



**Chiltern Primary School**

**THE EARLY YEARS**

**A Booklet for Parents**



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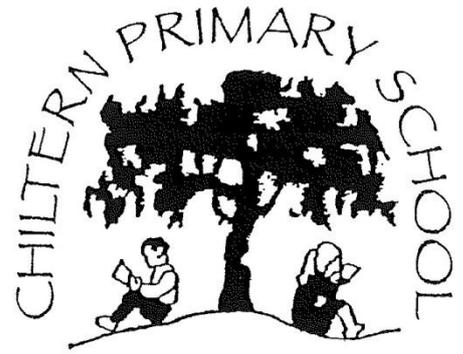
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Dear Parents/Guardians

## **WELCOME TO CHILTERN PRIMARY SCHOOL**

If this is your first child to join us at Chiltern we welcome you as parents/carers and look forward to a happy and successful partnership over the coming years. If you already have a child here we are pleased to renew the links between us.

This booklet provides information on your child's early years at school and we hope you find it both interesting and useful alongside our information booklet.

Confidence in a school comes from knowing and understanding what is happening within it. We hope you will develop your knowledge of Chiltern through contact and discussion with myself, members of staff and governors. We invite you to take advantage of the many opportunities we offer for you to come into school. It is important that mutual understanding and trust should be the basis of our shared responsibility.

Yours sincerely

Mrs Penny Howell  
Head Teacher



## EARLY YEARS EDUCATION

*"It is the educator's task to provide experiences which support, stimulate and structure a child's learning and to bring about a progression of understanding appropriate to the child's needs and abilities. Careful planning and development of the child's experiences, with sensitive and appropriate intervention by the educator, will help nurture an eagerness to learn as well as enabling the child to learn effectively."*

Starting with Quality - Rumbold Report- DFEE 1990



At Chiltern we believe that early year's education is crucially important as it lays the foundation for all other learning. Like us, your children learn from everything that happens to them.

- ✧ It is not just preparation for the next stage but important in itself
- ✧ They need to feel safe, valued and secure and teachers need to be aware of a child's social and cultural background
- ✧ Children need to be actively involved in experimenting, investigating, talking and listening to develop their natural curiosity in the world around them
- ✧ Through carefully planned structured play and child initiated activities, children develop skills, knowledge and understanding across all areas of the curriculum
- ✧ We believe that we must build on children's previous experiences and achievements and respond to individual needs

Since November 2004 Chiltern has achieved the nationally accredited *Quality Assurance Award* (Effective Early Learning – EEL) for reception provision. This quality mark is awarded annually by University College, Worcester.



## ADMISSIONS POLICY

In Northamptonshire the Local Education Authority is the admission authority for the county and controlled schools. Children can start school in the September following their 4th birthday. All children must be 4 on or before 31 August. If you do not wish your child to start school early you can wait until the start of the term after their 5th birthday when, by law, they must be at school.

## TRANSITION TO SCHOOL

In reception we aim to make the transition to school as smooth and easy as possible. If your child attended a nursery, the head teacher of that nursery will send a report to us about your child's achievements and abilities.

You will be given the start date for your child when they visit us in July. You will also be offered an appointment for a home visit with reception staff, which takes place in the first week of term 1. Children start school the following week by means of a staggered entry a few days apart in groups of about 8.

Children usually attend school part-time until the end of September and then start full-time unless it is felt that (after consultation between parents and teachers) further part-time attendance would be best for the child.

## WHAT YOU CAN DO AT HOME TO EASE TRANSITION

At school the children have less individual attention than they are used to at home or nursery so will need to be able to do more for themselves. One of the most important things you can do between now and their first session is to encourage your child to become more independent. For example, encourage them to:

- go to toilet on their own
- practise dressing and undressing
- listening to and following instructions
- have "a go" at new things but be able to ask for help when needed.

Make sure you give lots of praise when they do these things.



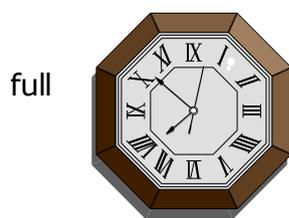


## STARTING SCHOOL

On the day your child starts school, you will find us organised, understanding and ready to make that very important day as happy and relaxed as possible.

To facilitate this, we provide staggered entry dates so that only a few children start at any one time. This is absolutely vital as it ensures that your child, yourself and the class teacher all have time to spend together and settle in.

Northamptonshire County Council recommends that all children starting school for the first time initially attend part-time until settled. Until the end of September, your child will attend Chiltern Primary School part time from 8.50 to 12.10 for two weeks and then to 1pm on the third which includes staying for lunch.



From the fourth week of term most children will attend for the school day which, for reception and key stage 1, is:

8.50 am - 11.45 am  
12.45 pm - 3.10 pm

Your child's classroom door will be open at 8.40 each morning and children should come straight into the classroom on arrival at school. Children should not arrive before 8.40 am or after 8.50 am, when school starts and the classroom doors are locked. This is done to ensure the security of the children within school. Late arrivals must be taken by an adult to the main entrance where they will be booked in.

We have a **workshop style environment** indoors and outside. **Nothing is set out** on the tables. The children select what they want to do in each area.

The principal is that resources are accessible to the children and they are varied, open-ended and high quality. This gives children the opportunity to select resources to support their chosen activity.

It is important to remember that play is the work of the child. It is the most powerful way of teaching children and is used throughout the foundation stage and beyond.



## HOME TIME

Please do not be surprised if your child is very tired and irritable after school as many children find the school day long and bewildering when they first start full-time. School is a much more structured environment than nursery with fewer adults and the children have a lot on which to concentrate and remember.



## ROUTINE

### Mid-morning Snack

We are able to provide the children with a mid-morning drink if parents wish. The choice is:

- ✧ water
- ✧ milk - under 5's are free, over 5's payable direct to the milk company

PTA provide a named water bottle which they can fill and drink from throughout the day. We will keep this in school. Under the National Fruit Scheme, children between the ages of 4-6 are eligible to receive a piece of fresh fruit each day. This is a Government initiative aimed at promoting healthy eating, for which there is no charge.

### Lunch

All children in reception and key stage 1 are offered a free school meal at lunch time. This can be ordered through our catering provider - Chartwells. Alternatively, you may prefer to provide your child with their own packed lunch. All children eat in the hall at lunchtimes and are supervised by our lunchtime supervisors. Reception children eat at 11.45 am after which they go out to play on the playground until the start of the afternoon session at 12.45 pm.

Hot meals and pre-packed lunches are ordered online through our catering provider.

For budget purposes, we will continue to gather information about eligibility for free school meals.

Parents are encouraged to accept the free hot meals offered but if you are providing your child with their own packed lunch we would be grateful for your co-operation in the following for the sake of safety and hygiene:

- ✧ *Lunch should be brought in a suitable lunchbox with a secure fastening and labelled with the child's name*
- ✧ *Drinks should be cold and in plastic containers, preferably with a screw top, and also labelled with name. NO fizzy drinks, glass bottles, glass lined thermal flasks or metal cans should be brought*
- ✧ *In hot weather you may like to add an ice pack to the lunchbox*
- ✧ **Please pack only what you would normally expect your child to eat**, as we encourage them to eat everything in the box. Please ensure your child has a healthy balanced lunch.
- ✧ *Due to allergies, parents are asked not to include any nut based products in the pack lunch, eg peanut butter, raw nuts, chocolate/cereal bars containing nuts.*

### Paying for School Services

The school operates a cashless system and payments for activities are made through our online system – ParentPay. You will be given information and login details soon after your child starts school.

### **Attendance and Illness**

If your child is unable to come to school for any reason (usually illness) you **MUST** let us know on the **FIRST** day of absence. Please ring the school office by **9.20 am**. If your child was away on a Friday please ring in again on the following Monday if they are still absent.

Children attending appointments should bring a note from their parents the day prior to the appointment.

### **Letters Home**

From September 2017 all letters about trips, activities, dates for your diary etc will be sent by email

Letters are also posted on our website.

## **THE OUTDOOR CURRICULUM**

Chiltern children continually benefit from a diverse and developing school site that offers opportunities for social, academic and physical development. We believe that the outdoor environment is important to the whole curriculum, providing a wide range of first hand experiences and promoting positive attitudes.

As the children regularly access this valuable resource, sometimes for extended periods, they will need to come to school with clothing appropriate for the weather conditions. Please provide a named pair of wellington boots to be kept in school all year.





## ASSERTIVE MENTORING

We operate our **Assertive Mentoring** scheme across the whole school. It is a positive way to engaged parents in all aspects of their child's learning, namely attainment, achievement and attitudes.

Regular reports will show how your child's performance compares to both school and national expectations and the progress your child has made each year.

Annual targets are set for each child in reception for reading, writing, maths and personal, social and emotional development where necessary. These are specific to your child and based on current performance. They have been carefully chosen to be challenging but achievable.

Any support from home towards achieving these targets would be greatly welcomed and will help ensure your child's progress is the best it could be.

## PARENTAL PARTNERSHIP

At Chiltern we recognise the role parents have already played in the early education of their child and that their continued involvement is crucial to successful learning. When parents and teachers work together to support children's learning, the results can have a lasting effect upon their achievements. We want parents to feel welcome and give them access to information about the curriculum in a variety of ways, eg open days, meetings, newsletters. Parents are invited to help with activities in the classroom or on school visits. To be successful this partnership needs to be a two-way process with opportunities for knowledge, expertise and information to flow both ways.

When your child begins at Chiltern you will be asked to sign our home/school agreement as an indication of your support for the school and your child's education.



In October, once your child has settled into school, we hold a reading and writing presentation to parents at which we explain in detail how we teach reading and writing and the importance of developing communication and language, sharing the many resources we use. We believe it is essential for a parent/carer to attend so that we can work together to give your child the best possible start to their education.



## ASSESSMENT, RECORDS AND REPORTING

### ASSESSMENT

On entry to school your child's skills, knowledge and understanding will be assessed so that we understand their needs and can plan for future learning. At the end of term 1 we have a parents evening at which you will be able to discuss your child's achievements and targets for future development. Observations and assessments are then carried out regularly throughout the year to inform our planning and monitor your child's progress across the seven areas of learning.

### FOUNDATION STAGE PROFILES

Foundation stage profiles are a statutory national assessment for the final year of the foundation stage, i.e. reception. Our ongoing assessments of children's learning enable us to complete these profiles to provide a picture of what each child has achieved, knows and can do.

### RECORDS

The Local Education Authority has a policy of schools keeping pupil profiles and records. When children are admitted to school we open a file on them. This is updated regularly and reviewed annually. It is passed on from school to school throughout their school life. The file holds the following information:

- ✧ Personal details (name, address, date of birth, GP etc.)
- ✧ Information concerning the child's personal circumstances
- ✧ Reports and records of the child's achievements

The school has a computerised administration system and the information you give us about your child on the pupil registration form will be stored on the database. The information is used only for educational purposes; for example - registration and monitoring of pupils' planning and control of the curriculum, recording of information in connection with the foundation stage and national curriculum, calculation and publication of examination and assessment results, provision of references analysis for management and statutory purposes. Please note that it is the authority's policy to provide open access to all records of pupils and parents may, if they wish, ask to see their child's records by appointment with the head teacher. Personal information is, of course, kept strictly confidential.

### REPORTING

Teachers are available after school on a daily basis to speak with parents if they have a concern about their child. We also provide the following opportunities to discuss your child's progress:

- ✧ October: Parents Evening
- ✧ March/April: Parents Evening
- ✧ July: Full written report after which (if there is a concern) an appointment can be made with the teacher



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## **SPECIAL NEEDS**

Children with special needs are catered for with appropriate programmes designed to suit their individual needs. Parents are consulted at all times and the guidelines laid down by the authority relating to the 1981 Education Act are followed. Where necessary, the School Improvement Service is contacted to provide support to mainstream teachers. A member of the school staff has responsibility for special needs within the school and children with particular difficulties are brought to that teacher's attention by class teachers.

## **EAL**

Children with English as an additional language are encouraged and given opportunities to communicate both in their home language and the English language to develop their understanding and vocabulary of English.

## **HEALTH AND SAFETY**

The governing body and staff of this school will do all it can to ensure that there is a safe working environment for pupils, staff and visitors at this school. We have a high regard for health and safety and accept our responsibility for it.

## **BEHAVIOUR**

It is our policy that there should be a caring and concerned attitude throughout the school community. We aim to provide a consistent approach and maintain a positive and friendly atmosphere. Children quickly become aware of expectations in behaviour and are regularly praised for good work, effort, consideration and politeness.

Inappropriate behaviour is always followed up firmly and fairly with discussion and reminders of rules and sanctions. Parents are informed when it is felt that additional reinforcement of rules would be beneficial.

Our Assertive Mentoring Programme continues with them throughout school.

## **EQUAL OPPORTUNITIES**

The curriculum of the school is designed to promote harmony between different genders, races, cultures and creeds and to provide equal opportunity for all. The school has a policy on equal opportunities.



## SCHOOL UNIFORM

### **IMPORTANT** **PLEASE LABEL EVERYTHING YOUR CHILD WEARS TO SCHOOL**

The list of school uniform requirements is detailed in our information booklet and at our uniform supplier, which is The Schoolwear Shop, 40 Abington Square, Northampton. They also sell trousers, skirts, name labels and other items required for school.

Generally, parents have found that children require 3 sweatshirts and 3 polo shirts. Your child will only need 1 PE T-shirt and 1 pair of shorts which are kept at school in the PE bag. There is no need to provide an art coverall until year 2 as the school will provide these in years R and 1. Reception children do not need plimsolls until the summer term.

Each child should also be provided with a clearly labelled PE bag (preferably drawstring) complete with shorts and T-shirt and also a spare pair of pants in case of an accident. The PE kit should always be kept at school and is sent home every holiday for washing.

The children will have a PE lesson each week and are required to undress and dress each time. They gain confidence if they can manage this fairly easily because they are dressed practically. It is also important to make sure your child can manage belts and zips so that they do not become distressed because they cannot get to the toilet on time. Shoes with Velcro are a good idea at this age.

### **UNIFORM RULES**

**All children should be in uniform.**

**Long hair should be tied back.**

**Hair accessories to be plain and the same colour as the uniform.**

**No leggings under dresses.**

**Plain white, grey or black socks to be worn.**

**Girls may wear plain tights which match the uniform.**

**NO JEWELLERY OF ANY DESCRIPTION (this includes stud earrings).**

**Older children may wear watches but they must be removed for PE and outdoor activities.**

**ALL uniform must be named with an indelible pen or sew in label. Do not use biro as it washes out.**



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## THE EARLY YEARS FOUNDATION STAGE AREAS OF LEARNING AND DEVELOPMENT

There are seven areas of learning and development. The level of progress children should be expected to have attained by the end of the EYFS is defined by the early learning goals set out below.

### THE EARLY LEARNING GOALS

#### THE PRIME AREAS

##### **Communication and Language**

***Listening and Attention:*** Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

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

##### **Physical Development**

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

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

##### **Personal, Social and Emotional Development**

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



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

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

## THE SPECIFIC AREAS

### Literacy

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

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

### Mathematics

**Numbers:** Children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

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

### Understanding the World

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



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

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

### **Expressive Arts and Design**

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

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

Within each area of learning and development there are early learning goals which children will be working towards by the end of their reception year at school. The early learning goals summarise the knowledge, skills and understanding that most children should achieve by the end of reception. Some will have exceeded these goals, while others will be working towards some or all of them.

