



**St Augustine's Priory**  
**Getting Started in the Nursery**  
**2016-2017 Booklet**

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## St Augustine's Priory: Making a positive contribution over four centuries

### Our Past

One of the Early Church Fathers described, nearly two thousand years ago, the strengths and weaknesses of his own education. He said that, as a child, he had loved learning Latin but had been miserable while he was learning Greek. He asked himself why this had been so, and he came up with an answer that has stood the test of time. The women who had taught him Latin had done so with smiles and encouragement; the men who had taught him Greek had used threats and scorn. The early Church Father in question was Augustine of Hippo, the Patron Saint of St Augustine's Priory.

### Our Present

St Augustine's Priory was founded in France in 1634 by Lady Mary Tredway, and the first pupil was a girl named Margaret Dormer. The School flourished, first in Paris, then in Neuilly. In 1910, the School moved to Ealing; it was established first in Castlebar Road, in a house borrowed from the Benedictines, and in 1915 it moved to the present site, which has been occupied by the School continuously since then.



As a Catholic School, our mission is to provide our pupils with a full and balanced education in the Catholic tradition; to provide a caring and stimulating environment; to stretch those who are gifted academically, and to encourage those who are gifted in other ways to realise their full potential.

We value academic success, but we will also show our pupils that it is not the only measure of success, either in this School or the wider world.

As a Catholic School, we will do our best to ensure that both staff and pupils reflect, in their work and in their dealings with each other, the Gospel values of truth, justice, compassion and forgiveness.

### Our Future

St. Augustine's Priory has as its ethical backbone the teaching of the Catholic Church. Most pupils are Catholic, but we also welcome, and learn from, pupils of other religious traditions. The School will, in the space of one more generation, celebrate its four hundredth anniversary. It has survived because it has always been, and still is, ready to adapt and change without losing its sense of identity, idealism or tradition. We will continue to equip our girls with the confidence, common sense and academic and social skills they will need to face the problems and infinite possibilities of a changing world.

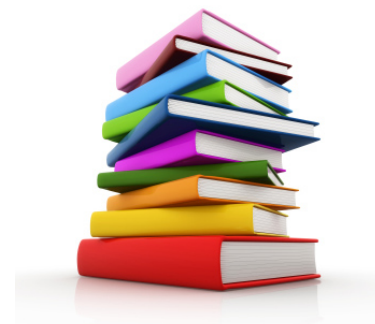


## 1. The Curriculum in Nursery

### Areas of Learning and Development

The education of the children in St Augustines Priory Nursery, is based on the Statutory Framework for the Early Years Foundation Stage (EYFS – revised September 2012) and its curriculum requirements.

**If your child has previously attended a nursery/playgroup or has been looked after by a childminder, please ensure that you collect their EYFS Profile before the end of term and ensure it is given to our Nursery Staff, ideally before the beginning of the Michaelmas term, to allow the necessary planning for your child's individual needs.**



The Nursery Curriculum has the following Areas of Learning and Development, delivered in a carefully planned educational programme which meets the Early Learning Goals, which summarise the knowledge, skills and understanding that all young children should have gained by the end of the Reception Year. The 7 areas are:

### Prime Areas of Learning and Development

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

The Prime Areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

In the Nursery we focus more on the Prime Areas of Learning and Development.

### Specific Areas of Learning and Development:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

The Specific Areas strengthen and apply the knowledge, skills and understanding developed in the Prime Areas.

All these areas of Learning and Development are important and inter-connected. They are delivered through planned purposeful play and learning, with a balance of adult-led and child-initiated activities. The Early Learning Goals establish expectations for most children to reach by the end of the EYFS. They are organised into the seven areas to provide the basis for planning throughout the EYFS, to lay secure foundations for future learning. By the end of the EYFS, many of the children will have exceeded the goals. Others will be working towards some or all of the goals.

Children progress and develop at different rates and their levels of achievement will vary. At St Augustine's Priory we will endeavour to ensure through careful planning that all our pupils have maximum access to the curriculum by providing opportunities to extend and support the learning of the individual through personalised learning.



**Progress will be monitored and if a specific learning difficulty is perceived we favour early intervention to meet any additional needs. Support will be given where necessary to children for whom English is an additional language, to extend their speaking, listening and written skills.**

### **Communication and Language**

This Area of learning and development includes communication, speaking and listening in different situations and for different purposes. It involves giving children opportunities to experience a rich language environment and developing their confidence and skills in expressing themselves. The focus in Nursery is to increase speech, language and communication skills. Through books, songs, games and activities, we will begin to broaden your child's vocabulary. During planned activities and through free choice play, children will begin to explore language in all of its shapes and forms.



### **Physical Development**

This area of learning and development involves improving skills of co-ordination, control, manipulation and movement. Physical development has two other very important aspects; it helps children gain confidence in what they can do and enables them to feel the positive benefits of being healthy and active and recognise the changes that happen to their bodies when they are active. They learn about making healthy choices in relation to food. Effective physical development helps children develop a positive sense of well-being. They demonstrate independence in selecting an activity or resources and in dressing and personal hygiene.

The focus is on the children developing physical control, mobility, and awareness of space and manipulative skills in indoor and outdoor environments.

Children move confidently and imaginatively with increasing control and co-ordination and an awareness of space and others. They use a range of small and large equipment and balancing and climbing apparatus, with increasing skill. They handle appropriate tools, objects, construction and malleable materials safely and with increasing control.

Nursery children have access to their own outside area. The outside area is equipped with a variety of apparatus and toys for developing motor skills. Children have free-flow access to the outdoor learning environment through the day.

### **Personal, Social and Emotional Development**



This area of learning and development is critical for very young children in all aspects of their lives and gives them the best opportunity for success in all other areas of learning. It is crucial that the School provides the experiences and support to enable our children to develop a positive sense of themselves, respect for others, social skills and a positive disposition to learn.

The focus is on children learning how to work, play, co-operate with others and function in a group beyond the family. Important aspects of personal, social, moral and spiritual development including the development of personal values and an understanding of self and of others are addressed.

The children are encouraged to be confident, show appropriate self-respect and are able to establish effective relationships with other children and with adults. Children will be encouraged to separate from their parents and begin to confidently explore the Nursery setting.

Children are sensitive to the needs and feelings of others and show respect for people of other cultures and beliefs. They take turns and share fairly. They express their feelings and behave in appropriate ways, developing an understanding of what is right, what is wrong and why. They treat living things, property and their environment with care and concern. They respond to cultural and religious events and show a range of feelings, such as wonder, joy and sorrow, in response to their experiences of the world.

### Literacy

This area of learning and development involves being competent in a number of key skills, together with having the confidence, opportunity, encouragement, support and disposition to use them. This area of learning includes communication, speaking and listening in different situations and for different purposes, being read a wide range of books and reading simple texts, and writing for a variety of purposes.

The focus in Nursery is letters, early mark making and early reading skills. The Nursery environment is a rich and stimulating place where reading, mark making and writing will constantly be modelled and displayed for your child. Children's name cards will be used frequently on displays. Picture and word cards will be on toy boxes, helping children to become more independent with choosing activities.

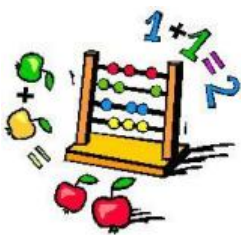
Children will be encouraged to use the appropriate pencil grip. An indoor and outdoor mark making area will be permanently set up to ensure children always have access to mark making tools.

From their first day at Nursery, your child will be encouraged to explore the book corner and share books with a peer or an adult. Regular stories, rhymes and songs will be sung throughout the day.

### Mathematics

This Area of Learning and Development depends on becoming confident and competent in learning and using key skills. This area of learning includes counting, sorting, matching, and seeking patterns, making connections, recognising relationships and working with numbers, shapes, space and measures. Mathematical understanding should be developed through stories, songs, games and imaginative play, so that children enjoy using and experimenting with numbers, including numbers greater than 10.

The focus in the Nursery is on achievement through practical activities and on using and understanding language in the development of simple mathematical ideas, providing the foundation for numeracy skills. Children use mathematical language, such as 'circle', 'in front of', 'bigger than' and 'more than', to describe shape, position, size and quantity. They recognise and recreate patterns. They are familiar with number



rhymes, songs, stories, counting games and activities. They compare, sort, match, order, sequence and count using everyday objects. They recognise and use numbers up to 10 and are familiar with larger numbers from their everyday lives. They begin to use their developing mathematical understanding to solve practical problems. Through practical activities children understand and make marks for numbers. Some may record numerals and begin to show awareness of numbers and begin to use the language involved.

## Understanding the World

In this area of learning and development, children are developing the crucial knowledge, skills and understanding that help them to make sense of the world. This forms the foundation for later work in Science, History, Geography and Information and Communication Technology (ICT).



The focus is on children's developing knowledge and understanding of their physical world and their community, exploring and finding out about people, places, technology and the environment.

Children talk about where they live, their environment, their families and past and present events in their own lives. They explore and recognise features of living things, objects and events in the natural and made world and look closely at similarities, differences, patterns and change. They show an awareness of the purposes of some features of the area in which they live. They talk about their observations, sometimes recording them and ask questions to gain information about why things happen and how things work. They explore and select materials and use a range of tools safely to develop skills such as cutting, joining, folding and building for a variety of purposes. They use technology, where appropriate, to support their learning.

## Expressive Arts and Design

This area of learning and development is fundamental to successful learning. Being creative enables children to make connections between one area of learning and another. Children are developing their curiosity and so extending their understanding. This area of learning includes art, music, movement, dance, imaginative and role-play activities and design and technology.



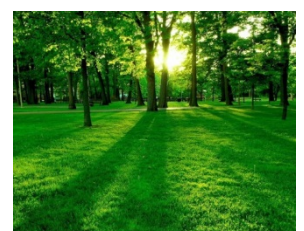
The focus in the Nursery is on the development of children's imagination and their ability to communicate and to express ideas and feelings in creative ways with enjoyment.

Children explore sound and colour, texture, shape, form and space in two and three dimensions. They respond in a variety of ways to what they see, hear, smell, touch and feel. Through art, music, dance, stories and imaginative play, they show an increasing ability to use their imagination, to listen and to observe. They use a widening range of materials, suitable tools, instruments and other resources to express ideas and to communicate their feelings.

The children will have access to a wet and messy play area that will be set up with paints, modelling materials and water or sand. Children will have aprons on at all times and we will try our best to keep uniforms free of mess!

## EYFS Forest Schools Provision

In 2013, Forest Schools provision was introduced at St Augustine's in the EYFS. Forest Schools originated in Scandinavia in the 1950s and were based upon the views that children benefitted from have close contact with nature and the natural world. Forest School practice was introduced to Britain by Bridgewater College in 1995. This was inspired by a visit to Denmark. Forest Schools has branched out across England and is beginning to blossom in London.





We are very excited to have the opportunity to enhance our existing provision with Forest Schools activities. We are extremely fortunate in being situated in thirteen acres of grounds, and thus being able to carry out Forest Schools provision here at St Augustine's.

The Forest Schools ethos is based upon:

- Children's right to play.
- Access to the outdoors (in particular a woodland environment).
- Learning about and managing risk responsibly.
- Experiencing a variety of emotions.
- Building resilience that will enable sustained shared thinking.

Forest Schools sessions provide children with diverse opportunities to benefit from a supportive curriculum that enables them to build positive attitudes and values about themselves, their learning potential and the environment in which they live. Children are given appropriately challenging tasks that build confidence, independence, resilience, teamwork to name a few key skills.

Forest Schools sessions will take place in our school grounds on a Friday afternoon. We ask that Nursery children bring a named bag containing waterproof jacket, wellies and trousers – these can be purchased from Schoolblazer online. Please bring these in after the Michaelmas half term break.

For those children who are moving on from Nursery to Prep I and from Prep I to Prep Two, these waterproof clothes can be used next year for Forest Schools in Prep I and for outdoor playtimes and visits to the meadow in Prep Two. We are also asking you to provide your child with a spare pair of socks and a drink of water in their backpack. Children will wear wellies during Forest Schools sessions. Please note that as Forest Schools activities take place outside, your child will be likely to come home on these days a little muddy and 'less pristine' than when you sent them in, but we believe that the learning opportunities and experiences outweigh this inconvenience. In extreme weather conditions, Forest Schools will not take place in order to avoid illness or discomfort. A decision will be taken by staff on the day, when such occasions arise.

## Parents as Partners

Parents are the child's first and most enduring educator and when parents and school work together to support children's learning there is a lasting and positive impact on children's achievement. Prior to entry we ask parents to complete an entry profile so that we can get to know your daughter's interests, likes and dislikes and begin to build a picture of her learning and development needs.



Parents meet formally with the Nursery Teacher every term. Every child receives personalised targets for learning and development each term. Your child's progress is monitored throughout the year and a written summary of his/her progress and achievement towards the Early Learning Goals is given to parents in June. Your child's achievements will be monitored and recorded electronically through observations, and art work is collected in their art folder. These achievements will be recorded through photographic evidence, observations and

annotations taken throughout the school day. These profiles will only be accessed by parents, staff, school inspectors and advisors.

We hold a Curriculum Evening for parents in September, Stay and Play Sessions in October and a Literacy Workshop in November. Parents are invited to attend Open Afternoons in the Lent and Summer terms to share their child's work and achievements.



Parents will also be asked to complete WOW cards. We ask you to inform us about any interesting developments that your child makes at home. We strive to keep communications between home and school as regular as possible. By providing us with this information you are making a vital contribution to your child's Learning Journey with us.

### EYFS Email Address

Please do keep sharing your child's achievements and special moments with us by completing the WOW cards that are available outside the Nursery and Prep I classrooms. This information is added to the children's Learning Journeys. And as your child's first and most enduring educator the information you provide is valuable in building up the complete picture of their development.

We have an EYFS email address ([eyfs@sapriory.com](mailto:eyfs@sapriory.com)) to which you can email photographs or descriptions of WOW moments.

**PLEASE NOTE THIS EMAIL ADDRESS IS FOR INCOMING MAIL ONLY. IT SHOULD ONLY TO BE USED FOR SENDING US 'WOW' MOMENTS AND PHOTOGRAPHS. YOU WILL NOT RECEIVE A REPLY FROM THIS EMAIL ADDRESS.** If you need to contact a member of the EYFS team please continue to use the current methods of communication.

We look forward to receiving and celebrating your child's WOW moments!

### Key Person

On starting Nursery we allocate every child a Key Person who is a member of the Nursery Team. This person gets to know the child in more depth and will take responsibility for helping them to settle into Nursery, recording progress and development, communicating with parents and personal and social development. The secure relationship between the child and Key Person helps the child to become familiar with the school environment and to feel confident and safe within it. We maintain a regular two-way flow of information between parents and carers.

### Nursery Curriculum Guide

The following grid provides an outline of the work we intend to cover during the year, but we will always take advantage of any interest, world event or exhibition which stimulates the girls and we will change the curriculum accordingly.

	Michaelmas	Lent	Summer
Communication and Language	<ul style="list-style-type: none"> <li>Using talk to communicate meaning</li> <li>Begin to understand concept of word</li> <li>Listening skills</li> <li>Mark making</li> </ul>	<ul style="list-style-type: none"> <li>Using talk to connect ideas</li> <li>Developing vocabulary</li> <li>Listening skills</li> <li>Giving meaning to mark making</li> </ul>	<ul style="list-style-type: none"> <li>Using talk to reflect ideas</li> <li>Beginning to use more complex sentences</li> <li>Giving meaning to mark making</li> </ul>
Physical Development	<ul style="list-style-type: none"> <li>Control of tools</li> <li>Using equipment safely</li> <li>Experimenting with movement</li> <li>Fine and gross motor</li> </ul>	<ul style="list-style-type: none"> <li>Increasing control of tools</li> <li>Increased independence with clothing</li> </ul>	<ul style="list-style-type: none"> <li>Increasing control of tools</li> <li>Using equipment safely</li> <li>Increasing balance and coordination</li> </ul>

	Health and Hygiene	<ul style="list-style-type: none"> <li>• Balance</li> <li>• Experimenting with movement</li> <li>• Ball skills</li> <li>• Fine and gross motor skills</li> <li>• Self-help skills</li> </ul>	<ul style="list-style-type: none"> <li>• Awareness of space</li> <li>• Fine and gross motor skills</li> </ul>
<b>Personal, Social and Emotional Development</b>	<ul style="list-style-type: none"> <li>• Settling into Nursery</li> <li>• Building relationships/friendships</li> <li>• Developing independence</li> <li>• Awareness of self-care</li> <li>• Rules and routines</li> <li>• Codes of behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Sharing and turn-taking</li> <li>• Develop attention and concentration</li> <li>• Awareness of feelings of others and themselves</li> <li>• Awareness of needs</li> <li>• Awareness of self-care</li> </ul>	<ul style="list-style-type: none"> <li>• Operate with growing Independence</li> <li>• Co-operation</li> <li>• Awareness of own needs and their peers</li> <li>• Increased awareness of needs for hygiene</li> <li>• Attention skills and concentration</li> <li>• Transition to Prep I</li> </ul>
<b>Religious Studies</b>	<ul style="list-style-type: none"> <li>• Myself</li> <li>• Baptism Advent</li> </ul>	<ul style="list-style-type: none"> <li>• Family and Communities</li> <li>• Lent and Easter</li> </ul>	<ul style="list-style-type: none"> <li>• Friends</li> <li>• Our World</li> </ul>
<b>Literacy</b>	<ul style="list-style-type: none"> <li>• Daily Phonics work</li> <li>• Familiar stories</li> <li>• Nursery rhymes and rhyming stories</li> <li>• Understanding the concept of word</li> <li>• Mark making</li> </ul>	<ul style="list-style-type: none"> <li>• Daily Phonics work</li> <li>• Stories with repetitive phrases</li> <li>• Fairy tales</li> <li>• Rhyme and alliteration</li> <li>• Mark making with intent</li> </ul>	<ul style="list-style-type: none"> <li>• Daily Phonics work</li> <li>• Joining in with stories with repetitive phrases</li> <li>• Begin to recognise some simple common words</li> <li>• Begin to form some recognisable letters</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• Number names 0-6</li> <li>• Sorting objects and numbers</li> <li>• Talking about differences in size</li> <li>• Simple shape recognition</li> <li>• Pattern</li> </ul>	<ul style="list-style-type: none"> <li>• Number names 0-10</li> <li>• Matching numbers and quantity</li> <li>• Using size language</li> <li>• Awareness of specific time based events in the routine</li> <li>• Using shapes in construction</li> <li>• Shapes in the environment</li> </ul>	<ul style="list-style-type: none"> <li>• Numbers 0-10+</li> <li>• Matching numbers and quantity</li> <li>• Number problems</li> <li>• Begin to use accurate size language</li> <li>• Shapes and Pattern</li> <li>• Similarities between shapes</li> </ul>
<b>Understanding the World</b>	<ul style="list-style-type: none"> <li>• Ourselves – within the family</li> <li>• The weather/ Seasons</li> <li>• Begin to use ICT</li> </ul>	<ul style="list-style-type: none"> <li>• People that help us</li> <li>• Farm animals – growing things</li> <li>• Increasing use of ICT</li> </ul>	<ul style="list-style-type: none"> <li>• Under the sea</li> <li>• Holidays</li> <li>• Prep 1 transition – Change</li> <li>• Confidently using ICT, equipment and resources</li> </ul>
<b>Expressive Arts and Design</b>	<ul style="list-style-type: none"> <li>• Basic painting</li> <li>• Junk modelling</li> <li>• Malleable activities</li> </ul>	<ul style="list-style-type: none"> <li>• Painting and exploring colour</li> <li>• texture</li> </ul>	<ul style="list-style-type: none"> <li>• Selecting appropriate equipment and materials</li> </ul>

	<ul style="list-style-type: none"> <li>• Role play</li> <li>• Developing listening skills</li> <li>• Sensory and creative skills</li> </ul>	<ul style="list-style-type: none"> <li>• Modelling skills</li> <li>• Malleable activities</li> <li>• Musical instruments</li> <li>• Role play alongside peers</li> <li>• Sensory and creative play</li> </ul>	<ul style="list-style-type: none"> <li>• Mixing colours</li> <li>• Role Play</li> <li>• Sensory and creative play</li> </ul>
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## 2. Getting Started

The Nursery will run morning, afternoon and full day sessions. There is also an option to attend After-School Club.

Breakfast Club (3 yrs+)	8.00am to 8.30am
Morning Sessions	8.30am to 11.45am
Lunchtime	11.45am to 12.30pm
Afternoon Sessions	12.30pm to 3.45pm
Full Day Sessions	8.30am to 3.45pm
After-School Club (3 yrs+)	3.45pm to 6.00pm

**Please note there will be late collection charge for any child collected later than their allocated session time.**

### Settling-In Period

We invite parents and children to visit the Nursery prior to your child's start date – this helps to ensure a smooth transition.

We ask that all Nursery data and information booklets are given into Nursery prior to your child starting with us so that we can read through them and begin to get to know your child. Once again, this is part of the transition process.

- 1 hour (with parent)
- 1 hour (without parent), parent stays close by
- 1 ½ hours without parent
- Morning session (full time children)

Each child's settling process is different and the settling process will reflect that.

## 3. General Information

### Absences

Please inform the School by 9.30 am if your child is absent. A letter (or email) explaining the reason for the absence must be brought in (sent) on the first day of your child's return to School, even though you have already telephoned the School.



## Appointments

If you have any concerns about your child you can make an appointment to see a member of the Nursery team after Nursery. The mornings are a busy time – staff are focused on settling the children. You can make an appointment to see the Nursery Teacher or your child's Key Person by requesting an appointment time.

## Arrival

- As you arrive at Nursery please sign in at the Nursery entrance and indicate whether your child is having a School dinner or packed lunch.
- Please indicate on the signing in form which responsible adult will be collecting your child and ensure we have their correct details in the 'Collector's Book'
- Should your child arrive after their session has started, please take them to the School's main reception area. A member of staff will bring them in to the Nursery.

## Buggies, Prams and Scooters

For those parents walking to Nursery, please note that we do not have the space to provide storage for buggies, prams or scooters – this is due to fire regulations. You may leave them underneath the covered bike shed, but this will be left at your own risk. Scooters must not be used in the school playground.

## Breaks

Children will have a **fruit break** during both the morning and afternoon sessions.

- Please provide fruit and a small bottle of water, labelled with your child's name. Water will be provided for those children who do not have a drink.
- Please ensure that fruit is peeled and chopped, this includes grapes! Please also ensure they are cut in half as they can be a choking hazard.
- No sweets, fizzy drinks or chocolate for break or packed lunch please.
- **Nuts and seeds are part of a healthy diet for those without a nut allergy. But because some pupils have life threatening allergies, please do not let your child bring nuts or seeds to Nursery.**

## Changing Facilities and Toilets

There are toilets located by the wet and messy play area of the Nursery. Children will have access to the toilets at any time throughout the day. Children will also be reminded to visit the toilet regularly. We encourage all children to be independent in this area before beginning Nursery. The Nursery team are here to support your child's individual needs. Please speak to us if you have any concerns.

## Cloakrooms

Your child will have their own peg and tote box, located in the welcome benches by the kitchen area. The tote boxes are for the storage of spare clothes in case of accidents. Pegs will be clearly labelled with a photo of your child, snack boxes for morning and afternoon snack breaks are placed in the corresponding boxes labelled AM and PM in the foyer. We suggest that you start to encourage your child to choose what snack they would like for each break and place them independently.

## Collection

- Please inform the Nursery Teacher of the daily arrangements for picking your child up from Nursery.
- If you are a working parent please introduce the person who has responsibility for collecting your child. Please ask this person to keep you informed about any notices and events that are displayed in the Nursery Foyer. Please ensure that the Nursery has their full name and contact details.
- Please inform the Nursery Teacher of any change in the arrangements for collecting your child. There is a notebook in the Nursery for this purpose.

- We cannot give you permission to take another child home without their parent's permission.
- If you are delayed, please telephone the School office, who will inform Nursery staff.
- Please ensure prompt collection, as children become very anxious if parents are late and will be taken to the afterschool club for which there is a charge.

## Forward Dates

Please check termly newsletter/VLE for school dates and events.

- The School Calendar will inform you about future dates, it is available online. Please check it carefully for relevant parents' meetings and School outings.
- **Please note that on the last day of each term and on School Feast Day, Nursery finishes at 11.45 am.**
- **Please ensure that family holidays fall within School holidays and that non-urgent dental and similar appointments are outside Nursery hours.**
- If dental or doctor appointments need to be made in term time an explanatory letter must be given to the Nursery Teacher.
- Any other absence from Nursery requires written permission, in advance of the absence, from the Headteacher.

## Independence

There are a few basic skills that will help your child become more independent and help the settling process. Try practising a few things at home so that your child is able to:

- Begin to get dressed and undressed themselves. (We appreciate this can be time consuming, but it is a really important EYFS skill to master).
- Begin to ask to use the toilet, and can wipe, flush and hand wash independently.
- Begin to recognise their own written name.
- Begin to use a spoon or knife and fork.
- Understand that she should share and take turns in activities and why she should do this.
- Listen to others and take turns in conversations.

Try not to worry if this all seems too much, the Nursery staff will be fully supportive in helping your child feel comfortable in her new School surroundings.

Accompanying this booklet there is a "St Augustine's Foundation Stage Profile" with the above information in. Please fill this information as accurately as possible as it will help us to make sure that your child's transition to Nursery is as smooth as possible. Please fill in the booklet and send it back to the Nursery, preferably before your child starts, so that we can begin to get to know your child and to settle them better.

## Labelling Clothes

Please ensure that all clothes, including spare clothes are clearly labelled with your child's full name. Please label each item individually. It especially helps us if socks and underwear are labelled too. Schoolblazer provides a labelling service when ordering your uniform.

## Packed Lunches

- Packed lunches require a named lunch box.
- Please cut sandwiches into quarters and fruit and vegetables into bite sized pieces and ensure children can open containers and packets e.g. a small tear in a cereal bar wrapper.
- We do not have facilities to microwave food or to store lunch boxes in a refrigerator.
- Please provide an ice pack in the lunch box to keep food cool.
- Please provide sandwiches with a healthy filling, fruit, and milk based desserts such as yoghurt or fromage frais.
- Please limit crisps, processed foods, sweet drinks and sweet products such as cakes and biscuits.
- Any uneaten food is sent home in the lunch box so that parents know exactly what their daughter has eaten.



## Virtual Learning Environment (VLE)

The VLE is a portal for pupils, staff and parents. You can access class-specific information, forms, newsletters and other important information.

The VLE link is on our website ([www.sapriory.com](http://www.sapriory.com)) and access will be granted on the first day of term. In order to login, please use the email address you have provided and used in your correspondence with the school to date and you will be prompted to provide a password at that point.

## Parking

Parking nearest to the School is restricted 9.00 a.m. – 10.00 a.m. and 3.00 p.m. – 4.00 p.m. At the west end of Hillcrest Road, outside the park, there is a yellow line which only restricts parking between 11.00 a.m. – 12.00 noon. The School has been given to understand by the Council that there will be a 10 minute “grace” period when girls may be collected. It would be a good idea to put a note inside the windscreen to say “Collecting child from School, will be 10 minutes”. As part of the Parent’s Fundraising Committee efforts, a car window sticker with the school crest and a note to say you are collecting your child, can be purchased. Please contact the Parent’s Fundraising Committee or ask in the School Office for this sticker. A small fee is charged for each car sticker.

There is a zebra crossing outside the School, please use it if you need to cross the road to promote good practice with your daughter. Please do not park on the zigzag lines outside the School. Parking too close to the School gates puts lives at risk. Please do not use the entrance to the staff car park as a turning point.

There is a large covered bicycle shed where children may lock up their bicycles. The shed is situated outside the Junior and Senior cloakrooms on the east side of the building. Your daughter can access the bicycle shed through the cloister to the right of the Clock House.

## School Lunches



School lunches are freshly cooked on the premises each day in the School’s own kitchen by professional catering staff. The menu is varied, catering for most dietary and religious requirements with sandwiches, baguettes, a salad bar, fresh fruit and yoghurts as well as a hot pudding.

On behalf of Holroyd Howe, please be advised that some of the menu items may contain nuts, seeds and other allergens. As such, there is a small risk that tiny traces of these may be in any other dish or food served here.

Lunch is offered on a termly basis.

**For new pupils, unless written notification to the contrary is received by the School Bursar you will be invoiced for lunches. A full term's written notice to the School Bursar is required should you wish to withdraw your daughter from School lunches.**

### Useful telephone numbers

School telephone: 020 8997 2022 (to report absences)  
 The Bursar: 020 8991 7501 (issues relating to School fees).  
 The School Health Officer: 020 8991 7516 (any health issues)  
 School Outfitters: 0333 7000 703 (Schoolblazer, online)

### What year is my child in?

EYFS	Age Range	Equivalent Year Group
Pre-Preps – Nursery (Boys and Girls)	3-4 years	Foundation Stage I
Prep I	4-5 years	Reception or Foundation Stage II

Prep Department	Age Range	Equivalent Year Group
Prep II	5-6 years	Year 1
Prep III	6-7 years	Year 2

Junior Department	Age Range	Equivalent Year Group
Lower I	7-8 years	Year 3
Upper I	8-9 years	Year 4
Lower II	9-10 years	Year 5
Upper II	10-11 years	Year 6

Senior Department	Age Range	Equivalent Year Group
Form III, Lower IV, Upper IV, Lower V, Upper V, Lower VI, Upper VI	11-18 years	Year 7 to Year 13

#### 4. Achievement hand-in-hand with enjoyment:

At St Augustine's we subscribe to the aim of the EYFS to achieve the five *Every Child Matters* outcomes. We believe that children learn and thrive when they are healthy, feel safe in their environment, enjoy their learning, and experience a sense of achievement. Ultimately this will help them to make a positive contribution to society and to lead and support others.



We aim to ensure that all our children enjoy their time at St Augustine's. We do understand that growing up is not always easy and the path is not always smooth, but our approach is to offer care and support on a very individualised level that will allow your child to blossom at the School. At St Augustine's your child should have the best possible opportunity to achieve her potential both academically and personally. St Augustine wrote 'Seek not to understand that you may believe, but believe that you may understand.' This underlies both our faith and our teaching.

St Augustine's aims to be a School full of fun and life, where every pupil can express her individuality and be respected as an individual. We aim to make learning both purposeful and a pleasure.

We hope the inclusive nature of the way we run our School contributes to the sense of family, belonging and mutual support that is at the heart of St Augustine's.

## **The Curriculum**

The School has a broad and balanced academic and pastoral curriculum, which as well as covering academic subjects, seeks to be responsive to each individual's gifts and talents and supportive of each individual's special needs. Our curriculum is carefully planned in order to enable every child to reach their full potential for learning and development.

## **Supporting Learning**

A number of strategies are used to support learning in School. The curriculum is differentiated where appropriate to the needs of the individual. Small group work is carried out under the direction of the teacher either by another teacher or by a teaching assistant. The activities are designed to reinforce learning. The teacher uses her professional judgement to decide which children would benefit most from a particular activity.

If the Nursery team have concerns about a child's progress, they will speak to the EYFS SENCO, who may advise an assessment by one of the School's learning support teachers or referral to an outside agency. The resulting report will be shared with parents.

## **Looking to the future**

At St Augustine's we aim to equip your child with many of the skills they will need later on in their working life; generally our children go on to University and to successful and fulfilling careers, where they achieve real economic independence and contribute to wider.



### **5. Communicating with the School**

We are keen to ensure that there is always meaningful and effective dialogue between the School and parents. For this reason we would ask parents to be mindful of the following guidance.

#### **Letters**

Information relating to health, welfare, safety, safeguarding, pupil absence and admissions procedures or any of the School's statutory duties should be communicated in writing in the form of letters to the School, in the first instance.

Parents are requested not to communicate via email with regard to these matters unless specifically invited to do so, for a purpose specified by a member of staff.

## Email

Parents should be mindful that whilst email communications may be useful on some occasions, the work of teachers is not desk-based and so responses may take some time to reach you. We would ask you, therefore, not to enter into email correspondence with staff unless specifically invited to do so for a specified purpose. This protects the security of the information exchanged, facilitates good record-keeping and allows all communication to be directly channelled to the most appropriate person within the School.

## Telephone Calls

You are welcome to telephone the main school telephone number at any time with any query you may have. We will undertake to deal with or redirect your call or take a message to ensure as rapid as possible a response to your request or concern.

## In Person

You are most welcome to speak to us in person. Please telephone the main school switchboard (02089972022) to arrange an appropriate time.

## 6. Keeping your Child Safe and Healthy

### Safety

It is one of our principal aims to provide a safe environment for your child's education, and to this end our premises and procedures have been carefully risk assessed. We also complete risk assessments for all off-site visits and activities.

The following general points should be kept in mind:

- It is vital for your child's safety that the School is kept informed of all absences or late arrivals.
- Pupils who arrive late should sign into the late-book in the Nursery, and for the safety of all our pupils we would be grateful if unexpected lateness, for example due to a car-breakdown, could be reported to the School by phone as soon as possible.
- Please inform the School by 9.30 a.m. if your child is to be absent. A letter (or email) explaining the reason for absence must be brought in (or sent) on the first day of your daughter's return to School.
- Please take the time to read carefully all correspondence from the School and return all reply slips promptly.
- When participating in off-site trips or visits it is essential that all the School procedures be adhered to and that pupils follow carefully the instructions given by staff. We appreciate parents' support in making sure this message is clearly understood by pupils.
- All Nursery Practitioners are qualified paediatric first aiders and there is a programme for updating training and qualifications.
- In warmer weather please make sure that your child comes to Nursery with sun cream on. To avoid allergy issues, we kindly ask that parents apply sun cream that will last throughout the day and need not be reapplied. Please also supply your child with a legionnaire style sunhat.

## Health

We take our duty of care for your child's wellbeing very seriously. The School aims to promote life-long health by keeping a close eye out for any conditions that may require medical attention and informing parents promptly, and also by encouraging children to be physically active and to eat healthily.



The following points should be kept in mind:

- Getting to School – As far as possible we would like to encourage as many of our children who are able to do so to walk to School. If walking is not a favourable option, the School does have good public transport options. If parents do bring their children to School by car we would be grateful if you could drive and park with the utmost care and consideration in the vicinity of the School, being aware that we do have some very small children here. The section relating to parking should be kept in mind.
- Eating healthily – We would aim to encourage all children to eat healthily and the School does provide healthy and nutritionally balanced meals. Parents who bring in food from home for their child should refer to the information in this booklet about lunches.
- We expect all parents to keep the School informed of any medical conditions that may affect your child. This is important because it allows us to support him/her appropriately. The School has a School Health Officer on site, who will be happy to speak to you privately about matters relating to your child's health, although in most cases a letter to the Nursery Teacher is usual. Please see the section below on medical guidelines.
- Pupil information sheets are a key document for both the safety and welfare of your child and we expect all parents to take the time to complete them and ensure they are returned to the Nursery promptly.

## 7. Medical Guidelines

Please do not send children who are unwell to School, it is simply not fair on them. Keep them at home and inform the School by 9.30am on the morning of absence. Once they are better children should return to Nursery with a letter signed by the parent (or an email), to the Nursery Teacher explaining the absence. Children must not come to Nursery if they pose a risk of infection to others. In particular children must be kept away from Nursery for 48 hours from the last episode of diarrhoea and/ or vomiting.

## Pupil Information

Prior to admission parents are required to complete the Pupil Information Form detailing contact information and any medical needs your child may have. **Please ensure this is completed and returned to the School Office in good time before the beginning of term so that any relevant information may be circulated to the teaching staff.**

## Medication

Medication should only be brought to the School if absolutely necessary. It must be handed in to the School Health Officer in the **original container as dispensed by a pharmacist** and include the prescriber's instructions for administration and be accompanied by a completed Medication Consent Form available from the School Health Officer.

Please ask the prescribing person to prescribe the medicine in dose frequencies which enable it to be taken outside of School hours. For example, medicines which need to be taken 3 times per day could be taken in the morning, after School and at bedtime.

Parents are responsible for supplying information about medicines their child needs to take at School, and for letting the School know of any changes to the prescription or the additional care needed. Children are not allowed to carry their own medication.

## Long Term Medical Needs

If your child has any long term medical needs, e.g. allergy with risk of anaphylaxis, diabetes, epilepsy etc., please make an appointment to see the School Health Officer. An individual School Care Plan will be jointly drawn up. Copies of this plan will be sent to you, your General Practitioner (GP) and Specialist Hospital.

## 8. School Uniform

### Uniform List

All items of uniform marked with an asterisk (\*) can only be obtained from the School Outfitters, Schoolblazer. Asterisked items bought from other outlets are not allowed. For example, if an item is marked optional then you do not have to purchase it, but if worn then it must be purchased from the School Outfitters.

### Nursery, Prep and Junior School

<b>Winter (Michaelmas/ Lent Term)</b>		<b>Nursery</b>	<b>PI</b>	<b>PII</b>	<b>PIII</b>	<b>LI</b>	<b>UI</b>	<b>LII</b>	<b>UII</b>
*	Polo: White, with School crest	✓							
*	Shorts: Plain navy polyester shorts	✓							
*	Sweatshirt: Navy blue, with School crest	✓							
*	Jogging bottoms: Navy blue	✓							
*	Rainproof Jacket: Navy packaway rain jacket	✓	✓	Optional					
*	Over-trousers: Waterproof navy blue over-trousers	✓	✓	Optional					
*	Cardigan: Navy blue with School crest	✓	✓	✓	✓	✓	✓	✓	✓
*	Blouse: white short or long sleeved reverse collar <b>or</b> White roll neck top		✓	✓	✓	✓	✓	✓	✓
*	Winter Pinafore: Bespoke St Augustine's Tartan dropped waist pinafore		✓	✓	✓	✓	✓	✓	✓
*	Winter hat: Felt navy blue with mid blue ribbon		✓	✓	✓	✓	✓	✓	✓
*	Coat: Navy Coat		✓	✓	✓	✓	✓	✓	✓
	Tights: Navy blue		✓	✓	✓	✓	✓	✓	✓
	Socks: Navy blue or white		✓	✓	✓	✓	✓	✓	✓
	Gloves: Navy blue or black (optional)		✓	✓	✓	✓	✓	✓	✓
	Shoes: Navy blue or black, low heeled (no laces and no pumps)		✓	✓	✓	✓	✓	✓	✓
	Book Bag: Blue with School crest		✓	✓	✓				
	School Bag: Blue with School crest					✓	✓	✓	✓
	Hat: Navy blue knitted or fleece	✓	✓	Optional					
	Wellingtons: For outdoor activities (to choice)	✓	✓	✓	✓	✓	✓	✓	✓
	Shoe bag (to choice)		✓	✓	✓	✓	✓	✓	✓
<b>Summer (Summer Term/First half of Michaelmas Term)</b>		<b>Nursery</b>	<b>PI</b>	<b>PII</b>	<b>PIII</b>	<b>LI</b>	<b>UI</b>	<b>LII</b>	<b>UII</b>
*	<b>Option 1: Boys and Girls - Polo shirt, white,</b>	✓							

with School crest / Navy shorts <b>Option 2: Girls</b> - Summer Dress, blue and white stripes / Cardigan, navy blue with School crest									
* Summer Dress: Bespoke tabbed style blue and white fabric		✓	✓	✓	✓	✓	✓	✓	✓
* Cardigan: Navy blue with School crest		✓	✓	✓	✓	✓	✓	✓	✓
Summer hat: Straw boater with mid blue ribbon		✓	✓	✓	✓	✓	✓	✓	✓
* Sun hat: Legionnaire-style for outdoor use	✓	✓	✓	✓	Optional				
* Coat: Navy Coat		✓	✓	✓	✓	✓	✓	✓	✓
* Rainproof Jacket: Navy blue packaway rain jacket (optional, for cooler days)		✓	✓	✓	✓	✓	✓	✓	✓
Socks: White		✓	✓	✓	✓	✓	✓	✓	✓
Tights: White (optional, for cooler days)		✓	✓	✓	✓	✓	✓	✓	✓
Shoes: Navy blue or black, low heeled (no laces and no pumps)		✓	✓	✓	✓	✓	✓	✓	✓

## 9. School Policies

School Policies and the work of the School are laid out in the Parents' Handbook and are available to all parents upon request, from the School. The procedure for requesting a copy of any documentation is to write to the Headteacher, who will then arrange a suitable time to view the document in School or post a copy out to you.

The policies are also listed on the School Website ([www.sapriory.com](http://www.sapriory.com)).

**If you have any problems accessing any downloads on the website, please telephone the School Office on 020 8997 2022.**

Whole-School Policies	Early Years Foundations Stage (EYFS) Policies
<a href="#">A1 Policy-Admissions, Misbehaviour and Exclusions</a>	<a href="#">A6/E1 Policy-Safeguarding Policy</a>
<a href="#">A2 Policy – Pupils with Special Educational Needs and Disabilities</a>	<a href="#">E1 Policy-EYFS Outings Policy</a>
<a href="#">A3 Policy-Curriculum</a>	<a href="#">E1 Policy-EYFS Personal Care Policy</a>
<a href="#">A4 Policy-Behaviour and Sanctions</a>	<a href="#">E2 Policy-On-site Risk Assessment – Prep Playground</a>
<a href="#">A5 Policy-PSHEE</a>	<a href="#">E3 Policy-Sample EYFS Risk Assessment for offsite visits</a>
<a href="#">A6 Policy-Safeguarding</a>	<a href="#">A7/E4 Policy-First Aid</a>
<a href="#">A7 Policy-First Aid</a>	<a href="#">A7/E4 Policy – Paediatric First Aiders</a>
<a href="#">A7 Policy – Paediatric First Aiders</a>	<a href="#">E5 Policy-Administration of Medicines</a>
<a href="#">A8 Policy-Anti-bullying</a>	<a href="#">E6 Policy – Prep and Pre-Prep Supervision Policy</a>
<a href="#">A9 Policy – Health &amp; Safety</a>	<a href="#">E6 Policy-Arrangements for the supervision of EYFS pupils-Reception</a>
<a href="#">A10 Risk Assessment Policy</a>	<a href="#">E6 Policy-Arrangements for the supervision of EYFS pupils-Nursery</a>
<a href="#">A11 Policy – Fire procedures</a>	<a href="#">A14/E7 Policy-Handling of Complaints</a>
<a href="#">A12 Policy-Supervision of Pupils</a>	<a href="#">E9 Policy-EYFS Missing Child Policy</a>
<a href="#">A14 Policy-Handling of Complaints</a>	<a href="#">Missing child procedure appendix</a>
<a href="#">A15 Policy-Accessibility Plan</a>	
<a href="#">A16-Timings and Scheduled Activities</a>	
<a href="#">ICT Acceptable Use Policy</a>	

<a href="#">E-Safety Policy</a> <a href="#">Appeals Policy</a>	<a href="#">E9 Policy-EYFS Uncollected Child Policy</a> <a href="#">A1/E10 Policy-Admissions, Misbehaviour and Exclusions</a> <a href="#">A2/E10 Policy – Pupils with Special Educational Needs and Disabilities</a> <a href="#">A15/E10 Policy-Accessibility Plan</a> <a href="#">E11 Policy-EYFS Behaviour Policy</a> <a href="#">E12 Policy-EYFS Policy</a> <a href="#">E13 Policy-EYFS Food and Drink Policy</a>
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## Complaints

Parents or Guardians who have a concern or complaint about the School should initially refer to Policy A14 Policy Handling of Complaints (listed above) which is available on the School website. If you would like a printed copy of this policy please contact the School Office.

If you believe your concern or complaint has not been satisfactorily dealt with under the terms of this policy you may contact the Independent Schools Inspectorate, CAP House, 9-12 Long Lane, London, EC1A 9HA. Their telephone number is 020 7600 0100.

## 10. Links with Parents and the Community

### Headteacher

Mrs S Raffray, MA

### The Governing Body of the School

Mrs S Kirby, B.A.	Chair
Mrs C Phillips, LL.B.	Vice Chair
Mrs J Austin, B.A.	Chair of Academic Committee
Mrs F Baker, M.A.	Chair of Capital Planning Committee
Ms J Burbury	Marketing Governor
Deacon A Clark, B.A., B.D.	Chair of Safeguarding Committee
Mrs S Collis, B.A., A.C.A.	Chair of Finance Committee
Mr P D’Arcy, B.Sc. M.R.I.C.S.	Capital Planning Governor
Mr F Steadman, B.A.	Academic Governor
Mr C Tipping, B.A., M.B.A.	Finance and Capital Planning Governor
Mrs S Daly	Clerk to the Governors

### Correspondence and Contact Details

Use the School address for all written correspondence.

St Augustine’s Priory Hillcrest Road Ealing W5 2JL	<b>Tel:</b> 02089972022 <b>Fax:</b> 020 8810 6501	<b>Website:</b> <a href="http://www.sapriory.com">www.sapriory.com</a> <b>Company Number:</b> 4482913 <b>Registered Charity Number:</b> 1097781
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## Term dates 2016-2017

### Michaelmas Term 2016

Thursday 1 September: Staff INSET – no classes

Friday 2 September Staff INSET and Pupil induction (Form III and Lower VI only)

Term: Monday, 5 September – Wednesday, 14 December – 12 noon finish

Half Term: Wednesday 19 October – Friday, 28 October – inclusive

### Lent Term 2017

Friday, 6 January: Staff INSET – no classes

Term: Monday, 9 January – Friday, 31 March – normal school finishing time 3.30/40 pm

Half Term: Monday, 13 February – Friday, 17 February inclusive

School Feast Day Friday, 10 February – 12 noon finish

### Summer Term 2017

Term: Thursday, 20 April – Wednesday, 12 July – 12 noon finish

Friday 26 May Staff INSET – no classes

Half Term: Monday 29 May – Friday, 2 June





St Augustine's Priory  
Hillcrest Road, Ealing, W5 2JL  
Tel: 020 8997 2022

[office@sapriory.com](mailto:office@sapriory.com)  
[www.sapriory.com](http://www.sapriory.com)



Download our St Augustine's Priory App.