

# Shaftesbury Park Primary School



*A local school with a Global Prospective*

## Foundation Stage Brochure

2017-18



Sustainable Travel  
Accredited and Recognised  
Higher standards level 2011



# Welcome to Shaftesbury Park Primary School

## Our Vision

At Shaftesbury Park Primary School every child will make the best progress and reach the highest possible standards they can in all aspects of their development. Pupils will be nurtured as individuals within the school and wider community. They will be aspirational, reflective learners who enjoy their valued role in our school. Through a creative and diverse curriculum, and with the benefits of a bilingual provision, all children will be empowered to succeed academically and socially so they can take a confident place in an increasingly global and digital future

Shaftesbury Park Primary School  
Ashbury Road  
Battersea  
SW11 5UW

Telephone Number: 0207 228 3652

E-Mail : [info@shaftesburypark.wandsworth.sch.uk](mailto:info@shaftesburypark.wandsworth.sch.uk)

Twitter: @shaftesburypk

Bunmi Richards -	<i>Headteacher</i>
Andy Smith-	<i>Deputy Headteacher</i>
Julia Humble -	<i>Assistant Headteacher for FS and KS1/ SENCo</i>
Sarah Ahmed-Banks-	<i>Phase leader for FS/Year 1</i>
Christine Imms -	<i>Business Manager</i>
Beverley Irvin -	<i>Family link Worker</i>
Debra Stocker-	<i>Admissions Officer</i>
Jennifer Parmenter -	<i>Bilingual Administration Officer</i>

# Foundation Stage Organisation

The Foundation Stage is organised into three classes;  
Zebra Nursery  
Tiger class (Reception-Enterprise)  
Leopard class (Reception - Bilingual)

## Foundation Stage: Staffing

**Sarah Ahmed-Banks**  
Phase Leader

### Zebra Nursery

**Susan Diment**  
Nursery teacher

**Vicky Dickson**  
Level two Teaching Assistant

**Sue Gellard**  
Teaching Assistant

### Tiger class, Enterprise Reception class

**Claire McCarthy**  
Class Teacher

**Amira Mitchell Karam**  
Teaching Assistant

### Leopard class, Bilingual Reception class

**Cel Smith**  
Class Teacher

**Natalie Bonal**  
Teaching Assistant

**Christine Fuller**  
Learning Support Assistant

## Foundation Stage: Times of the day

The times of the school day are as follows:

**Reception children** start at 8.55am and finish at 3.15pm

**Full time Nursery children** start at 8.55 and finish at 3.00pm

**Part-time Nursery children:** The part time children have fifteen hours of nursery education each week; the places are offered in two and a half day blocks at the beginning or end of the week. Wednesday pick up for part time start of the week children is 12 noon. Wednesday drop off for part time end of the week children is 12 noon. Start time is 8.55am, finish time is 3.00pm

Please ensure that your child is at school on time and ready to begin their day. Children settle more quickly into school with a regular daily structure - disruption to daily routines can be upsetting for some. Please also ensure that you pick up your child promptly at the end of the day. If, for any reason you are running late, please do call the school and let us know.

*Children should be taken to their own classroom in the morning and collected from there in the afternoon. The entrance for the Foundation Stage children is located near the classrooms on Holden Street. If your child is late please take your child to the office where they will be marked in the register and taken to their class by the parent worker.*



## Reception classes timetable:

- 8.55-9.00: Registration
- 9.00-9.15: Letters and sounds (phonics session)
- 9.15-10.30: Free flow activities and themed activities
- 10.30-10.45: Maths mastery shared session
- 10.45-11.30 Free flow activities and themed group activities
- 11.30-11.45: Literacy focus
- 11.45-12.15: Lunch service
- 12.15-12.45: Lunchtime games (inside and outside)
- 12.45-1.00: Registration and Topic theme session
- 1.00 -2.45: Free flow activities and themed group activities
- 2.45-3.00: Maths meeting
- 3.00-3.15: Story time and home time organisation

### **Bilingual Reception class (Leopard class):**

In the Bilingual class the morning activities will be delivered in English and the afternoon activities in French, using an immersion model.

## Zebra Nursery timetable

- 9.00-9.15: Registration, time table of the day and maths meeting
- 9.15-10.05: Free flow play and themed activities
- 10.05-10.20: Maths time
- 10.20-11.10: Free flow play and themed activities
- 11.15-11.30: Songs and stories and preparing for Lunch routine
- 11.30-12.00: Lunch time
- 12.00-12.30: Free flow play
- 12.30-12.50: Afternoon registration and Literacy focus
- 12.50-1.45: Free flow play and themed activities
- 1.45-2.00: Letters and sounds or music time
- 2.00-2.45: Free flow and themed activities
- 2.45-3.00: Small group time, reviewing the day and celebrating achievements



## Foundation Stage: Key Workers

A key person has special responsibility for working with a small number of children, giving them the reassurance to feel safe and cared for, and building relationships with their parents. Key workers have an important role to play at the start of the year when the children are new to school or are moving to a new class.

Your child will be allocated their own key person who will be introduced to you at the start of the school year; it may be your child's class teacher or teaching assistant. Key workers have responsibility for the settling in process, assessment/record keeping and parental liaison for the children in his/her key group. The class teacher will oversee the key workers working within his/her class.

We have an open door policy for parents. Please feel free to come and see your child's key worker or class teacher about any aspects of school or your child's learning. We need to give our full attention to all of the children at the start of the school day but we are happy to talk to you after school or with prior notification during the school day. You can make an appointment with us or at the school office.

## Foundation Stage: Our Curriculum

Our curriculum plan is developed with reference to the Statutory framework for the early years foundation stage March 2017, teaching and learning experiences are planned across the seven inter-connected areas of learning and development:

### The Prime areas

- ❖ Communication and language
- ❖ Physical development
- ❖ Personal, social and emotional development

### The Specific areas

- ❖ Literacy
- ❖ Mathematics
- ❖ Understanding the world
- ❖ Expressive arts and design

### The enabling environment

We have a workshop style environment inside and outside. The resources and materials available to the children are of a high quality, open ended, well ordered and accessible to the children. They are carefully selected for their potential to promote learning and sustained high-level involvement. Resources and contexts are available which motivate the children to explore and problem solve, play imaginatively and make representations (to paint, draw, create models, dance and make music). Resources are always available in all areas to motivate children to investigate with numbers, shapes, space and measures and to practice their emerging writing and reading skills.

Children's work is valued and displayed and interest displays are set up to encourage the children to explore and ask questions. Labels and signs are displayed in both English and French (in the bilingual class).

Resources are stored so they are easily accessible to the children. This helps them develop as independent learners. Children are encouraged and taught how to treat resources with care and respect. At the end of each session they help to tidy the classroom and put away equipment. Sorting equipment also helps with mathematical learning. Children are encouraged not to waste expensive consumable resources, they learn to recycle paper and with the encouragement of their parents to collect junk materials, as these can often be a useful learning resource.

### Planned enhanced provision

In addition to the 'continuous provision' we enhance our provision in relation to the half termly theme. We plan six half termly themes with reference to our whole school curriculum resources (International Primary Curriculum, Maths Mastery Scheme, Enterprise scheme).

The staff team plan a theme map with possible activities, the themes are then developed in response to the knowledge and interests each group of children brings to their class. The theme begins with a class knowledge/interest harvest. The themes integrate learning across the seven areas of learning which form the

basis for the Foundation stage framework. Each theme is launched with an exciting entry point activity and concludes with the exit point review, often some form of trip or celebration. Our theme plans include a Francophonic perspective to reflect the bilingual focus within our school.

Enhancements might include visits to a place of interest e.g. a bus trip around the local area, or visitors to school e.g. a children's farm. They might also be an exciting experience such as hatching chicks or observing the lifecycle of a butterfly. Stories/texts are selected each week and explored through storytelling, role play, story props, sequencing cards. Theme related role play areas are developed and modelled for the children e.g. a garden center, doctors surgery.

## Teaching and Learning

**Adults support learning during activity time by:**

- Encouraging children to choose activities inside and outside, and to sustain interest in their activities
- Modelling to children how to respect, play with, look after our resources
- Providing challenge and questions at the level which is right for the child in order to move the child's learning forward there and then-'in the moment planning'. These crucial moments of teaching occur throughout the day across many situations and interactions.
- Knowing the children in their care well and having knowledge about their interests and next steps in their learning.
- Recording key moments of progress in a child's learning 'wow moments' using the 2simple assessment tool. The key information recorded includes; what did the adult observe, what did the adult teach the child or group and what was the outcome.

**Planned adult input sessions:**

These are sessions when adults teach key concepts in small or larger groups. They happen a number of times throughout the day e.g. phonics (letters and sounds) takes place for 10-15 minutes first thing in the morning in Reception.

**Planned adult input sessions in Reception:** Story/theme input, phonics, maths mastery, individual/paired reading, story scribing.

**Planned adult input sessions in Nursery:** letters and sounds (phase 1), maths time, story time

**Mathematics:** In Reception we follow the Maths Mastery program. Key numeracy skills are modelled to the children during the twice daily adult input session (maths mastery lesson and maths meeting). The children also have opportunities to practice their skills and new learning in small guided groups with their teachers and independently in provision.

**Literacy:** adult input for literacy is based around the book of the week; children develop an enjoyment of a variety of quality texts and traditional stories. They also have many opportunities to mark make, retell stories, and explore language during the day through the enabling environment. Adults support early writing

through 'Story Scribing' which has a high priority in the daily program. Daily opportunities are planned to develop gross and fine motor skills which are crucial to support pre-writing skills and hand writing development.

**Daily Phonics lesson:** we use the 'Letters and Sounds' scheme and Jolly phonics; both quality synthetic phonics programs. Phonics skills are modelled to the children and they then have opportunities to apply their skills both in writing and reading activities.

**French teaching:**

On the Early Years staff team we have a French bilingual team, consisting of a teacher and two teaching assistants. In the afternoon the children in Leopard class are taught in French using an immersion language program. We make the best use of this unique resource by also providing children in Tiger class and Zebra Nursery with group French lessons during the year.

French clubs after school are available to both the children in the Tiger and Leopard Reception class.

**French Immersion education in the bilingual Reception class:** In the afternoon the children in Leopard class have a French immersion curriculum. All teaching and modelling by the practitioners is in French. The children will take part in small group activities linked to the topic. These activities will be delivered entirely in French with the teacher using gestures, pictures and symbols to help the children access the language at their level. In the first half term there will be a strong focus on simple communication, for example; routines and language of the classroom. Children who already speak French at home will be provided with extension activities and many opportunities to progress further with their French language skills. The children's progress in French is assessed using the school's language ladder.

**The Enterprise program-Forest school:**

The children in Tiger Reception class (The Enterprise stream class) take part in weekly Forest school lessons. We have a dedicated area in Battersea Park where Forest School takes place. This is a fantastic pedagogy which enables children to learn firsthand about the natural world around them. It is also a great opportunity to begin to develop the Enabling Enterprise skills (being creative, problem solving, aiming high, staying positive, leading, working in a team, listening and understanding) outside the classroom context



## Foundation Stage Learning in the Outdoor environment

**Outdoor play:** The outdoor environment is as important as the indoor space as an environment for teaching and learning. Children's sensory and investigative skills are developed by their involvement in gardening and exploring in the garden areas. The children have access to fruit and herb gardens and are involved in planting flower and vegetable gardens. They help to care for the plants, water and harvest the produce and investigate the mini beasts and birds attracted to the gardens.

**Literacy and numeracy:** Learning in these key areas of the curriculum is also enhanced by outdoor learning opportunities; children go on letter, text and shape hunts, step along giant number lines, play active phonics games, retell stories and write for purpose during outside time

**Topic themes:** The topic theme can be developed further in the large outdoor space. For example children can dress up and explore what it is like to be a member of the emergency services or the postal worker delivering the post to different addresses, they can investigate forces by finding out how sand can be moved with pullies and wheel barrows, they can make large scale paintings and models together.

**Physical play:** Our large outdoor space allows us to provide daily physical play, climbing, dancing, play with small PE equipment and large construction toys. Physical play is very important for young children. By encouraging young children to enjoy being active we establish positive attitudes to exercise as they grow older. Through physical play children develop spatial awareness and motor skills which are crucial in their later literacy and numeracy development. They also learn the important skills of co-operation, sharing and turn taking.



## Indoor physical education

In addition to outdoor physical play we provide weekly gymnastics lessons and weekly exercise/ball skills and dance lessons with specialist teachers. Physical movement is restricted by clothing so the children do these lessons in the PE uniform; white T-shirt and navy blue shorts for indoors activities, navy jogging bottoms and sweat shirt for outside activities. Please help your child practice dressing and undressing at home.

## Observations to support and extend learning

All early years practitioners working in our school are trained to closely observe and evaluate the children's learning. Through observation we are able to assess the children's progress and acquisition of skills. This enables us to plan new activities and provision to extend their learning and to set specific next steps for individual children and groups of children.

As children progress through the Foundation Stage we monitor their achievements and development closely across the seven areas of learning. Each week we collate the observations, which along side samples of the children's work and photographs of their involvement in activities enables us to complete an individual profile which celebrates the child's learning journey during the Foundation stage.

## Foundation Stage: Environment and resources

The foundation team provide an attractive and stimulating environment in the unit. Children's work is valued and displayed and interest displays are set up to encourage the children to explore and ask questions. Labels and signs are displayed in both English and French.



## Promoting positive relationships

The early years unit is organised so that children have their own class base, many activities; shared sessions, music, dance, PE and circle time are carried out with their class. But they also have opportunities to work and play with children from the other two classes. The children soon develop a class identity and build relationships with their peers and adults. Weekly circle times help children develop tolerance, co-operation and positive relationships. These important skills are continually promoted and reinforced during daily activities. Children are encouraged to work and play together, to share but also to become aware of the importance of personal space and quiet solitary play at times.

## Adult to child ratios

In our Foundation stage we provide high adult to child ratios; it is important for young children to have a good level of small group and individual support from practitioners. With good adult to child ratios we are also able to provide a good level of care for the children, to support them with developing self care skills and building relationships.

Each Foundation stage class has a teacher, who is supported by a teaching assistant. In addition there is also a bilingual teaching assistant. In the Nursery class additional staff are provided to give a ratio of at least one member of staff to every thirteen children. **This is in line with the statutory Framework for the Early Years Foundation Stage (DFE 3 April 2017)**



### Transition/liaison

Many of our nursery children will have previously attended other early years settings. Wherever possible children are visited in their previous day care setting and practitioners liaise closely with the children's previous key workers. We are always interested to read the children's transition reports. This information helps us meet the needs of each child as they start in our unit.

### Initial parent conference

In July/September we hold an initial meeting with each child and their parent(s)/carers. This meeting enables us to find out important things about each child and to hopefully get to know the most important people in their life -you. At this meeting we complete the child's pre-school profile, which gives us an overview of the child's social, physical and language development. This conference also gives you an opportunity to voice any concerns about your child starting school and to pass on any information related to family situation, religion, medical and dietary requirements. We also meet with parents at half term point in the Autumn and Spring terms and at the end of the Summer term to discuss each child's progress and developing interests at home and school.

### Valuing all members of our community

In our school we strive to create a warm caring atmosphere where children, staff and parents are respected and valued. At Shaftesbury Park we value the range of cultures and ethnic groups in our community. We work hard to promote race equality. In our yearly curriculum plan we develop themes which promote positive images of people from all ethnic backgrounds. Throughout the year we will be learning about the festivals of some of the major world religions and finding out about the different cultures in our community.

## Settling Children In

For young children starting school is a big step. It can be very exciting and fun but certain aspects may also be difficult. We stagger the entrance of our Foundation Stage children so that we can give them plenty of attention in their first few days. Please be prepared to stay with your child if he/she needs you during the first few days. Some children may need a very gradual start: they may need to stay for just an hour or so for the first few sessions before they become accustomed to this new experience.

Children may need to bring a favourite toy or comforter to school during their settling in period. Otherwise our general policy is that children leave possessions at home as they frequently get lost.

## Partnership with parents

We welcome parents in to work with us in the classroom. Please help us enrich the children's learning by sharing your skills. You can take part in cooking, singing, dancing, making, reading, gardening and so many more activities with the children.



## Absence from school

Encouraging good attendance is a school priority and it is very important that you avoid unnecessary absences for your child. Please telephone the school on the first day of absence to explain the reason why your child will not be in school. We are required to record reasons for absence in our registers. Failure to explain absences will result in the absence being unauthorised. Holidays during term time will not be authorised unless there are exceptional circumstances, and taking children out of school for a holiday may result in a fine from our Educational Welfare Officer.

## Foundation Stage: Lunchtimes

**Nursery children:** We have a ratio of one adult to eight children at lunch time to allow for an enjoyable small group time and a rich learning experience. Children are seated in small groups and served their lunch; this is a relaxed session and an opportunity for much incidental talk and learning relating to food taste and appearance, food sharing etc. The small group organisation helps children develop social skills; turn taking, listening and manipulative skills to name just a few. We therefore recommend if possible that the nursery children have school dinners and not packed lunch.

Dinner money for the current week should be paid first thing on a Monday morning/ in advance to allow for efficient administration. Payment can be made via the online Tucasi system in advance.

**Reception children:** Lunch for Reception takes place in the lunch hall. Children use the buffet service helped by the Early Years meal supervisors. Pupils in Reception, year one and year two are able to have a free school meal under the government initiative, “Universal free school meals” introduced in September 2014. Please indicate on your data collection form whether your child will be bringing packed lunches or having a school meal.

**Packed Lunch:** It is the school policy that children should not bring cans of fizzy drinks, glass bottles, sweets or chocolate in their packed lunch. **For more detailed information please see the school healthy packed lunch policy.**

If you want to change between school dinners and packed lunch, you can only do so at the start of a half term. Please notify the school in writing of such a change.

We need to know what your child’s lunch arrangements are going to be before the end of term, and where necessary have all the paperwork in place so please ensure you have let the school know your child’s meal arrangements.

## Snack time

**Milk:** As fresh milk is an important part of a child’s diet all children under the age of five years in Nursery and Reception classes are entitled to a daily carton of free milk. In the half term a child turns five milk is still made available; for children entitled to benefits based free school meals milk continues to be provided free of charge. For all other children, over the age of five, milk is available at a subsidised cost.

*Please complete the registration form enclosed with this pack and return it to the school if you would like your child to have milk each day.*

**Water:** All children should have a named water bottle in school each day. Water only is permitted in the classrooms.

**Fruit Snack:** We encourage healthy eating at school. In both the morning and afternoon the children have a fruit snack. The school is a member of the "Fruit for Schools" scheme, providing each child in the Early Years Foundation Stage and KS1 with a daily free piece of fruit.

## Additional Childcare Facilities at Shaftesbury Park

Shaftesbury Park provides before and after school care for working parents, those in further education or those parents who simply want their children to participate in a range of fun and exciting activities: for example dance, art & crafts, cooking, ICT and various games and play activities.

Before and After School Care operates at the following times:

Breakfast club: 7.30 - 8.55 (£4.30 per session)

After School Care: 15.15 - 18.00 (£10.70 per session)

*If you require any further information or would like to register your child for extended care from September onwards, please complete the ASC request form included in this pack*

### **Nursery Full time places:**

From September 2017 working parents may be able to claim up to *30 hours of funded nursery childcare*.

Parents can apply online to HMRC to assess their entitlement to the 30 Hour Extended offer for funded 3 and 4 year old childcare. If you are entitled to the additional 15 hours of funding you will be given an eligibility code which you should give to the Nursery Admission officer, Mrs. Stocker. You are required to confirm eligibility every three months via the online system.

If you are entitled to this offer then you can request a full time nursery place, 8.55am to 3.00pm for five days per week.

### **Nursery Top up places:**

If you are not entitled to the 30 hour offer but you would like some additional hours on top of your fifteen hours per week then you can request additional sessions, up to a total of fifteen hours per week. Each three hour session is available at the cost of £20

Payments for Nursery Top-up sessions must be made a month in advanced, the fees will be allocated as ten equal payments across the year.

## Foundation Stage: Health and Medication

We will ask you to complete a medical form for our records giving details about your child's health and your doctor's name and address. It is important that this information is updated when necessary by the parent/carer.

**Medicines:** If your child is well enough to attend school but still needs some medication, we can only administer it if we have your written consent with full details of the dosage required.

**Asthma inhalers:** If your child needs to use his/her inhaler during the day we will keep it in our first-aid cupboard. Details of the times and prescribed doses should be included so that our first-aid staff can administer it.

**Headlice:** Headlice is an on-going annoyance in all schools and early years settings. If it is noticed that a child has headlice eggs in their hair we will inform you at the end of the day, however if live headlice are noticed we will contact you to ask you to take your child home in order that he/she be treated. Information on how to treat headlice is available from your health visitor, GP or pharmacy, as are the various treatments

## Identification of Special Educational Needs

If a child has difficulty accessing the Foundation Stage curriculum because there is a delay in their communication and language development, personal and social development or physical development we will identify their special educational need as soon as possible.

We will put in place an Individual program and decide how we can best meet the child's needs. This may include support from outside agencies. We closely review the progress of children with SEN.

If any concerns were raised about your child's development or learning at their two year old progress check please share your child's plan with their new teacher and the SENCo at the initial parent conference. This information will help us to plan targeted provision for your child before they start school.

The school Special Educational Needs Co-ordinator (SENCo) is Ms Julia Humble

## School Trips

We extend our classroom provision with a range of interesting trips and out of school activities throughout the year. Places visited include City farms, Battersea Park and the local area and we plan a special theatre trip at Christmas time. Parental help is always welcomed on our trips so please come along if you can. We also arrange for visiting specialists and resources to enrich the curriculum such as the planetarium show, road safety show, scooter training, chick hatching

## Parental Contributions

We provide our children with regular malleable (dough, cornflour paste) and cooking activities. These sessions are extremely popular with the children. We ask for a contribution of £1 a week so that we can purchase adequate ingredients.

## School Uniform

The wearing of school uniform is **compulsory** at Shaftesbury Park School. The uniform is as follows:

### Autumn/ Winter wear

- Collared navy polo shirt with the Shaftesbury Park School badge
- Red sweatshirt with the Shaftesbury Park school badge *or*
- Red cardigan with the Shaftesbury Park school badge
- Navy blue trousers or navy blue skirt in school material
- Tights must be navy or red

### Summer wear

- Collared navy polo shirt with the Shaftesbury Park School badge
- Navy blue shorts or skirt
- Red gingham dress

### Footwear

- Black school shoes should be worn; these must be of a type which is safe for running, playground games and the frequent use of staircases

### Outdoor clothing

Plain navy blue outdoor jackets must be worn. We have a Shaftesbury Park logoed reversible fleece/ waterproof outdoor jacket for sale

### Jewellery and Watches

- Watches are not allowed to be worn in the Early Years unit.
- Jewellery is not allowed to be worn in school. If your child has pierced ears he/she may only wear small studs.

