth mindset behaviours. Every class celebrates one person who is the Go For It Gorilla of the week, and their name is published in our newsletter.

## **Newsletter / Communication**

Newsletters are emailed out every Friday celebrating achievements, informing you of news, reminders, special events, and noting any changes to routine. **It is very important that you read the newsletter every week so that you don't miss vital information.** A copy will also be saved on the school website.

We will also be sharing good news stories and exciting moments on Instagram (follow us at NRISK7) and Tapestry.

If you are required to bring money into school for an event or charity day, you will be informed about this in the newsletter. Please bring it into school in a sealed, named envelope.

## **Behaviour**

At Nevill Road Infant School we are extremely proud of our positive, inclusive ethos and we actively promote outstanding behaviour at all times.

We have worked with the children and families to create our behaviour policy that is based on a consistent approach to behaviours and sanctions whilst promoting the more positive aspects. This reflects our vision and the importance we place on working together.

The whole school community takes responsibility for positive behaviour and we consistently work together to achieve this end.

We always work towards our day-to-day Golden Rules as follows...



We are gentle  
We are kind and helpful  
We listen  
We are honest  
We work hard  
We look after property

Any instances of not so good behaviour at school will usually be dealt with straight away and parents / carers will be informed by the class teacher / key person. If poor behaviour is of a more regular or serious nature, contact may be made by a senior member of staff and you can expect to be invited in to school to talk about ways in which we can work together.

### **Special Educational Needs and/or Disabilities**

At Nevill Road we believe that inclusion is the practice of ensuring that pupils feel they belong, regardless of difference. All children have a sense of belonging to a class, year group and to our school as a whole. Children who may have additional needs are valued members of our school community and they are given the same opportunities as their peers.

Please refer to our school website for our SEND Policy, Local Offer and details of interventions that we offer at Nevill Road.

#### **What happens if my child has already been identified as having additional needs?**

If your child is already identified as having Special Educational Needs, you will be invited 3 times a year to meet with the class teacher / key person and go through any provision mapping. It is very important that you attend these meetings to help co-produce the education plans for your child. You will also be given copies of these throughout the year, which will have outcomes on them.

#### **What if I am concerned about for example, my child's progress, speech and language ability, or unusual behaviour?**

Initially, speak with the class teacher / key person about your concerns and they will make adjustments and offer support. If you still have concerns, make an appointment to see Mrs Scott (Special Educational Needs Coordinator) via the office. She will offer further support and decide with you and the class teacher whether a referral to an outside agency may be needed or whether short term intervention can be put in place in school.



## **Medicines / Illness**

If your child is unwell and will not be at school, please use the School Spider App or call the school on 0161 439 4817 no later than 9:00am to report your child's absence. Please continue to do this on every day of the absence unless agreed with the office not to do so.

If your child becomes poorly during the school day, there may be times that you will be contacted to collect them. Please make sure that the office have your most recent contact details.

If your child has a medical condition or illness that requires administration of medicine throughout the day, you will be required to complete a permission form in advance of this happening.

## **Safeguarding**

At Nevill Road Infant School, we believe that all children and young people have a fundamental right to be safeguarded and protected from neglect, harm or abuse, and that their welfare is of paramount importance. All staff and volunteers at our school are fully trained and have a duty to ensure that all children are safe and protected. If there are any concerns we will all follow the agreed procedures and protocols. We aim to work in collaboration with everyone necessary to ensure the ultimate benefit to all of our children. The protection of children and young people is a shared community responsibility and one that is taken very seriously. If you have any concerns about our children then please see Mr Whitfield or Mrs Stoddart.

Safeguarding children is everyone's responsibility. Everyone who comes into contact with children and families has a role to play. All staff members, governors, volunteers and external providers know how to recognise the signs and symptoms of abuse, how to respond to pupils who disclose abuse and what to do if they are concerned about a child.

We are part of Operation Encompass that directly connects the police with schools to share immediate information when children are subject or witness to police-attended incidents of domestic violence.

As our pupils' welfare is paramount, any significant concern **will** be passed on to Multi-Agency Safeguarding Hub (MASSH) / Social Services / Police as appropriate.

## **Online Safety**

The internet hosts many exciting opportunities for education. The online world is a wonderful place for young people to explore, with unprecedented opportunities for learning and creativity, but just like the real world, there are risks and dangers they should be aware of and which we should all act to protect them from.

As a school, we encourage the use of technology as an important part of our pupils' development but always want them to spend their time online safely. We teach the children how and why it is important to stay safe online and provide them with the tools, skills and knowledge to self-manage.

As a parent or carer, you can also play a significant part in ensuring this.

## **NRIS Friends**

The Friends is a group working to raise funds to make the school experience better for all. Every parent, carer and teacher at Nevill Road Infant school is automatically part of the Friends. We also welcome associate friends of the school to be part of the organisation.

The fundraising provides excellent additional equipment and resources for pupils, as well as making some school trips cheaper for parents by covering coach costs. We run a range of fundraising activities throughout the year and are always keen to hear new ideas.

If you would like to know more please contact the school office who will put you in touch with the team.

## **Volunteers**

Volunteers in school are a fantastic resource and we are so lucky to have them. Our volunteers are mainly parents and carers of children in the school but we also have friends, grandparents, and neighbours helping out too. Sometimes our volunteers arrange to help regularly with an activity in their own child's class such as arts and crafts, changing reading books, cooking and trips to the library but other times it may be to help with a specific event or a trip.

We have volunteers who have helped with gardening and keeping the allotment going as well as those who have run after school activities or workshops. We recognise and value the great range of knowledge and skills in our school community and we enthusiastically welcome any positive contribution to school life.

If you would like to volunteer, you will need to check with the school office to arrange for a DBS check to be carried out to ensure you are cleared to work with children. You will need to attend an induction with one of our senior staff members before you begin volunteering where all our relevant policies will be explained to you.



## **Holidays**

Holiday timetables are emailed to parents and can also be located on the website.

Holidays during term time will not be authorised unless there are exceptional circumstances for the request and the child's attendance is over 95%. Any requests for exceptional circumstance leave of absence should be made on a 'Leave of Absence Request Form' which can be obtained from the school office.

## **Open Evenings**

We organise informal events throughout the year to show you how you can support your child at home with their learning. There are also further opportunities to view your child's work throughout the year. In Nursery to Year Two, parent's evenings are held every term and offer the opportunity to meet the teacher to discuss your child's individual progress.



### Outdoors

At Nevill Road Infant School we value the importance of the outdoors in young children's learning and development, and we work hard to provide quality outdoor learning opportunities for all children. We would be grateful if children could be dressed appropriately for the changing weather and have a waterproof coat and wellies in case of rain, or a wide brimmed sun hat which protects their ears and neck, and sunscreen in the summer months.

### Parking

For the safety of all children, it is essential that parents do not use the staff car park and do not park on the yellow lines outside the school gates and adjoining roads. Please ensure you park considerately. We recommend parking further away from school and walking.

### Shoes

To support children's physical development, it is beneficial for children wear shoes that they are able to take off, put on, and fasten themselves. This may mean that shoes with a Velcro fastening are most suitable. In the foundation stage we work hard to encourage children to become independent in all aspects of self-care.

### Spare Clothes

Children must have a spare set of clothes and baby wipes in school at all times, which are in a named bag. **All items of clothing must be labelled with your child's name.**

### Toileting

Many children joining the school in Little Brown Bears will still be wearing nappies as this is age appropriate. Please ensure that you have provided nappies, baby wipes, and nappy sacks so that staff can change your child when needed. We are also more than happy to support you with toileting when the time is right for your child. **Please complete the electronic or paper permission form in your induction pack regarding changing and toileting.**

**Before** joining Nursery class, it is strongly encouraged and age appropriate for your child to be out of nappies and happy to go to the toilet independently. Trousers with an elasticated waist will help your child enormously and reduce the risk of accidents. Trousers held up with tricky belts and buckles are not recommended.

If your child has a medical need which prevents them from using the toilet independently, an intimate care plan will be put in place for your child. Please speak to a member of staff, and they will organise this for you. **We cannot change your child if the intimate care plan paperwork has not been completed.** We can only support them verbally by giving them instructions on how to clean and change themselves.

## **Wrap Around Care**

At Nevill Road Infant School we offer a Breakfast Club, that opens at 7:30am, and an After-School Club, that closes at 6:00pm. Breakfast Club provides a range of options for children to eat, such as cereals, toast, bagels, brioche, fruit and yoghurts at a fee of £6.00 per session. At After-School Club children are given a drink and snack, such as biscuits, rice cakes, sausage rolls, bread sticks, vegetable sticks and fruit. There is an extensive range of toys, games and puzzles for the children to enjoy as well as outdoor play, crafts and baking, and a film is shown most nights. Staff create a fun, safe environment for children to relax in after school, and they focus on ensuring the children have a positive experience. After-School club fees are £5.50 until 4:15pm per child per session, £7.00 until 5:00pm per child per session, or £9:00 until 6:00pm per child per session.

Places are limited and are on a first come, first served basis. Sessions can be booked using the **login details given to you by the office** at this address:

<https://nevillroadinfant.magicbooking.co.uk/Identity/Account/Login>

For more information, please see the website.

## **Contact Details**

Telephone: 0161 439 4817

Email: [admin@nevillroad-inf.stockport.sch.uk](mailto:admin@nevillroad-inf.stockport.sch.uk)

Website: [www.nevillroad-inf.stockport.sch.uk](http://www.nevillroad-inf.stockport.sch.uk)

### **Things to Get Involved in...**

Parent Council  
New Reception Parent Coffee Morning  
Friends of Nevill Road (PTA)  
Friday Reading Morning  
Volunteering  
School Trips  
Curriculum Events  
Open Days

## **Frequently Asked Questions**

### **What happens if my child gets upset?**

Most children do get upset at some point in the early days when they are settling in, so please try not to worry. Some children settle straight away and others can take a few weeks to settle into their new routine and setting. This is all perfectly normal. Our staff have lots of experience in helping children and their parents cope with the transition period. Never sit at home worrying, you are welcome to phone at any time for reassurance that your child has settled.

**Is there anything I can do to support my child's transition?**

To help your child feel safe, leave them with a confident attitude, even though it is sometimes really difficult! If your child sees you hesitating, then they feel worried too. Transition to a new setting is a big step for children and they need lots of positive support during this time. Photos of familiar people really help your child to feel safe and secure when they first join the setting. On your child's first day, as part of our transition and settling in process, we ask that you provide family photographs of parents, carers, siblings, grandparents, pets, other significant people or objects etc in your child's life. Ensure that they are named so that we can refer to them with the names that your child uses for each person or object. We will make a family photo book for your child which they will be able to look at and talk about familiar people whilst they are in the setting.

**Will my child have a Key Person?**

All children are allocated a key person. This designated staff member will work closely with you to help your child settle and facilitate their learning and development, both at Little Brown Bears and at home. Staff members do not have sole responsibility for children, but work in partnership with other adults in the setting to ensure that each child feels safe, secure and ready to learn.

**Will my child have a learning journey?**

Each child has an online learning journey on Tapestry, which you have access to, and your key person is responsible for maintaining. It would be fantastic if you could log your child's interests, achievements and activities that they have taken part in on Tapestry too!

**What items do I need to label?**

We ask parents and carers to label all of your child's belongings including coats, hats, gloves, bags, and lunch bags / boxes.

**Do I need to provide a snack for my child?**

All children are offered a drink and snack in the morning and afternoon which is provided by school. Please do not provide additional snacks for your child due to the food allergies and dietary requirements of the other children within the setting, unless this has been pre-authorised by Miss Southcombe.

**Do you have spare clothes or do I need to provide them?**

Please send your child in with a set of spare clothes each day in case their clothes need changing. These items must be labelled with your child's name. Children sometimes get wet during water play and may need a quick change!

**Do you provide nappies / baby wipes / nappy sacks?**

If your child is still in nappies, please send enough nappies, baby wipes and nappy sacks for the day or provide a bag of nappies with your child's name on. Please provide nappies with tabs rather than pull up nappies.

**Can my child bring their blanket or comforter?**

If your child has a blanket, toy, or other comforter please feel free to leave it with them as this will often alleviate unnecessary upset. However, we do discourage the use of dummies in the setting. If you feel your child may need a dummy for rest periods, please send it in a box labelled with your child's name.

**Where do children have their rest period / nap time?**

Sleep mats are placed in the quiet reading area which is closed to other children during nap time. If your child requires a sleep whilst they are with us, you will need to provide a sleep sheet and blanket which we will send home weekly to be laundered.

**Do I need to send a packed lunch or can my child have a school dinner?**

Your child can either bring a packed lunch or you can purchase a school dinner. If you wish to purchase a school dinner, please speak to Miss Agnew in the office who will set this up for you.

**Do I need to provide a water bottle?**

Yes, you will need to provide a water bottle for your child which will be kept within the setting and washed daily.

**Do I need to provide wellington boots and weather appropriate clothing?**

You will need to provide wellington boots and weather appropriate clothing as we play outside in all weather conditions.

**Can you give my child medication whilst they are at Little Brown Bears?**

We can give your child any medication that has been prescribed to them by a Doctor. Please see Miss Agnew in the office as you will need to complete a medication form before we can administer any medication.

**PLEASE COMPLETE ALL GOOGLE FORMS BEFORE YOUR CHILD STARTS AT LITTLE BROWN BEARS.**