



## INTRODUCTION TO THE FOUNDATION STAGE (NURSERY AND RECEPTION) AND GENERAL INFORMATION FOR STARTING IN THE NURSERY – SEPT 2011

### WELCOME FROM THE HEADTEACHER

I am delighted to welcome all of our new children and their parents to Edgware Jewish Primary School. I very much look forward to getting to know you all. You will soon find that we are a friendly, family orientated, community school, described by Ofsted as having a **happy and caring atmosphere that is very conducive to learning**. Our aim is always that we will instil a love and desire in all our children for learning, Israel, mitzvos and good middos. We look forward to your enthusiastic participation as parents within our growing school community.

**Sara J. Keen** (Headteacher)

This document gives you lots of information about our Nursery class. It tells you:

- Who will be teaching your child
- What you need to know when you first start nursery
- How the Nursery day is structured
- What your child will be learning
- How we record your child's progress

Please do not hesitate to speak to a member of staff if you are ever unsure about anything.

Please note that you will also be emailed an additional document – **The Parent Survival Guide** – which gives you important general information about the school that is not repeated here. You will also be emailed a whole school staff list.

### Who's who in the Nursery?

**Mrs. Laura Shalet (Morah Laura)** – Head of Nursery

Morah Laura works at school full-time. She is involved in all aspects of the curriculum

**Miss Dina Erlich (Morah Dina)** - Early Years Practitioner.

Morah Dina works full-time in the Nursery. She is the dedicated Head of Nursery in Morah Laura's absence.

**Mrs. Nicky Zelmanovits (Morah Nicky)** - Early Years Practitioner.

Morah Nicky works in the Nursery part time (from 11:00am – end of day)

**Mrs. Lacramioara Goldan (Morah Mia)** - Classroom Assistant

Morah Mia works full-time in the Nursery.

**Mrs. Christine Fiore (Morah Christine)** - Early Years Practitioner.

Morah Christine works in the Nursery part time (from 8:15am – 12:30pm)

**Miss Shoshi Benesh (Morah Shoshi)** – Ivrit teacher

Morah Shoshi spends time each day in the Nursery teaching Ivrit songs, stories and games.

## **What type of people work in the Nursery?**

Wherever possible, our staff are either qualified teachers (QTS) or qualified Early Years Practitioners (NVQ 2 or 3). Early Years Practitioners are fully knowledgeable and qualified to teach the Foundation Stage curriculum in both Nursery and Reception.

Sometimes we employ staff without qualifications because we can see that they have good teaching and childcare skills. An unqualified member of staff may already be enrolled on a training programme to gain a childcare qualification. We encourage our unqualified staff to study for teaching and / or childcare qualifications whilst working with us.

We also use parent helpers and other volunteers to complement these ratios. This helps us to:

- give extra time and attention to each child;
- talk more with the children about their interests and activities;
- provide individual support to children who may sometimes require it; and
- prepare a wide variety of original resources for the children.

If the class teacher is absent, the class will be led by an alternative teacher from within the school; one of our qualified Early Years Practitioners or a qualified supply teacher.

## **Starting at our school and settling In**

### ***Before starting***

You will have received a separate email regarding start dates, times and settling in. The Nursery staff will be visiting you and your child at home during the first week of term. You have already been advised of that home-visit appointment. During the home visit, the Nursery staff will complete a **Home Visit Form** with you regarding your child's current level of development. This information will help staff to settle your children into Nursery. .

### **Remember that you need to do the following before term starts:**

- buy your child's school uniform and name all of it (the uniform list has been emailed to you separately and is also on the website in case you lose your copy)
- buy a packed lunch bag, water bottle and snack box, all of which your child can open independently
- buy a small rucksack type school bag
- pay the first term's school fees or set up your standing order
- complete all the paperwork you have been sent including the registration form
- name a full set of spare clothes including underwear
- name a pair of wellies to keep in school for wet outdoor play

### ***On the first day***

Parents/carers are welcome to stay with their children for a while when they first start the Nursery although we will also encourage the children to spend some time in the Nursery independently without their parents/carers. Please do not slip out of the classroom without saying goodbye to your child or to the staff. Some children find it comforting if parents promise to come back with a little treat. This helps them to learn that when you tell them the next day you will come back later, you really will keep your promise and come back later.

**We ask that one parent (or a close relative, family friend or nanny) is available in the local area, easily contactable on a mobile telephone during the first week of settling in should we unexpectedly need to call you and ask you to return to the Nursery.**

***What should I bring with to the Nursery class on the first day?***

Please send your child with a **NAMED plastic bag with a full NAMED change of clothing** (including underwear, tights, socks etc). This is helpful in the event of an accident. Once you have purchased your school PE bag (see below), your child's spare clothes will be stored in the PE bag.

Your child should bring with a small fruit/vegetable snack (cut up in a small named Tupperware style container) and a named bottle of fresh drinking water (both of which your child can open independently).

Please also bring with your child's named school cap on the first day and give it to the Nursery staff. All the children's caps are kept in school so that they can wear them outside if it is sunny.

***What do I have to bring to the school office on the first day?***

Please come into the school office to introduce yourself. Please bring with you a **CHEQUE** for **£9.00** to purchase a school reading bag and PE bag for your child. The cheque should be made payable to Edgware Jewish Primary School with your child's name and 'reading and PE bag' written on the back. **Please note that we do not accept cash in the school office.** We will distribute the named reading and PE bags to the children later in the week.

**UPDATE FOR SEPTEMBER 2011: SINCE THE LOGO MAY BE CHANGING WITH THE CHANGE OF SCHOOL NAME IN JANUARY 2012, WE WILL PROVIDE THE READING BAGS & PE BAGS TO NEW CHILDREN FREE OF CHARGE JUST FOR THIS TERM.**

If you have not yet returned them, please also ensure that you bring back all the other forms that need completing, signing and returning, including the:

- Individual Pupil Registration Form
- Antiseptic letter
- Headlice permission slip
- Photo and Video permission
- PTA contact details

**What do I (or my rota, nanny, au-pair etc) need to help my child with every morning?**

1. hang up your child's coat and bag in the cloakroom
2. put your child's lunch box on one of the lunch box trolleys in the resource area
3. put your child's water bottle in the water bottle tray in the classroom
4. put your child's snack box in their tray
5. find your child's name and photograph and stick it on the 'Who is here today?' display
6. choose and settle into an activity

### **What should I do if my child is not yet toilet trained?**

If your child is not yet toilet trained, please inform us when we visit you at home so that we can talk about it together and decide on a satisfactory strategy.

### **Arriving on time in the Morning**

The Nursery class opens at 8:30am and all Nursery children should be at school by 8:45am. Nursery children who arrive late are often tearful and find it difficult to settle as all their friends are already involved in activities.

### **How do full days and half days work?**

**Full day collection is anytime from 3:20pm - 3:30pm.**

**Half day collection is at 1:00pm.**

All Nursery children start off doing a half day at school. They can start staying for a full day (3:30pm) from **Wednesday 26<sup>th</sup> October 2011**. Before the Succos break, Morah Laura (Head of Nursery) will advise parents individually regarding their child's readiness to stay a full day. Children who are tired or tearful, are having regular toilet accidents or who are not eating their lunch are not yet ready to stay for the full day may be asked to attend for half the day until they become more able to cope with a full Nursery day.

We anticipate that all Nursery children will be staying for a full day by the Summer Term.

Some parents of full-day children may wish to collect their children after lunch once or twice a week to attend out of school activities, visit grandparents or simply to spend quality time with them. This is perfectly possible as long as you have informed us in writing and is of a consistent pattern each week. It is not possible to tell us on an ad-hoc basis whether your child will be staying full-day or half-day (apart from specific situations eg for medical appointments, family celebrations etc). Please note that parents who choose to take their children out for the afternoon cannot exchange the free afternoon session for the morning paid session.

**Please note that it is not possible to collect children in-between 1:00pm and 3:20pm (apart from specific situations eg for medical appointments).**

### **What are the different things my child may do throughout the day?**

- We organise the day so that your child takes part in a variety of child-chosen, adult-directed and adult-led activities.
- Outdoor activities in the playground contribute to children's health, their physical development and their knowledge of the world around them.
- The Nursery day has a fairly consistent timetable every day that the children learn to predict and anticipate. This helps them to become confident and independent within the Nursery.
- The day includes times for:
  - davening and bentching;
  - free play both inside and outside;
  - focussed activities with an adult (eg learning how to use a new computer program)

- snack time (milk and fruit/vegetables) and lunch time
- stories and songs (including in Ivrit)
- more formal carpet time teaching (eg learning about the weather, sedra, current topic)
- tidying up

**These daily routines and activities also help the children to become confident with the routines and obligations that form part of their lives as Orthodox Jewish children.**

### **Is there a school uniform for the Nursery children?**

You will have received a school uniform list in a separate e-mail. We ask that the children should come to school **each day in clean school uniform and clothes** as this helps them to develop their feelings of self-respect and pride in their school and for themselves.

Please note the following from the school uniform list:

- The Nursery royal blue polo top and the school sweatshirt are compulsory school uniform.
- Each child is also required to have a school cap which is kept in school.
- Each child is required to have a school fleece. The fleece is useful on cooler days for walking to school and for quickly taking on and off for the playground without having also to wear a coat.
- For reasons of Health and Safety, children may not wear open sandals or crocs in school.
- **For reasons of Health and Safety, Nursery children may not wear hairgrips in their hair or kippot.** Many of the hairgrips fall out and some of the younger children pick them up and put them in their mouths. We advise that the boys wear the style of kippah that fits comfortably on their heads without falling off.
- Boys must wear Tzitzis to school every day. We request that parents unstitch the back pockets so that the Tzitzis can be tucked in. This makes it easier for the boys to go to the toilet. It is far better for the boys to wear a smaller size of Tzitzis than a larger size as long Tzitzis can, for example, become tangled in the wheels of a trike.
- Your child will **always** need adequate and waterproof outdoor clothing as we like the children to be able to play outside as much as possible, including in the rain.

### **Please can you make sure that all clothing items are clearly labelled.**

We do provide protective clothing for the children when they play with messy activities. However, we advise that Nursery children should not wear expensive 'designer' clothes to Nursery since accidents can still happen. **Please can you send a set of named change of clothing (including underwear, tights, socks etc) in for your child.** The children will keep their spare clothes in their PE bags. Please check the contents regularly and refill when necessary. Please also check that the spare clothes (especially tights and trousers) still fit your child.

If your child is lent spare school clothes to wear (labelled EJPS), please can you wash them and return them to school as soon as possible.

We encourage children to gain the skills that help them to be independent and look after themselves. These include taking themselves to the toilet and taking off - and putting on - outdoor clothes. Clothing that is easy for them to manage (without small fiddly, difficult to reach buttons) will help them to do this. Nursery children should **not** wear dungarees or belts to school as these are particularly difficult for the children to manage in the toilet independently.

### **Keeping in Touch**

All parents are welcome to speak to members of the Nursery team at the beginning and the end of the day. If you wish to speak to Morah Laura privately, or feel you need more than a five minute chat, Morah Laura will be happy to make an appointment with you.

We invite parents in for meetings with each child's key worker and also for termly open evenings when you will be able to meet with the whole Nursery team. At the end of the year you will receive a comprehensive report detailing your child's progress.

### **Explaining Educational Terminology**

For many parents, the terminology used in schools can be confusing. To help you understand how primary schools work, we have put together this brief summary:

- The **Foundation Stage** in any school comprises of the Nursery and Reception classes.
- Years 1 and 2 are **Key Stage One** and Years 3 – 6 are **Key Stage Two**.
- The government department for education and skills is now called the **Department for Education – formerly The** Department for Children, Schools and Families. This is also known as the **DfE**.
- The DfE is responsible for determining all the national curriculum documents.
- The **National Curriculum** is the curriculum set by the government for school children from Year One.
- The provision for children's development and learning in both the Nursery and Reception classes is guided **The Early Years Foundation Stage (EYFS)** (0-5 years).
- The **Early Years Foundation Stage (EYFS)** is a comprehensive statutory framework issued by the **Department for Education (DfE)** that sets the standards across the country for the learning, development and care of children from birth to five.
- Our Reception class curriculum also includes transitional elements from the **Primary Framework for Literacy and Mathematics** in order to prepare the children for the National Curriculum when they enter Year One.
- Many of the children starting in our Nursery class will have been attending a previous Nursery setting. This setting will also have been following the **Early Years Foundation Stage (EYFS)**.
- Many of these Nursery settings will have completed an **All About Me** report about each child and will have sent us a copy. This helps us to know about your child's previous learning.

## **A Nursery Education**

Children start to learn about the world around them from the moment they are born. The care and education offered by our school helps children to continue to do this by providing all of the children with interesting activities that are appropriate for their age and stage of development.

**The Early Years Foundation Stage (EYFS)** divides children's learning and development into six areas. **We integrate all areas of kodesh learning into these six areas.**

1. Personal, Social and Emotional development (**this includes middos and mitzvos**);
2. Communication, Language and Literacy development (**this includes learning to read Hebrew in Reception and learning to speak Ivrit**)
3. Problem Solving, Reasoning and Numeracy;
4. Knowledge and Understanding of the World (**this includes learning about Sedra, Chagim and general Jewish knowledge**);
5. Physical development; and
6. Creative development.

Our Early Years (Foundation Stage) policies contain more comprehensive information regarding all the six areas of learning. They are available for viewing via the school website: [www.ejprimary.org](http://www.ejprimary.org)

For each area, the EYFS guidance sets out Early Learning Goals. These goals state what it is expected that children will know and be able to do by the end of the Reception year.

**As much as possible, we integrate kodesh and chol together within the Foundation Stage. Both kodesh and chol activities are planned to follow the guidance laid out in the Early Years Foundation Stage (EYFS) curriculum.**

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

This area of children's development covers:

- having a positive approach to learning and finding out about the world around them;
- having confidence in themselves and their ability to do things;
- valuing their own achievements;
- being able to get on, work and make friendships with other people, both children and adults;
- becoming aware of - and being able to keep to - the rules which we all need to help us to look after ourselves, other people and our environment;
- being able to dress and undress themselves, and look after their personal hygiene needs;
- being able to expect to have their ways of doing things respected and to respect other people's ways of doing things;
- **learning about davening, middos and mitzvos; and**
- **learning appropriate behaviour within a framework of orthodox Torah values.**

Please see our Foundation Stage Curriculum Personal, Social and Emotional Development policy on the school website for more detailed information including examples of children's activities.

### **Communication, Language and Literacy Development**

This area of children's development covers:

- being able to use conversation with one other person, in small groups and in large groups to talk with and listen to others (**including learning conversational Ivrit**);
- adding to their vocabulary by learning meanings of and being able to use, new words;
- being able to use words to describe their experiences;
- getting to know the sounds and letters that make up the words we use;
- listening to - and talking about - stories;
- knowing how to handle books and that they can be a source of stories and information;
- learning how to read (**we start to teach English and Hebrew reading the Reception class**)
- knowing the purposes for which we use writing;
- making their own attempts at writing (**Nursery = mark making**) and
- developing writing skills (**we start to formally teach English writing in the Reception class**).

Please see our Foundation Stage Curriculum Communication, Language and Literacy policy on the school website for more detailed information including examples of children's activities.

### **Problem Solving, Reasoning and Numeracy**

This area of children's development covers:

- building up ideas about how many, how much, how far and how big;
- building up ideas about patterns, the shape of objects and parts of objects, and the amount of space taken up by objects;
- starting to understand that numbers help us to answer questions about how many, how much, how far and how big;
- building up ideas about how to use counting to find out how many; and
- being introduced to finding the result of adding more or taking away from the amount we already have.

Please see our Foundation Stage Curriculum Problem Solving, Reasoning and Numeracy policy on the school website for more detailed information including examples of children's activities.

## **Knowledge and Understanding of the World**

This area of children's development covers:

- finding out about the natural world and how it works;
- finding out about the made world and how it works;
- learning how to choose - and use - the right tool for a task;
- learning about computers, how to use them and what they can help us to do;
- starting to put together ideas about past and present (**this includes learning about Sedra and Chagim**) and the links between them;
- beginning to learn about their locality and its special features; and
- learning about their own and other cultures, **including Jewish general knowledge & Chagim**.

Please see our Foundation Stage Curriculum Knowledge and Understanding of the World policy on the school website for more detailed information including examples of children's activities.

## **Physical Development**

This area of children's development covers:

- gaining control over the large movements that they can make with their arms, legs and bodies, so that they can run, jump, hop, skip, roll, climb, balance and lift;
- gaining control over the small movements they can make with their arms, wrists and hands, so that they can pick up and use objects, tools and materials; and
- learning about the importance of - and how to look after - their bodies.

Please see our Foundation Stage Curriculum Physical Development policy on the school website for more detailed information including examples of children's activities

## **Creative Development**

This area of children's development covers:

- becoming interested in and exploring the way that a wide variety of media and materials (paint, collage, sand, construction etc) as well as music, dance, words, stories and role-play can be used to express ideas and feelings.

Please see our Foundation Stage Curriculum Creative Development policy on the school website for more detailed information including examples of children's activities.

### **How do you record my child's progress in Nursery and Reception?**

We keep a Foundation Stage Pupil Record of Achievement for each child. Children's records of achievement help us to record and celebrate their accomplishments so that we can work together to provide what they need for their continuing progress and well-being. We observe the children whilst they are playing and taking part in all the activities and record when they are showing **significant achievement** in any particular area. We also take a lot of photographs of the children learning and playing.

We welcome information about **significant achievement** outside of school and will record this in your child's file. We encourage parents and carers to send us in written notes ('clever notes') to tell us when they see their child developing new skills or learning new information. We put the 'clever notes' in your child's record of achievement. All this information helps us to identify your child's level of progress so we can then decide on how to help your child to move on to the next stage.

Parents have a chance to see their children's Foundation Stage Record of Achievement file at parents' evenings. At the end of the Nursery year, the file is passed to the Reception class so that we can continue to record the progress of the Reception children in the same way in that file.

**On the Parents' Noticeboard in the Nursery classroom you will find a poster giving information about Ofsted. Ofsted registers and inspects childcare for children. If you would like to contact Ofsted the number is 0845640404.**

**We are very much looking forward to your child starting our Nursery in September.**

**Please also read the document 'Parent Survival Guide to Edgware Jewish Primary School' for the rest of the information you need to know.**

***Sara Keen***

***Laura Shalet***

***Alison Jacob***

**Sara Keen (Headteacher) (Head of Nursery ) (Foundation Stage Leader/Deputy Head)**

**August 2011**