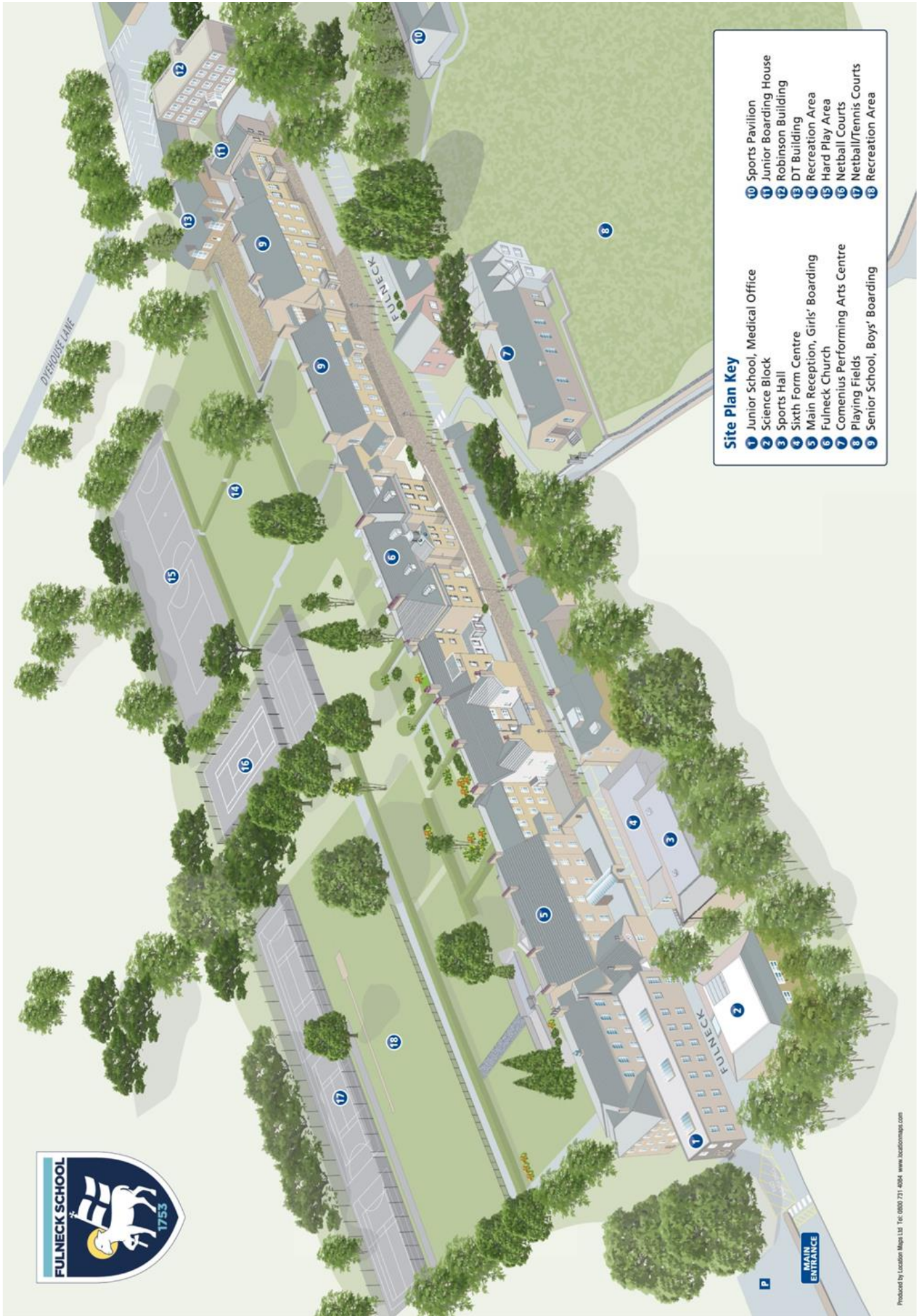


# FULNECK SCHOOL

INDEPENDENT DAY & BOARDING SCHOOL  
PUDSEY | LEEDS | WEST YORKSHIRE



PRE-SCHOOL PARENT HANDBOOK



- Site Plan Key**
- |                                   |                          |
|-----------------------------------|--------------------------|
| 1 Junior School, Medical Office   | 10 Sports Pavilion       |
| 2 Science Block                   | 11 Junior Boarding House |
| 3 Sports Hall                     | 12 Robinson Building     |
| 4 Sixth Form Centre               | 13 DT Building           |
| 5 Main Reception, Girls' Boarding | 14 Recreation Area       |
| 6 Fulneck Church                  | 15 Hard Play Area        |
| 7 Comenius Performing Arts Centre | 16 Netball Courts        |
| 8 Playing Fields                  | 17 Netball/Tennis Courts |
| 9 Senior School, Boys' Boarding   | 18 Recreation Area       |

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## **A WARM WELCOME TO ALL PARENTS OF FULNECK SCHOOL PUPILS**

Dear Parents,

A very warm welcome to the Junior School at Fulneck! We hope you find this handbook useful and informative and look forward to seeing you all in September.

A child's Junior School years should be filled with fond memories to last a lifetime, alongside building the firm academic foundations for a successful senior school education. It is never too soon to have aspirations and dreams for the future! Because of our small class sizes and nurturing provision, we can encourage and support your child to hone their skills to become the best version of themselves.

Our pupils grow with us and learn how to demonstrate the Fulneck ethos of 'work hard', 'be kind', 'be useful' and 'go well'. By living these values, the pupils will become ambitious, independent and well-rounded young people ready for senior school and beyond.

We are proud of our family feel of the School and we value the partnership we have with parents. You can trust that every decision we make or action we take, will be done so with the children's best interest at heart. For this reason, please do not hesitate to contact either your child's class teacher or the Senior Leadership Team if you have any concerns or comments.

The School is supported by active Parents' and Friends' Association and all new parents automatically become members. The Association organises a range of social and fund-raising activities, and you will receive information and invitations in due course. Your support is both welcomed and appreciated.

The Junior School team are looking forward to welcoming you and your child back to school in September. Please do not hesitate to contact us if you require any further information or clarification on anything within the handbook.

Best wishes,

Francine Smith

Principal

## **VISION FOR 2023**

Fulneck School aims to become the leading small independent school in the UK.

We add value to the lives of our pupils across a range of academic and non-academic pursuits, regardless of prior achievement.

We have an inspirational natural environment utilised imaginatively to develop physical and mental resilience, and a nurturing, warm, family-feel community that prepares pupils for their future lives and careers.

Fulneck pupils are offered a first class start to life which emphasises responsibility for self and others.

## **ETHOS**

“Work Hard”: Fulneck pupils who work hard at all they do to meet our high expectations. We have a broad curriculum that satisfies the needs of all our learners and we promote a love of learning, valuing the process and not just the results.

“Be kind”: Fulneck pupils recognise the importance of compassion, humility and empathy and displays these characteristics in their daily lives.

“Be useful”: Our founders believe in moral responsibility and social action. Fulneck pupils know there is more to life than self and continue to make a positive difference to wider society.

“Go well”: Fulneck pupils thrive on a diverse range of activities that develop their character, instil confidence and maintain their physical and mental well-being.

## **SAFEGUARDING AND SECURITY**

As part of our arrangements to ensure the safety and security of pupils and staff within school, we must insist that all visitors, including parents, wear their security badges at all times whilst on the campus so that the children know you are an official visitor. Should you forget your badge please report to the main school Reception to collect a visitor's badge and sign in.

Traffic on Fulneck is an ongoing concern. We share the Settlement with the residents and ask parents to refrain from parking, waiting or dropping off in areas marked with an 'R', which are the personal parking areas for the residents. Please note, just beyond the Reception we have one marked disabled bay shared between the School and the Settlement and we request that this space is used only by blue badge holders. The East End car park is for parents to use during the school day to drop off and collect the young children in our Junior School. We request that Senior School parents drop children off at the entrance to the Settlement or the horseshoe area at the West End. If you are driving through Fulneck, please be aware that children will be crossing the road; adhere to our speed limits and observe zebra crossings.

Fulneck is a private and narrow road and, therefore, the following arrangements apply:

- A ONE-WAY SYSTEM OPERATES, with traffic travelling from the Fartown end of Fulneck to the Bankhouse end. In the case of heavy snowfall this system may be temporarily discontinued and a notice will be posted on such occasions.
- The safety of the children is paramount, and we ask parents to drive slowly and considerately on the Fulneck road at all times, being aware of the crossing points.

Parents are asked to be sensitive to the needs of the Fulneck residents who live on the Settlement, and to remember that there must be access for fire or ambulance services at all times along the whole length of Fulneck.

## JUNIOR SCHOOL TEACHING STAFF

Ms F Smith	Principal
Ms K Marlowe, BA Hons (UWE)	Acting Deputy Head/Year 4 teacher
Miss S Tooley, BSc (University of Luton), PGCE	Head of Early Years/KS1 Y2 Teacher
Mrs H M Walker, BA Hons with QTS (Sheffield)	Reception teacher
Mrs J E Bleazard, BA Hons (Lancaster) , PGCE	Year 1 teacher
Mrs K Manning, BSc Hons (Keele), PGCE	Year 2 teacher
Mr L E Downes, BSc Hons (Leeds) with QTS	Year 3 teacher
Ms K Marlowe, BA Hons (UWE)	Year 4 teacher
Mrs A Preston, BA Hons (Leeds Metropolitan) with QTS	Year 5 teacher
Miss M Barker, BA Hons (Edge Hill) with QTS	Year 6 teacher
Mrs R Knowles, BA Hons (Leeds) EYPS	Pre-School Teacher
Miss D Kay, NVQ Level 3	Key person (Pre-School)
Mrs L Kay, NNEB	Key person (Pre-School)
Miss L Arundale	Early class, Games and PE
Mrs J Atkins, NVQ Level 3	Senior Teaching Assistant
Mrs T Hill, NVQ Level 3	Teaching Assistant
Mrs S Hutchinson, NVQ Level 3	Teaching Assistant
Mrs A L Rivers, HLTA, NVQ Level 3	Higher Level Teaching Assistant
Mrs A Robinson, NVQ Level 3	Teaching Assistant
Mrs M Thopte, BSc Hons (Vadodara, India), HLTA	Higher Level Teaching Assistant
Ms E Watt, NVQ Level 3	Teaching Assistant
Mrs R Lord, CACHE Level 3	Teaching Assistant

### PART-TIME PERIPATETIC STAFF

Mrs N Haigh, BA Hons (Colchester Institute), PGCE	Woodwind
Mr D Hoyle	Brass/Director of School Band
Mr M Pearson, BA Hons (University of Central Lancashire)	Guitar
Miss F Soothill, BA (Liverpool), PGCE	Violin
Miss M A Ruse, BA Hons (Manchester Metropolitan), PGCE	Speech and Drama



## Term Dates 2021/2022



### Autumn Term 2021

Staff INSET Days	Thursday 2 <sup>nd</sup> September	
Boarders return	Friday 3 <sup>rd</sup> September	
Term commences	Saturday 4 <sup>th</sup> September	3.00 pm to 5.00 pm
Half-term commences	Monday 6 <sup>th</sup> September	
Boarders return	Friday 15 <sup>th</sup> October	3.55pm
Term recommences	Sunday 31 <sup>st</sup> October	3.00 pm to 5.00 pm
Term ends	Monday 1 <sup>st</sup> November	
	Friday 17 <sup>th</sup> December	3.55 pm

### Spring Term 2022

Staff INSET Day	Tuesday 4 <sup>th</sup> January 2022	
Boarders return	Tuesday 4 <sup>th</sup> January	3.00 pm to 5.00 pm
Term commences	Wednesday 5 <sup>th</sup> January	
Half-term commences	Friday 18 <sup>th</sup> February	3.55pm
Boarders return	Sunday 27 <sup>th</sup> February	3.00 pm to 5.00 pm
Term recommences	Monday 28 <sup>th</sup> February	
Term ends	Friday 8 <sup>th</sup> April	3.55pm

### Summer Term 2022

Boarders return	Sunday 24 <sup>th</sup> April	3.00 pm to 5.00 pm
Term commences	Monday 25 <sup>th</sup> April	
May Day Bank Holiday	Monday 2 <sup>nd</sup> May	
Half-term commences	Friday 27 <sup>th</sup> May	3.55pm
Boarders return	Sunday 5 <sup>th</sup> June	3.00 pm to 5.00 pm
Term recommences	Monday 6 <sup>th</sup> June	
Term ends	Friday 8 <sup>th</sup> July	3.55 pm



## **CONTACTING STAFF**

We hope that if you have any concern about your child in any area of School life you will not hesitate to contact us, however minor your concern might seem. If you phone the main School Reception, the office staff can ask a member of staff to call you back at a convenient time or provide you with the appropriate email address. The email addresses of all the teaching staff are also available on the school website.

We would ask that you contact the Class Teacher in the first instance as he/she is the person who will see your child most frequently. If they are unable to deal with your concerns, he/she will pass you on to someone who is in an appropriate position to help you. Alternatively, you may wish to speak to one of the Senior Leadership team:

**Acting Head of the Junior School:** Miss Marlowe

**Principal:** Ms Smith

## **ABSENCE**

Regular school attendance is of the highest importance and a legal requirement for pupils of compulsory school age. The school is implementing government guidelines with regard to absence and is required to make returns annually of the number of authorised and unauthorised absences.

Absences are authorised by the Head of Junior School and include absences due, to illness, emergency medical/dental appointments, religious festivals, study leave initiated by the school. Should you require your child to be out of school for some reason known to you in advance a request for absence, stating the reason, should be made in good time in writing to the Head of the Junior School for authorisation.

Under new Government legislation (2013), we are no longer allowed to authorise absence for family holidays in term time. We would, therefore, stress the need to adhere to term dates when booking flights and holidays. If in exceptional circumstances leave of absence in term time is required, parents should write directly to the Principal for this to be authorised.

All absences should be covered by an absence note. If your child is absent he/she should bring a note on the day of return specifying the reason for absence. If your child has been ill the exact nature of the illness should be given. Your child's name and the dates of absence should be stated clearly.

In the case of any absence longer than three days, the school should be informed of the exact nature of the illness or other reason for absence and, if possible, when the child is expected to return. On returning a note should be brought, as stated above. However, please try to telephone the school on the first day of absence in order that teaching staff are made aware of the situation.

Should your child need to be out of school for part of a session, a note to the Class Teacher should be brought in advance.

## **LATENESS**

We are required to record lateness. An adult explanation, written or spoken, is needed for our records. As well as being disruptive, lateness embarrasses and upsets many pupils. If pupils arrive late or return from an appointment during the school day, they are required to go, with you, immediately to sign in at the office. You will then need to bring them to their particular classroom.

**If a child is persistently late a letter of explanation will be required by the Head of Junior School.**

## **DROP OFF/ COLLECTION OF PUPILS**

Pre-School pupils should be dropped off and collected from the Pre-School entrance at 3.45pm  
Reception pupils should be dropped off and collected from the ground floor entrance by the Moravian burial ground.

At both exits, a member of staff will be on duty, ensuring parents have arrived to collect their child.  
If parents arrive after 3.45pm the child will be taken to the 'late class'.

### **Supervision of day pupils outside normal school hours**

An extended day facility is provided after 3.45pm in the 'late-class' which is situated in Pre-School Mondays to Fridays.

Please provide a snack to be given a snack between 4pm and 5pm.

Please arrange to collect your son or daughter from the late class before 6pm and make sure that you inform Late Class staff that you are taking your child. For children collected after 6pm we will make a charge of £10 for the first 15 minutes and £20 thereafter.

If for any reason, and this should only be in exceptional circumstances, parents are later than 6.00pm when coming to collect their child, then please note that from this time the child will be taken into the Girls' Boarding Area. Access to this area is through the main entrance. The duty mobile for Girls' Boarding is 07834 258663

In the event of an emergency or change of arrangement after school - the mobile telephone number for the late room is 07834 519725.

## **COMMUNICATION (HOME/ SCHOOL)**

We believe that education is very much a partnership between home and school. This section outlines the ways in which we seek to promote this partnership and in particular, how we achieve clear lines of communication between home and school.

The School aims to run a paperless communication system. To ensure you receive all important information, please check your emails daily. Please inform the School if you change your email address.

Letters will be sent home by email but there may also be occasions when they are sent home in the child's bag. **Therefore we ask parents to check the bag and emails daily.** In addition, at the end of every half-term, some mailing will be sent to all parents. It is important that parents read all the information sent out, particularly those matters relating directly to your child. For additional events please refer to the weekly 'Peek into our Week' and 'Inform' which is sent out every other week.

### **Homework Diary**

Every pupil in Pre-School and Reception has a planner. In Reception these are used by pupils and teachers daily and information is written in the diary about the homework that needs to be completed. We therefore ask parents to look at the diary every day. Messages may also be written in the diary for parents by the Class Teacher and vice versa, including for example, details regarding a dental trip or hospital appointment, where a pupil might miss a section of the school day.

At the end of the autumn and summer terms, the school publishes 'The Comenian', an illustrated newsletter highlighting school events and pupil achievements.

### **Who to go to if you have any concerns**

- 1. First of all, please see the Key Person or Class Teacher.**
2. If you feel it necessary to do so, then please see the Head of Early Years either before 8.30am or after school at 3.45pm. The Head of the Junior School is also available at any time to talk to you. Please make an appointment where possible.

**It is preferable to make an appointment,** but obviously this is not always convenient. The Head of Juniors will do his utmost to accommodate you wherever possible.

## **APPEARANCE**

Pupils should look tidy, clean and smart in school and when travelling to and from school.

The School requests parents to ensure that their child attends School in the correct uniform. A uniform list is published separately in this booklet. It is hoped that parents will co-operate in encouraging their children to develop a sense of pride in their own appearance with regard to hair, tidiness, etc.

**Hairstyles must be reasonable, for example very short 'skin-head' cuts or boys having long hair in ponytails or the use of hair products is not acceptable. Hair colouring of any sort is also not allowed. Girls with hair beyond shoulder length should have it tied back with blue or black ribbons or bobbles. Hair grips and hair bands should be plain. There should be no Transfer Tattoos, make up, or nail varnish. Jewellery is also forbidden.**

Ear studs or earrings should not be worn for Health and Safety reasons.

When pupils go on a school visit, it is the parent's responsibility to enquire of the member of staff leading the party how they should be dressed.

We hope parents will help the school in emphasising the importance of maintaining these standards, which reflect upon the school, the child and their family.

**FOUNDATION STAGE UNIFORM LIST FOR**  
**PRE-SCHOOL AND RECEPTION CLASS**

**Boys**

**Winter**

- School Blazer with blue ribbon trim\*
- White polo shirt with school crest\*
- Charcoal grey trousers\*
- School Pullover with School Crest\*
- Dark Grey Socks
- Black Leather Regulation School Shoes (not laced or suede)
- Black coat with school crest\*
- Royal Blue Overall\*
- School Back Pack\*
- School Hat & Scarf\*
- Navy or Black Gloves

**Summer**

- School Blazer with blue ribbon trim) \*
- Short-sleeved Polo Shirt with School Crest\*
- Charcoal Shorts
- School Pullover with School Crest\*
- Grey Socks with blue and gold stripes\*
- Black Leather Regulation School Shoes (not laced or suede)
- Royal Blue Overall
- Royal Blue Cagoule\*
- School Sun Cap\*

**Games (please refer to the 2021/22 PE Kit Handbook)**

- Black Slip-on Pumps
- White Socks

**Girls**

**Winter**

- School Blazer with blue ribbon trim \*
- White polo shirt with school crest\*
- Tartan tunic\*
- Royal Blue Cardigan with School Crest\*
- Plain Royal Blue Knee length socks or Tights
- Black Leather Regulation School Shoes (not laced or suede)
- Black Coat with school crest\*
- Royal Blue Overall\*
- School Back Pack\*
- School Hat & Scarf\*
- Navy or Black Gloves
- Royal Blue/black Hair Accessories

**Summer**

- School Blazer with blue ribbon trim\*
- School Summer Dress\*
- Royal Blue Cardigan with School Crest\*
- Plain white ankle socks
- Black Leather Regulation School Shoes (not laced or suede)
- Royal Blue Overall
- Royal Blue/Black Hair Accessories
- Royal Blue Cagoule\*
- School Sun Cap\*

**Games (please refer to the 2021/22 PE Kit Handbook)**

- Black Slip-on Pumps
- White Socks

\*Items are compulsory uniform items and only available from the school's official outfitter –Whittakers, 3/5 town street, Farsley, Leeds, LS28 5en. Tel: 0113 2566020 online - [www.whittakersschoolwear.com](http://www.whittakersschoolwear.com)

You may also find them in our Pre-Loved Uniform Shop. If you would like to purchase anything please contact Natalie Tordoff, Chair of Fulneck Parents' and Friends' Association, either at [PFA@fulneckschool.co.uk](mailto:PFA@fulneckschool.co.uk) or on 07540 722 091.

**Jewellery, including earring studs, must not be worn.**

If girls have to have their ears pierced, we ask that this is done at the beginning of the summer holiday in order for them to be completely healed by September.

**All clothing must be clearly named (woven tapes are advised)**

**Boys:**

**Winter Uniform** – to be worn after the Autumn Half Term to the end of Spring Term.

**Summer Uniform** – to be worn during the Summer Term and first half of the Autumn Term

**Girls:**

**Winter Uniform** – to be worn after the Autumn Half Term to the end of Spring Term.

**Summer Uniform** – to be worn in the second half of the Summer Term i.e after Spring Bank Holiday.

**Either Uniform** – may be worn in the first half of the Autumn and Summer Term

## DAILY TIMETABLE

An example of a morning routine in the Pre-School:

Time	Activity
8.30-9.00	Free choice activities in key room with key worker
9.00-9.15	Breakfast
9.15-9.45	Free choice activities/adult-focused session/outdoor activities
9.45-10.45	PE/Spanish/Music
10.45-11.30	Outdoor play
11.30-12.00	Lunch
12.00-1.00	Outdoor Play

## **MEALS AND FOOD**

All pupils in the Pre-School receive water/milk and a healthy snack at morning and afternoon breaks.

In Reception the children are provided with fresh milk and a fruit snack – children can also bring in their own healthy snack, fruit/small manageable cereal bar – no chocolate, yoghurts or liquids. In addition, all children in the Foundation Stage should bring a bottle of water everyday – named please.

Sweets and chocolate are not allowed to be brought into school unless permission has been sought from the Class Teacher, usually only for the child's birthday treat. Please ensure you do not send in any nut products.

A copy of the menu for the week can be found on the school website.

At lunchtime, a wide selection of meals is provided and the menu on offer is always healthy and varied. All children are given a selection of vegetables or salad to accompany their meal and are given more guidance about what to eat.

Special diets and/or vegetarians are catered for. Please contact the Catering Manager, if you have any specific dietary requests and/or if your child is on a special diet for medical reasons. Please also inform the School Nurse and your child's Class Teacher.

Children may have bread with their meal, but they are encouraged by staff to eat their main meal first. If supervisors and/or teachers are concerned about a child's eating habits then parents will be contacted to discuss the situation and consider strategies.

For school trips a packed lunch is provided for all children by the catering staff, consisting of sandwiches, crisps, biscuits, fruit and a drink.

### **Dining Room Rules:**

- Table manners should always be observed
- Reception pupils should clear their own places
- Pupils should try and eat a balanced meal
- Pupils should be polite and show respect for all staff present in the dining area



## **PERSONAL BELONGINGS**

All uniform and personal belongings, should be named. All these items are a pupil's own responsibility and the school views this individual responsibility seriously.

The bringing of any valuable items such as Gameboys, I-Pods, etc. are strictly forbidden. Children should be **encouraged** not to bring toys into school to play with.

Parents are asked to support the school in its efforts to encourage the pupils to take care of their own possessions. We also expect the same care to be taken with school equipment and books with which the pupils are entrusted.

### **Lost Property**

Pupils are responsible for looking after their own property. If they lose anything they should report it to their Class Teacher immediately. Any lost property will be cleared at the end of each half-term. Named items are returned to their owners. Please encourage your child to take care of personal possessions. Unnamed and unclaimed items are displayed on the last afternoon of each half term to allow parents an opportunity to recover what their children may have lost. All remaining unclaimed items will eventually be given to charity.

### **Money**

Pupils do not usually require money in school and will occasionally only need it for charitable events. In these cases we would recommend that pupils have their money in a named purse, which can be looked after by their Class Teacher.

## **FULNECK PARENTS' AND FRIENDS' ASSOCIATION**

The Parents' and Friends' Association plays a significant part in the life of the school, organising social events and supporting school activities. The Association meets regularly and is chaired by a parent. New members are always welcome. If you require any further information please contact Reception. They will put you in touch with the current chairperson or secretary. The Parents' and Friends' Association has a notice board outside the school which contains details of forthcoming events and the names and contact details of committee members.

## **PASTORAL CARE ARRANGEMENTS**

We aim to create a community which recognises each individual as unique, nurtures in each a sense of dignity and self-worth, and fosters supportive and caring relationships.

We seek to help our pupils develop their talents and potential and enable each to become a confident, responsible and useful member of society. The pastoral care system operates inside and outside the classroom to support both pupils and staff.

### **Aims of Pastoral Care**

- To give all pupils the experience of school as a well ordered, caring Christian community where relationships are open and friendly, warm and supportive, so enabling pupils to develop their potential;
- To safeguard and promote the welfare, health and safety of pupils in school and in activities outside of school;
- To ensure that every individual is known and valued; that achievement, widely defined, is encouraged and rewarded as a means of promoting self-image and a sense of worth;
- To encourage self-discipline and good behaviour and to prevent poor discipline through vigilance, understanding and encouragement; to correct indiscipline with justice and compassion.

## **PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION**

In addition to addressing children's personal, social and emotional development as part of the Early Learning Goals, the school has an age appropriate programme called Personal, Social, Health and Economic Education (PSHEE), which is taught to all children.

The PSHEE programme supports the school's overall aim in the following ways:

- PSHEE raises the self-esteem of children, valuing and building upon the ideas of the young people themselves. It accepts that we are all different, yet all are equally valued: it encourages young people to consider the consequences of their own actions.
- PSHEE ensures that the children will develop the skills, knowledge and attitudes which enable them to take control of their own lives and remember their responsibility to others.
- PSHEE is reflected not only through the taught curriculum but also through our expectations; code of behaviour; relationships between children, between staff and between staff and children; the physical environment (classrooms and corridors are aesthetically pleasing and well cared for); and a wide range of extra-curricular experiences.

A range of teaching and learning styles is used. Emphasis is placed on active learning, including the children in discussions, investigations and problem solving activities. Within classes, children are able to participate in discussion to resolve conflicts or set agreed classroom rules of behaviour.

When possible, we will aim to offer the children opportunity to hear visiting speakers to talk about their role in creating a positive and supportive local community.

Differentiated activities ensure work is provided for a range of abilities. Language development is encouraged throughout with planned opportunities for discussion, observation and reporting. Progression and continuity are provided by a clear and easy-to-follow structure throughout the scheme.

## **SCHOOL RULES**

In the Pre-School, we have clear rules and expectations for the children. These rules safeguard the safety and well-being of the children in our care. We work on a policy of assertive discipline, look for positive behaviour and use praise, affirmation, stickers and certificates to build the children's confidence and self-esteem and to reward good behaviour. The staff aim to know the children as individuals and to plan and organise the day and environment to keep the children motivated, so minimising the opportunity for disruption.

The Fulneck School ethos has been created through this approach of combining firm guidance with encouragement and praise. This combination is essential in order that children and staff can work together in a happy, positive environment.

### **Our School rules**

- We walk in and around the Pre-School classrooms
- We keep our feet and hands and unkind words to ourselves, we care for everybody at Fulneck School
- We look after and care for all living things
- We share, it's fair
- We always try our best

### **The playground rules**

- We ride and park our bikes carefully
- We use the climbing frame with adult supervision
- We must not jump off the bridge
- One at a time down the slide
- We are always kind to our friends

We emphasise positive behaviour, but if we need to reprimand a child we are careful to criticise the behaviour and not the child.

## **RECOGNITION AND SANCTIONS**

The staff are fair and consistent in the system of rewards so that the children recognise that efforts in all areas of learning are valued and rewarded.

In Pre-School we focus on the 'kindness tree' in which children are rewarded daily for their positive contributions.

### **Star of the Week**

In Reception a certificate will be awarded during a celebration assembly to every child at least once during the year.

### **Individual Stamps and stickers**

The class teacher awards stamps and stickers to individuals for a number of reasons. Reception children collect stars in their planners and work towards their bronze, silver and gold certificates. Due to the age of the children, the variety of abilities and the requirements of the curriculum, it is not possible for each class to award them in exactly the same way. The following list provides a 'sample' of the behaviours and achievements, which will merit a sticker:

e.g.:

- Good behaviour
- Being sensible
- Showing good manners
- Helpful/thoughtful/caring
- Considerate
- Kind
- Showing good effort
- Excellent work
- Improvement in finishing a task
- Good organisation
- Increased independence
- Improved listening
- Following instructions

## **DEALING WITH INAPPROPRIATE BEHAVIOUR**

The process of developing the social skills necessary for children learning and playing together takes a long time and has to be nurtured. The approaches already outlined are implemented within the Foundation Stage on a day-to-day basis. Most interactions which we consider to be inappropriate can usually be dealt with by the teacher promptly. The list below gives an indication of the procedure we follow. If it appears to be a bullying situation then the Head of Junior School would get involved sooner.

There are some approaches used by the teacher to deal with a child's inappropriate behaviour such as hurting others, being unkind, playing roughly or being disruptive.

- Remove from the situation and talk to the child to explain why their behaviour is wrong
- Talk to the whole class or use circle time to discuss issues related to behaviour
- Use stories which illustrate good and bad behaviour, to develop understanding and the language to express feelings
- Look at our school rules
- Lose a part of playtime/lunchtime play
- Take away a privilege i.e. not allowed to choose their own activity during the time before registration or at other times during the day
- Write an apology
- Involve parents to reinforce good behaviour messages and communicate frequently to monitor behaviour
- Use a behaviour reward chart. The reward is only given if the correct behaviour is shown
- Discussion with the class teacher, Head of Early Years and parents to devise solutions to improve behaviour

## **POLICIES**

School Policies are available on the School website or by request from the main school Reception, including the School complaints procedures.

## THE CURRICULUM

The Foundation Stage curriculum is designed to reflect the aims of the school. We aim to help children develop their gifts and talents: spiritual and social; intellectual and emotional; aesthetic and physical through the provision of a broad and balanced curriculum, which is responsive to, and supportive of, their needs and aspirations, fosters intellectual curiosity and academic achievement, and motivates them to grow to their full potential.

### **Aims of the Curriculum**

- To be compatible with the requirements of the new Early Years Foundation Stage Document
- To be broad, balanced and differentiated
- To allow for continuity and progression
- To provide for the personal, social, emotional and spiritual development of children to enable all children to learn and make progress

### **Foundation Stage (Pre-School and Reception) Arrangements**

Children follow a one-week timetable. Morning and afternoon sessions are devoted to integrated, planned activities in the seven areas of learning.

The curriculum follows the guidance outlined in the document 'Development Matters' in the Early Years Foundation Stage'. The guidance divides children's learning and development into seven areas of learning. In the early years, much of the learning that takes place is play based and is cross curricular and interactive.

The prime areas of learning are

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

Specific areas:

- Literacy
- Mathematics
- Understanding of the World
- Expressive Arts and Design

In planning and guiding children's activities, teachers reflect on the different ways that children learn and reflect these in their practice. Three characteristics of effective teaching are:

- **Playing and exploring** – children investigate and experience things, and 'have a go'.
- **Active Learning** – children concentrate and keep on trying if they encounter difficulties and enjoy achievements.
- **Creating and thinking critically** – children have and develop their own ideas, make links between ideas and develop strategies for doing things.

The Early Learning Goals outline what it is expected that a child will know and be able to do by the end of the Foundation Stage. The guidance sets out age appropriate 'stages of development', which the children progress through as they move towards the achievement of these goals.



- Planning of the curriculum is based upon these goals, with clear learning intentions in each of the seven areas of learning.
- Staff plan together to ensure the children have long, medium and short-term goals to aim for. The children are assessed in the seven areas of learning and their progress is recorded on the Early Learning Profiles.
- Profiles are available for parents to peruse at any time.
- There are groups of mixed age and ability. A Key person is assigned to each group to foster their social and emotional needs
- In Foundation, there is a balance between areas that promote child initiated learning and adult led focussed activities. These activities teach specific skills and develop understanding in key areas.
- There is one Reception class of mixed ability, taught by the Reception Teacher, with a higher level Teaching Assistant.
- The Foundation Stage offers before and after school care for pupils. This operates daily from 8.00am to 8.30am and from 3.45pm to 6.00pm.

The Early Learning Goals are as follows:

### ***Communication and language***

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

**Understanding:** children follow instructions involving several ideas or actions. They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.

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

### ***Physical development***

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

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

### ***Personal, social and emotional development***

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

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

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

## **The specific areas**

### ***Literacy***

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

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

### ***Mathematics***

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

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

### ***Understanding the World***

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

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

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

### ***Expressive arts and design***

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

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

## **ASSESSMENT AND REPORTING**

It is our aim to recognise and build upon the individual experiences of each child. We have a strong commitment to our 'Parents as Partners' and our assessment procedures are designed to build upon the learning that has already taken place.

Assessment enables us to monitor the progress of each child's individual needs. All the children are assessed regularly. We assess by observing the children, listening and talking with them, and looking at samples of their work. The children's progress towards the early learning goals is recorded throughout the term on each child's Early Learning Profile. In the foundation stage the children's profiles are built on 2simple software and emailed to parents termly. Parents are asked to comment back on these profiles. Detailed below are the different assessments that are carried out during your child's education in the Foundation Stage.

- Ongoing assessment against the statements on the Early Learning Profile
- Termly parents' evening to share information
- End of foundation stage – details passed on to the Year 1 teacher and summer born children's information passed to the LEA

Detailed information about our assessments can be found in our Assessment, Recording and Reporting Policy.

## SPECIAL EDUCATIONAL NEEDS

The Foundation Stage aims to identify Special Educational Needs and respond to enable children to make good progress and achieve their potential: in so doing, we help to nurture their sense of dignity and self-worth in accordance with the school's overall aims.

The school will do all that is reasonable in the case of each child to detect and deal appropriately with a learning difficulty which amounts to a special educational need. This will be done through the Learning Support Unit in conjunction with the Head of Junior School/Head of Early Years. Our staff are not, however, qualified to make a medical diagnosis of conditions such as those commonly referred to as dyslexia, or of other learning difficulties.

Staff monitor children very carefully throughout their time in the Foundation Stage. Parents will be notified if the work being carried out indicates that the child may have a learning difficulty.

For a child identified as 'at risk', follow-up assessments/observations take place and consultation with parents, as appropriate. Our own Learning Support Unit may be approached by staff for further advice and strategies that may be able to be used. Outside agencies are involved, as necessary, in the process of identification of need. For example, the Foundation Stage, as part of the Local Educational Authority early year's partnership, is able to access further specialist help from the Area Special Needs Coordinator.

However, parents must recognise that the school may not always be able to meet all of the specific requirements to support a child with a Special Educational Need. However, once a Special Educational Need has been identified, the school will endeavour to meet the needs of a child in so far as it reasonably can. A child's Individual Education Programme (IEP) will therefore outline the strategies that can reasonably be put in place to support a child's Special Educational Need. Arrangements for

the provision of learning support for an individual are reviewed at least annually; changes made at appropriate times throughout the year.

Parents are asked to contact the Head of the Junior School, in the first instance, if they wish to discuss any matter related to Special Educational Needs.

## Home Reading

Children in the Foundation Stage take home a book to share with their parents. Reading is an important skill, which needs to be delivered not only at school but also in partnership with parents and other adults.

In the Foundation Stage we expect all children to enjoy reading with you at home – primarily listening to stories being read to them. Parents can help at every stage of reading, from children who are just beginning to read at a joining age to children who are reading further up the school.

Your child may bring home a variety of books, including picture books, Read Write Inc. storybooks, non-fiction books, poetry books and plays. We try to make sure that all our books are of a good quality and reflect our diverse society, and have appropriate content. Please make sure that books are treated well at home and that your child brings the books back to school each day. Your child may also bring home letter sounds and words to learn and read.

### How Can You Help Your Child? From the Pre-School through to Year 6

Pre-readers (books without words)

- Use the pictures to tell the story to your child.
- Try to make this a special time together.
- Let your child look through the book and tell you the story.
- Talk about what is happening in the picture.

Beginning Readers

- Read the story to your child.
- Read the story together.
- Let your child read to you.
- Talk about the story and the pictures.

Independent Readers

- Let your child read to you.
- Ask questions about the story, during and after reading,  
e.g.
  1. Who is in the story?
  2. Where are they?
  3. What happens next in the story?
  4. Can you tell me what has happened in the story?
- Ask whether the story was enjoyable and why.

Fluent Readers

- Let your child read the book themselves.
- You may like to listen to parts of the story.
- Ask questions about the story, encourage the children to talk about what they have read.

### Top Tips for Reading

If your child gets stuck on a word:

- Look at the picture for clues;
- Say the beginning sound if it helps;
- Sound the word out;
- Give encouragement, even when the child goes wrong.

Encourage your child to read each evening. Reading can happen at any time – although it is preferable to have a quiet time to read, you can listen to your child when you are preparing the meals, washing up or even ironing!

**Remember: we want to make reading a fun activity.**

### **TRIPS AND VISITS**

Throughout the school year, each class has the opportunity to experience topic related excursions and the cost of these **will be charged through the 'parent-pay' system or your child will need to bring in the required amount of money with a cheque made payable to Fulneck School**. Parents will be sent details of trips and visits in advance and prior consent will be sought for all trips. We ask parents to complete all paperwork relevant to a trip and return it to the Class Teacher as quickly as possible.

### **SCHOOL FUNCTIONS**

All pupils are required to attend the official school functions of Harvest Festival, Speech Day and the Christingles Service.

A supplementary dates list may also be issued. For clarification of dates please see the school website [www.fulneckschool.co.uk](http://www.fulneckschool.co.uk)



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