

Princess Frederica CE
College Road, London, NW10 5TP
Phone: 0208 969 7756



VA Primary School
Head of School – Ms N Christopher
Executive Head Teacher – Ms S Bouette
Email: admin@princessfrederica.brent.sch.uk

Princess Frederica CE VA Primary School



Welcome to the Early Years

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Dear Parent/Carer,

We would like to take this opportunity to welcome you and your child to Princess Frederica CE VA Primary School. We hope that your child finds life here happy, enjoyable, stimulating and productive.

At Princess Frederica, we believe that a high quality education within a Christian environment is the best start a child can have in their school life. We understand that children need a secure value system as they grow up. We work in partnership with parents and the Church to build a sense of community and respect for others.

Ours is a happy, friendly school where all are made to feel welcome. We encourage children to be kind and considerate to one another, to always do their best and achieve the highest standards in their learning. We expect everyone in our community to treat other people the way they would like to be treated themselves: with kindness and respect. Our families and staff value the community feel Princess Frederica has, and we look forward to welcoming you to it. We are confident in our approaches to teaching and learning and are committed to ensuring that children achieve highly. Our overriding aim is to maximise children's learning within a secure and challenging environment; we are continually striving, and use the latest research and ensure staff use best practice so that pupils receive a high quality education during their time with us.

We frequently remind children of our core values:

- Unity
- Faith
- Kindness
- Growth

In order to make the most of the opportunities available, we believe that it is important for you to become as involved in the school as possible. We wholeheartedly believe that your child's education is a partnership between home and school, and that it is important for parents to take an active interest in all aspects of school life. Not every parent can come in to help, but every parent can encourage their child and work with them and us to develop their learning. Our staff value all the support that we receive from parents.

We are very keen to listen and always open to discussing any matter relating to your child, or any general issue. In order to prevent small concerns becoming major ones, early contact with

the class teacher is advisable. Daily informal contact is welcomed. If you wish to make a formal appointment with your child's teacher, or with us, to discuss a specific issue, this can be easily arranged by approaching either the staff member concerned, Sandra Newell or Jane Kent in the school office.

We have prepared this booklet as a guide for parents who are new to the school. From time to time we may send you some updated information if things change, as they inevitably do throughout the school year. Another place you may wish to look for important information about the school is our website: <http://www.princessfrederica.brent.sch.uk>

We look forward to working in partnership with you in the months and years to come.

Yours sincerely



Nicola Christopher
Head of School



Sarah Bouette
Executive Head

Information about staffing

For the 2023-2024 academic year staffing will be as follows:

Class	Teacher
Nursery (Toadstool)	Hannah Greenaway
Reception (Dandelion)	Maria O'Sullivan Dominic Colchester
Reception (Buttercup)	Basmah Elbadawy

There will also be one LSA per Reception class.

Other staff who will also be teaching Early Years pupils next year:

- Gary Chantler - Physical Education (1 hour a week for each Reception class)
- John Tang Music (1 hour per week for each class)

Other staff involved in your child's education, or whose roles are important for you to know:

- Nicola Christopher - Head of School, and Deputy Safeguarding Lead.
- Sarah Bouette - Executive Head Teacher
- Rebecca Brierley - EYFS Lead and Director of Learning and Curriculum Development
- Holly Skilton - Special Educational Needs Coordinator (SENCo)
- Julia Griffin - Safeguarding Lead
- Patricia Amponsah - Welfare Officer
- Zoe Miller - Chair of Governors

Safeguarding

At Princess Frederica, we take our responsibility for child protection seriously. All concerns are reported to relevant staff and dealt with in accordance with our school policy. Ms Julia Griffin is the designated Safeguarding Lead. Any child protection concerns should be raised with her, or the Head of School. If you are concerned about a child, you can also email: safeguarding@princessfrederica.com (this mailbox is monitored daily). A copy of the school's child protection policy can be found on the school website.

Starting school - the first few weeks

Children in Early Years have a staggered entry during September. In this way, staff can get to know pupils better and it is less overwhelming for children to all be new on the same day. A staggered start to the school year, enables staff to settle all children more effectively. You should already have received information about your child's start date - if you have not, then please contact Sandra Newell in the school office as soon as possible: [020 8969 7756](tel:02089697756); admin@princessfrederica.brent.sch.uk

The beginning of the day

Please enter into the EYFS playground at the gate on the corner of Purves and College Road. Gate opens at 8:40am. You should then walk to the door of your child's class. If you are new to the school, members of staff on the gate will direct you to where you need to go. Self registration and settling is between 8:45 - 9:10.

For the first few weeks, you will be able to enter the classroom, help your child to self- register by either finding or writing their name, and engage in learning activities with your child - we call this a 'soft start' to the day. However, once your child is settled, you will say goodbye at the door to the classroom where your child's class teacher will be each morning to greet you both. Staff will advise when the period of 'soft start' is ending - this will differ for each cohort of children as no one class is the same. Where necessary, individual arrangements may be made in order to support some children to settle.



A typical day in the Early Years at Princess Frederica

Please enter into the EYFS playground at the gate on the corner of Purves and College Road. Gate opens at 8:40am

8.45 – 9.10am	Self registration and settling
9.10 – 11.00am	Phonics phase 1 and 2 Free flow learning and focus group activities- adult- led and child- initiated
11.00 – 11.30am	Story, singing, maths focus (whole group) prayers
11.30am - 12.30pm	Lunch time
12.30-12.45pm	Review of morning, letter formation, story and discussion
12.45- 2.40pm	Milk and fruit time Free flow learning and focus group activities
2.45- 3.00pm	Tidy up time
3.00-3.15pm	Story time singing and prayers
3.15pm	Home time for Nursery pupils
3:20pm	Home time for Reception pupils

Please be prompt in collecting your child at the end of the day as late collection can make your child very anxious.

After school Club, Kenzalia, runs every day from 3:25 - 6:00pm and is available for Reception pupils upwards.

What can I do to help my child before they start school? Some practicalities.

We do not expect the majority of three and four year olds to be able to tie their own laces, but we do encourage them to try! Help is always available. It is very useful if your child can dress and undress when they join the school.

However, velcro fastening shoes and slip on plimsolls can be one less frustration for both child and teacher in the early stages. **Please name your child's clothing clearly with both their first name and surname** (there may well be children with the same first name in your child's class). This also helps your child recognise their name; this can be very reassuring when they are locating their special things.

It can be very worrying if a child cannot manage to go to the toilet without assistance. Please make sure that fastenings on clothes are as simple as possible and that your child can manage them. Elasticated waists are better than buttons or zips for the youngest children...especially if they need the toilet urgently. However there are often stiff fasteners, particularly on some school trousers, and a few practice sessions before they start school are worthwhile if wearing this type of trouser. Please bring in a spare change of clothes for your child in the event that they need to be changed. These should be in a bag and hung on your child's peg. These remain in school.

Do reassure your child that they can always go to the toilet when they need to. All children should know how to flush the toilet after use and wash their hands. Can your child blow their nose and use a tissue correctly?

Most importantly, please talk to your child in a positive way about starting school, and try to hide any anxieties you have. It is only natural for you to have mixed emotions as a parent, but it is best if you try to express any negative feelings with another supportive adult rather than share them with your child. Some children do take longer than others to settle, but please rest assured that our staff are very skilled at looking after children and we will help them settle as quickly as possible using our collective expertise.

Nursery children are required to bring packed lunches until after Christmas. But all Reception children are entitled to a free school lunch. Help is at hand to cut up food during lunchtimes, but we do expect all children to try to use a knife and fork. If they are used to using alternative

utensils, such as chopsticks, and are less familiar with a knife and fork, please let your child's class teacher know so that they can be supported.



Towards Independence

- Playing can be a very messy business. Children do wear aprons, but accidents can happen.
- Please clearly name any items of clothing which your child is likely to take off at Nursery e.g coats, wellington boots and sweatshirts.
- Encourage your children to dress and undress even though it will take a little longer, especially taking off their coats, hanging them up and putting them on.
- If your child needs to be changed for any reason and comes home in spare clothes belonging to the school, we would appreciate the clothes being returned as soon as possible – thank you.

Meals for children in Early Years

- All Reception pupils are entitled to a statutory free school lunch. Hot school lunches are provided at the school each day. All food is cooked from fresh ingredients by our chefs. All meals are: nutritionally balanced; provide a varied, tasty diet for your child and meet the stringent government nutritional standards. There are both meat and vegetarian options available - although for health reasons and to help drive changes in living due to climate change, on two days a week only vegetarian food is served. Some of the herbs we use are even grown on our Embankment. We do not include mechanically recovered or processed meat in our meals.
- If in Reception, and it is necessary for your child to have a packed lunch, due to dietary requirements or food allergies, we would ask that no peanut spread, sesame seeds or nuts are used. **We are a nut-free school.**
- Nursery pupils are not entitled to statutory free school lunches so must bring in a packed lunch for at least the first term. After this, they may choose to have a school lunch at the cost of £2.60 per day (this is subject to change given rising food costs). School lunches can be ordered via the school gateway. Sandra Newell, in the office, is always happy to provide assistance if you are struggling to work out how to make payments. When bringing packed lunches, please remember **we are a nut free school** so please ensure no nut products are used - please check labels of bought products. In addition, please ensure packed lunches are **healthy**; please do not pack sweets, chocolate, squash, juice, crisps, biscuits, or anything in a glass container. **Packed lunch boxes must be clearly labelled with your child's first name and surname.**
- All children will be encouraged to eat a range of different food types. Milk and freshly cut fruit and vegetables will always be available for children to freely select from on a daily basis.
- We believe in high quality dining experiences. All pupils will be encouraged to eat in a calm and supportive environment.
- Children in the Early Years will have lunch from 11.30am – 12.30pm.
- If your child is out on a school trip over the lunch time period, the kitchen will provide them with a nutritionally balanced packed lunch.
- If your child is a vegetarian, or eats Halal food please advise the office in writing as soon as possible: admin@princessfrederica.brent.sch.uk. Please note, the meat used for our school meals is not Halal.
- Whilst we are a nut free school, if your child has a food allergy please inform the office in writing as soon as possible: admin@princessfrederica.brent.sch.uk More details about this are in the Health and Wellbeing section of this handbook.

School Uniform

Princess Frederica is a uniform school. All pupils should wear the uniform with black, low heeled shoes. Trainers are not allowed, except on PE days. Please ensure that pupils wear only blue, black, white or yellow hair accessories.



All items of school uniform are available from ACE Clothing. Your order can be delivered to school on Tuesdays. Please ask at the school office for a uniform order form if you need one. Forms are also available on our website.

Lots of parents kindly donate second hand uniforms. Sales of second-hand uniforms are organised by the PSA and held periodically throughout the year.

Please ensure that your child does not wear jewellery to school, with the exception of studs or sleepers for children with pierced ears. Parents must ensure that children do not wear sleepers on P.E. days, or if they do, that they can take them out easily at school. The school cannot take responsibility for any jewellery or valuables brought to school.

School Uniform	
Garment	Colour
Pinafore Dress	Grey (not black)
Skirt	
Trousers	Grey (not black)
Short Sleeve Polo Shirt with embroidered school crest	White
Long Sleeve Polo Shirt with embroidered school crest	
School round necked sweatshirt , cardigan or fleece with embroidered school crest (this does not include hooded sports sweatshirt).	School blue
Socks	White or grey
Tights	grey
Plain Low Heeled Shoes or completely black trainers	Black upper and dark soles

Summer (Optional)	
Summer dress – checked	Light blue
Shorts	Grey
Open toe black, navy blue, brown, or white sandals are allowed in school. They must support the foot in the front and back. Sandals with studs, glitter etc are not allowed. Flip flops are not allowed in school.	
PE Kit	
'T' Shirt with embroidered school crest	House Colour
Shorts	Black
Jogging bottoms	Grey
Plimsolls	Black

We will inform you once your child has started school, which days they will take part in PE lessons. On these days, children come dressed in their PE kits and remain in PE kits all day.

Forest School Uniform

Your child will be spending one day a week in the outside classroom on the embankment where they will be using water hoses, garden tools, sitting on bark-chip and kneeling on the ground. It would be beneficial to their learning if they have waterproof rain trousers (in a size that will fit **over** your child's uniform) and a waterproof coat with a hood. If possible, purchase these, along with a pair of wellington boots, to leave in the classroom.



Book Bag



All children must have a book bag. These reduce the likelihood that school books will get lost or damaged. Please do not put school books in bags with water bottles as these often leak and water-damage the books.

Your role as parents - helping the school

We are always pleased to welcome parents into school, with many providing invaluable help in the classroom. Please volunteer to your child's class teacher if you would like to help and please be forthcoming in letting us know where your talents lie.

If you are able to help in school on a regular basis it will be necessary for you to complete a DBS form (Disclosure and Barring Service check) for security and safeguarding purposes. Please contact Sandra Newell or Jane Kent in the office if you require further clarification.

Princess Frederica Parent Staff Association

Princess Frederica is lucky to have a vibrant, committed and active association of parents, carers, families and staff who are committed to supporting children at the school. Anyone who has a child at Princess Frederica is automatically a part of the Parent Staff Association (PSA). The PSA is a registered charity with the aim of enriching the school experience for children at Princess Frederica. This is done in three ways: 1) Raise money for activities and projects that enrich children's experience at Princess Frederica; 2) Support and run activities and events; 3) Enable engagement of parents, carers, and families with the school community and, through this, help shape school improvement.

More information from the PSA can be found in their 'All About Freds' Handbook (written by parents, for parents). This can be found on the school's website:

<http://www.princessfrederica.brent.sch.uk/foundation-stage.html>

School ABC Fund - Achievements Beyond the Curriculum (message from Zoe Miller, Chair of Governors)

The Achievement Beyond the Curriculum (the 'ABC Fund') is a key enabler to the school in delivering its ethos. Being a Voluntary-Aided school provides us with a number of benefits, including more independence over how we run the school, the curriculum and the extra-curricular activities that we provide. In return for these benefits, we are required to contribute the cost of maintenance by the London Diocesan Board for Schools (LDBS), which owns the buildings.

The flip side to this, is that we receive considerably less money from the Local Authority than other maintained schools. As a community we make up the shortfall in local authority budget provision through parent and carer contributions to the ABC fund. This money is invested back

into the school to enhance our curriculum so that it is creative, broad and challenging and nurtures character. The following would not be possible without the generous contributions to the ABC fund:

- The provision of drumming across year groups (African drumming for Year One to Three and steel pans for Years Four to Six) (£18,300)
- The provision of violin lessons to Year One (£3234)
- Trumpet teaching in Year 3 (£2178)
- And most importantly it enables us to have a dedicated music teacher whose work is at the heart of what makes our school unique.

The total amount of ABC fund contributions received last year was £47,000 of which £11,326 goes directly to the LDBS. The remaining money provides our children with all the additional and irreplaceable music opportunities beyond the classroom that our amazing Mr Tang is able to offer as well as ensuring that no child misses out due to financial hardship or disadvantage. In conclusion, we would ask parents, carers and friends to consider a monthly contribution (or a one off donation) to the ABC fund to the extent your personal circumstance allows, with a suggested contribution of £20 a month per child.

Any contributions and donations can be made via our website:

<http://www.princessfrederica.brent.sch.uk/the-abc-fund.html>



What should I do if my child is upset about something, or I am concerned about something?

You should always mention any concerns you or your child have to the class teacher as soon as possible; if the class teacher is unavailable you can speak to one of the other staff members on duty in the playground in the first instance.

Urgent messages can be dealt with at the start or finish of the school day, or the class teacher will arrange a time when you can talk for a little longer if necessary.

Teachers and members of the Headship Team will be available to meet with parents who may wish to discuss confidential issues or areas which may not be covered in this handbook.



School communication

Our main form of communication is the weekly parent bulletin which is sent out via email by the Head of School every Friday. Other information is also emailed out, for example letters about school trips. Each class also has a Class Representative, who is responsible for helping communication between the parents and class teacher. You will be invited to join the class whatsapp group when you join the school. Doing so is completely voluntary but many parents find it useful for keeping up to date about events and information relevant to their child's individual class.



Educational visits

We frequently take children out on school trips or visits in the local area. We will be asking for your permission to take your child on local visits and trips as part of the admission process. The admission form indicates your permission to take children on local trips that do not require public transport.

You will be advised in advance of all trips that are taking place and as it will be assumed that your child can be taken off the school premises for local trips unless you inform us otherwise. For trips further afield we will seek your permission by letter at least one week in advance of the day of the trip.

Any time the children are out of the school environment we ensure that the well-being of all children is safeguarded. For example, we will always have the correct ratio of adults to children. A full risk assessment is always carried out prior to any trip taking place.

Curriculum - What children learn about in the Early Years Foundation Stage

Stage

The Nursery and Reception classes are collectively known as the Early Years Foundation Stage. The curriculum is planned from The Early Years Foundation Stage Curriculum.

The Early Years Foundation Stage



The curriculum is broadly divided into the following seven areas of learning. The three Prime Areas are in bold below. The other four areas are called Specific Areas of learning.

- 1) Personal, social and emotional development**
- 2) Communication and language**
- 3) Physical development**
- 4) Literacy
- 5) Mathematics
- 6) Understanding the world
- 7) Expressive arts and design



In the Early Years Foundation Stage we aim to provide the children with a rich and wide range of activities and play experiences. It is largely through structured play that young children gain access to the curriculum and learn about themselves, others and the world in which they live.

The emphasis is on learning through play. Children learn in four different arrangements:

- In a small group of up to six with an adult who directs the learning;
- In a group with other children in learning that the children initiate themselves;
- In a whole class situation with all of their peers;
- One-to-one, with an adult.



Personal, Social and Emotional Development – is about

- forming meaningful relationships
- having respect for other people
- being an individual and also belonging to a community
- being able to express and cope with your feelings and emotions
- becoming independent and helping others
- being able to make choices and taking responsibility
- developing a sense of fairness - what is right and wrong
- understanding appropriate behaviour
- respecting and being able to empathise with others
- having feelings of wonder and joy
- sharing and celebrating festivals, traditions and special occasions



Communication and Language – is about

- enjoying stories – sharing books with others, telling stories and making them up
- being able to express your opinions and make your own choices
- learning to recognize sounds, names, logos and symbols all around them
- talking, listening, discussing and recalling experiences

Literacy – is about

- believing in yourself as a reader and writer and developing the skills to become one
- drawing
- reading and understanding simple sentences
- using phonic knowledge to read and write words
- writing simple sentences

Mathematics – is about

- appreciating pattern, and mathematical relationships
- logical thinking
- exploring and comparing: shapes, quantities, height
- finding ways to solve mathematical problems e.g. estimating, measuring
- learning to use and understand mathematical language
- understanding and using number



Understanding the world – is about

- exploring the local environment
- finding out about the past
- developing an understanding of travelling to other places, distance and maps
- using technology – making models in a variety of ways
- planning, making and designing things



- exploring and solving problems
- using ICT for a range of purpose
- exploring, experimenting and having ideas
- being curious – wondering why, how, what if....?
- understanding why and how things happen
- observing carefully and closely
- experiencing and changing materials
- sharing the joy of finding things out with your friends

Expressive arts and design – is about

- representing and communicating your ideas and feelings in a variety of ways e.g. music, dance, language, role play and imagination
- expressing yourself through a wide range of media e.g. paint, clay, drawing, 3D materials
- experiencing and enjoying beauty
- imagining, expressing and creating
- having original ideas and thought



Physical Development – is about

- developing confidence and independence through achievement
- learning to use tools competently
- learning coordination and control
- building confidence, stamina, energy and strength
- learning to move in a variety of ways
- expressing yourself through movement

A child's time in the Foundation Stage should be fun! The children have the opportunity to become involved in a wide range of first hand experiences, leading to the acquisition of knowledge, skills and concepts. Each day the children will feel they are just playing and enjoying themselves. Sometimes they will choose what they want to do. On other occasions they will be asked to work with an adult and take part in an activity that helps them to concentrate and develop a particular skill. Play underpins all aspects of development and learning for young children. By playing in a secure but challenging environment with effective adult support, children can:

- Explore, develop and represent learning experiences that help them make sense of the world;
- Practise and build up ideas, concepts and skills;
- Learn how to understand the need for rules;
- Take risks and make mistakes;
- Think creatively and imaginatively;
- Communicate with others as they investigate or solve problems.





Play is a chance to lose yourself.

It is a time to **discover** your own world and imaginary ones.

It is time to **express** and absorb.

It is time to **have** experiences and gain **experiences**.

It is time to enjoy the **company** of others and to be alone.

It is time to **leap** and to **wait**.

It is time to **lead** and to **follow**.

It is a time to **test** and be **tested**.

It is a time to dominate and **cooperate**.

It is a time to **exercise** and rest.

It is time to **shine** and hide in the shadows.

It is time to **shape** and **mould**.

It is time with a **beginning** but no end.

BUT Most **importantly**,

It is having the time of your life.



Just Playing?

A high quality early years education is about much more than colours and shapes, numbers and letters. It's about learning to be independent, confident, strong and curious. It's about developing children's natural joy and wonder in the world in which they live. It's about having a positive attitude, forming positive relationships and believing in yourself.

If children can learn to 'have a go', learn from mistakes and try again, they will succeed in their future learning. Young children learn by doing things for themselves, by exploring and investigating, watching and listening, talking and discussing, creating and communicating – in other words – playing. Play is children's work and playing hard is very tiring! Your children may be really exhausted and perhaps a bit grumpy when they come home – please make allowances.

You'll want to know what your child has been doing for the day.

"What did you do at school today?"

"Don't know", "Nothing" and "Just playing", are all common replies!

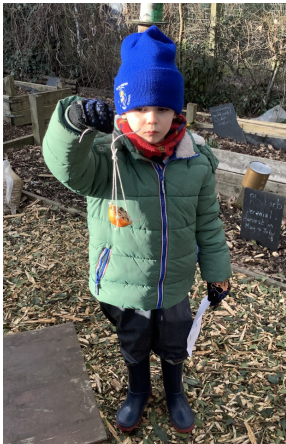
So, what have they really been doing and how will they learn if they are 'just' playing? Young children learn from everything around them – the people, the environment, the atmosphere, the routine, and the experiences. All aspects of children's growth and development are woven together, but it is interesting to look at the different areas of learning separately to understand how young children learn. The Early Years Foundation Stage Curriculum describes the following areas of learning, from 'Developmental Steps' which are followed in the Nursery, to the 'Early Learning Goals' to be aimed for by the end of children's Reception year in school.



Outdoor Provision - Forest School

We are very proud of our Embankment area which is a unique feature of Princess Frederica. Hannah Greenaway, our nursery teacher, is also our outdoor learning lead and specialist.

Being outdoors has a positive impact on children's development and offers opportunities for doing things in different ways and on different scales. It offers the children chances to explore using all their senses and be physically active. We plan activities and resources for the children to access outdoors that link to all seven areas of learning - these will be set up in the EYFS playground each day, but also often of the Embankment. We try to utilise this space as much as possible throughout the week, but all EYFS classes have either half a day or a full day (age of pupils and season-dependent) of Forest School on the Embankment. This space also has an outdoor classroom where children can get warm if needed in winter. The trees provide excellent shade in the summer. There is more information in the 'Uniform' section about specific Forest School uniforms for EYFS.



EYFS Behaviour Policy

Rationale

In our Early Years' settings, we aim to support children with developing the skills required to become caring, confident learners. We encourage children to take responsibility for their own decisions, and show consideration for others both in and out of school.

Aims

- To promote appropriate behaviours through the modelling and reinforcement of 'positive choices' - helping children to understand the difference between 'right' and 'wrong'.
- To demonstrate clear and consistently high expectations for behaviour across the Early Years settings.
- To involve parents as active supporters of the Early Years Relationships and Behaviour Policy by sharing strategies and expectations.
- To establish positive practices across the Early Years, ensuring that all leaders of learning and helpers are consistent in their behaviour management strategies.

Behaviour Support in practice:

Positive Behaviour

Demonstrating Christian values and positive attitudes towards learning are celebrated using certificates and meaningful praise from staff.

Within the classroom, children are consistently praised for making kind, caring and responsible decisions.

Children who demonstrate appropriate behaviours are used as positive role models for their peers.

Challenging behaviour

Children are given clear and consistent expectations and instructions for behaviour in school. On occasions when a child's behaviour does not reflect these shared expectations, various

strategies are used to support behaviour. They are listed below and are used systematically and fairly.

Low-level strategies will include the following:

- Reminding the pupil of rules/acceptable behaviour
- Redirecting inappropriate behaviour through a glance, gesture or expression.
- Defusing the situation by humour
- Stimulating a new interest or activity
- Suggesting a move of place
- Providing support from a member of staff
- Anticipating situations where the pupil may have difficulties and intervening or pre-empting

Types of high-level inappropriate behaviour include:

- kicking, biting, hitting
- swearing
- lack of respect towards adults in class
- persistent low-level inappropriate behaviour

High-level strategies will include the following:

1. Reflecting-Time in class – 1 minute timer ‘thinking spot’ to reflect and use visual reminders to help the child to make right choices. An adult will always accompany the child to support them and talk to the child once they are able to.
2. Send a child with an adult outside the classroom door with a 1 minute timer using the script ‘When you are ready to listen, we will return to class’. No lengthy discussions - just repeat sentence script until the child is ready to listen.
3. Ask another member of staff (usually SENCo, member of Headship Team or ELSA (Emotional Literacy Support Assistant) to come into class, who will speak with the child about suitable behaviour or provide an opportunity for the child to leave class and take to a calm space.

Home Learning for children in the Early Years

At this age in a child's development the best learning happens through story, play and games. Each term parents will receive an overview of the term with information outlining the general focus for the term's learning and suggesting ways you can support your child. We do not set formal homework tasks aside from reading with an adult (every single day). Reading a book for enjoyment to your child, is also just as important as the children practising their phonics-levelled reading book. In Reception, your child will also be sent home sounds and words to learn from the Monster Phonics programme.

Throughout the term, you may be sent some suggestions of how you can support your child at home. In addition to this we encourage all parents to support your children by following the activities below:

Talk with your child about what they have done at school (and about what they do at home). This offers a valuable opportunity for reflection and a chance to consolidate what has been learned. It also provides a meaningful context for developing speaking and listening skills.



Read to your child for a short time every day. Discuss the story, talk about the pictures and predict what will happen next or explain why an event in the story happened. The more stories a child hears, the more they learn to understand how stories work. Those with a greater experience of stories are more equipped to learn to read. A great deal of a child's understanding about the world comes from stories.

Help your child to learn **nursery rhymes**. Act them out together. Children really enjoy this and very quickly they will learn them off by heart and be able to recite them. There are many good books containing these. One is 'The Helen Oxenbury Nursery Collection'.

Ask your child to read to you from a **graded reading book** that is from a structured reading scheme. At Princess Frederica, this will be a book from the Monster Phonics Scheme. In the early stages you will probably need to help your child out and do some of the reading for them. As time progresses your child will become increasingly able to read to you. Nursery children will bring home a graded reading book when the class teacher feels it is appropriate for the child. To begin with, this may be a wordless book.

Sing with your child! Children love singing familiar songs. Those with a repetitive structure or a chorus are particularly easy for them to learn (Ten green bottles; Old Macdonald had a farm; The wheels on the Bus etc)

Provide plenty of opportunities for drawing, colouring and painting. Drawing a picture is an important channel for children to communicate and express themselves. It is really good for them to draw frequently. Give your child the chance to use a broad range of media: crayons, felt tips, paints, pastels and chalks.

Make things with your child. Children really enjoy using a whole range of different materials. Playdough helps the development of their motor skills. Replicas of everyday items can be made using paper, card, tape; glue; string; glitter; beads and a whole range of other materials.

Simple games help children to develop basic mathematical skills. You could play the following games with your child: dominoes; snakes and ladders; draughts; connect 4, simple card games such as Snap and any other simple dice games.

Let your child build: Duplo, Lego, Meccano and other construction materials help the development of their creative skills.

Words and numbers in the environment: do comment on the words and numbers your child will come across during their daily life. Help to develop your child's awareness of them whenever possible.

Find meaningful contexts for counting: Count with your child when they are going up or down stairs; when you go to the supermarket; when you are laying the table and at other times when the opportunity arises.

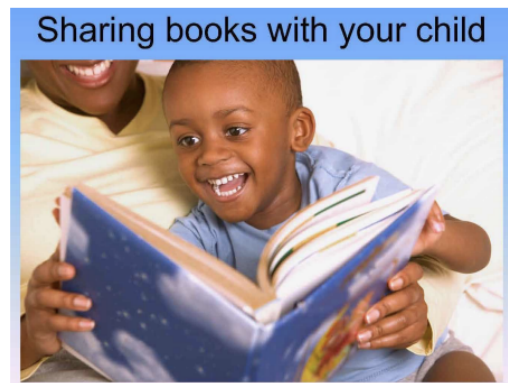
Ensure your child has plenty of exercise. Children need to run around; visit a playground; play in the sandpit; climb up a climbing frame; chase a ball and go on the

swings. All these activities help to develop the child's physical skills as well as assisting them to overcome fears and inhibitions.

Small world toys such as a doll's house or a model garage allow children to act out their feelings through play.

It goes without saying that **trips to places of interest** are hugely rewarding for children. They develop their knowledge and understanding of the world by extending their experience of life.

There are many excellent interactive learning activities on **the internet** that you can enjoy with your child. The early years team will be able to provide you with a list of these educational sites. However, we suggest using these only alongside your child, and for very limited amounts of time to keep screen time to an absolute minimum.

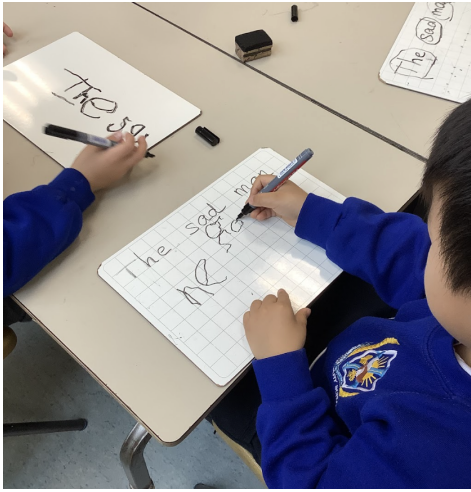


Throughout the academic year we will be holding workshops for parents and carers on the following:

- Development of gross and fine motor skills and how this enables children to learn to write;
- Reading and phonics;
- How can I help to develop my child's mathematics skills?
- Helping your child's writing skills;
- The benefits of learning outdoors.



A Guide to Handwriting



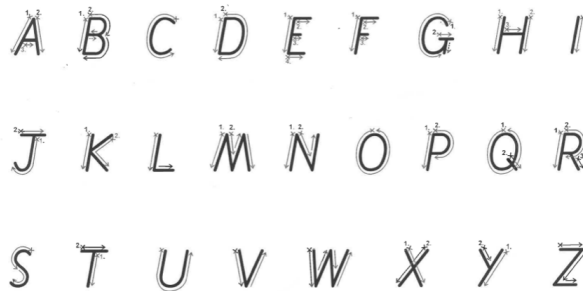
At Princess Frereica, we believe that it is important to support children to develop neat, attractive and consistent handwriting. The development of an efficient, legible style assists pupils in all forms of written recording. We want to help children with layout, presentation and the way they organise themselves on paper. If success is achieved here, they have pride in their written work, tend to be better at spelling and are more motivated to write.

When your child first starts making marks, we focus on forming lines, dots, curves and then circles (anticlockwise). These marks will ultimately build up into recognisable letters. You should also encourage your child to write the letters of their name first.

In Reception, we use a pre-cursive handwriting style. Further in the school we use a cursive handwriting, which means every letter is joined. As soon as pupils are able to orientate their letters correctly, they are taught how to join them. Capital letters remain the same throughout and are the same size as the tall letters.

The Alphabet

The diagrams below show how the upper case or capital letters are formed. The grey lines show the path of the pen. A cross indicates where each stroke of the pen should start. The separate strokes are numbered and should be completed in the correct order.



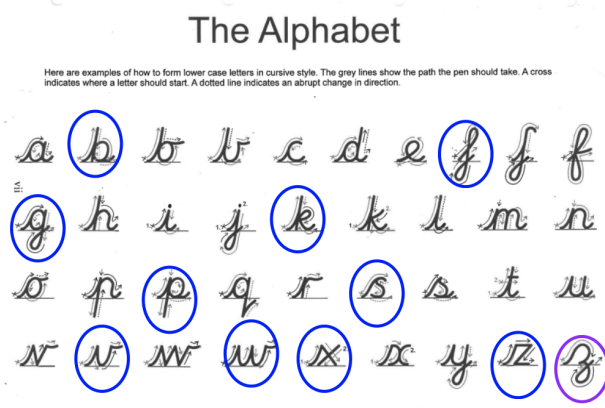
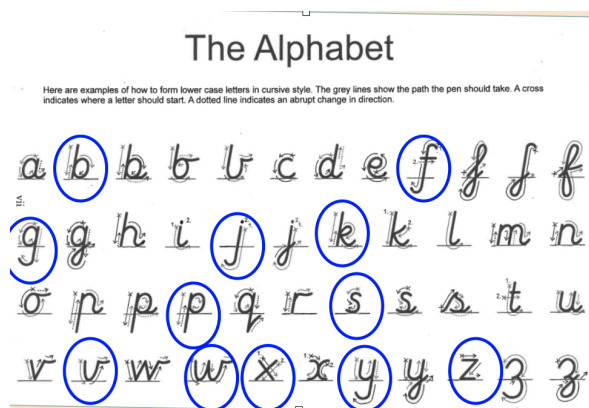
To help pupils learn to write letters correctly, we categorise the letters into four different 'letter families' to begin with.

Foundation Stage (and Year 1)	
Curly caterpillar letters	c a o q g d e s f
Long ladder letters	l i t u j y
One armed robot letters	r b n h m k p
Zig Zag monster letters	v w x z

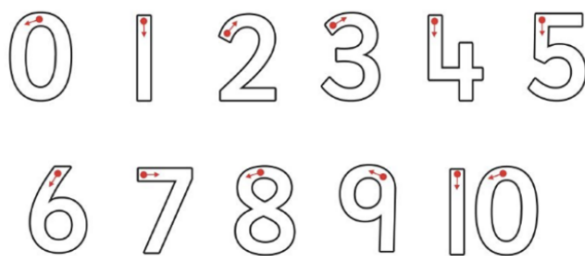
The progression of our handwriting script can also be seen below.

EYFS - Y2

Y2 - Y6






Numbers Make sure numbers are formed by starting at the top of each digit.




Preparing your child for writing is essential. Things to consider are:

- Posture: Encourage your child to sit up straight with both feet on the floor.
- Pencil/Pen grip: Is your child holding the pencil or pen correctly?
- Angle of the paper: Paper should be slightly titled to the left (for right-handers) or slightly tilted to the right (for left-handers).

 <p>Are you sitting comfortably with both feet on the floor?</p>	 <p>Are you holding your pencil correctly?</p>	 <p>Is your paper at the correct angle?</p>
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Stages of Pencil Grip				
<p>Children develop pencil grip over a period of time, which is linked to physical development.</p>				
	12-18 months	24-36 months	3-4 years	4-6 years

Speaking and Listening

Speaking and listening underpins all areas of the curriculum and therefore is an overarching aim of our English curriculum at Princess Frederica. The ability to communicate confidently and effectively is fundamental to pupils' development. A strong command of the spoken word is essential to learn to read and write. It is therefore really important that every child's voice is heard so we expect everyone to speak with loud, clear voices, using Standard English. Parents can help at home by encouraging children to smile and say "Good morning" or "Hello when they arrive at school.

Standard English and Appropriate Communication Skills

School is a formal setting and therefore in and around the school, where pupils, parents and visitors are present, we are responsible for providing good models of Standard English in day-to-day communication. We will be sensitive in the way we correct children in their use of Standard English. The diverse range of dialects and first languages, used by pupils, staff and parents, is to be respected and celebrated.

Some examples of Standard English

Non-standard English	Standard English
could of, should of, would of	could have , should have , would have
I done it	I did it/ I've done it (short for I have done it)
I ain't done nothing	I did not do anything.
I never did nothing	I did not do anything.
I never done nothing	I have not done anything.
I never...	I did not/I have not/I have never (make sure the children know that never means never!)
we was/they was	we were /they were
gone toilet/go toilet/going Sainsbury's	He has gone to the toilet

How will I know how my child is getting on?

- Parents are always welcome to make appointments to see their child's class teacher at a mutually convenient time.
- Early in the Autumn Term we will be running a curriculum morning for Reception and Nursery parents to provide more information on what we teach and how we teach in the Early Years.
- On a more formal basis, a parent consultation meeting is held every term. Parents are encouraged to make an appointment to discuss progress with the class teacher. Appointment times are posted outside your child's classroom door.
- Reading mornings take place on a weekly basis in the Reception classes. Early in the Autumn Term, your child's class teacher will let you know which morning each week this will be. During this session, you will be able to come into class and share a book with your child and some of their friends at the beginning of the day.
- We will be offering open Mornings each term, where parents are invited to stay, play and learn. The aim of these visits is to enable parents and carers to have an insight into how a typical day is organised and to observe their child within the learning environment. More details on this will be available once the children have settled
- **WOW moment slips**
We recognise that the school environment is not the only place where your child will be learning and developing. We get as excited as you do watching them grow and learn new things. If you see your child doing something that makes you think 'Wow!' Then write it down and bring it in to share with us. Please ask a member of the Early Years team for Wow! moment slips as and when you need them.



Attendance and punctuality

- For a child to reach his or her full educational potential, a high level of attendance is essential. We wish to work in partnership with parents and carers and so are seeking your full support in ensuring that your child attends school on time every day.
- The school registers are checked regularly for absenteeism and lateness; regular attendance is a legal requirement, and being at school on time is both desirable and expected. Our School Welfare officer keep track of attendance each day and will contact you if there are issues with attendance in the first instance. However, Ms Christopher our Head of School is happy to meet with parents to discuss attendance and punctuality if they need support or to share issues they may be experiencing as a family.
- Our attendance target is for all children to be here at least 97% of the time. It is important that every child receives his/her full educational entitlement: 5 days of schooling for 38 weeks of the year is 190 days. There are 13 weeks of school holidays every year and we firmly believe that this is the time when families should take their holidays. We will follow our school attendance policy consistently and will not authorise term time holidays. However, exceptional circumstances will be taken into account. Please either ring or email the school office if you wish to request an authorised absence.
- All absences need to be authorised. This can be done in one of two ways:
 - by telephoning the school: 02076039225 on the first day of your child's absence
 - emailing the school: admin@princessfrederica.brent.sch.uk
- If your child is ill, please contact the school. Please make sure you phone school every day your child is absent.
- Ensure the school has up to date addresses and telephone numbers. We will contact you by text or by telephone if your child is absent and you have not contacted the school. This ensures that we can contact you about your child, and can also contact you in an emergency situation.
- If no contact is received regarding the absence, it will be recorded as unauthorised. Ultimately the school is responsible for deciding if the absence is acceptable or not. Only genuine absence will be authorised. You may be asked to provide medical certificates if your child has a poor attendance record.

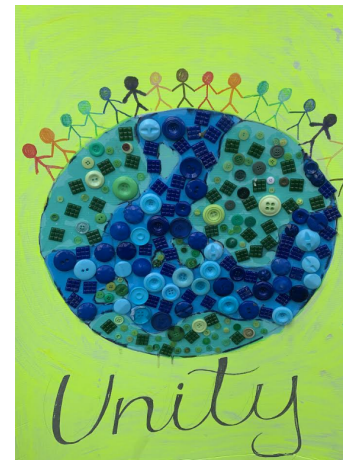
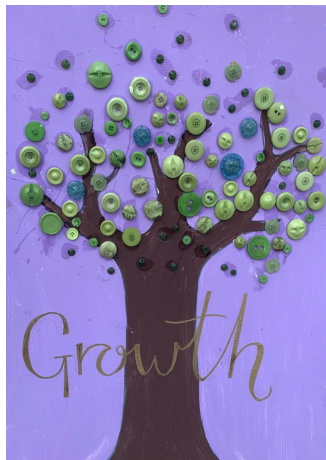
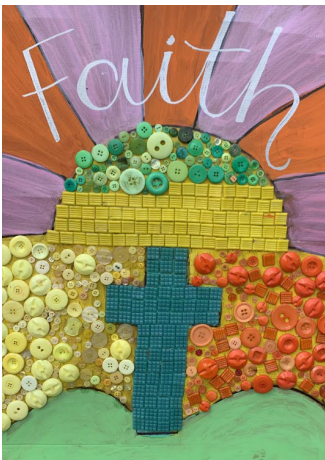
Health and Welfare

What should I do if my child is ill, or needs to be away from school? As stated in the 'attendance and punctuality' section, for your child to reach his or her full educational potential, a high level of attendance is essential. However:

- Children are not happy at school if they are ill. Please do not bring them if they are unwell. If you suspect that your child has an infectious or contagious illness, please let us know by ringing the school office on 020 8969 7756.
- If your child has sickness or diarrhoea they should remain at home for 48 hours after the last episode.
- If your child is returning to school and needs to take prescribed medicine during the school day, please contact the school office for clarification of procedures for giving prescribed medicines to children on a short term basis. We will also require you to complete a form before we are able to give prescribed medication to your child. We are not able to administer any medicine that is not prescribed by a doctor.
- It is important that you let the school office and the class teacher know if your child has an existing allergy or is likely to have an allergic reaction to a particular food (especially peanuts). In order to keep our records up to date, we have procedures in place to monitor the need to have medicines, inhalers, and epi-pens in school where necessary. If your child suffers from hayfever, asthma, eczema, or bee stings, we may ask you to complete a medical 'Healthcare Plan', and specifically if your child has a serious allergy requiring them to have ongoing prescribed medicines which may need to be administered in school. Please contact the office team if you wish to discuss any medical issues.
- The School Nurse is a regular visitor to the school and will be able to advise you if you have any medical concerns or are anxious about the health of your child. Please ask the office for the School Nurse's contact details.
- Each reception child has a height and weight check during their first year at school and your permission for the School Nurse to carry out this check will be requested by the local Primary Care Trust.
- At school there is always the possibility that your child may catch head lice or ringworm. This is nothing to be ashamed of and no stigma should be attached to these common, and easily solvable eventualities. We have a procedure that is recommended by the Local Health Authority. Please call into the school office if you wish to have further information.

Princess Frederica's Christian Values and Collective worship

Underpinning all we do are our Christian values. We have a strong, distinctive Christian ethos and encourage children to develop values of **unity, growth, faith and kindness**. Our values are informed by a biblical context, in particular the teachings of Jesus Christ. They help our school to be a very special place.



Princess Frederica's Vision

'Belonging, learning and growth for life in all its fullness'

- Nurture social, emotional, spiritual and educational growth in *all* our children
- Impart the gifts of self-confidence, determination and curiosity with a rich and creative curriculum
- Create a positive impact on our local and global community and environment
- Nurture friendship, kindness and respect

Princess Frederica is a school with Christian values at its heart. We are proud of its history and our strong links with the vibrant community to which we belong. We welcome and celebrate every child, helping all children to develop their character and full academic potential. We promote high aspirations and a love of learning through a rich and varied curriculum.

Collective Worship

We aim that Collective Worship promotes and supports achievement and growth in five aspects of pupils' religious learning. These are:

- A knowledge of Christianity; its stories, traditions, festivals, worship and teachings
- An understanding of Christian life and worship which may, if the pupil chooses, form the basis of an adult faith
- An awareness of life's spiritual dimension
- A sense of Christian morality through the values of peace, hospitality, truth, forgiveness and loyalty
- A knowledge and respect for the other major world faiths

The Key Elements of an Act of Worship

Gathering: Music is played as the children enter the hall to set this aside as a sacred time.

Engagement and encouragement: Children are engaged through a Christian story, a visitor, or use of high-quality visual images. These reflect the current worship theme. Children are encouraged to offer their ideas and reflections.

Response: A range of responses are used including reflection and prayer. The children learn and say the Lord's Prayer and the school prayer.

Conclusion: Worship usually ends with a song.

Withdrawal from collective worship

While Princess Frederica is a Church of England school, we are committed to respecting individual beliefs. Upon entrance to the school, parents/ carers are made aware of the Christian basis of our teaching. It is therefore unlikely that parents/ carers would wish to exercise their legal right of withdrawal. However, should such a case arise, the parents/ carers concerned should consult the Head of School.

We celebrate the cultural diversity of all the members of our school and have a cohesive community. Whilst collective worship will always reflect the Christian ethos of our school, we respect and acknowledge the variety of religious observances which are represented in our school and within the wider community. We acknowledge too that there are those of no faith who chose to be part of our school community.