



St Mary's
Catholic Primary School and Nursery

Starting School



ST MARY'S CATHOLIC PRIMARY SCHOOL & NURSERY
DANE BANK AVENUE CREWE CW2 8AD

Telephone: 01270 685174

E-mail: admin@stmarysrc.cheshire.sch.uk

Website: www.stmaryscrewe.co.uk



STARTING SCHOOL AT ST MARY'S CATHOLIC PRIMARY SCHOOL



Starting school can be a daunting experience for children. They are busy places with lots going on, new routines and people they perhaps don't know. Your son or daughter will need lots of support and encouragement from you over the coming weeks, to ensure they settle into school, enjoy and achieve.



This booklet is intended to act as a guide and provide useful information for you to support the exciting transition from home to school.

Starting school is exciting and also a challenge. Together, we can make it a happy, memorable and rewarding experience. It is recognised that the sooner a child starting school gains confidence and independence, the quicker he or she will settle. Children will learn when they are happy and settled, confident and secure in their environment.

At St Mary's we want to work with you as parents /carers to enable all our children to settle into school as quickly as possible, and not only accept but enjoy the routine and discipline of life in school.

The Early Years Foundation Stage (EYFS) has been recognised as time when 3 to 5 year olds should learn through meaningful and structured play activities. Your child will be given many opportunities and much encouragement to try out new ideas in a safe, supported and caring environment. At St Mary's all staff work hard to ensure that your child's schooling is happy, successful and rewarding.

'Every child deserves the best possible start in life and support to fulfil their potential. A child's experience in the early years has a major impact on their future life chances. A secure, safe, and happy childhood is important in its right, and it provides the foundation for children to make the most of their abilities and talents as they grow up. When parents choose to use early years services they want to know that provision will keep their child safe and help them to thrive. The Early Years Foundation Stage framework (EYFS) is the framework that provides that assurance.'



THE EYFS IS BASED AROUND FOUR THEMES & EACH THEME IS LINKED TO AN IMPORTANT PRINCIPLE:



A UNIQUE CHILD:

Every child is a competent learner from birth who can be resilient, capable, confident and self-assured.

POSITIVE RELATIONSHIPS:

Children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person.

ENABLING ENVIRONMENTS:

The environment plays a key role in supporting and extending children's development and learning.

LEARNING AND DEVELOPMENT

Children develop and learn in different ways and at different rates and all areas of Learning and Development are equally important and inter-connected.

Our Catholic Faith is central to the day-to-day life of our school and all aspects of the curriculum. Our faith permeates all aspects of school life, ethos, aims and relationships. Pupils in Foundation Stage are encouraged to recognise the importance of their faith and they are taught to respond to all forms of liturgy and collective worship with respect and reverence.

INDEPENDENCE



One of the best ways you can help your child is to ensure their independence. The ability to dress and undress, fasten buttons, put on shoes and tie laces is a great advantage and raises a child's confidence and self-esteem. You can easily assist by providing clothing with easily accessible buttons and zips, slip on footwear, Velcro fastenings and so on.

Please give your child every opportunity to try on and take off their coat, clothes and shoes at home, to ensure that they can have some independence and confidence when attempting it at school.

Please also ensure that your child is able to use the toilet and knows how to wash and dry their hands. Accidents can happen, so it may be a good idea to include some spare underwear and a pair of socks with your child's PE kit. In this way, your child can be changed with the least amount of fuss and embarrassment.

LABELLED ITEMS



PLEASE mark all your child's belongings with their name. This includes lunch boxes, water bottles, book bags and PE kit. There are many instances when confusion over similar items of clothing and equipment can cause distress, and having all items named avoids this problem. Having items named also allows staff to return mis-laid or lost property to their owners. Sewn name tapes are preferable, but if you do choose to use a laundry marker, please check over time that the name is still visible and legible as the ink does wash out quite quickly.

SETTLING IN

Initially your child will attend school on a part-time basis. This allows him /her time to become accustomed to the routines of the school day more gradually.

Children will either attend mornings only for their first week, followed by afternoons for their second week, or afternoons only for the first week and mornings for their second week. We anticipate that every child will then attend full-time, however, we do take each individual into consideration, and part-time attendance may be deemed appropriate for some children. This decision will be discussed with you if we feel we need to continue with part time attendance for a little while longer.

We also appreciate that some children already attend nurseries on a full-time basis. If this is the case and you would like your child to continue on this basis rather than starting school on a part-time basis, please speak to your class teacher.

THE FIRST DAY AT SCHOOL

So that your child's first day is as enjoyable as possible, please ensure that you give plenty of time to getting ready, and that your child has had a good breakfast.

Arrive at school in plenty of time so they have time to feel settled and confident. To help them feel secure, be positive and confident and reassuring. Demonstrate your trust in the staff, enthusiasm for learning and confidence in the school. Once your child has settled, a reassuring goodbye encourages independence and ensures that your child knows you are leaving. Please be guided by the staff who will have strategies for ensuring that the first day is smooth and stress-free.



On the first day, please come to the classroom with your child, where your child's teacher will welcome you both. It would be much appreciated if you would show your child how to hang up their coat and help them choose an activity to take part in.

A good nutritious breakfast is an essential start to a good day. A busy day, participating in lots of activities will burn up lots of energy. A hungry child is more likely to lose concentration and become tired very quickly.

WATER BOTTLES

Please provide your child with a labelled clear water bottle (water only please to drink throughout the day)

LUNCH

Your child is entitled to a FREE nutritious school lunch, which they will enjoy with their friends in our dining area. There are various options to choose from each day and a copy of the menu, amended termly, is available on our school website.



If you do decide to provide your child's own lunch please ensure it is healthy and does not contain **peanuts**.

HOME-TIME

Our school day finishes at **3:10pm**. Your child will be ready and waiting for you at the classroom door. Please ensure you are there to greet your child. For children, the experience of being collected late is a source of great anxiety as they are tired and looking forward to seeing you. Should you be unavoidably detained, please telephone the school office ahead and in plenty of time, and ask if it would be possible for a member of the office staff to give your child's class teacher a message. A child is less likely to be upset if they are given a reason for someone not being there to collect them.

If you know in advance that the collection arrangements for your child have changed or may be different to your usual routine, please inform your child's class teacher in writing of the changes and as much detail as possible. This helps us to keep your child safe. We do not accept a child's word. If the changes are unexpected, you must telephone the school office who will inform the class teacher. The staff will only dismiss a child into the care of a known adult.

SITE SECURITY



We operate a tight security system in school in order to keep the pupils and staff safe on site. Please use the main entrance at all times. A buzzer system is in operation and the door is security fobbed. The pupils are not permitted to open the door to anyone at any time, known or unknown.

On entering the Reception area please wait until a member of staff is able to deal with your enquiry. All visitors to school are required to sign in on the visitor's screen and wear a visitor's badge. We will challenge any person who is unfamiliar and not wearing a visitor's badge. To help us safeguard our children, we ask that parents /carers do not enter any part of the building or site other than through the main entrance.

SMART CLUB

To help parents with juggling work and school times, we offer a before and after school club on site to support you with any childcare issues. For more information, please contact a member of the SMART team. This was named by the children: **St Mary's Are Really Together!**



The club also operates during holiday periods and is also open on INSET days for parents juggling work commitments with school times. For any information or to make a booking, please call a member of the SMART team on **07983304425**

THE FIRST FEW WEEKS



To develop your child's independence further during the following weeks, he / she will be expected to come into the classroom and organise their own belongings.

Occasionally a child may be a little upset in the morning. If this happens, please bring him /her to the classroom prior to 8:50am. The problem can be sorted, and your child's day will then begin calmly.

It is important that you show how excited you are about your child's learning, by asking them about their day. This may include asking about books they have read, songs they have learnt, rhymes they know, what they have been doing outside and so on. Take a look at your child's learning on Tapestry and talk together about what they have been doing.

RELIGIOUS EDUCATION

Religious Education is a fostering of each child's relationship with God and their neighbour. This begins at Baptism and is continued at home as well as at Church and School.

The communication between home, school and St Mary's parish is appreciated and encouraged. The school liaises with the parish about the Sacramental programmes. Parents are encouraged to attend class assemblies, Masses and services.

The children are encouraged to pray individually and collectively. There are class and Key Stage acts of worship. There is a programme of liturgical celebrations in school which follows the Church's year. Children in FS2 are taught traditional prayers as well as being encouraged to compose their own thoughts and ideas.



The school has adopted 'The Way, Truth & the Life' scheme, as directed by Shrewsbury Diocese. Through our Religious Education programme, we aim to explore the dignity and purpose of the religious dimension of life, within the Catholic tradition. Links are made with the children's own experience and the universal experience. Children are also encouraged to explore links with other faiths

and traditions. Scripture plays an important part in the RE programme and connections are made between scripture and the children's lives.

The First reception of the Sacraments of Reconciliation and Eucharist takes place in Year 3 (KS2). The sacramental programme is parish based.

THE FOUNDATION STAGE 2 CURRICULUM



The Foundation Stage 2 Curriculum involves pupils accessing learning through play in 'areas of learning', summarised below, and is a natural progression from Nursery (Foundation Stage 1).

The pupils progress through developmental stages to Early Learning Goals in each area. Their levels of success in achieving these goals are reported at the end of the summer term, prior to their moving to Year 1.

The EYFS Framework explains how and what your child will be learning to support their healthy development.

Your child will be learning skills, acquiring new knowledge and demonstrating their understanding through **7 areas of learning and development**.

Children should mostly develop the **3 prime areas** first.

These are:

- **Communication and language;**
- **Physical development; and**
- **Personal, social and emotional development.**

These prime areas are those most essential for your child's healthy development and future learning.

As children grow, the prime areas will help them to develop skills in **4 specific areas**.

These are:

- **Literacy;**
- **Mathematics;**
- **Understanding the world; and**
- **Expressive arts and design.**



Each area of learning is broken up into an aspect which informs our planning and informs individual development and learning as you will see from the table on page 8;

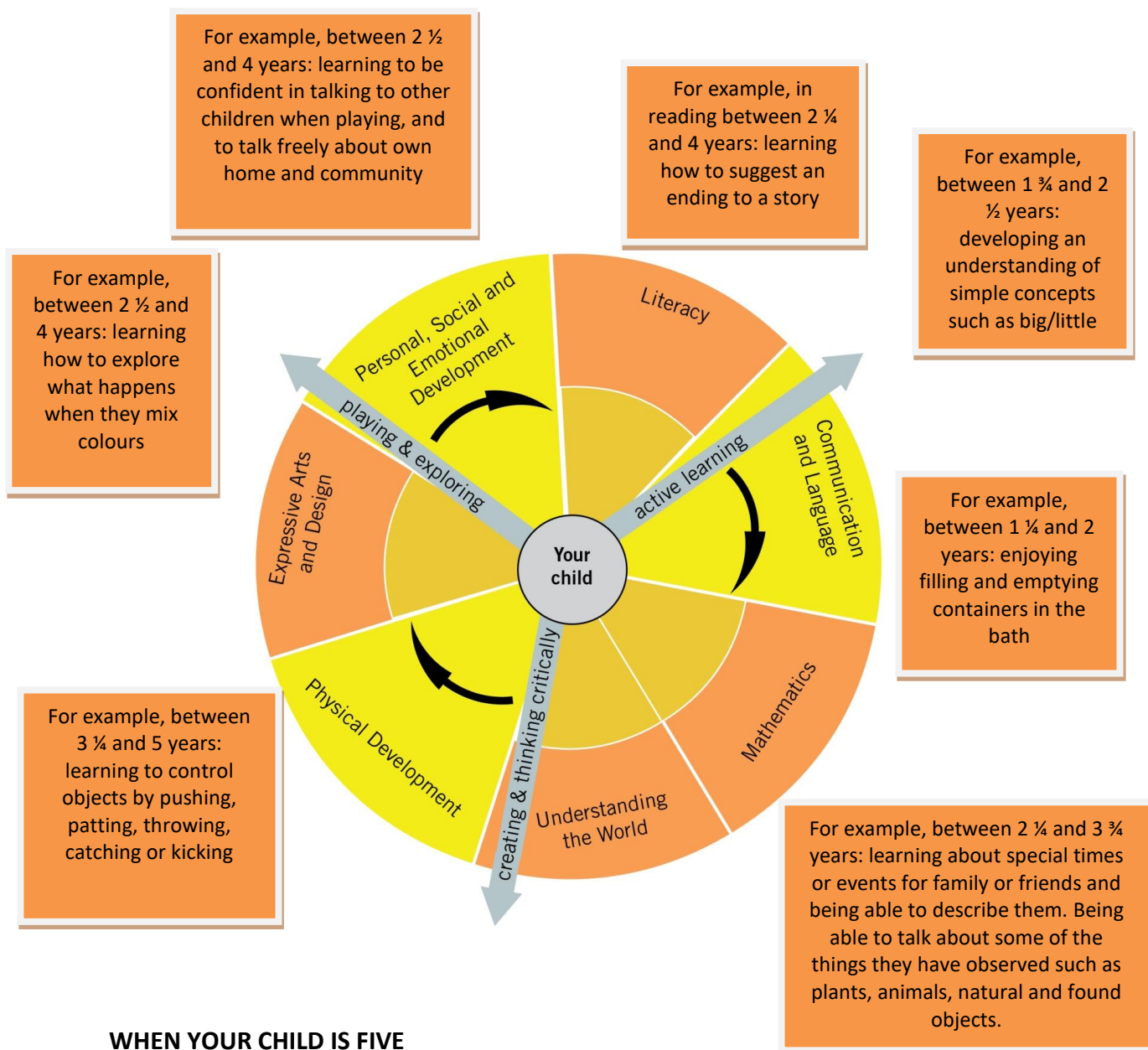
Area of Learning and Development	Aspect
Prime Areas	
Personal, Social and Emotional Development	Making relationships
	Self-confidence and self-awareness
	Managing feelings and behaviour
Physical Development	Moving and handling
	Health and self-care
Communication and Language	Listening and attention
	Understanding
	Speaking
Specific Areas	
Literacy	Reading
	Writing
Mathematics	Numbers
	Shape, space and measure
Understanding the World	People and communities
	The world
	Technology
Expressive Arts and Design	Exploring and using media and materials
	Being imaginative

We use these seven areas to plan your child's learning and activities. The staff teaching and supporting your child will make sure that the activities are suited to your child's unique needs. This is a little bit like a curriculum in primary and secondary schools, but it's suitable for very young children, and it's designed to be really flexible so that staff can follow your child's unique needs and interests.

Children in the EYFS learn by playing and exploring, being active, and through creative and critical thinking which takes place both indoors and outside.

Observation, assessment and planning will continue in the same way and each practitioner will be responsible of collating information to input into each individual child's **Tapestry "Learning Journal"**.

The diagram below gives examples of the areas of learning and development and shows the links between the way in which your child learns and what they learn.



WHEN YOUR CHILD IS FIVE

At the end of the EYFS – in the summer term of the reception year in school – teachers complete an assessment which is known as the **EYFS Profile**.

This assessment is carried out by the reception teacher and is based on what they, and other staff caring for your child, have observed over a period of time.

Another important part of the EYFS Profile is your knowledge about your child's learning and development, so do let your child's class teacher know about what your child does with you: such as how confident your child is in writing their name, reading and talking about a favourite book, speaking to people your child is not so familiar with or their understanding of numbers. **You are encouraged to upload photographs and write comments about your child's learning at home to their Tapestry Learning Journal.**

All of the information collected is used to judge how your child is doing in the 7 areas of learning and development. Finding out at this stage how your child is doing will mean that the teacher your child has in their next school year – year 1 – will know what your child really enjoys doing and does well, as well as helping them decide if your child needs a bit of extra support, what that support should be and if they are already getting it.

We will give you a report of your child's progress, including information from his or her EYFS Profile.

PREPARING YOUR CHILD FOR FOUNDATION STAGE 2



We aim to make admission to FS2 (Reception) as natural a step as possible from Nursery (FS1), enabling your child to leave you confident and happy in this important phase of their education.

Children settle far more quickly if they can see that their parents and staff are working with each other in a climate of mutual trust and respect. Please do ask if anything concerns you. Often you feel more concerned than the child!

Children vary greatly in their maturity and achievements when they start school, so please try not to compare your child with other children. You will probably be worrying unduly if you do this, as such comparisons can easily communicate themselves to your child, as can your dissatisfaction. If you have any concerns about your child's development, please tell us.

It will help your child to settle if you have helped them to achieve the following:

- Spend lots of time talking to you.
- Put on a coat and take it off without help.
- Go to the toilet unaided, wipe their bottoms and wash their hands afterwards.
- Put shoes on and take them off and fasten them.
- Be apart from you for a while without getting upset.
- Play with other children.
- Share toys and activities.
- Share a book and listen to a story.
- Sing a few songs or nursery rhymes. (Don't worry about singing in tune!)
- Have experience of getting messy without getting upset e.g. with paint water.
- Use scissors, felt pens & pencils.



RECEPTION BASELINE ASSESSMENT

The reception baseline assessment is a short and simple check of a child's early literacy, communication, language and maths skills at any point in the first six weeks of a child beginning school.

The assessment will form the start of a new measure of how schools are helping their pupils to make progress between Reception and Year 6.

Your child does not need to prepare. There is no pass mark or score and your child should not realise they are doing an assessment.

Many schools already do a similar check so the teacher can understand the needs of their pupils when they arrive at school.

During a 20-minute one-to-one session with their teacher or teaching assistant, your child will do a number of practical and interactive tasks.

Your child can answer questions verbally or by pointing or moving objects. The assessment has been designed to be inclusive and there are modified materials available – this means it is also accessible to children with SEND or English as a second language. The teacher may pause and restart the check if they feel a child is distracted.

MEDICATION IN SCHOOL

Should your child require medication, please arrange for the doses to be taken before or after school. If a child requires any medication during school hours (i.e four times a day) then arrangements should be made for the medication to be administered by the parent or parent's representative. There is no legal duty that requires school staff to administer medication. In exceptional circumstances a designated member of staff will oversee the administration in the short term. However, this will only be considered if the details are completed on the 'Administration of Medicines' form, available from the school office or as a downloadable form from the website.



The details on the medicine bottle are not sufficient.

Cough sweets (Tunes, Locketts etc.) Calpol, paracetamol tablets and lip balms should not be brought into school by any pupils.

There is a designated area for medicines in school if a child requires medication during the school day. There is a refrigerator for storage and a lockable medicines cabinet. Please pass any medication to the school office for safe storage, but please note that it is the parent/carers or their representative's responsibility to collect medicines at the end of the school day.

If your child requires preventative medicine, such as for asthma or diabetes, then these may be brought into school and handed to your child's class teacher. Please always ensure that your child has an up to date inhaler in school and that it is clearly named.

The school should be informed of any child with a nut allergy and appropriate information passed to a member of staff at the school.

MEDICAL ATTENTION AND FIRST AID



The school has qualified First Aiders who are usually available during school hours. These members of staff update their qualifications every three years to comply with the Health and Safety Executive regulations. Basic first aid will be administered and only plasters, sterile dressings and bandages to attach a dressing can be used. No antiseptic creams, lotions or liquids may be used.

In the event of a child sustaining a minor cut or graze, the wound will be cleaned and if appropriate, covered. In the case of a more serious injury, medical assistance will be sought.

Every effort will be made to contact parents / carers in these circumstances. If your child sustains a bump to the head, no matter how minor, you will be contacted by phone as a matter of course. If the injury is of a more serious nature, you will be asked to have your child collected from school so that further medical help can be sought.

First aid supplies are kept in school and the staff deal with minor injuries. In the case of more serious injuries every effort will be made to get the child to hospital. It is therefore **vitaly important that your details and contact numbers are accurate and up to date**. If you are in any doubt please contact the school office. A form is available for updating or changing contact details.



What if my child needs medicine during the school day?

It is school policy as stated above that children must not bring tablets and medicines into school. If your child requires regular or short-term medication on prescription, please bring it into school yourself and either administer it yourself or complete an authorisation form and ask if a designated member of staff would be available and if they would mind administering it for you. **Please do not send medicines into school with children**. The containers of medication must be clearly labelled with their contents, the owners name and dosage. Non-prescription medication will not be dispensed. Antibiotics will only be dispensed if the dose is stated as 4 times per day.

MEDICAL ISSUES

Poorly children should be kept at home and a telephone or verbal message early on the day of absence is expected.

Children suffering from any infectious illness, including sickness and diarrhoea should not be sent to school.

How long should your child stay away from school if he or she is ill?

Complaint

Chickenpox
German measles
Measles

Period of time to stay away from school

6 days from onset of rash and until spots have crusted.
4 days from onset of rash
7 days from onset of rash

Mumps	7 days from onset of swollen glands
Whooping cough	21 days from onset of complaint
Sickness and diarrhoea	until free of symptoms for 48 hours
Impetigo	until the skin has healed
Ringworm	until cured
Scabies	until treatment has been successful
Head lice	until the child has been treated
Streptococcal infection (tonsillitis, etc)	until clinical recovery
Verrucae	exclusion unnecessary, but cover infection for PE & games

**It is important that school is notified in the case of an infectious illness.
How will my child be cared for at St Mary's?**

We do our best to look after your children if ill during the day. However, there are times when we have to call you to come and take your child home, therefore, it is **essential we have an up to date emergency telephone number** in case of an accident or illness. Please do not send your child to school if they are ill.



ATTENDANCE AND PUNCTUALITY

The Law requires that parents ensure their children attend regularly at a school where they are a registered pupil.

It is vital that your child develops a pattern of regular and punctual attendance at the beginning of his/her school life. Any bad habits will be hard to break later on. Attendance and punctuality are vital life skills. It is therefore essential that your child develops good habits at a very early age. Please make every effort to ensure that your child arrives on time and begins the day with time to spare. If you are late, please bring your child to the main school reception, where you will need to sign the late book. A member of staff will then accompany your child to class.

If your child is absent from school, please inform the school office prior to 8:50am. There is an answer machine facility for you to leave a message out of office hours.



If you are considering taking your child out of school other than in exceptional circumstances or illness, your child's absence will not be authorised. Attendance is a high priority and the Local Authority monitor attendance very closely. If your child's attendance falls below the target of 95% it is likely that the Education Welfare Officer will contact you. Persistent unauthorised attendance may result in a fixed penalty notice being issued. Holidays in term time will not be authorised. A Leave from Learning Request form, which is available from the office, must be completed to seek the Head Teacher's permission for any absence other than illness.

Children often catch a number of 'bugs' and develop minor ailments during their first year in school as their immunity develops. However, a small number of children sometimes complain of 'tummy aches' when they are not ill. If at any time, you feel your child falls into this category, please make contact with the class teacher so any

issues or problems which may be developing can be solved. Frequent absences, even odd days off school, result in gaps in learning and children's progress being limited.

INCLUSION AND EQUAL OPPORTUNITIES



The staff ensure that every child feels included and valued and has full access to the curriculum. No child will be disadvantaged on the grounds of ethnicity, culture, religion, home, language, SEND, disability or gender. Practitioners, as role models, are aware of the influence of adults in promoting positive attitudes and use that influence to challenge stereotypical ideas. Staff will seek support and advice from the appropriate coordinator and/or outside agency if and when necessary to ensure the best opportunities possible are made available for our children to ensure that they have access to all aspects of the Foundation Stage Curriculum.

SPECIAL EDUCATIONAL NEEDS & DISABILITIES (SEND)

Staff are aware of the wide range of experiences, abilities and development levels children have during the Foundation stage. We aim to meet individual needs, including the very able child who maybe achieving beyond the Early Learning Goals. Staff will also identify, assess plan for and seek additional support (if appropriate) for your child if they have SEND. Staff work with parents/carers, the SENCO, and outside agencies to ensure the optimum care, guidance and support for you and your child. The staff adapt activities and resources to meet the needs of our children. Some of our children will also have Education Health & Care Plans (EHCP) or Behavioural Plans. (BP)

ENGLISH AS A SECOND LANGUAGE

Children who are bilingual or who are developing English as a second language will be given additional support to develop their English through specific planning by the staff, accompanied by bilingual support if appropriate/ available. Opportunities will be made for the child to engage in speaking and listening with children and adults, supported by gesture, facial expression and visual resources. Staff will value and include aspects of the child's home language as a rich learning opportunity for all the children. Children may move groups according to their particular needs.



SCHOOL MEALS

School lunches are provided for your child every day free of charge with a choice of a hot meal or a packed lunch until they start in KS2. All our meals are freshly prepared and meet strict food, health and nutrition standards. A drink is always available. There is no need to send a drink for your child at lunch time. However, during the rest of the day, it is advisable that your child has a water bottle. Access to fresh drinking water throughout the day is essential.

If you do decide to provide your child's own lunch please ensure it is healthy and does not contain nuts, including **peanuts**.

BIRTHDAYS

If you wish, your child may celebrate his /her 5th birthday with their friends in school. Any sweets, biscuits, cakes (but no lollies please) should be given to a member of staff on the day to share. Please remember to check ingredient lists to ensure the treats **do not contain peanuts**. We are unable to accept home-baked treats.

SAFEGUARDING

It may be helpful for Parents and carers to know that we report any obvious or suspected case of child abuse – which includes non-accidental injury, physical neglect, emotional abuse and/or sexual abuse. This procedure is intended to protect children at risk and we take the view that when there are grounds for suspicion, it is better to be safe than sorry. This does mean that the school sometimes risks upsetting some parents by reporting a case which, on investigation, proves unfounded. In such circumstances, it is hoped that parents, appreciating how difficult it is for the school to carry out this delicate responsibility, would accept that the school acts in what we believe to be the child's best interests at all times.

PHYSICAL EDUCATION

For PE your child will need a red school PE t-shirt, navy blue shorts and pumps. (No trainers or laces please) The PE kit must be kept in a drawstring PE bag. Your child will need to bring this on their first day. PE kit is then left in school for a half term. Please ensure all items are labelled with your child's name.

SCHOOL UNIFORM

At St Mary's we believe that our uniform encourages a sense of pride in appearance, a feeling of belonging to the school family and assists in developing high standards in other aspects of school life. Therefore the rules concerning uniform are very clear and continually enforced.

Details of the uniform are listed below. All school items can be ordered on the internet from www.myschoolstyle.com. Please note we retain only limited stock at school.

All children are expected to wear the correct school uniform at all times.

Please ensure that uniform is clearly identifiable by sewing in name labels.

Please find a list of uniform as agreed with parents / carers overleaf.



Please ensure that all uniform is clearly identifiable by sewing in nametapes.



Girls	Boys	PE
Pale blue shirt School elasticated tie	Pale blue shirt School elasticated tie	Red T-shirt with school logo
V neck sweatshirt or cardigan with school logo	V neck sweatshirt with school logo	Navy shorts
Grey skirt/ pinafore/ culottes/ trousers.	Grey shorts/ trousers	Appropriate footwear
Plain navy, white or grey socks/tights	Plain navy or grey socks	An extra pair of socks
Black/ brown/ navy blue low heeled shoes. No Trainers	Black/ brown/navy blue low heeled shoes. No Trainers	To be kept in school at all times in a named draw-string bag
After the Easter Holiday: Blue gingham / striped standard summer dress with sensible sandals & white socks		
Navy blue cardigan with school logo.		

PAYMENTS TO SCHOOL

Payments can be made on line. Visit our website www.stmaryscrewe.co.uk and look for the e-payments to schools under the parent and carer zone.

JEWELLERY



In general terms, jewellery is not allowed at any time except for a wrist watch. The only other exception is where a child already has pierced ears, then one pair only of small plain studs in the ear lobe are acceptable but not encouraged. The school will not be held responsible for any injury or loss caused as a result of wearing them. Staff may ask that plasters are provided to cover pierced ears during PE.

Parents/Carers are asked to note that neither the Local Authority nor Governors accept liability for loss of or damage to personal property whilst on or left at the school or school site.

For reasons of Health and Safety, children should not wear any jewellery to school. If parents/carers are unwilling to support this advice, a letter or disclaimer must be completed and given to the Head Teacher.



GENERAL APPEARANCE

It is expected that haircuts will be conventional, not extreme, not coloured or patterned, and children are presented in a clean, smart way. Please see our school prospectus for more details.

BEHAVIOUR MANAGEMENT

In Early Years, as in the rest of the school, we operate a positive behaviour management system. We constantly praise and acknowledge the behaviour we like and expect from the children. Our expectations and aspirations for the children are high. We reward good behaviour with stars, stickers and Dojo points, so please expect a lot of these at first! We also like to choose a 'special person' each day. The 'special person' has additional privileges such as taking the register, sitting on a special chair, being first in the line and most importantly, is asked to take home the class bear overnight.

We help each child realise and understand if and when their behaviour is inappropriate by giving them 'time out' or thinking time, sitting on the carpet to consider their actions, what they have done wrong and how they can put it right and apologise. This links with our 'Good to be Green and Dojo' scheme, which involves being issued with different coloured cards. A blue card is awarded for exceptional wow moments, a yellow card after a number of verbal warnings, with two yellow cards turning to a red when an appropriate consequence will follow. Children with red cards miss out on whole school 'golden time' on a Friday afternoon. Rarely have we had children going straight to red. Additional or alternative sanctions may include spending time in another class or having to account for their actions to the Team Leader or Head Teacher.

Should your child behave in an inappropriate or unacceptable manner, a pattern of behaviour is developing or we are concerned, the class teacher will discuss the matter with you and together we can bring about the necessary change.

PARENTAL HELP

At St Mary's we welcome parents into school to help and support learning. Should you wish to volunteer, please speak to a member of staff. However, please be aware that you will



not be placed in your own child's class, as we have found that this often causes difficulties for your child, the parent or both.

HOME SCHOOL PARTNERSHIP



Effective teaching and learning requires a collaborative partnership between home and school. Staff will advise you on the progress your child is making and offer suggestions as to how you can support and enhance this at home. Class teachers assess progress and will invite you to parent consultation evenings in the Autumn and Spring terms and send home a detailed end of year report in the Summer term outlining progress and attainment. In each situation, you will be advised of areas for further development as well as areas of celebration. You are welcome to make an appointment to see your child's class teacher throughout the year to discuss any worries or concerns you may have.

Whenever you have any worries or concerns, no matter how trivial they may seem, the Early Years staff are always available to talk to you. We would prefer that issues or problems are tackled immediately, rather than you becoming over anxious and keeping things to yourself. It is always best to make contact with your child's class teacher over any concerns regarding your child as they will be able to relate to the issue you wish to discuss. The end of the school day is the best time to arrange to see a member of staff, as our priority in the morning is to greet and settle the children and prepare for the busy day ahead.

We trust that this information will be of use to you. It has been produced based on many shared years of experience. Between us, we have enabled and supported many children in the early stages of their education.

We are all very much looking forward to working with you over the coming weeks and months and years here at St Mary's.

If there is anything else that you feel unsure about or feel we have missed from this information, please let us know.



St Mary's Catholic Primary School & Nursery
Dane Bank Avenue Crewe CW2 8AD

Telephone: 01270 685 174

Fax: 01270 651175

E-mail: admin@stmarysrc.cheshire.sch.uk

Website: www.stmaryscrewe.co.uk