



**Early Years
Brochure
2018-2019**

'Growing and Learning Together'

Escomb Primary School

Escomb, Bishop Auckland,
County Durham, DL14 7SR

Telephone 01388 603273 fax 01388 608359 Email: escomb@durhamlearning.net

Website: www.escomb.durham.sch.uk

Head Teacher

Mrs W E Gill

Deputy Head Teacher

Mrs L Collings

EYFS Teacher

Miss S Maddocks

EYFS Support

Mrs J Welford (Part-Time)

Miss A King

Starting School

Welcome to Escomb Primary School. We aim to provide a safe, stimulating and challenging place for your child to begin their early years' education. This is a big step for most young children and we aim to help each child develop to their full potential as an individual and as a member of a larger group.

Young children learn by first hand experience through self initiated ideas as well as carefully structured play activities and set tasks. Their intellectual, social, emotional and physical development will be catered for by skilled and caring staff through a broad balanced curriculum and cross-curricular activities, which is carefully differentiated.

Aims

A wide range of experiences are offered in school to meet the needs of all children so that many will achieve expected Early Learning Goals and in turn prepare them for learning in Key Stage 1 and the National Curriculum. We aim:

- To foster self-esteem, confidence and independence in an effort to give children a sense of success in all areas.
- To create situations where the child is eager to initiate their own learning.
- To encourage social development with peers and adults.
- To aid language developments, communication skills, listening, concentration and attention skills.
- To aid physical and manipulative development.
- To extend creative and expressive skills.
- To offer a range of reading and mathematical experiences, which will lead to a more structured approach, as required by the National Curriculum.
- To offer all children, regardless of gender, ability or disability, race, religion equal access to every activity possible.

Admissions

New entrants are admitted into Reception class on a part time intake system during the first weeks of schooling. This allows opportunity for children to settle into school life and begin to learn routines and rules.

Arrival and Home Time Arrangements

The School bell rings at 8.55 a.m. daily. Children then come into school to begin the school day. Please allow your child to line up with the children in their class. This will enable the class teacher to escort the children to the classroom and help promote your child's independence and confidence. For safety reasons children should not be in school before 8:45 a.m.

(We do have a Breakfast Club in school each morning from 7.45 a.m. until 8.45 a.m. To determine numbers please complete a form if you wish your child to attend.)

On days of inclement weather children will come into the school hall where they will be supervised by the teacher on duty. Initially parents of Reception class are welcome to stay with their children until the bell goes.

A bell rings at 3.20p.m. This is the end of the school day for Reception children. Your child will be escorted to the door by a member of EYFS staff. Please help us by making yourself known when your child is at the door; your child will then be guided to you.

For safety reasons, please ensure you supervise your child once they are with you. Any change in pick-up or drop-off arrangements i.e. different adult collecting, please inform us.

If you are waiting for older children the second bell rings at 3.25p.m.

Parking

When collecting or dropping off children to and from school please adhere to safe parking, this has and does cause dangers for children and congestion to the passing traffic. In addition for safety reasons please do not use the school car park as a turning point.

Absences

If your child is absent from school for any reason please contact school by 10 a.m. on the first day of the absence. If we do not receive a phone call or notification of absence, then the school office will contact you.

Parental Request for Holiday in Term-Time

Pupil's absence from school during term time can seriously disrupt their continuity of learning. Not only do they miss the teaching provided on the days they are away, they are also less prepared for the subsequent lessons after their return.

Please do not ask for leave of absence for a family holiday during term-time if you can avoid it. Schools cannot legally authorise holidays unless there are exceptional circumstances.

The school will consider every request for leave of absence for a holiday individually. The most important consideration is the effect an absence will have on your child's education. When considering any request, the school will take into account your child's attendance record.

Illness, Accidents & Medication

If your child is ill at school we will attempt to contact you or the next name on the contact list provided by yourself so arrangements can be made for someone to come to school to collect them.

Please help us by keeping the contact information up to date, including any change of telephone numbers including mobiles. If mobile numbers are given as contacts please ensure they are switched on otherwise please provide us with landline numbers.

Any sickness or diarrhoea must be followed by 24-48 hrs absence.

Head lice are common! Please check regularly and treat as recommended.

Minor accidents are treated by staff in line with county guidance. If needed parents will be informed verbally at the end of the day or via an accident/incident slip in your child's bag. It may be necessary to contact you to collect your child. (If a serious injury occurs, we will make contact with you as soon as possible and contact emergency services or take your child to hospital asking you to meet us there).

Medication can only be given in school if **it has been prescribed by a doctor/dentist** etc. If it becomes necessary for your child to require **prescribed** medication within school time a Parents' Consent form must be completed. This form is available from the office and medicine should be left with office staff and collected at the end of the day by an adult. We aim to administer most medicines at the same time, which is after the lunch time period.

For administration of regular medication i.e. inhalers etc. a parents' consent form must be completed and updated as appropriate.

Please inform us of **all** health issues/allergies and feel free to discuss any medical issues/concerns your child may be experiencing with an appropriate member of staff. We also have access to other professionals within the School Health Department for advice and guidance.

School Uniform

School uniform and school items are available to purchase via the internet or forms are available in the school office. Our school uniform is:

Sky blue or white polo shirt
Navy sweatshirt, jumper or cardigan
Navy, black or grey trousers or smart shorts,
Navy, black or grey skirt or pinafore,
Blue checked dress
Black school shoes

All children require a school book bag.

Uniform does not necessarily need to bear the school logo but we ask that all children wear our school colours and that they wear clothing and footwear that they can put on and take off independently. This is especially important on PE days - which at present are Mondays & occasionally Thursday. P.E. kit is:

Indoor PE

kit navy
shorts, white
tee-shirt

Clothes for outdoor

PE Joggers/leggings
sweat top

Trainers (*with velcro fasteners - Please avoid laces, unless your child can fasten them.*)

P.E. clothes should be kept in a named simple draw-string bag which can be purchased from school. This bag will only be sent home at the end of each half term; therefore please send clothes and shoes your child won't need for activities outside school.

We ask that your child ***always*** brings a jacket/fleece/coat to school just in case. The children can be outside at lunchtime for at least 50minutes. Please send a hat especially during the summer months. **Be prepared your child will get dirty!**

Names in Clothing/belongings

Please ensure **ALL** items of clothing including shoes & P.E clothes and other belongings are clearly marked with your child's name. *It is difficult to identify items when clothing is unmarked!* The class teacher should be approached if items are misplaced. There is also a lost property box situated in school.

Jewellery

We recommend that children do not wear jewellery while in school. If your child has to wear earrings, they should only wear small studs. An appropriate indemnity form must be completed and earrings should be removed for P.E. or covered with tape/plasters before the PE lesson to avoid the possibility of accidents.



Liaison with Parents

At the beginning of the academic year you will receive a diary providing an overview of specific dates (On occasions due to unforeseen circumstances it may be necessary to alter dates). You will receive a regular newsletter regarding general school information, events, holidays, outings etc. Please ensure your child's school bag is checked daily and any tasks or information removed. Initially staff will check bags and remove items sent from home to school. However, over time, children will be asked to take out and put items into their bags to develop independence. Please tell your child if there are items in their bag to hand in. This is really beneficial.

The school website is regularly updated with news items. The school uses a 'texting service' to remind parents of information, events etc. Parents are welcome to contact/ approach their

child's teacher **prior** to the start of the school day/at the **end** of the school day. Or if parents have any concerns or worries, it is very much hoped that problems can be resolved through early contact, initially with the class teacher and if necessary, a discussion with the Head Teacher.

Parents are invited to school to discuss their child's progress during the school year. A written report is sent home in July. We send home '**Stars!**' for you to let us know of an achievement linked to your child's development that made you say 'wow'. Additional sheets are sent home on request. Parents are invited to special occasions throughout the school year, such as Open Afternoons, Carol Concert, special assemblies and Sports' Day. We very much value the support we receive from home and believe it is important to involve parents wherever possible in school life.

Liaison with Pre-school/Nursery

School has numerous feeder nurseries and we make contact in various ways including visits and conversations to gather information. We are informed through records of your child's general progress. These may take the form of assessments undertaken whilst your child was at nursery. This is beneficial to the transition of your child into our school.

We carry out initial assessments and language assessments in the first term of school. We use these to establish what your child knows, can understand and do. We look forward to your input in this by letting us know about your child's skill and ability in the learning areas as well as telling us about their interests. We are then able to cater for their needs effectively. A statutory Early Years Foundation Stage Profile (EYFSP) of your child is completed at the end of the year to indicate their learning and development indicating whether they are achieving the early learning goals, emerging or exceeding. This is based on information gathered through observations, tasks and assessments of your child, of which we may ask you to add your comments to. Records of your child's learning are open for you to discuss. Any areas of concern where help may be needed will be discussed with you.

Governors

The school has an active and supportive governing body; they work closely with the Head Teacher & staff on all school developments. Membership of the governing body is made up of local authority and community representatives, school staff and parents. We have a vacancy for a Parent Governor. Information will be circulated in September.

The P.T.A. (Parent Teacher Association)

New members are always welcomed. The PTA organise a vast range of fund-raising activities - non uniform days, penalty football, matchbox challenge, raffles, discos etc. The additional funding has supported many events: whole school pantomime visits, Leavers' gifts and disco, transport to church, productions/musicians in school and lots more. Additional equipment has also been purchased.

Parent Helpers

Parents are frequent helpers in school. If you wish to come and help in our school please complete the information on the admission form or contact school and arrangements can be made for a CRB check.

School Meals

Children are given a choice from a daily menu, savoury and then a sweet and a drink of water or on occasions, fresh juice/milk. If your child wishes to change from school lunch to packed lunch or vice versa, two weeks written notice is required. However, during the first weeks of school, this notice period is more flexible.

Packed Lunch

Please ensure packed lunch bags/boxes are clearly named. Escomb encourages healthy eating and therefore we ask that you send your child with a **healthy lunch**. **No fizzy drinks**. All uneaten food stuff & packaging is returned home in your child's lunch box.

Daily Snack

At present Reception Class, Year 1, Year 2 children are offered a piece of fruit or vegetable each day as part of the Health Authorities healthy eating regime.

Water

Each child is asked to bring to school **daily** a drink of water in a **named** water bottle. *(The bottles **must** contain plain still water.)* They then have access to this throughout the day and it can be filled up as required. *'Water helps healthy brain activity.'*

Milk

Children are eligible for free milk until the age of 5. After the age of 5 parents must register their child on the coolmilk website as there is a cost per term.

Breakfast Club

School offers a breakfast club to children on a daily basis. This starts at **7.45 a.m. until 8.45 a.m.** at a cost of £2.00 per day. A healthy breakfast is served **until 8.20 a.m.** which includes cereal, toast; fruit juice. After eating breakfast, activities including outdoor & board games and the use of the ICT suite are available.

After School Clubs

There are some opportunities for After School Clubs for Reception class children. These usually begin in the spring term of school. Additional kit will be required and monies sent into class separately.

Early Years Foundation Stage (EYFS)

The Reception Class will build upon your child's progress in Nursery/Pre-school while continuing to follow the Early Years Foundation Stage (EYFS) Curriculum. The EYFS has four themes which underpin all the guidance.

These are:

A Unique Child, Positive Relationships, Enabling Environments, Learning & Development

Each theme and the principles that inform them, work together for children in the EYFS.

Learning & Development

The Early Years Foundation Stage is made up of three prime areas of learning and development which are:

Personal, Social & Emotional Development, Physical Development Communication and language

And four specific areas of learning and development which are:

Literacy Mathematics Understanding the World Expressive arts and design

Children develop and learn in different ways and at different rates. All areas of Learning and Development are important and are inter-connected. Learning should be fun therefore we use play as the principle basis for our learning. Using observation and assessment we determine the learning needs of each child, providing the opportunities they need through the environment. We offer this in various ways incorporating structured play activities, focused tasks and teacher/adult interaction as well as the many opportunities for independent child initiated learning. This provides a basis for future learning in Year 1. As learning takes place both indoors and outdoors we ensure both safeguarding and health and safety requirements are adhered to by regular safety checks of learning areas and equipment, as well following adult child ratio in relation to recommendations.

Personal, Social & Emotional Development

includes the aspects of making relationships, self-confidence and self-awareness and managing feelings and behaviour

We encourage children to be independent and make their own choices. We provide children with the opportunity to interact with others; sharing and taking turns and encouraging appropriate behaviour. Children explore their feelings and those of others. Each Friday we have a Whole School Celebration Assembly where certificates and awards are presented. We welcome children to bring to school any *recent* awards etc for this assembly which will then be presented to them (e.g. swimming, gymnastics, competition winners etc)

Physical Development

moving and handling, health and self-care

We offer ways for children to develop good control and co-ordination using large and small resources. During PE sessions children are taught games and gymnastic skills and are given the opportunity to develop spatial awareness.

A selection of construction equipment and large play equipment including scooters and bikes are integrated into sessions to develop and support physical skills. We also aim to develop children's physical skill by encouraging the use of different tools including scissors, pencils and hole-punches within a variety of learning areas.

Children are encouraged to know the importance of being healthy and safe through opportunities linked to diet, road safety etc. We support children to improve and manage their own personal needs and skills including dressing and undressing asking for continued support from home with these aspects.

Communication and language

listening and attention, understanding and speaking.

We aim for children to listen attentively and respond to story and events and use different forms of speech in their play.

We use questions of why, how, who etc. for children to respond to. Children are encouraged to express themselves using past and present form accurately.

Literacy

Reading and Writing.

Letters and sounds are taught through a phonic programme called 'Read Write Inc.' Children are taught letter shapes, sounds and names through an active, kinaesthetic approach to help them to decode words and read them aloud. They are also introduced to common irregular - tricky words. They are encouraged to discuss what they read asking and answering questions to determine their understanding. We encourage the transferral of reading skills to match with writing; children make attempts at writing phonetically plausible words within simple sentences that they can read themselves. For correct letter formation, please see 'letter formation sheet'.

It is our school policy for all children to use a *school book bag*. This is to promote respect and care for reading books, particularly when carrying them to and from school. Our aim is to foster within children an enthusiasm for and enjoyment of reading and we welcome your support in encouraging this positive attitude. Your child will be given a home/school reading record book to allow you and us to record and indicate activities carried out. We send home library books that your child has chosen. We ask that you share the story/content with your child. The first reading books that your child will bring home may have no text and are used to encourage discussion. Reading from pictures is an important skill, encourage your child to look carefully at the pictures and ask him/her to tell you what is happening in each picture, relating wherever possible to their own experiences. This is to develop comprehension skills and is of tremendous benefit to your child.

When your child has gained knowledge of sounds and are blending and segmenting they will be introduced to phonic based words and tricky words. Individual reading books will be changed weekly (if you have indicated your child has read at home.) With each book we ask you to continue to practise previously taught skills and reinforce keywords. It is vital that children carryout some form of reading practice daily.

As the year progresses reading may take place in pairs/groups. This is classed as Guided Reading where the focus is on the development of new skills and the use of earlier taught skills.

Mathematics

numbers, shape, space and measure

A wide range of practical opportunities are offered to help children count, order, understand and begin to use number efficiently. We aim to develop mental number skill and the ability to solve problems. Parents can best help their child by encouraging them to say numbers in order, counting objects, play games inc. dominoes or dice and talking about the numbers and shapes they see in everyday life. We look at patterns, continue and create them. Other mathematical concepts are introduced related to position, shape and measure including comparing quantities of capacity, weight, time and length through a variety of teaching methods. We ask that you aim to use the correct number formation as in the welcome pack.

Understanding the World

people and communities, the world and technology

All children are encouraged to talk about themselves and their families. They discuss past and present events. We encourage children to recognise that we have similar or different likes and dislikes and other differences linked to family, faith and traditions. They are encouraged to think, reason, explore, experiment and investigate. There are many opportunities to explore with a 'hands on' approach.

Work is often linked to the home, family, school and the local environment. We aim to encourage the exploration of the immediate environment to gain knowledge and understanding of the living world around us.

Children are introduced to forms of technology for different purposes. Basic computer skills are taught to allow children to make choices and complete programmes. These programmes may be related to language, literacy, numeracy or other curriculum areas. In addition children will access internet facilities.

Expressive arts and design

exploring and using media and materials and being imaginative

The school offers experiences of creativity in many media where children can experiment and explore materials and tools to create their own ideas. Children's work is displayed to encourage a sense of pride and achievement in all pupils. Your child will experience a wide range of musical activities: from clapping and action songs, playing and making percussion instruments to listening to various types of music including classical and that from different cultures.

Children also sing in groups and as a whole school. We use dance and movement to encourage personal expression. Children participate in group and individual composition.

For further details and information regarding EYFS please see:

www.education.gov.uk www.4children.org.uk

Educational Visits/ Visitors to School

We may take children out of school on educational visits to support curriculum work. We also have visitors who come into school to talk about topic related subjects or sometimes as part of an enhancement for the curriculum.



A visit to Escomb Saxon Church and to the farm.



Behaviour & Rewards

We want your child to be happy in school and enjoy the social contact they will experience. We encourage children to be considerate to other children, adults and visitors.

Pupils are given rewards by the Class Teacher and Head Teacher including stamps and stickers, as well as certificates presented in assembly by the Head Teacher. We are very positive in supporting our children.

When children are troublesome they will be spoken to firmly. Persistent problems will be noted and if necessary parents will be contacted and issues will be discussed. We aim to work in partnership to resolve any difficulties.

NOTES:

Privacy Notice - Data Protection Act 1998

We collect and hold personal information relating to our pupils and may also receive information about them from their previous school, local authority and/or the Department for Education (DfE). We use this personal data to:

- support our pupils' learning
 - monitor and report on their progress
 - provide appropriate pastoral care; and
- assess the quality of our services

This information will include their contact details, national curriculum assessment results, attendance information, any exclusion information, where they go after they leave us and personal characteristics such as their ethnic group, any special educational needs they may have as well as relevant medical information. *For pupils enrolling for post 14 qualifications, the Learning Records Service will give us the unique learner number (ULN) and may also give us details about your learning or qualifications.*

We will not give information about our pupils to anyone without your consent unless the law and our policies allow us to do so. If you want to receive a copy of the information about your son/daughter that we hold, please contact:

Dawn Peart - Office Manager 01388 603273

We are required, by law, to pass certain information about our pupils to our local authority (LA) and the Department for Education (DfE).

DfE may also share pupil level personal data that we supply to them, with third parties. This will only take place where legislation allows it to do so and it is in compliance with the Data Protection Act 1998.

Decisions on whether DfE releases this personal data to third parties are subject to a robust approval process and are based on a detailed assessment of who is requesting the data, the purpose for which it is required, the level and sensitivity of data requested and the arrangements in place to store and handle the data. To be granted access to pupil level data, requestors must comply with strict terms and conditions covering the confidentiality and handling of data, security arrangements and retention and use of the data.

For more information on how this sharing process works, please visit: <https://www.gov.uk/guidance/national-pupil-database-apply-for-a-data-extract>

For information on which third party organisations (and for which project) pupil level data has been provided to, please visit: <https://www.gov.uk/government/publications/national-pupil-database-requests-received>

If you need more information about how our local authority and/or DfE collect and use your information, please visit:

- our local authority at Durham County Council
- the DfE website at <https://www.gov.uk/data-protection-how-we-collect-and-share-research-data>



Play is the
highest form
of research

Albert Einstein