



LEWESTON

P R E ~ P R E P

HANDBOOK

A guide for parents with children in
Reception

September 2011

Contents

Introduction	3
Mission Statement	3
Our Whole School Aims	4
A Prayer for the Children	4
Cross Curricular Skills	5
Structure	5
An Open Door	5
Houses and Housepoints	5
The School Day	6
Absences	6
Medicines	6
After School Care Facilities	7
End of Day Collection of Pupils	7
Curriculum Evening	7
Parents' Evening and Reports	7
Assessments	8
Reading Diaries	8
How you can help your Child Read	8
The Taught Curriculum	9
Reception Curriculum Guide	9
Personal, Social and Emotional development	9
Communication, Language and Literacy	10
Problem Solving, Reasoning and Numeracy	11
Knowledge and Understanding of the World	11
Physical Development	11
Creative Development	12
Religious Education	12
Personal, Social and Health Citizenship Education	12
French	13
Music	13
Homework	13
Individual Needs	14
School Trips	14
Leweston School Shop	14
Correct Grip	16
Letter Formation	17
Number Formation	18
Communication and Policies.....	19

Introduction

At Leweston Preparatory School, staff, parents and pupils work together to create a happy and 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

The Governors and Staff of Leweston
work with pupils and their parents
to provide a contemporary education
rooted in the Catholic tradition.

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 and 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.

A Prayer for the Children

○ 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

Cross Curricular Skills

In addition to the subjects or areas of learning detailed on the following pages, we also plan for cross curricular skills, which enable children to develop learning strategies and become independent learners.

We plan for the skills of

- Observation
- Communication
- Numeracy
- Information Management
- Decision making and problem solving
- Research
- Physical and practical
- Creative and imaginative
- Spatial
- Interpersonal

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 Form Teacher.

Reception Teacher *Mrs Annabel Jackson*
(Email: jacksona@leweston.dorset.sch.uk)

Houses

All pupils are put in one of four Houses and will have the opportunity to represent their Houses in a number of school events, such as inter-house sporting and music competitions.

The four Houses are:

St. Anne's	(Blue)
St. Antony's	(Yellow)
St. Francis	(Green)
St. Margaret's	(Red)

Children are expected to have the correct colour swimming hat for their House. Each child has a House badge, which is to be sewn on their uniform jumper. These are both available from the School Shop.

Housepoints

Housepoints are awarded for good work and also for commendable behaviour, e.g. kindness, thoughtfulness.

The School Day

Each day follows a similar pattern.

8:15	School opens
8:30	Registration
8:35	Assembly on Mondays and Fridays (Mass on some Thursdays)
9:00	Work sessions
10:30	Snack
10:45	Break
11:05	Work sessions
11:50	Prepare for lunch
12:00	Lunch
1:35	Reading
2:15	Activities
3:45	End of school

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

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.

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.

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 - 5.45 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. Please fill in the green forms each Monday morning for the coming week indicating on which day, your child will participating in clubs or staying for crèche.

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.

Curriculum Evening

This is held at the beginning of the Autumn Term. It is an opportunity for teachers to explain the organisation and curriculum to be covered within the Reception class. There will be an opportunity to look at some materials your child will be using throughout the year and to hear about the teaching methodology behind these.

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 Reception teacher 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.

Assessments

Throughout the year, the children are continually assessed on a daily basis, in order to inform future planning. As part of this classroom assessment, and in order to measure progress and help prepare for the next academic year, pupils in Reception undertake an interactive computerised assessment (PIPS) when they arrive in Reception and again towards the end of Summer Term. This assessment is a very useful diagnostic tool for pupils, parents and teachers as it gives verbal and non verbal scores and helps us to provide for each pupil's individual needs. No preparation is needed; the assessment is computerised and children enjoy the tasks, as they appear as puzzles and games.

Reading Diaries

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. When 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.

How you can help your child read

Reading and being read to should always be a positive, enjoyable experience.

- When your child brings home a book, encourage them to talk about the pictures and the story as well as reading the text.
- Bedtime is not an ideal time to hear your child read as they will be too tired. However, bedtime stories are an enjoyable part of the learning process.
- If they cannot read a word in the early stages of learning to read, tell your child the word. Later on you can encourage the child to have an intelligent guess based on the pictures or the initial sound of the word. As they progress encourage them to build up simple words phonetically i.e. c a t.
- Break down words into sounds by asking questions like "What's the sound at the beginning / middle / end of the word?"
- Encourage children to leave a gap for an unknown word, complete the sentence and then try to re-read finding a word which fits, using the pictures to help them
- If your child has words to learn only spend a few minutes looking at them in a "fun" way e.g. Playing a memory game or making them into sentences.

The Taught Curriculum

The standard of learning and teaching is high at Leweston Preparatory School. Staff work hard and constantly review what they are doing. As a result, the shape of the curriculum, the order in which topics are taught and the emphasis may change from year to year as staff endeavour to teach in a way that best meets the needs of the pupils in their charge. Nevertheless a core remains constant.

The next few pages give an overview of each subject and outline the main topics that may be taught each year. The responsibility for a child's education rests both with parents and school. We hope this information for parents will enable them to reinforce some of the things we do at Leweston Prep.

Reception Curriculum Guide

Reception Teacher - Mrs A Jackson

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 the Form Teacher.

In Reception the Early Years Foundation Stage Curriculum is covered and moves on towards Key Stage One of the National Curriculum. In Reception the children should experience:

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

which are the six Early Learning Goals.

Personal, Social and Emotional Development

By the end of the Early Years Foundation Stage, most children will:

- Continue to be interested, excited and motivated to learn.
- Be confident to try new activities, initiate ideas and speak in a familiar Group.
- Maintain attention, concentration and sit quietly when appropriate.
- Have a developing awareness of their needs, views and be sensitive to the needs of others.
- Have a developing respect for their own culture and beliefs of other people.
- Form good relationships with adults and peers.
- Work as part of a group or class, taking turns and sharing harmoniously.
- Understand what is right and wrong and why.
- Dress and undress independently and manage their own hygiene.
- Select and use activities and resources independently.
- Consider the consequences of their words and actions for self and others.
- Understand that people have different needs, views and cultures which need to be treated with respect.

- Understand that they can expect others to treat their needs and beliefs with respect.

Communication, Language and Literacy

By the end of the Early Years Foundation Stage, most children will be able to:

- Enjoy listening to and using spoken and written language.
- Explore and experiment with sounds, words and texts.
- Listen with enjoyment to stories, songs and other music, rhymes and poems and make up their own stories, songs, rhymes and poems.
- Use language to imagine and recreate roles and experiences.
- Use talk to organise, sequence and clarify thinking, ideas feelings and events.
- Sustain attentive listening and respond appropriately.
- Interact with others, negotiate and take turns.
- Extend their vocabulary, exploring the meaning and sounds of new words.
- Retell narratives in correct sequence.
- Speak clearly and audibly with confidence and show awareness of the listener.
- Hear and say initial sounds of words and short vowel sounds within words.
- Link sounds to letters, naming and sounding the letters of the alphabet.
 - Read a range of familiar and common words and simple sentences independently.
- Know that print carries meaning and is read from left to right and top to bottom.
- Show an understanding of the elements of stories, such as main character, sequence of events and opening and how information can be found in non-fiction texts to answer questions about where, who, why and how.
- Attempt writing for various purposes, using features of different forms such as lists, stories and instructions.
- Write their own names and other things such as labels and captions and begin to form simple sentences, sometimes using punctuation.
- Use their phonetic knowledge to write simple regular words and make phonetically plausible attempts at more complex words.
- Use a pencil and hold it effectively to form recognizable letters, most of which are correctly formed.

Problem solving, reasoning and numeracy

By the end of the Early Years Foundation Stage, most children will be able to:

- Say and use number names in order in familiar contexts.
- Count 10 everyday objects reliably.
- Recognise numerals 1 to 9.
- Use language such as more or less, greater or smaller, heavier or lighter to compare two numbers or quantities.
- In practical activities and discussion begin to use vocabulary involved in adding and subtracting.
- Find one more or one less than a number from 1 to 10.
- Begin to relate addition to combining two groups of objects and subtraction to taking away.
- Talk about, recognize and recreate simple patterns.
- Use language such as circle or bigger to describe the shape and size of solid and flat shapes.
- Use everyday words to describe position.
- Use developing mathematical ideas and methods to solve practical problems.

Knowledge and Understanding of the World

By the end of the Early Years Foundation Stage, most children will be able to:

- Investigate objects and materials by using all their senses.
- Find out about and identify some features of living things, objects and events they observe.
- Look closely at similarities, differences, patterns and change.
- Ask questions about why things happen and how things work.
- Build and construct with a wide range of objects, selecting appropriate resources.
- Select the tools and techniques they need to shape, assemble and join the materials they are using.
- Find out about and identify the uses of everyday technology and use ICT and programmable toys to support their learning.
- Find out about past and present events in their lives and in those of their families and other people they know.
- Observe, find out about and identify features in the place they live and the natural world.
- Begin to know about their own cultures and beliefs.
- Find out about their environment and talk about those features they like and dislike.

Physical Development

By the end of the Early Years Foundation Stage, most children will be able to:

- Move with confidence, imagination and in safety.
- Move with control and co-ordination.
- Show awareness of space, of themselves and of others.
- Recognise the importance of keeping healthy and those things which contribute to this.
- Recognise the changes that happen to their bodies when they are active.
- Use a range of small and large equipment.
- Travel around, under, over and through balancing and climbing equipment.
- Handle tools, objects, construction and malleable materials safely and with increasing control.

Creative Development

By the end of the Early Years Foundation Stage, most children will be able to:

- Explore colour, texture, shape, form and space in two and three dimensions.
- Recognize and explore how sounds can be changed, sing simple songs from memory, recognize repeated sounds and sound patterns and match movements to music.
- Respond in a variety of ways to what they see, hear, smell, touch and feel.
- Use their imaginations in art and design, music, dance, role play and stories.
- Express and communicate their ideas, thoughts and feelings by using a widening range of materials, suitable tools, imaginative and role play, movement, designing and making and a variety of songs and musical instruments.

Religious Education

Some of the themes covered are:

- God's world
- God's family
- Getting to know Jesus
- Sorrow and joy
- New life
- A church

Personal, Social, Health and Citizenship Education (PSHCE)

Within the Pre Prep, PSHCE is taught as part of a curriculum area and as a discrete topic.

Among the range of topics that will be focused on and discussed are friendship, healthy living, safety, personal development (emotional and physical), and respect for self, others and the environment.

It is intended that these discussions will bring into sharper focus, aspects of children's development that are already dealt with and deemed to be of crucial importance, in a more formal setting.

A happy, healthy, caring and positive child is the cornerstone of a well educated young adult.

French: (Subject Leader—Mrs L Maynard)

Reception Teachers: Mrs L Maynard

The children are introduced to French through fun action rhymes, songs, stories and games, which actively involve them and develop their confidence in both speaking and listening.

Topics Covered:

- Greetings
- Myself and Family
- Transport
- Parts of the Body
- The House and Garden
- Animals
- Food
- Town and Countryside
- Clothing
- Bedtime

Music: (Subject Leader - Mrs J Robotham)

Reception Teacher: Mrs J Robotham

Autumn Term

Beat and tempo

High and Low

Christmas Production and Carol service

Spring Term

Structure

Texture

Summer Term

Loud and Quiet

Timbre

Pre-Prep production

Homework

Reading books and/ or alphabet sounds/ words, every evening.

Learning Success

(Mrs V Bridgeman-Sutton - Learning Success Coordinator)

Should there be any unexplained academic difficulties for your child, the following steps may be offered after discussion with parents:

- Record of Concern- the class teacher reports (in writing) any issues to the Coordinator who will offer practical advice for the classroom.
- After one term this is reviewed. Some children will have made progress and no longer need extra support from their teacher; others will continue to need the support in place, while a few may need increased support.
- At this stage you may be asked for permission to assess using assessments to determine the areas of difficulty. This is done with a specialist teacher. Results are then analysed and discussed with the class teacher and parents.
- For minor difficulties, lessons may be offered with a specialist teacher in Literacy and/or Maths.
- For greater difficulties or more detailed assessment external specialists may be consulted, e.g. Educational Psychologist, Visual Advisor, Occupational Therapist. There may be a charge for these services but parents will always be consulted before an appointment is made.

Children move up or down this menu depending on progress, some may only be at the first stage for a short time and then come off due to progress or greater maturity. We aim to keep parents informed at each stage and appointments for discussion with those involved can be made through the School Office.

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

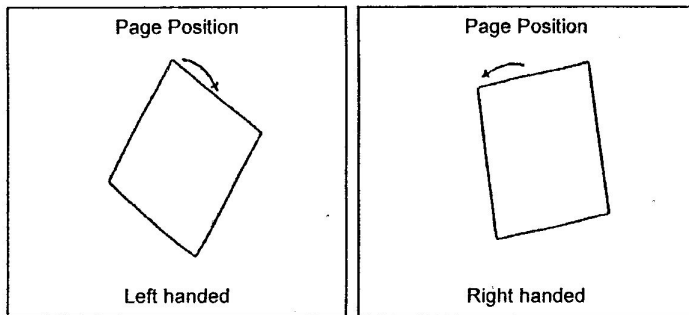
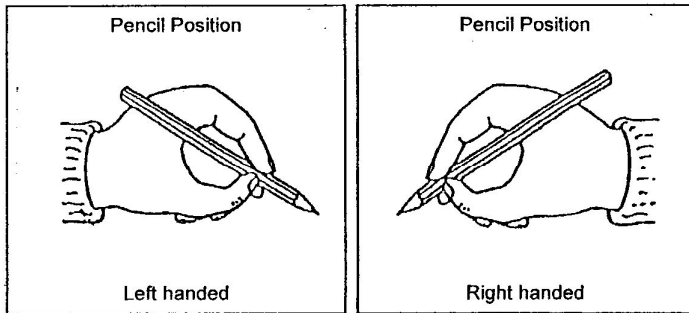
The School Shop is situated in the Senior School reception area. It is open at the following times during term time only:

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.

Correct Grip



Letter Formation

Aa Bb Cc Dd

Ee Ff Gg Hh

Ii Jj Kk Ll

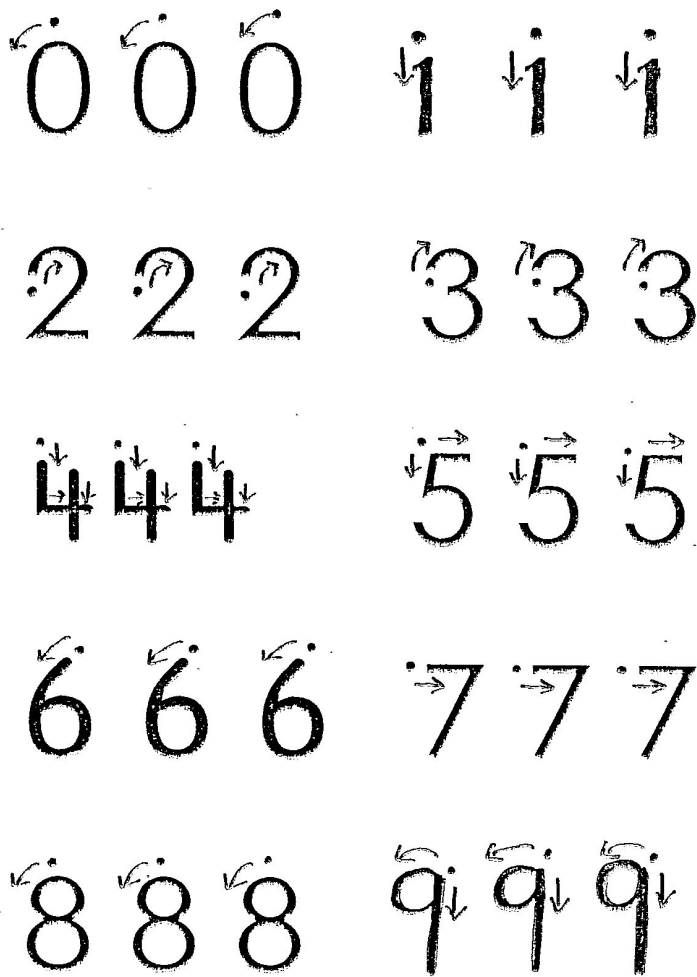
MmNn Oo Pp

Qq Rr Ss Tt

Uu Vv Ww Xx

Yy Zz

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