

# Cale Green Primary School



## Foundation Stage Handbook

2015 – 2016

'The Foundation Stage is a happy, relaxed and well organised learning environment, in which the children thrive ... relationships are a strength and children clearly feel safe and valued ... good teaching ... effective learning ... good progress ... rich and exciting curriculum ... behaviour and attitudes of the highest standards.' Ofsted

*'The behaviour and safety of pupils are outstanding ... behaviour, courtesy and attitudes to learning are exemplary.  
The leadership and management are outstanding ... all pursue excellence resolutely'* Ofsted



## **Cale Green Primary School**

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Headteacher: Mr. D. Marshall

Academic Year 2015 / 16

Dear Parents / Carers,

Welcome to Cale Green Primary School. For those of you new to the school we hope your child will settle happily and enjoy their first experience of school. For those of you who already attend our school we will continue to work hard to ensure that your child's positive experiences are maintained.

As Headteacher of the school I never forget the tremendous amount of trust you place in us to ensure that your child is safe and happy and that they make the best possible progress that they can.

All the staff of the school share my belief that if everything this school does isn't good enough for our own children then it isn't good enough for the children of Cale Green. We must strive to build a school that we would want our own children to attend!

We believe every child deserves the best possible start in life to fulfill their potential. A child's experience in the early years has a major impact on their future life chances. A secure, safe and happy childhood is important in its own right and it provides the foundation for children to make the most of their abilities and talents as they grow up. We know that when parents choose our school they want to know that the provision will keep their children safe and help them to thrive.

In the Foundation Stage, adults work with children, providing experiences and supporting them in developing a positive sense of themselves and others, respect for others, social skills and a positive attitude towards learning.

The statutory Early Learning Goals establish expectations for most children to reach by the end of the Early Years Foundation Stage (EYFS). They provide the basis for planning throughout the EYFS, so laying secure foundations for future learning. All activities in the Foundation Stage are underpinned by sound educational theory. The Foundation Stage staff are very professional and experienced in Early Years education and care and are always happy to talk with you.

We recognise that children learn in many different ways and we draw on a range of teaching strategies and knowledge of child development. We encourage the children to play, talk, observe, test, plan, question and reflect on their experiences.

Finally, thank you again for your interest in our school. We hope that this is the start of a long and happy association between your family and our school. If you require any further information then please do not hesitate to contact us.

This Foundation Stage Handbook is a shortened version of the whole school handbook, a copy of which is available on the school website:

[www.calegreen.stockport.sch.uk](http://www.calegreen.stockport.sch.uk)

Yours sincerely,

David Marshall

Headteacher

## **Purpose and Aims of the Early Years Foundation Stage**

The Early Years Foundation Stage Framework provides a starting point for our planning, resourcing, teaching and assessment. Throughout the Foundation Stage children work towards achieving the Early Learning Goals.

We work hard to ensure that the children love the range of activities on offer to support their learning! Much of the learning is linked. For instance, mathematical development might be planned for through an activity based on cooking - where there are opportunities for measuring liquids and weight. There are always opportunities to write and the children always have a choice of activities.

The staff are sensitive to the individual development of each child to ensure that the activities they undertake are suitable for the stage that they have reached. We recognise that children have to be challenged, but not pushed beyond their capabilities, so that they can continue to enjoy learning.

We use the Early Years Foundation Stage Framework to ensure that our school provides maximum opportunity for every child in our care to achieve the five, "Every Child Matters" outcomes of Staying Safe, Enjoying and Achieving, Being Healthy, Making a Positive Contribution and Achieving Economic Well-Being. We aim to achieve this by implementing the EYFS 4 themed principles:

A Unique Child: Recognising that every child is a competent learner from birth who can be resilient, capable, confident and self-assured. Our commitments to this are development, inclusion, safety and well-being.

Positive Relationships: How children learn to be strong and independent from a base of loving and secure relationships with parents/ carers and/or key person. Our commitments to this are respecting each other, working in partnership with parents, supporting learning and the role of the key person.

Enabling Environments: The learning environment plays a key role in supporting and extending children's learning and development. Our commitments to this are observation, assessment and planning, support for every child, the learning environment and the wider context including transitions, continuity and multi-agency working.

Learning and Development: Recognising that children learn and develop in different ways and at different rates, and that all areas of learning and development are equally important and inter-connected.

We ensure that the 4 themed principles are achieved by resourcing well-planned, purposeful play opportunities with a balance of adult-led and child-initiated indoor and outdoor activities that embrace every area of learning.

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

This focuses on the child learning to work, develop confidence, play, co-operate and respond positively to others in a group beyond the family.

## **Communication and Language**

This focuses on important aspects of language development and provides a foundation for literacy. We foster the children's developing competence in talking and listening.

## **Physical Development**

This focuses on the child developing physical control on both a small and large scale, awareness of space and manipulative skills in indoor and outdoor environments. A positive attitude towards a healthy and active way of life is also emphasised.

## **Literacy**

This focuses on helping children to link sounds and letters and begin to read and write. The children will be surrounded by books!

## **Mathematics**

This covers important aspects of mathematical understanding as well as providing the foundation for numeracy. The emphasis is on achievement through practical activities and in using and understanding mathematical language.

## **Understanding the World**

This area focuses on the children's developing understanding of their environment, other people and features of the natural and man-made world. It provides a foundation for historical, geographical, scientific and technological learning. We want the children to develop positive attitudes to discovery and experimentation and to develop the ability to predict, observe and communicate their observations, solve problems and explore the world around them.

## **Expressive Arts and Design**

This focuses on the development of the child's imagination and their ability to express ideas and communicate feelings in creative ways. This expression is encouraged through art, music, dance, stories and imaginative play.

## **Assessment**

Early Years record-keeping recognises children as individuals and reflects their whole development. Children arrive in school with differing levels of confidence and competence and the staff take note of this and work alongside your child's needs. Assessment is continuous, ongoing and much of it is informal.

Parent Consultations take place each term to discuss how your child has settled and how successfully they have built up relationships with their peers and the adults who care for them and the progress they are making with their learning.

We plan for each child's individual learning requirements, including those children who need additional support or who have specific needs or disabilities. Any child who is identified as having special educational needs is supported, and time to work alongside parents is made available so that we can develop effective strategies to meet these needs.

Reports to parents are provided at the end of Foundation 1 and Foundation 2 (Nursery and Reception years). We compile a Profile Book - 'My Learning Journey' containing samples of your child's achievements and progress towards the Early Learning Goals and this is available for you to view. Information regarding your child

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and his or her achievements is shared with their next teacher before they enter their next phase of learning in Key Stage 1.

### **Parental Involvement**

We believe the education of your child is a joint venture between parents and staff, and when we work together the results have a positive impact on the child's development and learning. A successful partnership is vital and you are actively encouraged to participate in school life.

You can help on school trips and visits or in the classroom where you can share your experience and expertise in a number of ways. All adults who volunteer to help on a regular basis have to first have a DBS number and complete a disqualification Declaration.

However, these are not the only ways to be involved: showing interest in your child's learning and open communication with the staff is just as important. We believe a successful partnership needs a two-way flow of information, knowledge and expertise.

We will always welcome you to our Foundation Stage and we encourage you to let us know if you have any questions or queries. There will always be a member of the staff willing to talk to you should you have any worries about your child's education or welfare.

A 'Family Assembly' takes place each Friday morning at 9.00. During the assembly children's achievements are celebrated and rewarded, and parents are warmly invited to share the celebration with their children. Foundation 2 (Reception age) children attend the assembly each week from the start of the summer term and on other occasions where appropriate the Foundation 1 (Nursery age) children attend too.

Each year there are a wide range of activities on offer for parents / carers. These range from Family Learning (Literacy / Numeracy) to parent and child art and craft workshops, ICT skills, parenting courses and many, many more. You will be informed of these but if you have any particular requests or would like to know more then please contact our Learning Mentor, Mrs Eyre.

### **Safeguarding**

The school is completely committed to ensuring the safeguarding of all the children. The school complies with all the requirements. These include Health and Safety, Safer Recruitment, Risk Assessments on trips and visits, entrance and exit arrangements, supervision levels, Managing Medicines in Schools, Fire Safety and Child Protection.

All staff receive the appropriate training. All staff are trained in Child Protection and the school has two Designated Safeguarding Leads for Child Protection, Mr D.Marshall and in his absence, Mrs S.McHugh.

All Teaching Assistants in the EYFS are trained in Local Authority approved Paediatric First Aid. A record is kept of accidents and first aid treatment. If you have any concerns about the health and well-being of your child (for instance if they are feeling unwell or taking medication) then please contact us immediately.

### **Accidents, Illness and Medical Matters**

Staff are qualified in First-Aid and able to deal with most of the minor injuries that occur in school. However, sometimes we do have more serious accidents, and in

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these circumstances we will make every effort to contact parents or carers. However, the welfare of the child is our first concern and it may well be necessary to seek immediate hospital treatment, whilst at the same time, attempting to contact you.

**It is vital that we are kept informed of where you can be contacted in an emergency, especially if you go out to work during the day.**

Please inform the school immediately of any changes that effect this information. One day you may be needed urgently. Other up-to-date contact names and telephone numbers are also important.

Please do not bring your child to school if he/she is already feeling unwell or showing signs of physical upset. Invariably these children need to be sent home for his or her sake, or the sake of the other children. If there is any doubt in your mind about your child's health, it is far better to keep him/her at home for a while, or visit your doctor. It is often the case too that some children return to school before they are really fully well. This often means they have to have further time off, which can be disruptive for both you and your child.

If we have reason to believe a child is suffering from a notifiable disease (identified as such in the Public Health Infectious Diseases Regulations 1988) we will be advised by Dr. Baxter, consultant in communicable diseases at Stepping Hill Hospital.

### **Medicines**

As a general rule medicines are **not** administered to children on the school premises by the staff. This is in line with official guidelines. However, it is appreciated that sometimes a child is perfectly well enough to attend school but is following a course of medicine prescribed by a doctor that needs to be administered during the school day. In such cases if the school staff are to be asked to administer medicine, they are only allowed to do so with written authority from parents and the consent of the head teacher. Forms for this purpose are available from the school office.

### **Medical Screening Programme**

Medical screening takes place for children in the F2 (Reception age) group. Each child is routinely seen for a hearing test. In addition, some children may have their vision, height and weight checked at school if it is deemed necessary. The school nurse examines the children and parents are invited to be present.

The school nurse carries out the screening programme. A dental inspection is also held annually. The school dentist informs parents if any treatment is required.

### **Head Lice – Nits!**

If you find, or suspect that your child has head lice (or the eggs, often known as 'nits') please let the staff know. Be assured that anyone can catch head lice and it has nothing to do with 'dirty hair'. In fact, head lice prefer clean hair (but they don't like combs!)

### **'FROGs'**

All parents, carers, governors, teachers and staff at Cale Green are automatically members of the 'Friends of Cale Green'. The aim of the 'FROGs' is to 'advance' the education of children in the school. It is committed to achieving this in a number of ways. These include developing relationships between all those involved with the school and raising money to assist with the provision of resources for the school and the children. We have a small but very committed group of parents who are always

looking for others to join them. For further information please contact Mrs Eyre (Learning Mentor).

We have a weekly Family Assembly which all parents and carers are invited to attend. This is followed by an informal Parent Forum in the school hall (with a cup of tea / coffee!)

Every half term there is at least one formal Parent Forum. This is usually to discuss an issue raised by parents / carers or a priority the school is currently working on. Past topics for discussion have included attendance, free school meals, anti-bullying, safeguarding, cyber-bullying and homework. Your views are valued – please attend these meetings if you can!

### **Absence from School**

The school must be informed as soon as possible, usually by telephone, the reason for a child's absence. Please send a note on your child's return explaining the absence. The Local Authority and the Learning Mentor regularly monitor attendance and will contact parents if necessary. They will contact you if there is an unexplained absence. Whenever possible, dental or medical appointments should be made outside school hours. Children are not allowed to leave school during the day unless a parent/ carer comes into school to collect the child after seeing the head teacher or a member of staff.

UNDER NO CIRCUMSTANCES WILL A CHILD BE ALLOWED TO LEAVE THE SCHOOL PREMISES ON THE STRENGTH OF A VERBAL REQUEST ALONE, OR WITH ANOTHER MINOR.

### **Unauthorised Absence**

As already stated the school should be informed, as soon as possible, of the reason for any absence. If no reason is given, the absence is classed as 'unauthorised'. In addition, certain absences may be classed as 'unauthorised', even if a message has been received. This is if the absence was not for an authorised or justifiable reason such as an unauthorised holiday, shopping for shoes, haircuts, etc.

Holidays in term time will not be authorised. From September 2013 headteachers will not have the authority to do this.

### **Session times**

Nursery aged children attend for 15 hours every week. Session times are 8.50am - 3.05pm on Mondays, Tuesdays, Thursdays and Fridays, and 8.50am – 11.20am or 12.35pm – 3.05pm on Wednesdays. Children are allocated a place at either the beginning or the end of the week.

Reception aged children start the day at 8.50 am and finish at 3.10 pm. Lunch break is at 11.30am.

In the event that a child is not collected from our care at the end of a session, we will make every effort to contact you, and other named individuals via the contact details you provide.

Please be reassured that school will only release children into the care of individuals named by a child's parent.

## Punctuality

If a child arrives at school late, she/he must report to Mrs Lowe / Mrs Eyre in the school office before going to the classroom. This is important so that the attendance registers can be kept accurately. A record is made of late arrival and if the problem persists the headteacher or a Local Authority officer will contact parents.

Children should not be sent to school much before the prescribed starting time in the morning. Supervision in the playground can only take place if the child arrives after 8.40am. Breakfast Club starts at 7.45am and there is an after school club. This runs every day from 3.15pm until 6.00pm. Details of both clubs are available in school.

## School Meals / Free School Meals

Children in the Foundation Stage (Nursery and Reception classes) stay for lunch at school. All the children in the Reception class are entitled to a Universal Infant Free School Meal. Therefore a packed lunch is not necessary.

Children from families in receipt of certain benefits may be eligible for free school meals. Please ask Mrs Lowe in the school office for details. Currently, you may be eligible if your income does not exceed £16,000 and if you are in receipt of income support, income based job seekers allowance or child tax credit then you may be eligible.

**For every child who claims a Free School Meal (even if they are in receipt of a Universal Infant Free School Meal) the school will receive £1320 for that year and the next 5 years!**

## Pupil Premium

The more parents who claim Free School Meals (even if you do not use it because your child has a packed lunch) the more money goes into the school budget. **The school receives an additional £1320 for each child for 6 years** who applies just once and many elements of our whole school budget increase as well.

We currently use this money to employ extra teachers to help with reading and number work in Key Stage 1 and English and Maths in Key Stage 2. We also use this money to subsidise the cost of clubs, trips and visits. So you can see how important it is to the children that you claim your entitlement!

If you need any further information (or would like to claim) then please contact school or phone 217 6015.

Application forms and further details are available from the Education Divisions Welfare Benefits Team (0161 474 3878) or any of the SMBCs Information Offices.

If you need any advice please contact the school.

Unfortunately Nursery age children are not eligible for school meals.

On the school website a section explains our approach to the use of Pupil Premium Grant and there is also an analysis of its impact on standards and progress.

## School Uniform

Children must wear school uniform. The basic colours are green, grey and white. It consists of:

white shirt or polo shirt  
grey / black trousers / skirt / pinafore dress (no jeans or tracksuits)  
green sweatshirt / cardigan / jumper  
green fleece  
sensible black shoes (no boots please)

## P.E. Kit

Older children in Foundation 2 (Reception class) require a P.E. kit:

plain white t-shirt / polo-shirt  
black sports shorts  
black pumps

PE kit should be kept in school in a named PE bag as opportunities for PE often arise at short notice. **School PE kit must be worn.**

School is able to take orders for embroidered polo shirts, fleeces, printed sweatshirts and T-shirts. Please mark all your child's clothing with his/her name. We can also take orders for a shower proof jacket, homework / reading book bag, a school baseball cap and a 'beanie' hat.

'FROGs' provide all children in Foundation 2 (Reception age) with a free book bag. This should be brought to school every day, and will contain your child's home reading book, home learning and letters from school. Please make sure you empty your child's bag regularly.

## Complaints and Resolution Procedure

The majority of concerns expressed by parents are dealt with on an informal basis within the school itself. Only when this avenue is exhausted would the complaints procedure established by the Local Authority come into effect. A complainant who was still not satisfied after 'full, fair and speedy' consideration of the complaint at every level would have the opportunity to make the complaint directly to the Secretary of State. Parents can also make a complaint directly to Ofsted if they wish.

The full details of the Complaints Procedure, including the scope of the arrangements and the rights and roles of all concerned, the role of the Governing Body, Local Authority and the Secretary of State are available from school.

**All complaints will be taken seriously and treated with care and sensitivity.**

## Parental Access to School Documents and Information

The following documents are available in school on a reference basis, and can be made available to any parent, during school time.

- Local Authorities Curriculum Policy Statement

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- National Curriculum documents
- Local Authority Agreed Syllabus for Religious Education
- School based Schemes of Work
- Local Authority Procedure for Complaints
- The School Prospectus ([www.calegreen.stockport.sch.uk](http://www.calegreen.stockport.sch.uk))

Parents can also view school policies on the school website:  
[www.calegreenstockport.sch.uk](http://www.calegreenstockport.sch.uk).

We hope that you have found this Foundation Stage Handbook informative. If you wish to discuss anything concerning the school, please do not hesitate to contact us.

D. Marshall  
Headteacher

E. Adie  
Foundation Stage Team Leader