



# Welcome to Nursery

25<sup>th</sup> September 2024



## Safeguarding and Prevent Leads



Emma Fenn  
Designated  
Safeguarding  
Lead



Amanda Bowran  
Deputy DSL



Tracey Couch  
Deputy DSL  
Prevent Lead



Louise McLellan  
Deputy DSL



Jenny North  
Deputy DSL  
SENCo  
Mental Health Lead



Daisy Ambler  
Designated Teacher for Children Looked After



Georgia McNamara  
Online Safety Lead



# Redbourn Primary School Governance

One of the most important duties that a governing board fulfils is to ensure that their school or trust is creating safe environments for pupils through robust safeguarding practices. Governing boards fulfil their safeguarding duties by providing strategic leadership that supports an overarching culture of safeguarding in the school/ trust and checking that the culture has become embedded.



Cara Brazier  
Chair Of Governors



Sarah Moriarty  
Safeguarding Link Governor



Robin Slatter  
Vice Chair of Governors



# Safeguarding



Your child's safety is our number one priority. Please support us with this by:

- Making sure your child is at school, on time, unless they are unwell.
- Letting the school office know each morning your child is off or responding to messages from the office.
- Letting us know if someone different is collecting your child.
- Not using your mobile phone on the school site at drop off and pick up. Use in assemblies or at events will be at Miss Fenn's discretion.
- Ensuring your child has no nuts in their snack or lunch (including ones for after school clubs).
- If you, or your child, sees or hears something that worries you, please tell one of the safeguarding leads.
- Making sure your child walks alongside their bike/scooter on the school site.
- School equipment should not be played with/used before or after school by any child (including younger siblings).



# Acorn Class

Class Teachers



Mrs Helen Keith



Mrs Kath Grimes

Early Years Practitioner



Miss Lydia Morley

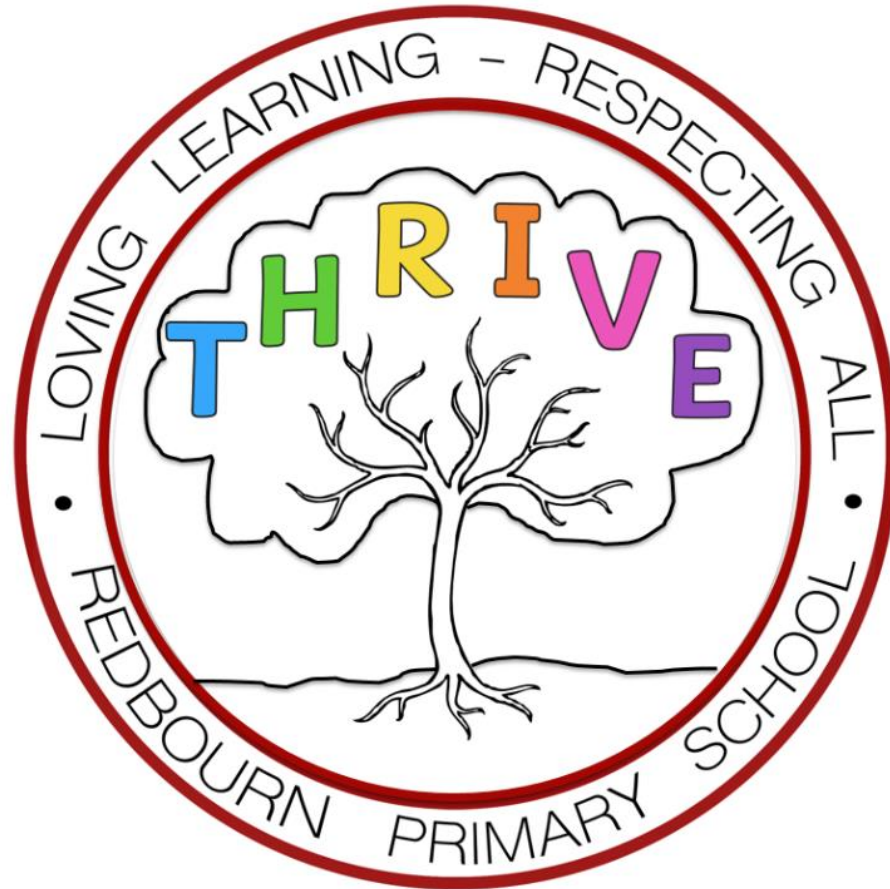
Teaching Assistant



Mrs Natasha Jeggo



Mr Ash Stevenson  
PE



- T** - Team
- H** - Healthy
- R** - Responsible
- I** - Innovative
- V** - Valued
- E** - Empathetic





# What do children need in school?

- ❖ A named PE kit – indoor and outdoor. The children should attend Nursery wearing their PE kit on a Tuesday.
- ❖ All children are expected to participate in PE lessons. A written note/email must be given to the class teacher if they are unable to take part for some reason
- ❖ All hair past shoulder length must be tied up daily
- ❖ Stud earrings removed or taped up on PE days. No other jewellery worn to school
- ❖ Water bottle (not squash or flavoured water)
- ❖ Library book returned on a Friday
- ❖ Clothing appropriate to the weather and a spare set in case of incidents
- ❖ Named wellies and named waterproofs

# Online Safety

EYFS

KS1 / 2

- ➡ Only use a computer when an adult is nearby.
- ➡ Tell an adult straight away if you see something that upsets you.
- ➡ Never talk to anyone online without an adult with you.
- ➡ Never send anyone your picture.
- ➡ Never tell anyone personal information about yourself, like your address or school name.
- ➡ Never tell anyone your password.



## Apps and Devices

- TikTok, Instagram etc 13+
- Fortnite 12+
- Hogwarts Legacy 12+
- Monitor WhatsApp use
- No devices in room overnight
- Only chat online to people you know in person

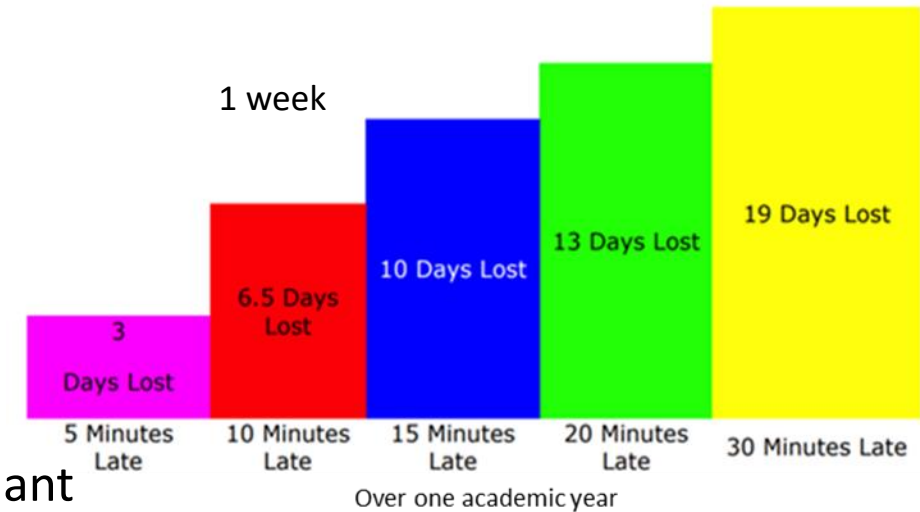


# Key Reminders

- It is essential your children arrive at school on time.
- Doors close at 8:50am.
- Wearing the correct uniform is non-negotiable.
- If you are unsure, please check with your child's class teacher.
- We have the highest expectations of behaviour. We celebrate brilliant role models and fantastic behaviour choices through individual praise and house points.
- We like to have clear channels of communication with parents. You can expect a phone call from your child's class teacher if your child has made a poor behaviour choice. Members of the Senior Leadership Team will be involved if poor choices persist to support all.

## Every Minute Counts

If you arrive late to school everyday your learning begins to suffer. Below is a graph showing how being late to school everyday over a school year adds up to lost learning time.



# Attendance

- Every session missed is a missed learning opportunity and a missed chance to interact with friends and feel part of the class.
- Lessons are planned in a sequence. Each lesson builds on the knowledge and skills of the session before. Being there for every session means no holes/gaps in knowledge.
- It is more comfortable and stress-free if you're not feeling like you're playing catch-up. Children feel part of friendship groups and at home with group work when not wondering what they missed. Children learn well when they're not scrabbling to fill gaps in their knowledge while new learning is going on.
- We know illnesses and appointments happen.
  - For appointments: Fill in an absence request form. Please let us know with as much notice as possible, with a copy/photo of appointment letters.
  - For illness: call or email the office before 9:15 on day of illness with details of the reason for absence.
- Please stay in touch for any issues affecting attendance, be those physical/mental health/transport etc. We would like to work with and support any barriers to attending school. If unauthorised sessions are growing, we'll ask you in for a meeting to discuss support.
- The rules for when we consider a Fixed Penalty Notice (FPN) changed at the end of August. After 10 sessions (5 days) of **unauthorised** absence, an FPN can be issued. These sessions are counted over a 10 week rolling period.

# The EYFS

This is the curriculum which covers birth to five with four themes embedded throughout:

A Unique Child

Positive Relationships

Enabling Environments

Learning and Development



# Characteristics of Learning

These underpin the curriculum and are the skills for learning.

## ❖ Playing and exploring- engagement

Finding out and exploring  
Playing with what they know  
Being willing to 'have a go'



## ❖ Active learning- motivation

Being involved and concentrating  
Keeping trying  
Enjoying achieving what they set out to do



## ❖ Creating & thinking critically- thinking

Having their own ideas  
Making links  
Choosing ways to do things



# Learning in Nursery

Our sessions mainly involve setting up our environment, and interacting with each child, so that the children can learn through their play, (LTP) but, in addition, we have some short, adult led times each day.

At welcome we cover a number of maths skills when we update our calendar, and include PSHE when we learn each others names through our Hello song. This will often be followed by our Phonics session.

At snack time we sit together in our groups, or as a class, for an input which could focus on a range of curriculum areas throughout the week.

We usually end our Nursery session with a story or a song.





# Learning in Nursery continued...



We have a topic based approach to our learning in Acorns and this term our theme is 'Colours.'

We set up different activities relating to this theme each week and will usually have at least one story that is connected to this learning. We have begun by developing our EAD skills and exploring what happens when we mix different paint colours together. Our topic will include learning related to the curriculum areas of EAD and UW, though not exclusively. Every week we teach Phonics, Maths and PSHE. We also teach RE most weeks. We follow a scheme called Discovery RE. The theme this half term is 'Special People.' The children will also have a PE session each week to work on specific skills. We select a different Nursery Rhyme to be our 'Rhyme of the Week' and sing this with the children every day







# Phonics

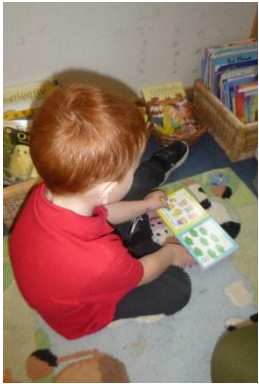
We use the Monster Phonics programme, starting in Early Years. Most children will complete the programme at the end of Year Two.

At the heart of Monster Phonics are the multisensory activities focused on the specific sounds. These enables all types of learners to have more access to the teaching and learning, again enhancing the amount of success that takes place within the area of phonics.



We aim to teach at least 3 Monster Phonics sessions per week.

[https://www.youtube.com/watch?v=BqhXUW\\_v-1s](https://www.youtube.com/watch?v=BqhXUW_v-1s)



# Reading



We share lots of stories with the children and usually have a focus book each week.

Please try to share a story with your child every day, even if it is just for a few minutes. Your child will bring home a book from our school library for you to share at home. Our library day will be a Friday. Please make sure they bring back their book on this day so that they are able to choose a new one.

Sharing books exposes the children to a rich vocabulary. It helps to develop their listening and attention skills. When we share a book with the children, they are learning which way up the book goes and which way we turn the pages. They are learning that print carries meaning and that the pictures also provide us with information.

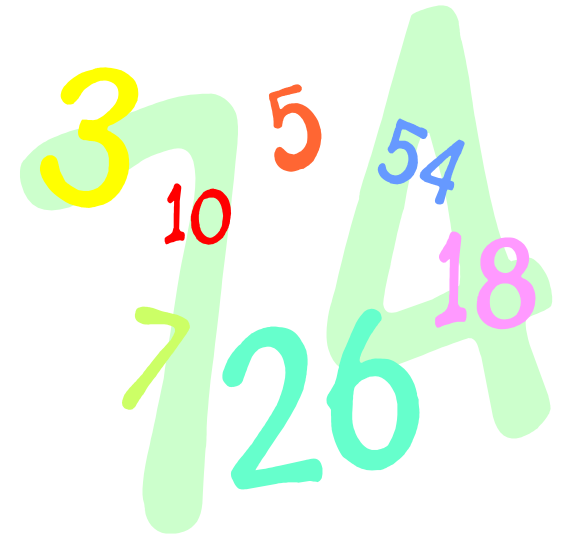
# Maths

We use the White Rose scheme for maths.

In Nursery the focus is on introducing the foundations of mathematics through key practical experiences. We build on early mathematical concepts slowly and develop these throughout the year, so children gain a deep understanding. The counting principles we work on are:



1. The one-to-one principle (counting each object only once).
2. The stable-order principle (numbers have to be said in a set order).
3. The cardinal principle (the number assigned to the final thing counted gives the total) .
4. The abstraction principle (knowing anything can be counted eg actions and sounds).
5. The order-irrelevance principle (objects can be counted in any order to give the same total).



# How to help your child at home

- Practise putting on coats, and other clothes independently.
- Listening and following instructions.
- Practise putting on shoes and socks.
- Encourage children to share – play turn taking games.
- Fine motor activities – cutting, construction
- Memory games.





# Contacting Teachers

We promote an open-door policy and there will be opportunities throughout the year for us to meet, such as at parent consultations and events.

As well as this, teachers will usually be available briefly at the end of the school day should you wish to speak to any of us.

**For a more personal and private conversation, please do not hesitate to contact the school office to arrange a mutual time for us to meet/speak via telephone or by email.**

All emails should be sent via the school office: [admin@redbournprimary.co.uk](mailto:admin@redbournprimary.co.uk)

If you send an email, it will be acknowledged within 2 working days and responded to within a week.

# Class 'X' (Twitter) Feeds



Our class 'X' (Twitter) feed will be updated once or twice a week.

If you wish to join our private account, please send a request via Twitter and email the office if your username/email is not easily recognisable as you.

Only parents of children at the school will be allowed to join. We can not accept requests from other family members or members of the public.





**Thank you for coming!**

Any questions?

