



**St Augustine's Priory  
Getting Started in Prep I  
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 girls 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 girls 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.

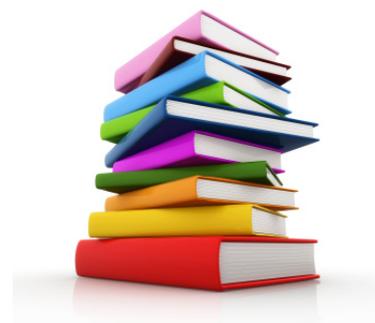


## The Curriculum in Prep I

### Areas of Learning and Development

The education of the children in the Reception class, Prep I in St Augustine's, is based on the Statutory Framework for the Early Years Foundation Stage (EYFS revised May 2016) and its curriculum requirements.

**Please ensure that you collect your child's EYFS Profile from her Nursery before the end of term and ensure it is given to the School ideally before the beginning of the Michaelmas term to allow the necessary planning for your daughter's individual needs.**



The Prep I 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.

#### 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 EYDS, so laying secure foundations for future learning. By the end of the EYFS, many girls will have exceeded the goals. Other girls will be working towards some of all of the goals. A 'Good Level of Development' is defined as achieving ELG for all 3 Prime Areas and Literacy and Mathematics.

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 special 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

The 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 Prep I is on the children's developing competence in language for communication and thinking. In small and large groups, children listen attentively and talk about their experiences. They use a growing vocabulary with increasing fluency to express thoughts and convey meaning to the listener and to clarify their thinking.



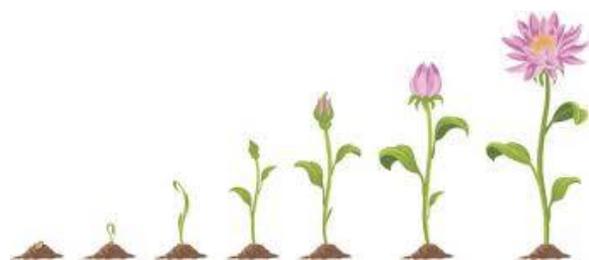
### Physical Development

The 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.

### 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 girls 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 girls are encouraged to be confident, show appropriate self-respect and are able to establish effective relationships with other children and with adults. In the course of the year girls learn to work as part of a group as well as independently, and are able to concentrate and persevere in their learning and to seek help where needed. They are eager to explore new learning, and show the ability to initiate ideas and to solve simple practical problems.

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.

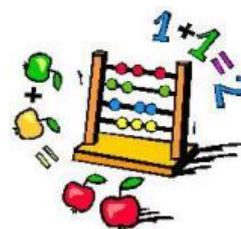
## Literacy

This Area of Learning and Development involves children becoming readers and writers. It depends on learning and being competent in a number of key skills, together with having the confidence, opportunity, encouragement, support and disposition to use them. This includes being read a wide range of books and reading simple texts, and writing for a variety of purposes. Children in Prep I listen and respond to stories, songs, nursery rhymes and poems. They make up their own stories and take part in role-play with confidence. They show an understanding of the elements of stories, such as the main character and sequence and how information can be found in non-fiction texts to answer questions about where, who, why and how.

From their first days in Prep I we encourage the girls to enjoy books and handle them carefully, understanding how they are organised. They know that words and pictures carry meaning and that, in English, print is read from left to right and from top to bottom. They begin to associate sounds with patterns in rhymes, with syllables, and with words and letters. They recognise their own names and some familiar words. They recognise letters of the alphabet by shape and sound. The children learn a phonic approach to reading combined with “look and say” and by the end of the first term all pupils will have embarked on a daily reading programme. In their writing they use pictures, symbols, familiar words and letters, to communicate meaning, showing awareness of some of the different purposes of writing. They write their names with appropriate use of upper and lower case letters and learn to hold a pencil correctly. They begin to form simple sentences sometimes using punctuation.

## 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 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 record numbers, beginning to show awareness of number operations, such as addition and subtraction, 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, Geography and Information and Communication Technology (ICT).



The focus is on children 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. Their area of learning includes art, music, movement, dance, imaginative and role-play activities and design and technology.



The focus 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.

### EYFS Forest Schools Provision



Forest Schools provision was introduced at Saint Augustine's in the EYFS in 2013. Forest Schools originated in Scandinavia in the 1950s and were based upon the views that children benefitted from having 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 Saint 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 and teamwork to name a few key skills.

Forest Schools sessions will take place in our school grounds once a week. We ask that Nursery and Prep One children come to school on Forest School day with a backpack containing waterproof jacket and trousers – these can be purchased from Schoolblazer.

For those children who are moving on from Nursery to Prep One and to Prep Two, these waterproof clothes can be used next year for Forest Schools in Prep One 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 Form Teacher each term. At these termly parents meetings, individualised targets for learning and development will be shared with parents. Your daughter's progress is monitored throughout the year and a written summary of her progress and achievement towards the Early Learning Goals is sent out to parents in July. Your child's 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. The profiles will move with the children to Prep II as part of our transition documents. The Learning Journeys will be sent home at the end of the Prep I year.

We hold a Curriculum Evening for parents in September, Stay and Play Sessions in September, a Reading Workshop in October and a Writing Workshop early in the Lent Term. Parents are invited to attend Open Afternoons in the Lent and Summer terms to share their daughter'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 daughter'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 One 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 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 school we allocate every child a Key Person who is a member of the Prep I Team. This person gets to know the child in more depth and will take responsibility for helping them to settle into school, 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.

## Prep I Curriculum Grid

	Michaelmas Term	Lent Term	Summer Term
<b>Communication and Language</b>	<ul style="list-style-type: none"> <li>• Big Talk</li> <li>• Listening and taking turns in conversation</li> <li>• Understand and follow spoken instructions</li> <li>• Initiate conversation</li> <li>• Develop vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Big Talk</li> <li>• Sustained listening skills</li> <li>• Take turns in longer conversations</li> <li>• Respond appropriately</li> <li>• Use language for an increasing range of purposes</li> <li>• Extend vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Big Talk</li> <li>• Use talk to organise, sequence and clarify thinking, ideas, feelings and events</li> <li>• Speaking with confidence and control, showing awareness of the listener</li> <li>• Extend vocabulary</li> </ul>
<b>Physical Development</b>	<ul style="list-style-type: none"> <li>• Movement</li> <li>• Spatial awareness</li> <li>• Develop fine and gross motor skills</li> <li>• Gymnastics</li> <li>• Self-help skills- dressing and toileting</li> <li>• Health and Hygiene</li> </ul>	<ul style="list-style-type: none"> <li>• Use of apparatus for climbing and balancing</li> <li>• Gymnastics</li> <li>• Ball skills</li> <li>• Continue to develop fine and gross motor skills</li> <li>• Self-help skills – continue to develop independence</li> <li>• Healthy food choices</li> </ul>	<ul style="list-style-type: none"> <li>• Use of materials and tools with increasing precision and control</li> <li>• Athletics</li> <li>• Games</li> <li>• Continue to develop fine and gross motor skills</li> </ul>
<b>Personal, Social and Emotional Development</b>	<ul style="list-style-type: none"> <li>• <b>New Beginnings</b></li> <li>• Starting school</li> <li>• Getting to know you</li> <li>• <b>Relationships</b></li> <li>• <b>Say No To Bullying</b></li> <li>• Rules and routines</li> <li>• Codes of behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Getting On and Falling Out</b></li> <li>• Sharing and turn-taking</li> <li>• <b>Good To Be Me</b></li> <li>• Develop attention and concentration</li> <li>• Express emotions appropriately</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Going For Goals</b></li> <li>• Independence</li> <li>• Co-operation</li> <li>• Take into account the needs of others</li> <li>• <b>Changes</b></li> <li>• Transition to Prep II</li> </ul>

<b>Religious Studies</b>	<ul style="list-style-type: none"> <li>• <b>God's World</b></li> <li>• <b>God's Family</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Getting to know Jesus</b></li> <li>• <b>Sorrow and Joy</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>New Life</b></li> <li>• <b>The Church</b></li> </ul>
<b>Literacy</b>	<ul style="list-style-type: none"> <li>• Daily Phonics work- Letters and Sounds</li> <li>• Stories with repetitive phrases</li> <li>• Nursery rhymes</li> <li>• Non-fiction, rhyming stories</li> <li>• Begin to recognise familiar keywords</li> <li>• Use phonic skills to sound out words</li> </ul>	<ul style="list-style-type: none"> <li>• Daily Phonics work- Letters and Sounds</li> <li>• Stories with repetitive phrases</li> <li>• Traditional fairy tales</li> <li>• Non-fiction, rhyming stories</li> <li>• Recognise familiar keywords</li> <li>• Read and write simple familiar words independently</li> </ul>	<ul style="list-style-type: none"> <li>• Daily Phonics work- Letters and Sounds</li> <li>• Stories with familiar settings</li> <li>• Non-fiction, rhyming stories</li> <li>• Read and write familiar words independently</li> <li>• Begin to use simple punctuation when writing</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• Sorting and matching</li> <li>• Numbers to 10/20</li> <li>• Ordering numbers</li> <li>• More and less</li> <li>• One more/less</li> <li>• Money</li> <li>• Length</li> <li>• Weight</li> <li>• Our day</li> <li>• 2D shape</li> </ul>	<ul style="list-style-type: none"> <li>• Numbers to 20 and beyond</li> <li>• Ordering Numbers</li> <li>• Addition and Subtraction</li> <li>• Money</li> <li>• Repeating patterns</li> <li>• 2D/3D shape</li> <li>• Position</li> <li>• Weight</li> <li>• Time</li> <li>• Block graphs</li> <li>• Sharing</li> </ul>	<ul style="list-style-type: none"> <li>• Numbers to 20 and beyond</li> <li>• Addition and Subtraction</li> <li>• Number Problems</li> <li>• Money</li> <li>• Capacity</li> <li>• Time</li> <li>• 3D Shape</li> <li>• Symmetry</li> <li>• Counting in twos</li> <li>• Counting in tens</li> <li>• Counting in fives</li> </ul>
<b>Understanding the World</b>	<ul style="list-style-type: none"> <li>• Ourselves – naming parts of the body</li> <li>• The Senses</li> <li>• Our Personal History</li> <li>• Learn to use Interactive whiteboard, paint programme, digital microscope</li> <li>• E-Safety</li> </ul>	<ul style="list-style-type: none"> <li>• Animals and their Habitats</li> <li>• Lifecycles</li> <li>• Materials and changes</li> <li>• Learn to use computer, websites with adult supervision, use technology in learning and play – walkie talkies, digital camera, binoculars</li> <li>• E-Safety</li> </ul>	<ul style="list-style-type: none"> <li>• Toys and Teddies</li> <li>• Our Outside Environment</li> <li>• Water</li> <li>• Learn to use programmable toys in ICT, begin to use computer keyboard</li> <li>• E-Safety</li> </ul>
<b>Expressive Arts</b>	<ul style="list-style-type: none"> <li>• Painting</li> </ul>	<ul style="list-style-type: none"> <li>• Drawing and</li> </ul>	<ul style="list-style-type: none"> <li>• Pastel sketches</li> </ul>

<b>and Design</b>	<ul style="list-style-type: none"> <li>• Collage</li> <li>• Modelling with dough/junk materials</li> <li>• Role play</li> <li>• Developing listening skills</li> <li>• Singing together</li> </ul>	sketching <ul style="list-style-type: none"> <li>• Printing</li> <li>• Modelling with clay/junk materials</li> <li>• Dynamics and Timbre</li> <li>• Build up repertoire of songs</li> <li>• Percussion instruments</li> <li>• Role play</li> </ul>	<ul style="list-style-type: none"> <li>• Colour mixing</li> <li>• Water colours</li> <li>• Role play</li> <li>• Pace and texture</li> <li>• Build up repertoire of songs</li> <li>• Percussion instruments</li> </ul>
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The above is an outline of the work we intend to cover during the year, but we will always take advantage of any interest or event which stimulates the girls and we will change the curriculum accordingly.

## 1. Getting Started

**The Michaelmas Term starts on:**

**Monday 5<sup>th</sup> September 2016**

**Our School Day**

**Prep I:**

8.45am School begins

3.30pm School finishes (3pm on Fridays)



### Michaelmas Term 2016

Thursday 1 September: Staff INSET – no classes

Friday 2 September: Staff INSET and Pupil induction

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

## 2. General Information

### Absences

All absences should be notified to the School before 8.45 am on the morning of the absence (either by telephone 020 8997 2022, or email [attendance@sapriory.com](mailto:attendance@sapriory.com)). If your child is absent for more than one day please contact the School on each morning of absence.



If the school does not receive communication, parents of absent pupils will be contacted by text or telephone. Please respond as soon as possible to confirm the absence. Immediately upon a pupil's return to school, an explanation for the absence should be sent to [attendance@sapriory.com](mailto:attendance@sapriory.com) (unless already provided by email). Form Teachers can be copied into this email.

### Activities

A wide range of extra-curricular activities are on offer at St Augustine's Priory, the details of which are available on the website. Regular communications are also sent to parents via internal letters and on the School Calendar on the website, and regular updates provided by the PE department for sporting activities.

### Breakfast Club

Breakfast Club is open every morning from 8.00am offering croissants, cereals, juices, hot chocolate, milk and fruit. Breakfast will be charged directly to your account. The children are supervised until 8.30am when they are taken to their classroom. Children from Nursery upward may attend Breakfast Club.

### After School Club

St Augustine's After School Club is a privately owned business, registered in the name of Mrs Florencia Casaccio which operates on the School premises. It is subject to Ofsted inspection (Ofsted, Piccadilly Gate, Store Street, Manchester, M1 2WD – Phone 0300 123 1231 - [enquires@ofsted.gov.uk](mailto:enquires@ofsted.gov.uk)). Children from Nursery upwards may attend After School Club.

The After School Club runs Term Time 3.30pm–6.00pm.

Please telephone Mrs Florencia Casaccio on 020 8810 1913 or 07956 621644 or email [afterschoolclub@sapriory.com](mailto:afterschoolclub@sapriory.com).

Please note that there are separate medical and first aid arrangements for the After School Club.

### Arrival

If you wish to leave your daughter a little earlier, the School is open from 8.30am and the Teaching Staff will supervise your daughter in the classroom. Late arrival in the morning is disruptive to the class and best avoided. Please bring your daughter to the classroom and hand over her care to the Teaching Staff personally. To encourage independence please say your goodbyes before your daughter enters the classroom and encourage your daughter to hang up her coat and organise herself. For safeguarding reasons we ask that parents wait outside the Prep I cloakroom.

PLEASE MAKE CERTAIN THAT THE CLASSROOM DOOR AND THE GATE IN THE GARDEN ARE CLOSED AT ALL TIMES TO ENSURE THE CHILDREN'S SAFETY.

### Ballet

School Ballet lessons in Prep I are taught during the School day. Ballet kit can be purchased from Innovation Dance Boutique in Pitshanger. Your daughter will need the following:

- pink leotard
- pink ballet skirt (no tutus please)
- pink ballet cardigan
- pink ballet shoes

There is no need for ballet tights or socks as we do not change these. Please provide a ballet bag that is large enough to contain your daughter's school uniform and shoes.

### Breaks



There is a break in the morning. Please provide fruit and a small bottle of water. No sweets, fizzy drinks or chocolate for break or packed lunch please. Children who are attending Nursery for a full day will need two snacks. Drinking water from the fountain is always available. **Nuts and seeds are part of a healthy diet for those without a nut allergy. But because some pupils have life threatening nut allergies,**

**please do not let your daughter bring nuts or seeds to School.** Please ensure that grapes are cut in half as these are a common choking hazard.

### Book bags

Please bring these to school every day. These are used for carrying reading books, homework and letters from school.

### Cloakrooms

In Prep I there are toilets adjacent to the classrooms. Your daughter has permission to go to the toilet whenever she needs to.

### Collection

- Please inform the Prep I of the daily arrangements for picking your daughter up from School. If you are a working parent please introduce the person who has responsibility for collecting your daughter to the Form Teacher and make sure the School has their name and contact details.
- Pupils must be collected by an adult and not, for example, an older sibling in the school.
- Please inform the Form Teacher of any change in the arrangements for collecting your daughter. There is a notebook in the entrance to the classroom for this purpose.
- We cannot give you permission to take another child home without their parents' permission.
- Telephone the School if you are delayed and the admin staff will inform the Form Teacher.
- Please ensure prompt collection, the girls do become very anxious if parents are late.

### Communication and News

The School communicates regularly with parents using email. Please ensure email addresses are accurate. News items are published regularly on the Priory Post section of our website.

Our app (downloadable from iTunes or google play store) features Priory Post News and our twitter feed (@staugustinesp) as well as calendar items. Please join us on LinkedIn and Facebook too.

### 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)

### Delivery of forgotten items

Please only deliver items for your child at school that are genuinely urgent; forgotten homework, PE kit, and so on, are non-urgent and we ask that these are not left for collection at reception. Support staff are unable to take them to pupils as this causes significant disruption in school. In urgent circumstances, we can hold items brought in but support staff will only deliver items directly to girls in the case of an urgent medical or wellbeing concern.

### Forward Dates

Please be advised that the online calendar is the most up to date calendar of events.

- **Please note that on the last day of each term and on School Feast Day, School finishes at 12 noon.**
- The School Calendar will inform you about future dates. Please check it carefully for relevant parents' meetings and School outings.
- **Please ensure that family holidays fall within School holidays and that non-urgent dental and similar appointments are outside School hours.**
- If dental or doctor appointments need to be made in term time an explanatory letter must be given to the Form Teacher.
- Any other absence from School requires written permission, in advance of the absence, from the Headteacher via her Personal Assistant, Mrs Sumpter.



### Homework

We aim to offer a broad and balanced range of academic subjects at St Augustine's.

### Reading and Writing

- For the first half of the Michaelmas term your daughter will bring home 'phonic work' activities. There will be clear instructions to accompany this work. Your daughter will be expected to work on this activity for 10 minutes every evening and once at the weekend.
- As your daughter progresses to reading, she will be sent home with a reading book each evening. The book is accompanied by a 'Reading Record Book'. This is a means of communication between the Form Teacher and parents so that both parties are aware of reading progress.
- Your daughter will be expected to read with you for 10 minutes each evening and once at the weekend, please record the number of pages read and sign the reading record book each day.

### Mathematics

- Number work will be sent home every Friday, from the Lent term. Please supervise your daughter with this activity and return it the following Monday morning. It should not take longer than 10 minutes.
- Spellings will be sent home in the Summer term.

## House Points

Upon joining St Augustine's Priory, each student is allocated a House:

- St George
- St Michael
- St Raphael
- St Gabriel

Students can earn "House Points" for their individual House – these are usually awarded for either Academic endeavour or a 'Community' point for anything else that serves the wider aims of the school. The winning House is announced weekly and the House that gains the most points over the course of each half term is awarded a prize. The "House Points" will also be monitored on an individual basis and be rewarded appropriately.

## Independence

Please encourage your daughter to be as independent as possible so that she can dress herself and manage her toilet hygiene.

## Packed Lunches

The school provides hot lunches however pupils may bring in packed lunches if they prefer.

- 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.
- Please provide an ice pack in the lunch box to keep food cool as we do not have the facilities to store them in a fridge.
- 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.



**Nuts and seeds are part of a healthy diet for those without a nut allergy but because of pupils with life threatening nut allergies; please do not let your daughter bring nuts or seeds to School.**

## 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.

### Parking



Parking nearest to the School is restricted 9.00am–10.00am and 3.00pm–4.00pm. At the west end of Hillcrest Road, outside the park, there is a yellow line which only restricts parking between 11.00am–12.00noon.

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. Please do not park in the Staff car park or the Visitors car park. Please ensure that you use the pedestrian gates to come in and out of school, **NEVER** use the vehicle access. Please ensure that you are holding your children's hands as you cross over driveways. There is a large covered bicycle shed where girls may lock up their bicycles or scooters. 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.

### 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

### 3. 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 girls 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 daughter to blossom at the School. At St Augustine's your daughter 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 staff 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 she will need later on in her working life; generally our girls go on to University and to successful and fulfilling careers, where they achieve real economic independence and contribute to wider society as doctors, dentists, vets, lawyers, teachers, managers, academics etc.

## 4. 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 (0208 997 2022) to arrange an appropriate time.

## 5. Keeping your Child Safe and Healthy

### Safety

It is one of our principal aims to provide a safe environment for your daughter'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 8.45 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 Lead Practitioner 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.

## 6. 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 8.45 am 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 Lead Practitioner 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 - with the exception of inhalers for asthma or an EpiPen for allergic emergencies (anaphylaxis) when they are mature enough to do so.

## Long Term Medical Needs

If your daughter 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.

## 7. 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</b> - Polo shirt, white, 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)		✓	✓	✓	✓	✓	✓	✓

## 8. 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="#">E9 Policy-EYFS Uncollected Child Policy</a>
<a href="#">A16-Timings and Scheduled Activities</a>	<a href="#">A1/E10 Policy-Admissions, Misbehaviour and Exclusions</a>
<a href="#">ICT Acceptable Use Policy</a>	<a href="#">A2/E10 Policy – Pupils with Special Educational Needs and Disabilities</a>
<a href="#">E-Safety Policy</a>	<a href="#">A15/E10 Policy-Accessibility Plan</a>
<a href="#">Appeals Policy</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>

### Complaints

Parents or Guardians who have a concern or complaint about the School should initially refer to Policy A14 Policy Handing 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.

## 9. 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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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.