



Starter Pack

Nursery

Miss Griffiths

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 teachers can concentrate on making sure the children start the day in the most positive way possible. Teachers 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 session 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, 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 Year 1 and Year 2 playground, then follow the path between the mobiles and the main building. Nursery (Elephant Class) is directly opposite as you walk down the path.

Your Child's First Day at School

This is an exciting time! Children starting Nursery will attend school for either the first half of the week, the second half of the week, or every day. **Please see your start date letter for further details about our gradual admissions, and your child's individual start date.** 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 your class teacher if you are finding 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 Nursery

Class Teacher: Miss Griffiths

PPA Cover: Miss Whitehead and Mrs Hartley-Dickens

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 8:50am and close at 9:00am. All pupils are expected to be in class and ready to learn 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 9:10am.

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 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 Nursery children.

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, and 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 your child may have.**

The government provides your child with a fruit or vegetable snack each day and a drink of milk, which is free up until their 5th 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 Nursery starts at 8:50am when the doors open and children access their morning task independently. This is followed by:

9:00am → registration

9:05am → circle time

9:15am → dough disco

9:20am → literacy
9:30am → continuous provision free flow learning (indoor and outdoor)
11:10am → phonics
11:25pm → hand washing for lunch time
1:00pm → registration
1:10pm → mathematics
1:25pm → go noodle
1:30pm → continuous provision free flow learning (indoor and outdoor)
2:40pm → story / song time
3:00pm → home time

In addition to this, children in Nursery 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

Nursery	
PRIME: Communication & Language	<p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>Start a conversation with an adult or a friend and continue it for many turns.</p> <p>Can use sentences joined up with words like 'because', 'or', 'and'.</p> <p>Is able to follow directions (if not intently focused).</p> <p>Responds to questions or instructions with more elements, e.g. Give the big ball to me; collect up all the blocks and put them in the box.</p> <p>Uses intonation, rhythm and phrasing to make the meaning clear to others.</p> <p>Talks more extensively about things that are of particular importance to them.</p> <p>Builds up vocabulary that reflects the breadth of their experiences.</p>
PRIME: Physical Development	<p>Match their developing physical skills to tasks and activities in the setting, for example, whether to walk, crawl, or run across a plank depending on its length and width.</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, or carrying large hollow blocks.</p> <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on, doing up zips, and pulling up their own trousers.</p> <p>Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, a toothbrush, scarves or ribbons.</p> <p>Working towards a consistent, daily pattern in relation to eating, toileting and sleeping routines and understands why this is important.</p>
PRIME: Personal, Social and Emotional Development	<p>Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers.</p> <p>Remembers rules without needing an adult to remind them.</p> <p>Finds solutions to conflicts and rivalries, for example, accepting that not everyone can be Spider-man in the game and suggesting other ideas.</p> <p>Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help.</p> <p>Is more able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings.</p> <p>Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions.</p>
SPECIFIC: Literacy	<p>Begins to read short CVC words using the sounds that they have learnt.</p> <p>Begins to write CVC words using the sounds that they have learnt.</p> <p>Writes some letters accurately.</p> <p>Knows that print carries meaning and, in English, is read from left to right and top to bottom.</p> <p>Handles books and touch screen technology carefully and the correct way up.</p> <p>Begins to navigate apps and websites on digital media using drop down menu to select websites and icons to select apps.</p> <p>Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print).</p> <p>Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words.</p>
SPECIFIC: Maths	<p>Talks about and identify the patterns around them. For example: using stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.</p> <p>Makes comparisons between objects relating to size, length, weight, and capacity.</p> <p>Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle).</p> <p>Selects shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</p> <p>Uses some number names and number language within play, and may show fascination with large numbers.</p> <p>Begins to describe a sequence of events, real or fictional, using words such as 'first', 'then' etc.</p> <p>Combines shapes to make new ones – an arch, a bigger triangle etc.</p> <p>Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.</p> <p>Attempts to create arches and enclosures when building, using trial and improvement to select blocks.</p> <p>Explores using a range of their own marks and signs to which they ascribe mathematical meanings.</p> <p>Describes a familiar route.</p> <p>Subitises one, two and three objects (without counting).</p> <p>Begin to recognise numerals 0 to 10.</p> <p>Beginning to recognise that each counting number is one more than the one before.</p>

<p>SPECIFIC: Understanding the World</p>	<p>Explores and talks about the different forces they can feel. Talks about the difference between materials and changes they notice. Develops a positive attitude about the differences between people. Knows that there are different countries in the world and talks about the differences they have experienced or seen in photos. Understands that specific events such as Christmas and birthdays only happen once per year. Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. Begins to recognise the months of the year. Begins to understand the effect their behaviour can have on the environment. Plays with a range of materials to learn cause and effect, for example, makes a string puppet using dowels and string to suspend the puppet.</p>
<p>SPECIFIC: Expressive Art & Design</p>	<p>Joins different materials and explores different textures. Draws with increasing complexity and detail, such as, representing a face with a circle and including details. Explores colour and colour mixing. Uses drawing to represent ideas like movement or loud noises. Shows different emotions in their drawings – happiness, sadness, fear etc. Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience. Uses tools for a purpose. Engages in imaginative play based on own ideas or first-hand or peer experiences. Sings the melodic shape (moving melody, such as, up and down, down and up) of familiar songs. Creates their own songs or improvises a song around one they know. Plays instruments with increasing control to express their feelings and ideas. Responds to what they have heard, expressing their thoughts and feelings. Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces. Listens with increased attention to sounds. Plays alongside other children who are engaged in the same theme. Uses available resources to create props or creates imaginary ones to support play.</p>

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 Nursery, 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 sound 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.
- 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 20, 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 book 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 class teacher.

Home / School Links

Teachers 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.

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

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.

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. 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 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 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 by 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 (MASH) / 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. 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

Please could you ensure that **before** joining us in Nursery, your child is 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. **Please complete the electronic or paper permission form in your induction pack regarding changing and toileting.**

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

Website: 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