

# Welcome

to

## Whinney Banks Primary School Early Years Foundation Stage



The Head Teacher will be very happy to discuss further any points raised in this booklet.

Please make arrangements to see her if you feel this would be of value.

## IMPORTANT

There is a lot of important information in this booklet and it is hoped that parents will find time to read it all.

In particular, your attention is drawn to the paragraphs in *italics* which relate specifically to your child's safety and the smooth running of the school. We would be especially grateful if you would try to read these before your child starts in the Early Years Foundation Stage of our Primary School.

Please note this is also available on our website and school is able to provide written materials in a variety of formats if required.

# **USEFUL ADDRESSES AND** **TELEPHONE NUMBERS**

## **WHINNEY BANKS PRIMARY SCHOOL**

Head Teacher: Mrs S Thorpe

Foundation Stage Leads: Mrs A Colegate / Miss V Harron

School Business Manager: Mrs A Cattermole

Fakenham Avenue,  
Middlesbrough,  
TS5 4QQ

Tel: 01642 817713

Fax: 01642 828621

**Web site: [www.whinneybanks.org.uk](http://www.whinneybanks.org.uk)**

## **MIDDLESBROUGH LOCAL AUTHORITY**

Director of Well Being, Care & Learning,  
Civic Centre,  
Middlesbrough

Tel: 01642 729500

## **CHAIR OF GOVERNORS**

Mrs L Green, c/o Whinney Banks Primary School.

# SCHOOL TERMS AND HOLIDAYS 2019/20

School re-opens on

Tuesday 3rd September 2019

## HALF TERM

School closes

Friday 25<sup>th</sup> October 2019

School re-opens

Monday 4<sup>th</sup> November 2019

## CHRISTMAS

School closes

Friday 20<sup>th</sup> December 2019

School re-opens

Monday 6<sup>th</sup> January 2020

## HALF TERM

School closes

Friday 14<sup>th</sup> February 2020

School re-opens

Monday 24<sup>th</sup> February 2020

## EASTER HOLIDAYS

School closes

Friday 3<sup>rd</sup> April 2020

School re-opens

Monday 20<sup>th</sup> April 2020

## MAY DAY

Friday 8<sup>th</sup> May 2020

## HALF TERM

School closes

Friday 22<sup>nd</sup> May 2020

School re-opens

Monday 1<sup>st</sup> June 2020

## SUMMER

School closes

Friday 17<sup>th</sup> July 2020

The day before the start of the school year (i.e. Monday 2<sup>nd</sup> September 2019) will be a preparation day for teaching staff. In addition to the holidays shown there will be four additional days when the school will be closed while teachers are involved in training. These will take place on Friday 13<sup>th</sup> September 2019, Monday 14<sup>th</sup> October 2019, Friday 26<sup>th</sup> June 2020 and Monday 20<sup>th</sup> July 2020.

## **What to do if your child is absent...**

Under current laws your child will be regarded as truanting from school if you do not let the school know why he/she are absent. ***Please let school know if your child is absent for any reason.*** Messages can be left on our answer phone and these are checked daily. This will prevent the Education Welfare Officer being asked to call upon you.

# ARRIVING AT AND LEAVING SCHOOL

## Times

**School:** Morning session begins at 8.50 a.m. and ends at 12.05 p.m. for the lunch break.

Afternoon session begins at 12.50 p.m. and ends at 3.00 p.m.

**Nursery:** Morning session begins at **8.45 a.m.** and ends at **11.45 a.m.**

Afternoon session begins at **12.30 p.m.** and ends at **3.30 p.m.**

## Time Keeping

The school is unable to supervise or watch over the safety of children who arrive at school early. Arriving late also causes difficulties for both the class teacher, who must then go over work again and for the secretary who must re-mark registers and alter dinner numbers.

If your child is habitually late for school, the Education Social Worker will be asked to take appropriate action. **It is also very important that children are collected promptly at the end of nursery sessions (11.45 a.m. and 3.30 p.m.) and at the end of the school day (3.00 p.m.)**

**It is the school's expectation that parents ensure that an appropriate adult collects their child from school and they should not be under the age of 18.**

## Parents' Holidays

The school does not grant leave of absence to allow children to accompany their parents on holiday in term time and all such holidays will normally be treated as unauthorised absence. Parents are asked to fill in a Leave of Absence Form, available in school, and return it to the Head Teacher at least 2 school weeks in advance of any absence. The Head Teacher may ask to speak to you in person.

## Doctor / Dental Appointments

Children cannot be allowed to leave school during school hours unless the child is collected from school by a parent and the school office has been notified. We regret that, for reasons of safety, requests made by telephone or by the children themselves will not be sufficient.

## Car Park & Front Drive

While parents may park in the school car park, the school can accept no responsibility for accidents that occur in this area. **It is essential that pupils are accompanied to and from the car park to the main pedestrian gates.** There is no direct access from the car park to the playground at the start and finish of school. **Parents should not drive along the main drive at the front of the school.**

## Illness

We often need to contact parents quickly, usually because of a child's illness, a toilet accident or because of an accident that needs treatment. It is vital that we have up-to-date telephone numbers so that we can contact you quickly and easily and parents are asked to keep Contact Forms up to date.

## Asthma

Parents of pupils with asthma are asked to inform the school, fill in a health form and provide an inhaler to be kept at school.

## Loss or damage to personal property

The Council/L.A cannot hold itself responsible for the loss or damage to personal property of staff or pupils except where it can be shown or proved that the Council/L.A. has been negligent or has otherwise contributed to such loss or damage.

## Early Years Foundation Stage Policy

### What are we aiming to do in Whinney Banks Primary School Early Years Foundation Stage?

Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important. Good parenting together with high quality early learning provides the foundation children need to make the most of their abilities and talents as they grow. (The Statutory Framework for the Early Years Foundation Stage, DFE March 2017)



### Our Vision

At Whinney Banks Primary School, we aim to provide every child with the skills needed to become a happy, independent and curious lifelong learner. Our priority is that our provision provides a high level of engagement and active learning through a range of skill and play based activities.

The Statutory Framework for the early years states four guiding principles, which should shape practice in the early years. These are:

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured;
- Children learn to be strong and independent through **positive relationships**;
- Children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers;
- **Children develop and learn in different ways and at different rates.** The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (*Statutory Framework, March 2017*).



## **Learning and Development**

Learning and development is categorised into three prime areas of learning:

- communication and language
- physical development
- personal, social and emotional development

And four specific areas of learning:

- literacy
- mathematics
- understanding the world
- expressive arts and design

Achievement of these prime and specific areas of learning is through the characteristics of effective learning:

- playing and exploring
- active learning
- creating and thinking critically



## **Our curriculum**

Within your child's nursery education there is great emphasis on the importance of play and how this develops your child's learning and skills. The children access both the inside and outdoor nursery where they explore, play, socialise and develop their skills while learning.

The children have a structured routine throughout their nursery session which includes free flow inside and outside, whole group time, small group time, stories, phonic activities, maths activities, gross motor activities, fine motor activities including dough disco, speaking and listening, exploring the world around them and creative activities.

In Reception, we build on and develop skills that the children have acquired in nursery. Children take part in daily adult led literacy and maths sessions as well as other sessions during the week to develop skills in other areas of learning. Literacy sessions either have a phonics focus or are centred around a book or text the children have been reading. Maths sessions develop children's key number skills as well as developing their knowledge of shape, space and measures. Activities are planned for and provided throughout the learning environment for the children to apply skills independently and help children develop in all areas of learning.



## **The Enabling Environment**

At Whinney Banks Primary School, we recognise that the environment plays a significant role in supporting and extending the children's development. The role of both the indoor and outdoor environment provides opportunities for child initiated activities reflecting the topic where they can develop gross motor skills, social skills etc. We provide stimulating resources, which are accessible and open-ended so they can be used, moved and combined in a variety of ways.





## **Planning**

Planning within the EYFS (Early Years Foundation Stage) we work together on a 2 Year rolling programme. We start with a Long Term Curriculum Map (these are on our school website). Medium term plans are written, half-terminly and are used by the staff to plan weekly. Within our 2YO setting, we use a combination of weekly planning and in the moment planning. In nursery, we use a weekly plan as well as a fortnightly provision plan and a weekly phonic plan. We also plan weekly/fortnightly for our continuous provision areas within the nursery to enable the children to develop key skills needed within all the areas of learning, including developing their social skills.

In reception, medium term planning is completed half-terminly and identifies the intended learning. This is then used to complete daily planning with intended learning and outcomes to support children working towards the Early Learning Goals in the EYFS profile. Planning is reviewed on a daily basis to reflect the learning that has taken place or to reflect the interests of the children and is adjusted accordingly.



## **Inclusion**

All children and their families are valued within our school. We value the diversity of individuals within the school and do not discriminate because of differences. All children at Whinney Banks Primary School are treated fairly regardless of their race, religion or stages of learning. Teachers plan activities that enable all children to access the learning and to achieve as highly as possible. In early years, the children begin to learn to take responsibility for their learning and begin to understand the concept of challenge.

In the early years, we plan opportunities which build upon and extend the children's knowledge, experience and interests and develop their self-esteem and confidence through a creative curriculum and learning environment. We use a wide range of teaching strategies based on the children's learning needs. We provide the children with a wide range of opportunities and experiences to motivate and support their learning effectively while providing a safe and supportive learning environment in which each child's contribution is valued. We monitor the children's progress and take action to provide support when necessary.

It is important that all our children in school are safe. Within our nurturing environment, we provide children with opportunities to help them develop the skills they need to keep themselves safe. Children should be allowed to take risks but need to be taught how to recognise and avoid the hazards both in the real and virtual world.



## **Positive Relationships**

At Whinney Banks Primary School we recognise that children learn to be confident and independent through the development of secure relationships. We develop caring, respectful, professional relationships with children and their families.

## **Parents as Partners**

We recognise the important role parents play in educating the children. We do this by:

- inviting parents to a New Starters Meeting prior to their child starting in Nursery or Reception;
- Inviting parents and children to come to nursery for a visit;
- encouraging parents to attend parent's evenings in the first term to discuss their child's progress;
- inviting parents to curriculum meetings where the topic is explained;
- inviting parents to other events with their children such as Nativity performances, Easter bingo, craft sessions;
- providing parents with a verbal and written report at the end of each school year;
- inviting parents to attend open afternoons.

Staff develop good relationships with all children, interacting positively with them and taking time to listen to them. Staff have effective relationships with other local early years providers and meet regularly to discuss the shared children's progress or the new intake.

## **Working in partnership**

We understand the benefits of working in partnership and the impact this can have on the effectiveness of our EYFS setting.

We value our partnerships and strive to maintain these by sharing information, ideas, expertise and our knowledge within our team and with parents, carers, colleagues and other professionals.



## **Pastoral Care & Safeguarding**

It is the responsibility of the staff to be as concerned about the welfare and safety of the children as with their educational progress. Our Safeguarding Policy outlines the various policies that we follow including our Child Protection Procedures. These are available in school and on the school website. To help make school as safe as possible, we seek to keep all doors shut during the school day. Parents wishing to enter the school should use the main entrance under the clock tower.

It is of great help to your child's teacher if you let them know if there are reasons why your child may need especially sympathetic attention (e.g. recent illness, serious illness of a close relative, marriage breaking up etc.)

For our part, if we are concerned about your child's behaviour or general wellbeing we will contact you to ask you to discuss this with us further. If you do have any concerns about your child please contact your child's teacher or our Foundation Stage Leaders. Alternatively, please arrange to see Mrs Thorpe, Head Teacher.

## **Assessment**

On-going formative assessment is at the heart of our effective early years practice.

We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessments in the EYFS takes the form of long, short, catch it as you can and photographic observations and involves the teacher and teaching assistants.

In September as the children start in EYFS we carry out our school (government) Baseline assessments which are carried out in the first few weeks in nursery/school. These assessments will inform us of the children's emotional needs, as well as academic attainment at point of entry. This information is analysed within the EYFS team as well as being shared with the Senior Leadership Team and the Governing Body.

We ensure our EYFS assessments are reliable through:

- our knowledge of the child gained through observations ;
- our environment which enables the children to develop to their full capacity;
- moderation across the EYFS team;
- moderation with other schools;
- moderation across authorities.

In Reception, regular assessments of the children's learning are carried out and this is used to ensure planning reflects any individual needs. Observations and half-termly assessments linked to phonics and maths are used to assess children's learning linked to the Early Learning Goals in the EYFS profile.

Children's progress towards the Early Learning Goals is recorded throughout the year and shared with SLT on a termly basis. Towards the end of the summer term the EYFS profile is completed and results of this are sent to the LA. Children's progress is shared with parents termly at parent consultations and open afternoons. Parents receive a teacher report at the end of Reception to share their child's progress in all areas of learning in the EYFS profile.



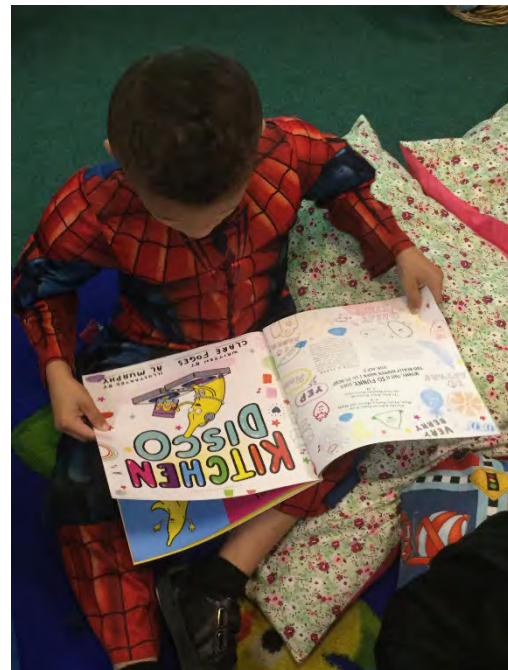


## **Play**

Children's play reflects their wide ranging and varied interests. In their play, children can be inquisitive, creative, questioning and experimental and will learn at their highest level. Playing with their peers is important for children's development.

Through play our children explore and develop learning experiences which enable them to make sense of the world around them. The adults model play and engage sensitively with the children fitting in with their plans and ideas. Staff talk to the children about how we get better at things through effort and practice and that we can all learn when things go wrong. They have the opportunity to think creatively alongside other children and on their own. Through their play, they learn to develop their understanding of sharing and turn taking which enables them to understand the need for rules.





## **Transition from 2-Year-Old provision**

As our 2-year-old provision is integrated into our setting and we share the same entrance, we get to know the parents and children from the start. As part of our sessions, we encourage the children to join nursery for some activities. We feel that this builds up good relationships from the start, which makes transition smoother for the children. Our 2-year-old children make the transition into nursery the term after they turn 3 years old.

To ensure the best possible transition we:

- invite parents to a new starters meeting to share key information;
- ensure children spend some time in nursery prior to transition;
- meet with staff to discuss the children's development.





## **Transition to Reception**

Planning for a smooth and thorough transition starts as soon as possible and well in advance of the September start date. At Whinney Banks Primary School we work together as a Foundation Stage to make sure the children have a smooth transition from our school nursery into our Reception classes. We have also developed good links with other providers, including pre-schools and child minders for children in their care.

To ensure the best possible transition we:

- value the parent as the first educator of their child;
- share important information about our school during new-parents meeting (July);
- invite parents and children into school to meet the staff and see the environment prior to the children starting;
- share information in a transition meeting with key adults for all children including children with additional needs;
- invite children and key workers from other settings to visit;
- ensure children who attend our nursery are shown the dining hall, playground and the learning environment, meet the teachers and share a story with the staff prior to September.

Details of the Local Authority admissions policy can be obtained from:  
School Admissions, Middlesbrough Council, Middlesbrough House, TS1 2RH  
Telephone: 01642 201890

## **Transition to KS1**

- Reception staff meet with the Year 1 staff to discuss the children's development.
- Children visit the Year 1 classes and meet their new teachers towards the end of the summer term.



## Home learning

In the nursery setting, we share the children's learning with parents in a variety of ways. We invite parents into school for key areas of the children's learning including, phonics sessions, reading sessions, maths sessions and craft sessions.

Throughout the year, we send home activities for parents and children to share. These include a Teddy Bear Reading Bag and a Baking Bag. We have a Sharing Library where the children can choose a book to take home and share with their parents. In the summer term, we send home our Oxford Reading Tree 'Talk about books' which encourages the children to share their reading and comprehension skills with their parents at home.

In Reception, we share the children's learning with parents in a variety of ways. We invite parents into a new starters meeting to share the learning their children will be covering in their Reception year. Each child takes a reading book home to read daily to their parent in order to develop their reading and comprehension skills. Parents are asked to sign children's reading contracts when they have read with them at home and books are then changed on a Monday, Wednesday and Friday, providing the child has read the book. The children also take Key Words home to learn with their parents. Key word recognition is assessed fortnightly and children will receive new key words once they can read the key words provided. In Reception, we also have a 'Sharing Library'. Every Tuesday, children are invited to choose a book from the Sharing Library to take home for the week to share with their parents and family at home. There are a range of books in the Sharing Library both fiction and non-fiction and the children can choose any book that interests them. Sharing Library books are not intended for children to read independently but to be read together with a family member at home to help promote a shared love for reading from an early age.

Please take a look at our learning on our website:

[www.whinneybanks.org.uk/curriculum/YearGroupMaps](http://www.whinneybanks.org.uk/curriculum/YearGroupMaps)





## **Taking and using photographs & recordings**

### **Photographs to be displayed around school**

We believe that it is important to celebrate the work of our pupils through displays around school and parents are very supportive of this. Photographs of children will often form part of these displays and may show their first name. We hope that all parents will be happy for this to happen. Full names will not be used. When photographs are taken down from displays children may be allowed to take them home. Alternatively they will be shredded. You will appreciate that it is very difficult to avoid children appearing in group photographs. However, should you wish individual photographs of your child not to be displayed please contact the Head Teacher and write a letter to us to this effect.

### **Photographs and recordings to be used on the school web site, school Twitter account and in the local press**

We also believe that it is important to celebrate the work of our pupils through our web site, school Twitter account and the local press. This offers an important opportunity to share our achievements with the local and wider community.

We are fully aware of potential concerns about photographs being available both via the Internet and in the local press. To this end we operate within guidelines agreed with the Local Authority and the Department for Education to minimise potential risks to our children. Written work by children may only be identified by first names and any pictures on the web site are not accompanied by names. Where the local press wish to feature photographs of individual pupils we will always seek to contact parents beforehand if possible.

We hope that parents would wish to support this by allowing their child's work or photographs of their child to continue to be included on our website, Twitter account and in press publicity. However, if you would prefer that the web site and the local press does not feature your child we will of course respect your wishes and ask that you contact the Head Teacher and write us a letter to this effect.

### **Photographs & recordings taken at school events**

There will be occasions during the school year where parents or carers may wish to take photographs or make a recording of their child taking part in a school activity. These activities will include school assemblies, school performances, sports events, school outings and educational visits. This may sometimes mean that your child appears in photographs alongside other children. Parents taking photographs or recordings must do so on the understanding that these will always be used appropriately and not posted on any social media sites and you may be asked to sign to this effect before taking any photographs or recordings.

### **School Information Management System Photographs**

A photograph of your child will be stored on our School Information Management System (SIMS).

# **WHINNEY BANKS PRIMARY SCHOOL**

## **DATA PROTECTION ACT 1998 and General Data Protection**

### **Regulations – PRIVACY NOTICE**

We, Whinney Banks Primary School, are a data controller for the purposes of the Data Protection Act. We collect information from you and may receive information about you from your previous school, the local authority, the government and the Learning Records Service. We hold this personal data and use it to:

- Support your teaching and learning;
- Monitor and report on your progress;
- Provide appropriate pastoral care;
- Assess how well your school is doing;
- Keep you safe (food allergies or emergency contact details);
- To meet the statutory duties placed upon us for DfE data collection.

This information includes your contact details, national curriculum assessment results, exclusion information, attendance information and personal characteristics such as your ethnic group, language, nationality, country of birth, free school meal eligibility, special educational needs, unique pupil number, photograph, safeguarding information including support, care packages, plans and support providers, CCTV images and any relevant medical or behavioural information.

#### **In addition for Secondary and Middle deemed Secondary Schools**

Once you are aged 13 or over, we are required by law to pass on certain information to providers of youth support services in your area. This is the local authority support service for young people aged 13 to 19 in England. We must provide both your and your parent's/s' name(s) and address, and any further information relevant to the support services' role. However, if you are over 16, you (or your parent(s)) can ask that no information beyond names, address and your date of birth be passed to the support service. This right transfers to you on your 16th birthday. Please inform *your Secondary School* if you wish to opt-out of this arrangement. For more information about young peoples' services, please go to the Directgov Young People page at [www.direct.gov.uk/en/YoungPeople/index.htm](http://www.direct.gov.uk/en/YoungPeople/index.htm) or the LA website.

We do not share personal information about you with anyone outside school without permission from you or your parents/carers, unless the law and our policies allow us to do so. Where it is legally required, or necessary for another reason allowed under data protection law, we may share personal information about you with the Department for Education (DfE), local authorities, educators and examining bodies, Ofsted, suppliers and service providers – so that they can provide the services we have contracted them for, financial organisations, auditors, health authorities, health and social welfare organisations, professional advisers and consultants, police, courts, tribunals and social media platforms (Twitter). We may also receive and share data about pupils with other organisations including, but not limited to, other schools and the Speech and Language Therapy Service

We are required by law to pass some of your information to the Local Authority (LA) and the Department for Education (DfE). To find out more about the data collection requirements placed on us by the Department for Education (for example; via the school census) go to <https://www.gov.uk/education/data-collection-and-censuses-for-schools>.

Some of this information is then stored in the [National Pupil Database](#), which is managed by the Department for Education and provides evidence on how schools are performing. This, in turn, supports research. The database is held electronically so it can easily be turned into statistics. The information it holds is collected securely from schools, local authorities, exam boards and others.

The Department for Education may share information from the database with other organisations which promote children's education or wellbeing in England. These organisations must agree to strict terms and conditions about how they will use your data. You can find more information about this on the Department for Education's webpage on [how it collects and shares research data](#).

You can also [contact the Department for Education](#) if you have any questions about the database.

If you require more information about how the Local Authority (LA) and/or DfE store and use your information, then please go to the following websites:

<http://www.middlesbrough.gov.uk/dataprotection> and

<http://media.education.gov.uk/assets/files/doc/w/what%20the%20department%20does%20with%20data%20on%20pupils%20and%20children.doc>

If you want to see a copy of the information about you that we hold and/or share, please contact Mrs Thorpe.

If you are unable to access these websites we can send you a copy of this information. Please contact the LA or DfE as follows:

- Data Protection Officer  
Middlesbrough Council Members' Office  
PO Box 503  
Town Hall  
Middlesbrough  
TS1 9FX
- Ministerial & Public Communications  
Department for Education  
Piccadilly Gates  
Store Street  
Manchester  
M1 2WD  
Website: [www.gov.uk/DFE](http://www.gov.uk/DFE)

Telephone: 0370 000 2288

# **COMPLAINTS ABOUT THE SCHOOL CURRICULUM AND OTHER RELATED MATTERS**

From time to time parents, and others connected with the school, will become aware of matters which cause them concern. To encourage resolution of such situations the Governing Body has adopted a "School Complaints Procedure".

The procedure is devised with the intention that it will:

- usually be possible to resolve problems by informal means;
- be simple to use and understand;
- be non-adversarial;
- provide confidentiality;
- allow problems to be handled swiftly through the correct procedure;
- address all the points at issue;
- inform future practice so that the problem is unlikely to recur.

Full details of the procedure may be obtained from the School Office or web site.

## **PLEASE NOTE .....**

The information in this brochure was prepared and published in December 2019 and relates to the 2019/2020 school year, commencing in September 2019 and the particulars it contains (about the school year) were correct at that time. It must not be assumed that there will be no changes affecting the relevant arrangements or certain matters before the start of, or during the 2019/2020 school year or in respect of subsequent school years, arising, for example, from variations in government or Local Authority policy for education.

Please keep this booklet for reference and add or amend items, as it becomes necessary.