



## Welcome to Allithwaite C of E Primary School

### Nursery brochure.

This is such an exciting time for your child. The first day of school will mark one of the most important milestones in your child's life. The skills we practice daily in Nursery are the building blocks for your child's future success in school and in life.

We are committed to making this year one of excitement, growth, and opportunity, both academically and socially. We will guide and encourage your child, celebrating each step of the way as he or she gains a love of learning, self-confidence and the academic skills that form a foundation for continued success.

We care for each child's individual and social needs throughout the year and show them that school is a safe and consistent place to learn and explore. We love teaching and look forward to caring for, supporting, and encouraging your child daily as we embark on the wonderful adventure of learning.

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Please could you return this slip to the School Office signed and dated to confirm that you have read the brochure.

Signed \_\_\_\_\_ Parents name \_\_\_\_\_

Childs name \_\_\_\_\_ Date \_\_\_\_\_

Headteacher: Mrs Gillian Elliot  
Office Manager: Mrs Lambert  
015395 32144  
admin@allithwaite.cumbria.sch.uk

Allithwaite CE Primary School  
Church Road  
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Grange Over Sands  
Cumbria  
LA11 7RD

## Admissions

Children enter into the Nursery class in the term after their third birthday and we offer up to 30 hours each week. These hours are funded by the government but depend upon your employment status. Please contact the school office for an application form and details about availability for the sessions.

## Staffing

The morning and afternoon sessions are staffed at all times by qualified teachers and a teaching assistant in school. All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. We always have a minimum of two members of staff working in the Early Years unit to ensure we are meeting the correct early years' ratios. We always have a member of staff with a paediatric first aid certificate in the class.

Headteacher and Class Teacher –

Mrs. Elliott

Early Years Co-ordinator and Class Teacher –

Mrs. Tebay

Teaching Assistants –

Mrs. Swift

Mrs. Hodgson

Mrs. Payne

Headteacher: Mrs Gillian Elliott

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## Our Aims

- To provide a secure environment where all children have the right to feel safe and happy.
- To provide a stimulating and engaging environment where learning is enjoyable and purposeful.
- To provide a well-balanced curriculum for each child to develop socially, physically and intellectually.
- To observe the children's interests to implement future planning.
- To encourage all children to become independent learners.
- To promote a child's well-being ensuring they always feel at ease, are spontaneous and free of emotional tensions.
- To provide equal opportunities for all children to develop to their full potential and to encourage children to be respectful and appreciative to others.
- To encourage the children to develop positive relationships with their peers and adults.
- To establish and maintain a partnership with parents to support the education of their child.
- To ensure smooth transitions from home to Nursery, from Nursery to Reception and Reception to Year 1.



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## Curriculum

We plan our curriculum that includes approaches that are:

- tailored to individual needs
- capitalised on children's interests in order to achieve learning outcomes
- flexible and responsive so that plans could be changed or adapted to follow the interests of the children and respond to external events
- informed by on-going assessment;
- grounded in the Early Years Foundation Stage (EYFS) framework.

### Characteristics of Effective Learning

There are three characteristics of effective learning, and these allow us to observe how each child is learning.

1. Playing and exploring – engagement
  2. Active learning – motivation
- Creating and thinking critically - thinking

These characteristics underpin learning and development across all areas and support the child to remain an effective and motivated learner.

### Areas of Learning

The EYFS is made up of 3 prime areas of learning and 4 specific areas of learning.

The prime areas of learning and development are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

#### 1. Personal, Social and Emotional Development

Children will learn to become:

- become self-confident;
- have awareness of their own feelings and feelings of others;
- take an interest in things;
- become independent;
- tell the difference between right and wrong.



#### 2. Communication and Language

Children will learn to:

- talk confidently and clearly;
- show awareness of listener
- enjoy listening to stories, songs and poems, showing good attention;
- follow instructions;
- answer questions about stories

#### 3. Physical Development

Children will learn to:

- move confidently;
- control their body;
- handle equipment.
- manage their own basic hygiene and personal needs including dressing and undressing independently

The four specific areas support and strengthen the prime areas.

#### 4. Mathematics

Children will:

- develop an understanding of maths through stories, songs, games and imaginative play;
- become comfortable with numbers and with ideas such as 'heavier than' or 'bigger';
- be aware of shapes and space.

#### 5. Understanding of the World

Children will:

- explore and find out about the world around them, asking questions about it;
- build with different materials, know about everyday technology and learn what it is used for;
- find out about past events in their lives and their families' lives;
- find out about different cultures and beliefs.

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## 6. Expressive arts and design

Children will explore:

- colours and shapes;
- making things;
- role play;
- making music and singing songs



## 7. Literacy

Children will learn to:

- hear and say sounds, and link them to the alphabet;
- read and write familiar words and sentences;
- learn to use a pencil effectively.

All areas of learning and development are important and inter-connected. They are delivered through a balance of adult led and child initiated activities. In each area there are Early Learning Goals (ELG's) that define the expectations for most children to reach by the end of the EYFS.

### Assessment

For every child starting our Early Years Class, our practitioners will complete a baseline assessment in their first 4 weeks of school. At the end of Reception we use the Early Learning Goals (ELGs) to judge whether a child is 'Emerging' or 'Expected' in all 17 areas of learning.

### Online learning journals using 'TAPESTRY'

Tapestry is the online learning journal that captures the children's learning experiences through photographs and videos. It allows learning that takes place at home to be shared with parents, and is used as a way of showing a broader picture of a child's development.

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Our aim for using tapestry:

- To gather information that informs our understanding of a child's development and next steps
- To ensure that our children have equal access to a broad and balanced curriculum
- To develop children's awareness of the learning process and to involve them in and be part of their own self-assessment
- To involve all significant people in a child's life
- To monitor the development and progress of every child
- To assist in the monitoring, evaluation and planning of the curriculum
- To share information with staff, parents/carers and other agencies
- To produce written information that will be forwarded to the child's Year 1 teacher.

### Organisation of activities

**Child led:** The classroom and outdoor area in EYFS is set up in a way for children to carry out meaningful experiences to support their learning. Children are encouraged to seek resources to support them to be independent learners. This may be through using the displays in the classroom such as phonic sounds or selecting their own resources such as Numicon to support their number development. Adults in the room interact with children during these child led moments to extend and develop their learning.

**Adult led:** These activities cover a range of the curriculum subjects throughout the day. During the morning, English and maths focus activities take place both indoors and outdoors. These activities lead on from the whole class input and support this teaching. In the afternoon the adult led activities range from the other areas of the curriculum. This could be an RE activity where the children create their own version of the Garden of Gethsemane, for example.

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## A Unique Child

At Allithwaite C of E School we recognise that every child is a competent learner who can be resilient, capable, confident and self assured. We recognise that children develop in individual ways, at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration/ sharing assemblies and rewards, to encourage children to develop a positive attitude to learning.

## Inclusion

We value the diversity of individuals within the school and do not discriminate against children because of 'differences'. All children at Allithwaite C of E School are treated fairly regardless of race, religion or abilities. All children and their families are valued within our school.

In our school we believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning.

In the EYFS we set realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

We meet the needs of all our children through:

- planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
- using a wide range of teaching strategies based on children's learning needs;
- providing a wide range of opportunities to motivate and support children and to help them to learn effectively;

- providing a safe and supportive learning environment in which the contribution of all children is valued;
  - using resources which reflect diversity and are free from discrimination and stereotyping;
  - planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- monitoring children's progress and taking action to provide support as necessary.

It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards.

We aim to protect the physical and psychological well-being of all children. (See Safeguarding Policy)



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## Positive Relationships

At Allithwaite C of E School we recognise that children learn to be confident and independent learners from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

## Parents as Partners

We recognise that parents are children's first and most enduring educators and we value the contribution they make. We recognise the role that parents have played, and their future role, in educating the children. We do this through:

inviting all parents to an induction meeting during the summer term before their child starts school in the autumn term. The parents receive an induction pack with permission and medical forms and information about the school.

- providing an individual induction into Nursery for each child. This can include settling in sessions with parents etc, it will vary from child to child depending upon their individual needs.
- allowing the children to have the opportunity to spend time in the classroom with their new teacher before starting school during stay and play sessions in the summer term. The children are also invited to stay and have a school lunch as part of the induction process.
- offering an open door policy every morning so that parents have regular opportunities to talk to the class teacher about their child.
- Using an online Learning Journal 'Tapestry' to allow parents to observe their child's observations, add comments and create their own observations that are included in their child's Learning Journal.
- encouraging parents to talk to the child's teacher if there are any concerns.

- providing formal meetings for parents in the autumn and spring term, at which the teacher and the parent discuss the child's progress in private with the teacher and one informal drop in session.
- offering a reading evening at the start of the autumn term, where the class teacher outlines the phonics and reading schemes. Parents are given a home school reading diary, where progress at home and school can be recorded.
- providing parents a detailed report on their child's attainment and progress at the end of the school year as well as two interim reports throughout the school year.
- arranging a range of activities throughout the year that encourage collaboration between child, school and parents: Open days, Class assemblies, Sports Day etc.
- encouraging parents to contribute to their child's Learning Journey by completing their own observations and adding comments to Schools observations via Tapestry.



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## Outdoor Learning

### Play

*“Play is essential to children’s development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults.”*  
EYFS 1.9

Through play our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems. They express fears or re-live anxious experiences in controlled and safe situations.

Children learn best through physical and mental challenges. Active learning involves other people, objects, ideas and events that engage and involve children for sustained periods. Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence they learn to make decisions. It provides children with a sense of satisfactions as they take ownership of their learning.

When children have opportunities to play with ideas in different situations and with a variety of resources, they discover connections and come to new and better understandings and ways of doing things. Adult support in this process enhances their ability to think critically and ask questions. Children should be given opportunity to be creative through all areas of learning, not just through the arts. Adults can support children’s thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children can access resources freely and are allowed to move them around the classroom to extend their learning.

The environment, both indoors and outdoors, plays a key role in enabling and extending children’s learning and development.

Children are encouraged to find and use equipment and resources independently and these are organised to allow all children including those with a disability and/or SEND to explore and learn in a secure and safe space for most of the day. Children are able to flow between indoor and outdoor areas whilst remaining in ratio following statutory guidance for the EYFS. When planning for outdoor learning we will be carefully considering:

- Children wearing suitable clothing, including waterproofs and wellies that the school can provide
- Free flow arrangements so children are encouraged to follow their own interests
- Extending the learning in the classroom – so that all curriculum areas are covered
- Health and wellbeing (PD, PSED) understanding nature and growing opportunities
- Opportunities for all

All children have opportunities to explore the learning environment and access the curriculum both outdoors and indoors. Focused teaching occurs outdoors and indoors and children have opportunities to interact with all members of staff.



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## Welfare and Safeguarding

Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them. We follow the safeguarding and welfare requirements detailed in the EYFS Statutory Guidance (2017)

- Children enjoy daily fruit and are encouraged to drink water throughout the day
- Free school lunch is available to children in Reception
- Risk assessments are carried out when children go on a school visit in line with our Educational Visits Policy
- Transition is carefully planned for the children from Nursery to Reception and Reception to Year 1
- Settling in sessions are conducted in the Term before the child starts in order for us to gather and exchange important information that will help children settle well into Nursery or Reception
- Risk assessments are in place to review the health and safety arrangements on a regular basis.

## Behaviour

It is a primary aim of Allithwaite Primary School that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.

The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way. A copy of the behaviour policy is on our school website.

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## Daily Routine

8:45 – the classroom door opens

9:00 – the classroom door is closed and registration takes place

9:05 – the days date, weather and season.

9:10 – Phonics Session. This is followed by 'dough disco'

9:40 – English session (adult led in small groups and child led in the environment)

10:20 - Snack time

10:40 – outdoor session

11:20 – Maths session (adult led in small groups and child led in the environment)

12:00 – Lunch time

13:00 – afternoon registration

13:10 – topic and learning through play

14:45 – tidy up time and getting ready to go home

15:00 – Classroom door opens for hometime.



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Please provide your child with:

- A named bag with a complete change of clothes-for toileting accidents or if clothes get too wet or dirty.
- Named Wellingtons for outdoor play.
- Suitable outdoor coat-we go outside everyday.
- Please label everything with your child's name so we can promptly return any lost property.

Please help prepare your child to be independent in the following ways, we will also support them at school learning these key skills:

- Take off and put on their own coat-we will offer support particularly with fastenings.
- Go to the toilet and manage their own clothes. We will offer support if needed. Wash hands afterwards.
- Putting their own shoes on and off.
- We do not allow dummies.
- Please make sure that the shoes you buy are suitable for a child to be able to open and fasten- Velcro is preferable.
- We also suggest that you send your child in leggings or jogging bottoms for ease at the toilet.

Please do not send your child to school in their best clothes as they will get paint, mud or glue on them from time to time. The Nursery children do not have a set uniform like the rest of the school.

We operate a one-way system in the morning. Everyone enters by the playground gates and parents are asked to line up with their child at the Classroom door. The class teacher is always at the door should you have any queries whilst your child will enter the classroom independently. The register is completed at 9 o'clock and any child arriving after this time will be marked as late.

If your child is ill or cannot make a session for any reason please ring school as we need the absence to be authorised. If you take a holiday we require the dates and details in writing for our records.

Please make sure we know who will be picking up your child. We will only hand children over to the appropriate adult. If you cannot make the pick-up time and will be sending someone else, please ring school to notify us of the change. Please be punctual as some children get very distressed when their adult is late.

Those children staying all day require a packed lunch and a drink or you can buy a school lunch.



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## Snack time

At snack time, we will provide your child with the option of a piece of fruit or vegetable. You do not need to bring snack in from home. Your child can either have a carton of milk if you have registered them with the cool milk scheme (a leaflet is included with the registration paper forms) or their own drink that they have brought into school with them.

## School Dinners

You can either provide your child with a packed lunch or you can order a school dinner using the ParentPay website (information as to how to register with ParentPay will be sent home once your child has been registered with the school). At the moment, dinners cost £2.40 where there is an option to select either a hot or cold dinner for your child. As a healthy school we request that children with a packed lunch will bring healthy options and refrain from chocolate or sweets. Everything is returned so that you can see what your child has eaten.

## Toilet training

If your child is not yet toilet trained, we can support them at School.

We do ask that you provide in their school bag:

- Three or four spare underpants/knickers.
- Two or three joggers or pants
- Socks
- Wipes

## Nursery Charges

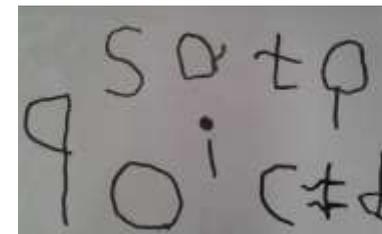
Sessions run from 8.45am-1pm & 12pm-3.15pm.

The cost is £5 per session. **(please note, this will rise to £6 per session as of September 2022)**

Sessions will be invoiced every half term in arrears.

Payment terms are 10 days & prompt payment via ParentPay is requested. Late payments will incur interest charges.

Sessions will not be charged for if the school/nursery is unable to open for any reason. Sessions will still be payable if your child is absent due to illness or holidays.



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