

Keston Primary School

Early Years Handbook





KESTON PRIMARY SCHOOL

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Dear Parents and Carers,

We are delighted that you are considering Keston Primary School for your child. One of the best ways to get to know a school is to visit. Unfortunately, due to Covid-19 restrictions we are unable to host visits to the school at the moment. We are however delighted to be able to share with you a virtual tour of the school's Nursery and Reception classes. We hope this, along with our School Council video, our handbook and welcome video, will provide you with the information you need, to know whether Keston is the right school for you and your child.

We recognise that parents play an important role in their child's education and should you choose Keston, we would hope to establish a strong working partnership with you. We are committed to providing a caring and stimulating environment where every child can thrive.

We realise that you will have many questions and we hope this handbook will give you some of the information you need.

We hope that you will choose Keston Primary School and look forward to welcoming you to our school in the near future.

With best wishes,

Helen Green
Head of School



Our Mission



Our motto here at Keston Primary School is '**Respect, Believe, Achieve**'.

We believe that an environment that harbours trust, values perseverance and nurtures children's individual talents and abilities, allows all our children to achieve their potential.

In partnership with PACE academy trust, we aim to provide a rich, inspiring and stimulating Early Years environment for the children.

We offer a happy, safe and caring environment where children feel secure, giving them the firm foundation on which their future learning can be built.

We encourage the children to become independent and confident learners by providing them with high quality learning environments, both inside and out.

We value investigation and exploration and provide children with opportunities to be creative, imaginative and resilient.

Keston Early Years is part of the primary school and consists of two large bright classrooms nursery classrooms and 2 spacious Reception Classrooms, both with integral toilets and outdoor space, including a sheltered area, mud kitchen and digging area, allotment area, and sand pit. Our school site has an extensive range of outstanding facilities that really enhance our learning environment. The fields and playgrounds are generously sized and therefore allow us to offer a range of sporting activities, including the famous weekly Keston Kilometre.

We have a pond which is abundant with aquatic life and is used regularly by classes, including the nursery during the spring and summer months. Our computer suite has 30 computers and is accessed weekly by children from Year 1 upwards. All classes also have access to other electronic devices such as chrome books. We have a dedicated music studio and 2 halls which allows us to maximise learning opportunities across the school, including, sports events, extracurricular clubs and performances.

The Nursery provides spaces for 52 children. Children enter the Nursery in the September of the academic year in which they are 4 years of age. The children attend five days each week during school term time and are based in classes of 26, each with a full time teacher and a teaching assistant. All children attend every morning session with an option to stay all day in sessional care, paying fees for the extended session. The Sessional Care provision, which is managed by the Early Years Leader, is staffed by nursery nurses and teaching assistants – with an overall ratio of 1:8 (children with Special Educational Needs may be allocated additional adult support).



SESSION TIMES

Session	Funding	Timings
Mornings (5 x weekly)	15 Hour Funded for all	9 am – 12 pm
Sessional Care Optional session patterns booked in advance	Self-Funded or FEE Funded	12 pm – 3 pm

Our Reception year is comprised of two classes: Red and Blue. Each class has a maximum of 30 children and is staffed by a teacher and a teaching assistant. After a short staggered entry children attend school full time from September of the academic year they turn 5.

Both year groups are overseen by the Early Years Leader, Rebecca Perrin.

A separate application must be made to the Primary School of your choice for entry into Reception classes, as children do not transfer automatically to Keston Primary School.



Nursery Sessional Care

A maximum of 32 children may attend Sessional Care from 12 noon until 3pm. Parents/carers are required to sign a contract agreeing to pay in advance for their chosen days and half a terms notice is required for changes to the arrangements.

Sessional Care is staffed by a professional and experienced Early Years team. It is managed by the Early Years Leader, organised day to day by a nursery nurse and supported by teaching assistants to provide a ratio of 1:8.

The children eat lunch together in the infant school hall and may bring in a packed lunch or request school dinners (at an additional cost).

When children are collected from Sessional Care before 3pm on any day, parents/carers need to access the Nursery via the school office. Should your child be absent from contracted afternoon sessions, payment will still be required.

On occasions when we will not provide *Sessional Care* (e.g. school trips) you will not be charged. We endeavour to give you plenty of notice. We usually offer a 'workshop' session for an entire morning each term where we ask that each child has an adult to work alongside them. On workshop days, Sessional Care can be provided during the afternoon.

Early Years Foundation Stage

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year.

Teaching in Nursery is delivered in accordance with the government's document, 'The Statutory Framework for the Early Years Foundation Stage'. It is an approach which brings together children's welfare, developing relationships and learning and development. The curriculum is centred on seven areas of learning, the prime and specific areas:

Prime Areas of learning:

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

And Four Specific Areas

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



None of these areas can be delivered in isolation from the others. They are equally important and depend on each other. All areas are delivered through a balance of adult led and child initiated activities. In each area there are Early Learning Goals (ELG's) that define the expectations for most children to reach by the end of EYFS/Reception.

These are underpinned by the 'Characteristics of Effective Learning', which show the learning styles of individual children.

- **Playing and Exploring** – Children investigate and experience things, and 'have a go'
- **Active Learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- **Creating and Thinking Critically** – Children have and develop their own ideas, make links between ideas, and develop strategies for doing things



The Early Years Curriculum



Three areas of the Early Years Curriculum are particularly crucial for igniting children's curiosity and enthusiasm for learning and building their capacity to learn, form relationships and thrive. These are called the *'Prime Areas'* and are:

Communication and Language –

Focuses on the understanding of key concepts, listening and attention skills, following instructions, ordering events and sequencing stories, asking and answering questions and forming narratives

Physical Development –

Focuses on developing gross motor skills such as movement, balance, coordination, spatial awareness, ball skills, and fine motor skills such as handling tools and pencils for writing. Also explores the importance of good health and safety measures

Personal, Social and Emotional Development –

Focuses on managing feelings and emotions, forming positive relationships, turn taking, self-confidence, collaboration skills and positive behaviours

The other four areas of learning are known as the *'Specific Areas'*, through which the Prime Areas are strengthened and applied. These are:

Literacy –

Focuses on the development of early reading and writing skills

Mathematics –

Focuses on developing a firm understanding of number and applying this knowledge to solve simple problems. Also include shapes, space and measures

Understanding the World –

Focuses on exploring the world around us; materials, plants, animals and changes, families and communities and using technology for a purpose

Expressive Arts & Design

Focuses on exploring creativity through music, dance, role-play, stories and developing art and design skills



Learning and Development



At Keston we believe that 'Play' is how children learn best. Play can be seen as;

- Purposeful
- Learning
- Activities for the
- Young



'Children's play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level. Play with peers is important for children's development.'

Through play our children explore and develop learning experiences, which help them make sense of the world. They have the opportunity to practise skills, develop ideas and think creatively alongside other children as well as individually. The children communicate with others as they investigate and solve problems.

'When children have opportunities to play with ideas in different situations and with a variety of resources, they discover connections and come to new and better understandings and ways of doing things. Adult support in this process enhances their ability to think critically and ask questions.'



Children at Keston are given opportunity to be creative through all areas of learning, not just through the arts. Adults support the children's thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children in our Early Years classrooms can access resources freely and are allowed to move them around the classroom to extend their learning.

Assessment in the Early Years

Throughout the year, each child's development is carefully monitored and recorded by staff. These assessments are collated throughout the year and used to create a 'profile' of their progress.

Assessments happen primarily through the use of observation, sometimes spontaneously and sometimes planned into an activity. We work closely with the children and note down the significant learning or progress that takes place.

The observations are recorded through photos, videos and notes. To assist with this, we use a programme called '2 Build' on our staff iPads.

We encourage you to also offer your own observations from home to keep us informed of your child's developments outside of school and to help us create a rounded picture of their progress.



Every half term, we invite parents to a 'Stay and Play' session where you will have the opportunity to look through your child's observations and work in their learning journal.

You will also have the opportunity to attend a parent's evening each term and will receive a formal school report at the end of the year. Further appointments to answer questions or concerns can be made with class teachers.

SEND

Children with special educational needs (SEN) have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. These children may need extra or different help from that given to other children of the same age.

Children with SEN may need extra help because of a range of needs:

- Cognition and learning difficulties
- Physical or sensory difficulties
- Social, mental or emotional health difficulties
- Communication and interaction difficulties

Many children require some additional intervention at some point in their school career. This does not necessarily mean that they have SEN. If children are identified as having SEN they are given additional support under the category of SEN support.

At Keston we are committed to being an inclusive school. Our inclusion vision is that we are committed to giving all our children every opportunity to achieve the highest standards. Through early identification and suitable provision equal opportunities are provided so that all children will thrive because barriers to learning and achievement are removed. By ensuring full participation where everyone works together, all children will 'Respect, Believe, Achieve'.

Please see our school website for more information on our SEND offer.

A Typical Day in Nursery

Doors open at 9.00am; The children will be welcomed into the classroom by a member of staff. They will independently hang up their coats, change their reading books and self-register themselves.

The children will then have time to explore the classroom activities before being brought together for registration and carpet time.

At the end of each day, parents/carers will wait outside the entrance doors and the children will be handed over one by one. During this time, we may pass on any necessary messages about your child's session.

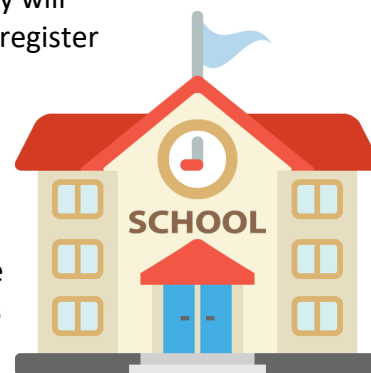
9.00 – 9.20	Nursery begins, self-registration and child-initiated activities	
9.20 – 9.30	Whole class carpet time	
9.30 – 11.30	Child-initiated activities/teacher led activity	
11.30 -11.40	Tidy up time	
11.40 – 11.50	Whole class carpet time	
11.50 – 12.00	Mornings Only Children	Sessional Care
	Getting ready for home and home time	Getting ready for lunch
12.00-1.00		Lunchtime
1.00 – 1.10		Whole group carpet time and registration
1.10 – 2.30		Child-initiated activities/Nursery Nurse led activity
2.30 – 2.40		Tidy Up time
2.40 – 2.50		Whole group carpet time: story/singing
2.50 – 3.00		Getting ready for home and home time

A Typical Day in Reception

Doors open at 9.00am; There will be a member of staff on duty in the playground from 8.45am. The children will be welcomed into the classroom by their teachers. They will independently hang up their coats, change their reading books and self-register themselves.

The children will then have time to explore the classroom activities before being brought together for registration and carpet time.

At the end of each day, parents/carers will wait on the ramp outside the classrooms and the children will be handed over one by one. During this time, we may pass on any necessary messages about your child's day.



9.00 – 9.15	School begins, self-registration and child-initiated activities
9.15 – 9.35	Register Whole class carpet time (focussing on one of the 7 areas of learning)
9.35 – 10.20	Child-initiated activities/teacher led activity
10.20-10.35	Playtime
10.35 – 10.55	Phonics
10.55 – 11.50	Child-initiated activities/teacher led activity
11.50-1.00	Lunchtime
1.00-1.15	Whole class carpet time (focussing on one of the 7 areas of learning)
1.15-2.45	Child-initiated activities/teacher led activity
2.45-3.00	Tidy up time and story-time
3.00	Home-time

Please note: the length of carpet times may extend throughout the year

Medical Conditions

If your child has been diagnosed with a life long condition then please ensure this is indicated on any application or registration form. Depending on the condition, you may be asked to provide a letter from your GP or consultant to confirm the diagnosis. This may result in you working with the school and other relevant professionals to write a Health Care Plan for your child to ensure that we are able to offer the best possible care and support for them whilst they are in school.

Educational Visits

Our school provides a range of educational visits and school workshops for the children in each year group. Our ability to provide these opportunities depends upon contributions received from parents to offset the costs involved.

Parent Teacher Association

Keston Primary School has an active PTA to which all parents automatically belong. It is lively and well supported and the school owes much to the efforts of past and present members, in the amount of furnishings and equipment which has been provided for the children. Their cooperation and interest has greatly enriched the life of the school. An AGM is held in the Autumn Term and a warm welcome is extended to all new parents. Each class has a representative and meetings are held regularly.

Breakfast Club and After School Club

Children from Reception to Year 6 can attend breakfast and after school clubs for a small fee. Breakfast club runs from 7.45 – 8.45am and after school club from 3.00 – 6.00pm.

Forms must be filled out and payments made via Parent Pay prior to attendance.

Please follow the link to our website for more information:

https://www.kestonprimary.org.uk/parents_information/breakfast-afterschool-club/

Lunchtimes

All children in Reception, Year 1 and Year 2 are entitled to free school meals, which are provided by Harrison's catering. Weekly menus are available on Parent Pay, displayed in the school and uploaded to our website. Alternatively, your child may bring a packed lunch; please follow the school's packed lunch policy (available on our website) and make this as healthy as possible. ***Please note, Keston are a nut free school so any items containing nuts are not permitted.**

Pupil Premium/Free School Meals Entitlement

All Reception age children are entitled to free school meals. However, the children of parents and carers who receive the following:

- Income support
- Income based jobs seeker's allowance
- Income related employment and support allowance
- Guaranteed state pension credit
- Child tax credit
- Financial support by National Asylum Support Service

are also entitled to receive Pupil Premium funding which is given to the school to enhance their learning.

All children on our pupil premium register will be entitled to one free school uniform every year (sweatshirt, t-shirt, trousers/skirt etc, PE Kit) and on entry to school, a book bag, PE bag, water bottle and school baseball hat.

For additional information about our school, please refer to the School Brochure available on our website at www.kestonprimary.org.uk