



LEWESTON

P R E ~ P R E P

HANDBOOK

A guide for parents with children
in the Nursery

September 2011

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Introduction

At Leweston Preparatory School, staff, parents and pupils work together to create a happy, caring learning environment which truly reflects the Christian beliefs and ethos of the Foundation.

The guiding principle for all aspects of school life is to treat others as we ourselves would wish to be treated. This embraces the understanding that everyone has responsibilities, rights and deserves respect.

In the Pre-Prep, we very much believe that education is a partnership between school and home. We recognise and encourage the central role that parents play in their child's learning and development.

To achieve this, we strive to inform and involve parents as much as we possibly can.

We aim to produce well-rounded, articulate children by providing a balanced curriculum covering all aspects of their development social, emotional, physical and intellectual.

The children within the Pre-Prep. will experience a variety of teaching methods. The Curriculum will encourage a progressive development of skills; the children will be given opportunities for investigative and practical activities, alongside structured play and collaborative work.

We aim to develop the children as learners, encouraging them in how to work, as well as how to play and co-operate with others.

Throughout all their experiences in the Pre-Prep, we aim for them to progress through pleasurable, rewarding activities appropriate to their level of development. Through these, the children will gain a sense of achievement and will become participators in their own learning.

Mission Statement

Gaudere Et Bene Facere

Our Whole School Aims

- To enhance self-esteem and the ability to value each person's own worth through a caring, secure Christian environment.
- To develop the natural curiosity that children exhibit about themselves and their world, and use their curiosity to foster positive attitudes to learning.
- To develop each individual to his/her potential through offering a wide range of high quality, inspirational and challenging experiences.
- To develop social awareness, group responsibility and empathy through the social context of learning.
- To develop each child's spiritual and moral education.
- To provide first-hand experiences which enable children to acquire concepts and skills which will help them to understand themselves, their culture and the world in which they live, today and in the future.
- To develop children's imagination and creativity by offering a wide range of experiences.
- To promote a health conscious and sustainable environment.
- To develop positive relationships between home, school and the community.
- To develop links with other schools, education groups, businesses and the local community.
- To provide a broad, balanced and differentiated curriculum for all children, which will prepare them well for the future.

Our Aims in the Nursery

- To create an environment in which children feel happy and secure, where they are stimulated by a variety of opportunities to create, explore, imagine and investigate, with positive adult interaction, and where they find learning enjoyable, exciting and rewarding.
- To develop children's confidence and self-motivation and to encourage politeness and consideration to others.
- To provide a broad curriculum where children can gain an important foundation in early language, mathematics, scientific, social, physical and creative skills.
- To provide opportunities for all children to reach their full potential and experience a sense of achievement at an early age.
- To encourage children to interact in groups, share and take turns.
- To develop the children's sense of appropriate behaviour in a variety of situations. To help children become increasingly independent in selecting activities, dressing themselves and other personal activities.
- To give children an awareness of different cultures and abilities and to grow up with non-stereotypical images of people around them.
- To encourage children to be aware of and to look after their environment and to understand the needs of living things.
- To work in partnership with parents in the education and development of their children.

A Prayer for the Children

O God our Father in heaven, You have given me your children to teach and to prepare for everlasting life: help me to fulfill faithfully and generously this most sacred trust. Grant me the gifts of the Holy Spirit, to lead them in the paths of truth and love, the Spirit of Wisdom, to know when to reprove and when to praise, how to be gentle, yet firm, the gift of faith, not to be discouraged in the face of failure or disappointment. Grant that I may lead them all to You, by prayer, word and example, through Jesus Christ our Lord, in the unity of the same Holy Spirit.

Amen

Structure

Nursery	2 to 4 years old
Pre-Prep Department	4 to 7 year olds (Reception, Years 1 and 2)
Prep Department	7 to 11 year olds (Years 3, 4, 5 and 6)

An Open Door

Parents are always encouraged to come and discuss problems or concerns about their child's education at Leweston Pre-Prep. The first point of contact is the Nursery Manager or Keyperson

Nursery Manager	Mrs Nelson	(Email: nelsons@leweston.dorset.sch.uk)
Key Person	Miss Linney	(Email: linneyc@leweston.dorset.sch.uk)

Reading Diaries and Home-School Folders

Reading diaries should be taken home each afternoon and returned to school the following morning. They enable teachers and parents to record reading progress.

Please encourage your child to read daily. If your child reads to you, please record how far they have read, initial the diary, and add a comment, if you wish. If your child is learning his or her alphabet sounds, please practice these daily.

The reading diary is intended as a means of two way communication. Please feel free to write **any** comments or concerns.

The Home-School Folder is a record of your child's achievements. It is available for you to see every day, so please add anything significant, e.g. a relevant comment or photograph.

The School Day

Each day follows a similar pattern.

8:15*	School opens (Children to playground for supervised play or into the classroom if wet)
9:00	Registration followed by work sessions
10:30	Snack
10:45	Break
11:05	Work sessions
11:50	Prepare for lunch
12:00	Lunch
1:35	Rest and Reading
2:15	Activities
2:50	Afternoon snack and play
3:05	Story and preparations for home time
4:00	End of school

* Nursery starts at 9.00 – additional charge 8.15-9.00

Fruit is provided for all pupils during morning break. Pupils have the option of ordering milk for morning break on a termly basis, if they wish.

Those staying after school in crèche will have a drink and toast/fruit.

It is strongly recommended that all pupils have a named water bottle in school at all times.

If pupils arrive late in the morning, it is important that parents go immediately to the school office and tell the secretary that they have arrived.

Absences

In the event of an unexpected absence, such as illness, we would appreciate a message either by emailing enquiries@leweston.dorset.sch.uk, telephoning the School Office on 01963 210790, or in person, before 8:45am.

We would appreciate notification of absences from school. In the event of a planned absence e.g., for a wedding, please send a request in to Mrs Allen with full details of dates. Mrs Allen will inform the Class teacher. The school does not encourage parents to take holidays with their children during the term time as any absence disrupts the continuity of their learning.

Medicines

Any essential medicines for a child must be clearly labelled with the child's name and accompanied by written instructions, giving details of dosage and the time the medicine should be taken.

The medicines will be stored and administered by the Health Centre Staff at school who should be consulted personally if there are any complicated instructions. All medicines must be signed in and out of the Health Centre.

During sunny weather, please apply sunscreen before school so that your child is protected. Please would Parents also provide their child with a bottle of sunscreen (named), so that your child can apply this during the day. Our sun-care policy is available on our website.

After School Care Facilities

We offer an after school crèche facility from 4.00 - 5.30 pm for all children, Nursery to Year Two. Supervision is organised by the Nursery and Pre Prep staff. Sarah Nelson, the Nursery Manager, oversees the bookings. If you would like to use this facility please do pop in and reserve a place with Sarah. If this is not possible then please notify your child's Form Teacher or the school office. It is advisable to book in advance as some sessions can become quite busy. The children are provided with toast and a drink.

End of Day Collection of Pupils

To ensure the safety of pupils, children must be collected by an adult as listed on your Collection Arrangement Forms (CAF). If you wish, a different adult (other than yourselves or those listed on the CAF) to collect your child, please let your child's Form Teacher/School Secretary know at the beginning of the day.

If you are going to be late collecting your child, please telephone the School Office before 4.30pm (01963 210790) or Pre Prep after 4.30pm (01963 211042). If any child is left in crèche or Prep after 17.45, parents will be contacted by telephone.

Nursery Staff

Mrs Sarah Nelson	-	Nursery Manager
Miss Claire Linney	-	Nursery Teaching Assistant

Nursery Sessions

The Nursery sessions are:

9:00 am to 12:00 pm

9:00 am to 1:30 pm (with lunch)

1:00 pm to 4:00 pm

Parents' Evenings and Reports

In addition to the welcoming session, there will be one parents' evening in the Autumn Term, primarily to discuss how your child has settled into the year group and to answer any queries you may have. You will also have the opportunity to meet again formally with the Nursery staff in the Summer Term to discuss your child's progress.

Reports will be written on each child mid Spring Term and at the end of the Summer Term. A short report will be written in your child's first year.

School Trips

Occasionally there will be school trips covering topics and projects in school. You will be given full information prior to the visit and asked to sign a general consent form.

Leweston School Shop

The School Shop is situated in the Senior School reception area. It is open at the following times during term time only:

Monday	9.30-11.30 am
Tuesday	9.30-11.30 am
Wednesday	2.30-5.30 pm
Thursday	2.30-5.30 pm
Friday	12:30pm - 5.30 pm

For specific uniform orders and fittings, an appointment is advisable. The School Shop can be contacted on (01963) 211048 or email schoolshop@leweston.dorset.sch.uk during shop opening hours.

Second hand clothes are also available. Payment by cash or cheque please.

Nursery Curriculum Guide

We currently follow the Early Years Foundation Stage (EYFS), which is a framework produced by the DfES and sets the standards for learning and development of children from birth to 5 years. The EYFS is based around four themes: a Unique Child, Positive Relationships, Enabling Environments and Learning and Development. An important aspect of this is the nurturing of relationships. Parents are encouraged to take an active part in their children's learning and liaise regularly with their allocated Key Person.

In the Nursery we provide opportunities for children to make maximum progress towards the **six learning outcomes**:

- Personal, Social and Emotional Development
- Communication, Language and Literacy
- Problem solving, Reasoning and Numeracy
- Knowledge and Understanding of the World
- Physical Development
- Creative Development

We consider that organised play activities linked to the desirable learning outcomes are central to the children's achievement in the six areas. Play gives children the opportunity to learn from experience, reinforced through adult interaction. The children also take part in teacher led activities, individually or in large or small groups. We aim to develop the children's level of concentration and sense of perseverance. The children are also encouraged to help clear away at the end of each session.

Topics

Each year we base our activities on different topics. We employ a three year rolling programme as below and the topic is developed through a weekly book.

Year A

Autumn - All about me
Spring - Toys
Summer - Mini beasts

Year B

Autumn - Pets and British animals
Spring - Traditional tales
Summer - Growth and change

Year C

Autumn - Colour
Spring - Homes
Summer - The Sea

Early Learning Goals for Children's Learning

Personal, Social and Emotional Development

- Children are confident, show appropriate self-respect and are able to establish effective relationships with other children and adults.
- They work as part of a group or independently and are able to seek help when needed.
- They are eager to explore new learning and show the ability to initiate ideas and solve simple practical problems.
- They demonstrate independence in selecting an activity or resources and in dressing and personal hygiene.
- Children are sensitive to the needs and feeling of others and show respect for people of other cultures and beliefs.
- They take turns and share fairly.
- They express their feelings and behave in appropriate ways, developing an understanding of what is right, what is wrong and why.
- They treat living things, property and their environment with care and concern.
- They respond to relevant cultural and religious events and show a range of feelings such as wonder, joy or sorrow, in response to their experiences of the world.

Communication, Language and Literacy

- In small and large groups, children listen attentively and talk about their experiences.
- They use a growing vocabulary with increasing fluency to express thoughts and convey meaning to the listener.
- They listen and respond to stories, songs, nursery rhymes and poems.
- They make up their own stories and take part in role-play with confidence.
- Children enjoy books and handle them carefully, understanding how they are organised.
- They know that words and pictures carry meaning and that, in English, print is read from left to right and top to bottom.
- They begin to associate sounds with patterns in rhymes, with syllables, and with words and letters.
- They recognise their own names and some familiar words.
- They recognise letters of the alphabet by shape and sound.
- In their writing they use pictures, symbols, familiar words and letters to communicate meaning; showing awareness of some of the different purposes of writing.
- They write their names with appropriate use of upper and lower case letters.

Problem solving, reasoning and numeracy

- Children use mathematical language, such as circles, in front of, bigger than and more, to describe shape position, size and quantity.
- They recognise and create patterns.
- They are familiar with number rhymes, songs, stories, counting games and activities.
- They compare, sort, match, order, sequence and count using everyday objects.
- They recognise and use numbers up to ten and are familiar with larger numbers from their every day lives.
- They begin to use their developing mathematical understanding to solve practical problems.
- Through practical activities children understand and record numbers, begin to show awareness of number operations, such as addition and subtraction, and begin to use the language involved.

Knowledge and Understanding of the World

- Children talk about where they live, their own environment, their families and past and present events in their own lives.
- They explore and recognise features of Living things, objects and events in the natural and made world and look closely at similarities, difference, patterns and change.
- They show an awareness of the purposes of some features of the area in which they live.
- They talk about their observations, sometimes recording them and ask questions to gain information about why things happen and how things work.
- They explore and select materials and equipment and use skills such as cutting, joining, folding and building for a variety of purposes.

Physical Development

- Children move confidently and imaginatively with increasing control and co-ordination and have an awareness of space and the proximity of others.
- They use a range of small and large equipment and balancing and climbing apparatus, with increasing skills.
- They handle appropriate tools, objects, construction and malleable materials safely, with increasing control.

Creative Development

- Children explore sound and colour, texture, shape, form and space in two and three dimensions.
- They respond in a variety of ways to what they see, hear, smell, touch and feel.
- Through art, music, dance, stories and imaginative play, they show an increasing ability to use their imagination, listen and observe.

- They use a widening range of materials, suitable tools, instruments and other resources to express ideas and to communicate their feelings.

Music - Subject Leader - Mrs J Robotham

Autumn Term

- Action songs and rhymes
- Starting and stopping on musical instruments
- Christmas production

Spring Term

- Playing loud and soft music
- Singing songs from memory

Summer Term

- Summer Production
- Reinforcement of previous skills and activities



How you can help with reading

Once children start school they can learn to read very quickly. They should never be forced to read, reading should be seen as a pleasurable and exciting experience. Here are some suggestions which may help to foster an interest in books:

- Read to your child regularly to help him/her find pleasure in books and to realise that words are everywhere (notices, labels, supermarkets, road signs etc).
- Provide picture books for your child to enjoy. Talk about the pictures. Encourage correct handling of books. Start at the beginning of the book and turn the pages one at a time. Follow the text from right to left, pointing with the index finger and use contact with books as a means of learning.
- You are a role model; let your child see you reading and they will want to copy.
- If a child asks what individual words say, please tell them.
- Go to the library together.
- Never pressurise your child to learn to read. Books are fun.
- Please use phonics (the sound of letters) should you wish to introduce letters of the alphabet.

How you can help with writing

Painting and drawing are a child's first attempt at writing. As hand control improves, a child can trace, colour and finally write. The motor control needed for writing cannot be forced but there are certain things you can do to encourage better hand control.

1. Help develop hand muscles by encouraging the following activities:
 - Use malleable material e.g. Play-dough
 - Cutting out
 - Sewing
 - Threading beads
 - Catching and throwing a ball
2. Provide as many writing situations as possible, paint with fingers and various sized brushes. Have felt tip pens, crayons and coloured pencils available.
3. Encourage your child to hold the materials correctly and begin to make marks on paper.
4. Give guidance but allow freedom to draw so that your child can experiment for themselves.
5. If an interest in writing is shown, start by writing your child's name in large pale coloured felt tip so that it may be traced. Remember to use a capital letter for the first letter only.
6. Ensure left to right sequences, e.g. by drawing a wave
 or zig-zag  for your child to copy/trace.
7. Create captions for pictures. Your child may copy or trace the letters below. Do not use dots. Please ensure that lower case letters are used following the capital first letter of your child's name. The following is the format used by the school:

Letter Formation

Aa Bb Cc Dd

Ee Ff Gg Hh

Ii Jj Kk Ll

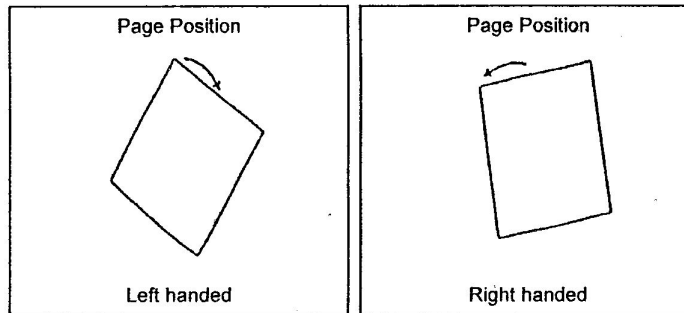
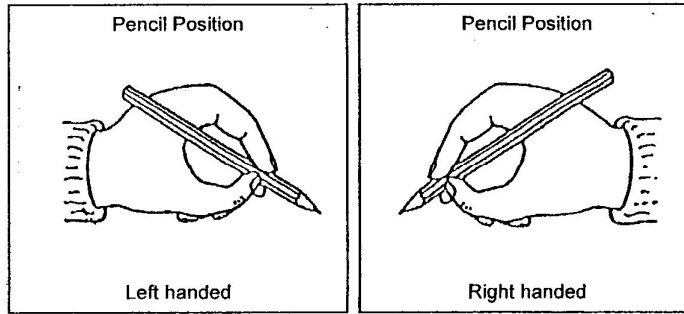
Mm Nn Oo Pp

Qq Rr Ss Tt

Uu Vv Ww Xx

Yy Zz

Correct Grip

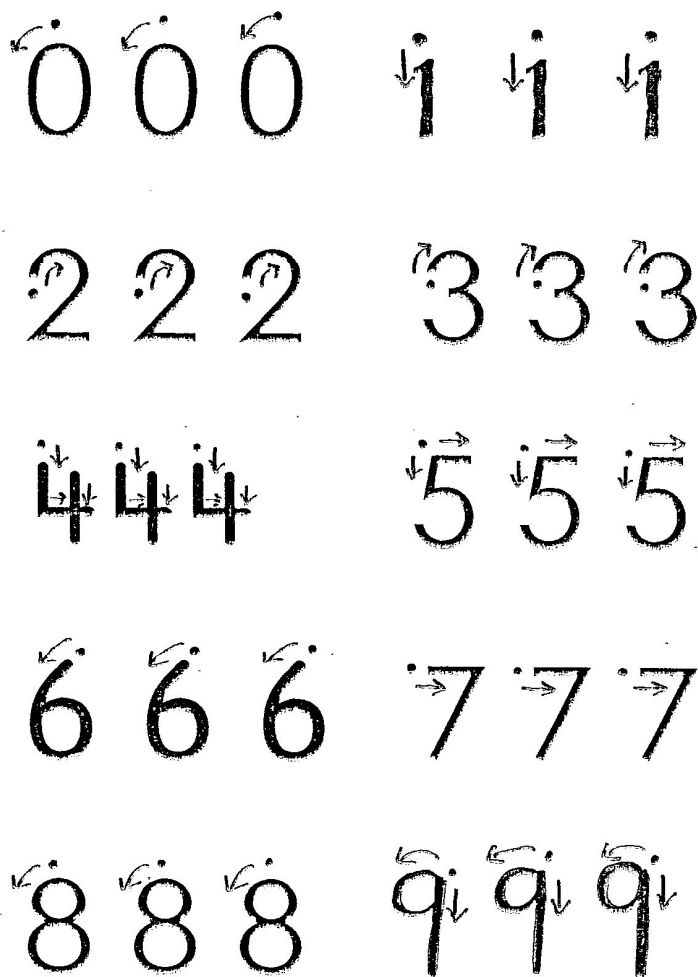


How you can help with problem solving, reasoning and numeracy

At home you are able to use everyday experiences to bring a natural meaning to number, shape, colour etc.

- Count at every opportunity e.g.: Lay the table together.
- Nursery and finger rhymes contain a lot of number work.
- Find and name shapes.
- Sort, count and sequence shapes, colours, etc.
- Weigh and measure for cooking.
- Use mathematical language in conversation or when out for a walk. Count the red cars, look for tall buildings, more/less etc. Play dominoes, snap, snakes and ladders, any dice or counting game.

Number Formation



Communication and Policies

Effective communication is important in maintaining and developing positive links throughout the school community. To this end, and in line with regulatory requirements, all parents and prospective parents have access to:

- The school's address, telephone number and name of the Headteacher (*Calendar, Prospectus and Website*)
- The name and address of the Chair of the Governors (*Calendar/on request*)
- School's ethos and aims (*Parents' Handbooks and Prospectus*)
- The school's Admissions, Discipline (Positive Behaviour) and Exclusions Policies (*New Pupil Pack and Website*)
- The school's Complaints Procedure (*New Pupil Pack and Website*)
- Educational and welfare provision for pupils with statements and for whom English is an additional language (for current pupils) (*New pupil pack, website and on request*)

A number of useful policies have been written to support the effective management of the school. The following information is also available to Parents and Prospective Parents on on request:

- The Curriculum Policy (*Website and on request*)
- Anti Bullying Policy (including anti cyber bullying) (*Website and on request*)
- Safeguarding Children Policy (Child Protection) - this is a comprehensive safeguarding policy. The Designated Senior Person (DSP) for child protection is Mrs Mary Allen (Headteacher), and the Deputy DSP is Mrs Sarah Nelson (Nursery Manager); they and a nominated Governor have all received appropriate training within the last two years. All other staff/parent helpers are aware of and have read the Policy and some have also received awareness training. (*This Policy is provided in the new pupil pack, is on the school website and is available from the School Secretary.*)
- School Trips and Visits Policy (*Website and on request*)
- Positive Behaviour Policy (*New Pupil Pack, website and on request*)
- Particulars of academic Performance during the preceding school year (*on request*)
- The School's Complaints Procedure and the number of formal complaints registered under the formal procedure during the preceding school year (*New Pupil Pack and on Website*)
- The number of Staff at the school, including temporary staff and a summary of their qualifications (*Calendar, prospectus, website and on request*)

Please contact the School Office if you would like further clarification of the above or if you would like information about other aspects the school's educational provision.

School website: www.leweston.co.uk

School Office: 01963 210790 or email: enquiries@leweston.dorset.sch.uk

NOTES