



Starter Pack

Reception

Miss Ivy

Miss Whyatt

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

At the rear of the school building there are two reception classroom doors which lead into the reception outdoor area (**Giant Pandas** is on the left and **Koala Bears** is on the right).

Your Child's First Day at School

This is an exciting time! Children starting Reception will attend school for **full days** from **Monday 8th September 2025**. 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 with full days and would prefer a gradual admission based on their specific needs, please contact the office to make an appointment with Mrs Stoddart, Deputy Headteacher and Early Years Leader.

Staffing for Reception

Class Teachers: Miss Whyatt (Koala Bears)

Miss Ivy (Giant Pandas)

PPA Cover: Miss Stoddart, Miss O'Grady, Mrs Barker, and Mr S

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 8:40am and a bell will sound at 8:45am as a signal to close the classroom doors. 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 9:00am.

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

Our 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. All 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). Children will also 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 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. If you wish, you can 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.

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 day in Reception starts at 8:40am when the doors open and children access their morning task independently. This is followed by:

8:50am → registration

9:00am → phonics

9:20am → topic

9:40am → literacy focus group and free flow play (children can access indoor and outdoor provision)

11:00am → guided reading

11:20am → story / songs

11:45am → lunch

1:00pm → registration

1:05pm → maths focus group and free flow play (children can access indoor and outdoor provision)

2:30pm → handwriting

2:50pm → story / songs

3:15pm → home time

In addition to this, children in Reception benefit from R.E., music, and P.E. 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 (Early Learning Goals)

YEAR R	
PRIME: Communication & Language	<p>Listening, Attention and Understanding ELG Children at the expected level of development will: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; Make comments about what they have heard and ask questions to clarify their understanding; Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Speaking ELG Children at the expected level of development will: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>
PRIME: Physical Development	<p>Gross Motor Skills ELG Children at the expected level of development will: Negotiate space and obstacles safely, with consideration for themselves and others; Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Fine Motor Skills ELG Children at the expected level of development will: Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; Use a range of small tools, including scissors, paintbrushes and cutlery; Begin to show accuracy and care when drawing.</p>
PRIME: Personal, Social and Emotional Development	<p>Self-Regulation ELG Children at the expected level of development will: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>Managing Self ELG Children at the expected level of development will: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; Explain the reasons for rules, know right from wrong and try to behave accordingly; Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>Building Relationships ELG Children at the expected level of development will: Early Adopter Handbook 12 Work and play cooperatively and take turns with others; Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others' needs.</p>
SPECIFIC: Literacy	<p>Comprehension ELG Children at the expected level of development will: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; Anticipate – where appropriate – key events in stories; Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>Word Reading ELG Children at the expected level of development will: Say a sound for each letter in the alphabet and at least 10 digraphs; Read words consistent with their phonic knowledge by sound blending; Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Writing ELG Children at the expected level of development will: Write recognisable letters, most of which are correctly formed; Spell words by identifying sounds in them and representing the sounds with a letter or letters; Write simple phrases and sentences that can be read by others.</p>
SPECIFIC: Maths	<p>Number ELG Children at the expected level of development will: Early Adopter Handbook 13. Have a deep understanding of number to 10, including the composition of each number; Subitise (recognise quantities without counting) up to 5; Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>Numerical Patterns ELG Children at the expected level of development will: Verbally count beyond 20, recognising the pattern of the counting system; Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>

<p style="text-align: center;">SPECIFIC: Understanding The World</p>	<p>Past and Present ELG Children at the expected level of development will: Talk about the lives of the people around them and their roles in society; Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; Understand the past through settings, characters and events encountered in books read in class and storytelling;</p> <p>People Culture and Communities ELG Children at the expected level of development will: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p>The Natural World ELG Children at the expected level of development will: Explore the natural world around them, making observations and drawing pictures of animals and plants; Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>
<p style="text-align: center;">SPECIFIC: Expressive Art & Design</p>	<p>Creating with Materials ELG Children at the expected level of development will: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; Share their creations, explaining the process they have used; Make use of props and materials when role playing characters in narratives and stories. Being Imaginative and</p> <p>Expressive ELG Children at the expected level of development will: Invent, adapt and recount narratives and stories with peers and their teacher; Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.</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 Reception, 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 Reception, 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 toast, bagels, rice cakes, 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