



St Clement & St James
CE Primary School



Welcome to the
Early Years Owlets Centre

St Clement & St James Parents Handbook - Contents

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St Clement & St James CE Primary School

22nd May 2020

Dear Parent/Carer,

We are delighted that you and your child are joining us at St Clement & St James CE Primary School. We would like to extend a warm welcome to you and your family. During these difficult and uncertain times, we want you to feel part of our loving school community and we want you to know that we are here for you. Your child starting school is one of the most exciting and special milestones you will encounter as a family. Whilst we may not be able to offer the usual settling in days during the summer term and meet you face to face, we want you to feel you have all the information you require and to make sure you feel supported over the next few months.

At St Clement & St James', we believe that a high quality education within a Christian environment is the best start a child can have in their school life. We understand that children need a secure value system as they grow up and we work hard to create meaningful partnerships with parents and the Church in order to build a strong sense of community.

Ours is a happy, friendly school where all are made to feel welcome and we will do everything we can to ensure that your child finds life with us enjoyable, stimulating and productive. We encourage children to be kind and considerate to one another, to always do their best and achieve the highest standards in their learning. We expect everyone in our community to treat other people the way they would like to be treated themselves: with kindness and respect. Visitors regularly comment on the genuine warmth and nurturing approach at St Clement & James'. We are confident in our approaches to teaching and learning and strive to do our very best for all our children.

We frequently remind children of our Christian values:

- Compassion
- Excellence
- Friendship
- Creativity
- Forgiveness
- Thankfulness

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

It is extremely important that you complete the admissions form as fully as possible as this will enable us to ensure a smooth transition for your child. The accuracy of this information is crucial in order for us to meet your child's needs and to build our partnership with you.

We really hope you will be able to join us for a Zoom meeting soon where we can introduce ourselves face to face, reassure you and inform you of any relevant information before your child starts school. This is such an exciting time and we can't wait to meet you in person.

In the meantime, please explore the website to find further information about our school. We invite you to click on the page link 'Welcome to our new families' where you can view a virtual tour of our Early Years Owlets Centre and read a detailed parent handbook.

We look forward to working in partnership with you in the months and years to come. We are very accessible should you wish to contact us with any questions or concerns.

With very best wishes,



Mrs Ellie Dowthwaite

Ellie Dowthwaite
Head of School



Sarah Bouette

Sarah Bouette
Executive Head teacher

General information about St Clement & St James

What makes us so special?

- We are one of the only small schools in the area (one form entry) which means staff have time to get to know children and families
- We have just opened our brand new Early Years Owlets Centre which has wonderful facilities for 3-5 year olds
- We are a church school with strong Christian values of friendship, thankfulness, excellence, forgiveness and compassion
- We have a broad curriculum and love the arts. We have set up the Pottery Lane Arts Centre on the school site with professional artists who work with our staff and children
- We have a caring and supportive staff team who work closely with children and families to ensure each child is calm and ready for learning. We have carefully tailored support for any child who needs a little extra encouragement and attention eg Special Educational Needs Coordinator (SENCO), learning mentors, art therapy, Place to Be (counselling), West London Zone, and speech therapy
- We are federated with St Thomas' CE Primary School (Ofsted Outstanding) which means we can share resources to ensure we have strong teaching in both schools
- 100% of parents and carers say their child enjoys school and is safe at school and 96% would recommend our school to other parents



Our Latest Ofsted Report – March 2018



During our last visit from Ofsted the inspector noted the following:

“The school’s vision and values as a Christian school where children of many faiths are welcomed and included permeates the school and beyond. There is a strong sense of warmth and belonging among pupils, staff, governors and families. The strength of the school as the hub of the local community has been borne out following the Grenfell Tower tragedy, which took place close by. During my day at the school, several people spoke to me to say how the school is supporting the many people who have been and continue to be affected. Families trust the school and value being part of a small community. One parent reported, ‘For an inner city school, it really has the feel of a village school. Everyone is made to feel very welcome and is respected.’

The leadership team has ensured that all safeguarding arrangements are fit for purpose. Leaders, including the school’s governors, have ensured that safeguarding is a shared responsibility. The staff I spoke with clearly know their responsibilities for safeguarding the well-being of children. They outlined how they practise safeguarding day to day. The recruitment of staff is systematic and leaders make thorough checks prior to appointment. Recording systems are robust, and the single central record is well maintained. Staff and governors receive regular training, which has included sessions on female genital mutilation, preventing radicalisation and online safety. The school works closely with other agencies which help to protect children, and refers pupils immediately any concerns arise. Records show that follow-up action is timely and supportive to families. Leaders know their families well and work very effectively to ensure that children are safe.

Pupils told me that their teachers and teaching assistants make them feel safe. They learn about staying safe online, and value their discussions in circle time about keeping safe.

Staff maintain the school’s high expectations for ensuring that pupils are safe when they go out on visits. All the parents and carers who responded to Ofsted’s online survey, Parent View, feel that their children are well looked after.”



Information about staffing

For the 2020-2021 academic year staffing will be as follows:

Class	Teacher	Early Years Teacher Mentor	Leaders of Learning	
Nursery	Emma Doi-President	Anna Moran	Michelle Chance	Tina Matthews
Reception	Pippa Bourne			

One other member of staff will also be teaching Early Years pupils:

- Mr Cadman: Music (30 mins per week for each year group)



A typical day in the Early Years Owlets Centre

8.45-9.15am	Self-registration and settling
9.15-9.45am	Brain Break Phonics session: phase 1 and 2
9.45-11.15am	Group activities - adult-led and child-initiated
11.15-11.45am	Story, singing, maths focus (whole group) prayers
11.45am-12.45pm	Lunch time
12.45- 1.15pm	Brain Break Review of morning's learning, story and discussion Milk and fruit time
1.15-2.45pm	Free flow learning and focus group activities
2.45- 3.00pm	Tidy up time
3.00-3.20pm	Story time, singing, Brain Break and prayers
3.30pm	Home time



Daily programme of learning

Monday am	Parent reading morning, PE session
pm	Project time/adult observations Shared and guided reading groups
Tuesday am	Music with Mr Cadman
pm	Project time/adult observations
Wednesday am	Nurture Groups Children to bring in book bags today
pm	Project time/adult observations
Thursday am	Shared and guided reading groups
pm	Project time/ adult observations Singing Assembly
Friday am	Name writing and letter formation, cooking groups, Learning Journey input
pm	Forest School session Book bags go home today



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

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

Velcro fastening shoes and slip on plimsolls can be one less frustration for both child and teacher in the early stages. **Please name your child's clothing clearly.** This helps your child recognise their name, this can be very reassuring when they are locating their special things.

It can be very worrying if a child cannot manage to go to the toilet without assistance. Wearing tracksuit bottoms help children to become independent in the nursery, however there are often stiff fasteners, particularly on school trousers, worn in the reception year and a few practice sessions are worthwhile. Please bring in a spare change of clothes for your child in the event that they need to be changed. These should be in a bag (preferably a plastic one) and hung on your child's peg.

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

Help is at hand to cut up food during lunchtime, but we would expect all children to handle a knife and fork correctly, and sit sensibly at the table.



Your role as parents

Helping at school

- We are always pleased to welcome parents into school, with many providing invaluable help in the classroom. Please volunteer to your child's class teacher if you would like to help, and please be forthcoming in letting us know where your talents lie.
- If you are able to help in school on a regular basis it will be necessary for you to complete a DBS form (Disclosure and Barring Service check) for security and safeguarding purposes. Please contact Lisa or Susie in the office if you require further clarification.



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

- You should always mention any concerns you or your child have to the class teacher as soon as possible; if the class teacher is unavailable you can speak to one of the staff on duty in the playground in the first instance. Urgent messages can be dealt with at the start or finish of the school day, or the class teacher will arrange a time when you can talk for a little longer if necessary.
- Teachers and Head of School will be available to meet with parents who may wish to discuss confidential issues, or areas which may not be covered in this handbook.



School communication

Our main form of communication is the school newsletter. This is written by the Head of School every week and is sent out to parents every Friday. An electronic copy is also posted on our website. Sometimes we also use the school entrance area to post important information that parents need to know.

Parents of St Clement and St James - Working together to support our school

We hold fundraising events at school to raise money for class trips and special educational events that support children's learning and development. If you have any spare time and would like to be involved in supporting the school in any way, please look out for coffee morning notices and fundraising events on the school website. Alternatively, you can always speak to lovely Lisa in the school office and she will be happy to help you!

Barn Owls (Reception Class)
St Clement and St James Primary School
Penzance Place
London
W11 4PG

The Playground Theatre
8, Latimer Industrial Estate
Latimer Road
London
W10 6RQ

Dear Playground Theatre,

Thank you very much for letting us come to see your play called 'We're Going on a Bear Hunt' on Wednesday the 20th of November. Our mummies, daddies and people who look after us had a cake sale to raise money for us to see the play because they know how important it is for us to go on school trips.

It was quite a long walk and our legs got tired but it was a wonderful play.

We all loved it and thought you might like to read our reviews of the puppet show.

We would love to come again. Could you please let us know if you have any more shows that 4 or 5 year olds would like to watch?

Hugs and snuggles from,

The Barn Owls

Giselle, Yasser, Shiloh, Amina, Skyla-Mae, Bertie (like the baby!), Daisy, Luka, Angel, Wilf, Leo, Aaron, Ardit, Denniekie, Louise and Mrs Moran.

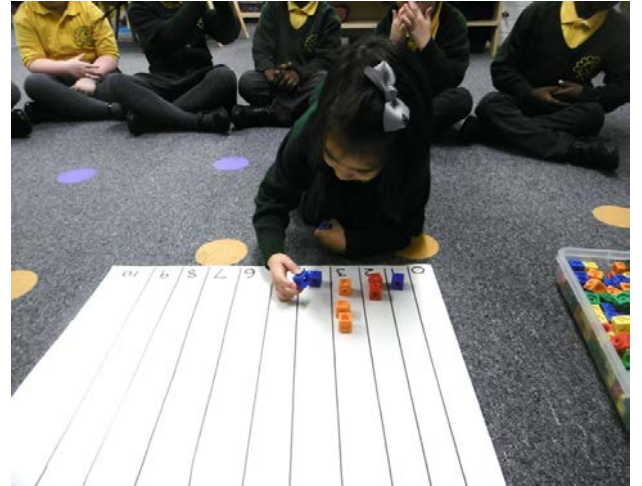
Curriculum- What children learn about in the Early Years Foundation Stage

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

The Early Years Foundation Stage



- Part of this curriculum is broadly divided into the following seven areas of learning:
 - 1) Personal, social and emotional development
 - 2) Communication and language
 - 3) Physical development
 - 4) Literacy
 - 5) Mathematics
 - 6) Understanding the world
 - 7) Expressive arts and design
- In Foundation Stage we aim to provide the children with a rich and wide range of activities and play experiences. It is largely through structured play that young children gain access to the curriculum and learn about themselves, others and the world in which they live.



- The emphasis is on learning through play. Children learn in four different arrangements:
 - In a small group of up to six, with an adult who directs the learning
 - In a group with other children in learning that the children initiate themselves
 - In a whole class situation with all of their peers
 - One-to-one, with an adult
- A child's time in the Foundation Stage should be fun! The children have the opportunity to become involved in a wide range of first hand experiences, leading to the acquisition of knowledge, skills and concepts. Each day the children will feel they are just playing and enjoying themselves. Sometimes they will choose what they want to do. On other occasions they will be asked to work with an adult and take part in an activity that helps them to concentrate and develop a particular skill. Play underpins all aspects of development and learning for young children. By playing in a secure, but challenging, environment with effective adult support, children can:
 - Explore, develop and represent learning experiences that help them make sense of the world;
 - Practice and build up ideas, concepts and skills;
 - Learn how to understand the needs for rules;
 - Take risks and make mistakes;
 - Think creatively and imaginatively;
 - Communicate with others as they investigate or solve problems





Play is a chance to lose yourself.

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

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

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

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

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

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

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

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

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

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

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

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

BUT Most **importantly**,

It is having the time of your **life**



Just Playing?



A high quality early years education is about much more than colours and shapes, numbers and letters. It's about learning to be independent, confident, strong and curious.

It's about developing children's natural joy and wonder in the world they live.

It's about having a positive attitude, forming positive relationships and believing in yourself. If children can learn to "have a go", learn from mistakes and try again, they will succeed in their future learning.

Young children learn by doing things for themselves, by exploring and investigating, watching and listening, talking and discussing, creating and communicating – in other words – playing.

Play is children's work and playing hard is very tiring! Your children may be really exhausted and perhaps a bit grumpy when they come home – please make allowances. You'll want to know what your child has been doing for the day.

"What did you do at school today?"

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

So, what have they really been doing and how will they learn if they are 'just playing'?

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

Personal, Social and Emotional Development – is about

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



Communication and Language – is about

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



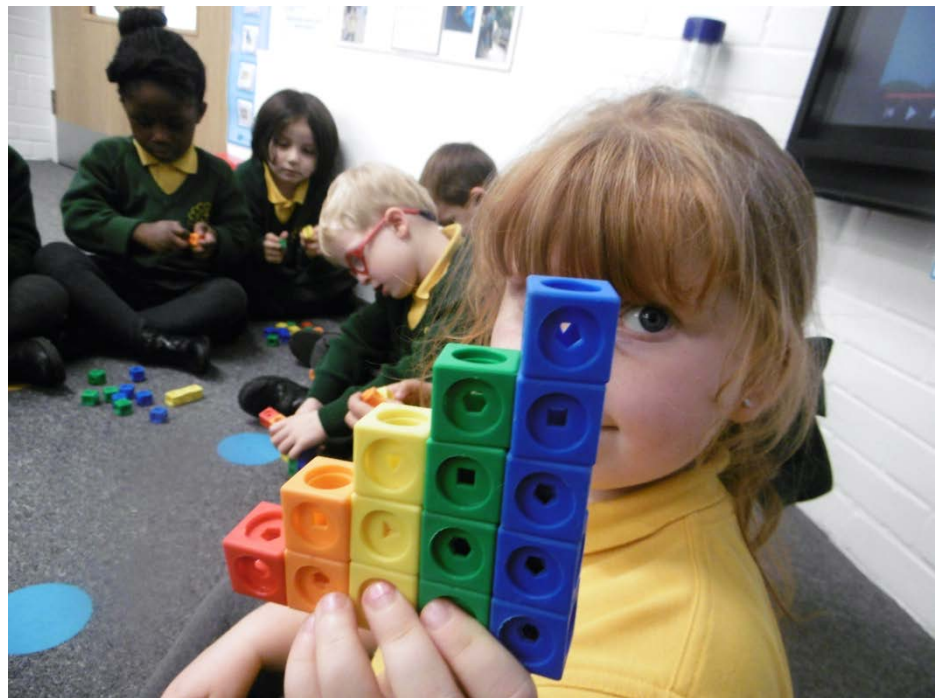
Literacy – is about

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



Mathematics – is about

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



Understanding the world – is about

- exploring the local environment
- finding out about the past
- developing an understanding of travelling to other places, distance and maps
- using technology – making models in a variety of ways
- planning, making and designing things
- exploring and solving problems
- using ICT for a range of purpose
- exploring, experimenting and having ideas
- being curious – wondering why, how, what if....?
- understanding why and how things happen
- observing carefully and closely
- experiencing and changing materials
- sharing the joy of finding things out with your friends



Expressive arts and design – is about

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



Physical Development – is about

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



Towards Independence

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



Home Learning for children in the Early Years

At this age in a child's development the best learning happens through story, play and games. Each term parents will receive an overview of the term with information outlining the general focus for the term's learning and suggesting ways you can support your child. Reception pupils (once settled) will receive on a fortnightly basis some home learning. The home learning is always fun and varied. In addition to this we encourage **all** parents to support your children by following the activities below:



- **Talk with your child** about what they have done at school (and about what they do at home). This offers a valuable opportunity for reflection and a chance to consolidate what has been learnt. It also provides a meaningful context for developing speaking and listening skills.
- **Read to your child** for a short time every day. Discuss the story, talk about the pictures and predict what will happen next or explain why an event in the story happened. The more stories a child hears, the more they learn to understand how stories work. Those with a greater experience of stories are more equipped to learn to read. A great deal of a child's understanding about the world comes from stories.
- Help your child to learn **nursery rhymes**. Act them out together. Children really enjoy this and very quickly they will learn them off by heart and be able to recite them. There are many good books containing these. One is '*The Helen Oxenbury Nursery Collection*'.
- Ask your child to read to you from **a graded reading book** that is from a structured reading scheme. In the early stages you will probably need to help your child out and do some of the reading for them. As time progresses your child will become increasingly able to read to you. Nursery children will bring home a graded reading book when the class teacher feels it is appropriate for the child.
- **Sing with your child!** Children love singing familiar songs. Those with a repetitive structure or a chorus are particularly easy for them to learn (*Ten green bottles; Old Macdonald had a farm; The wheels on the bus*)

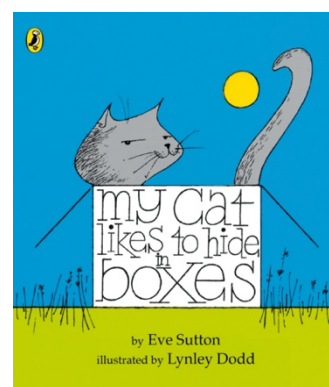
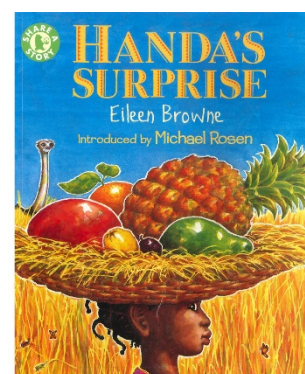
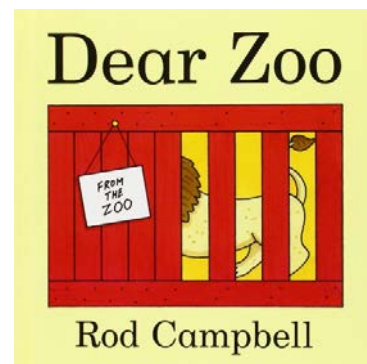
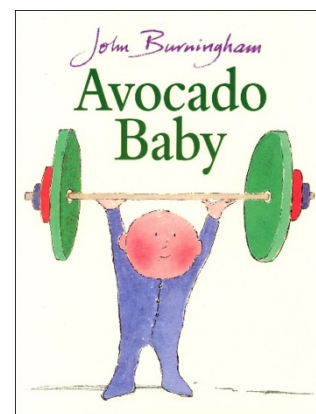
- Provide plenty of opportunities for **drawing, colouring and painting**. Drawing a picture is an important channel for children to communicate and express themselves. It is really good for them to draw frequently. Give your child the chance to use a broad range of media: crayons, felt tips, paints, pastels and chalks.
- **Make things with your child**. Children really enjoy using a whole range of different materials. Play dough helps the development of their motor skills. Replicas of everyday items can be made using paper, card, tape; glue; string; glitter; beads and a whole range of other materials.
- **Simple games** help children to develop basic mathematical skills. You could play the following games with your child: dominoes; snakes and ladders; draughts; connect 4, simple card games such as Snap and any other simple dice games. The nursery has a maths loan scheme, you can borrow games to take home to play with your child every Thursday.
- **Let your child build:** Duplo, Lego, Meccano and other construction materials help the development of their creative skills.
- **Words and numbers in the environment:** do comment on the words and numbers your child will come across during their daily life. Help to develop your child's awareness of them whenever possible.
- **Find meaningful contexts for counting:** Count with your child when they are going up or down stairs; when you go to the supermarket; when you are laying the table and at other times when the opportunity arises.
- **Ensure your child has plenty of exercise.** Children need to run around; visit a playground; play in the sandpit; climb up a climbing frame; chase a ball and go on the swings. All these activities help to develop the child's physical skills as well as assisting them to overcome fears and inhibitions.
- **Small world toys** such as a doll's house or a model garage allow children to act out their feelings through play.
- It goes without saying that **trips to places of interest** are hugely rewarding for children. They develop their knowledge and understanding of the world by extending their experience of life.
- There are many excellent interactive learning activities on **the internet** that you can enjoy with your child. The early years team will be able to provide you with a list of these educational sites.

Recommended booklist

The following books are highly recommended for nursery and reception aged children. We will be using many of these books at school. Some of these stories we will be focusing on in detail as part of our 'core book' scheme. Your child will be able to borrow some of these but you can always ask for them at the local library.

A Balloon for Grandad
A Dark, Dark Tale
Ahh said Stork
Alfie Gets in First
All Join in
Avocado Baby
Bears in the Night
Brown Bear, Brown Bear, What do you See?
Baby Gets the Zapper
Baby High, Baby Low
Can't you Sleep, Little Bear?
Commotion in the ocean
Dear Zoo
Don't forget the bacon
Each Peach, Pear Plum
Eat up Gemma
Elmer
Flop Ear
Hairy Maclary from Donaldson's dairy
Handa's Surprise
Harry and the dirty dog
How do dinosaurs say goodnight?
Hug
I Want a Sister
Jasper's beanstalk
Kipper
Kipper's Birthday
Little Bear
Little Rabbit Foo Foo
Leon and Bob
Lullaby hullabaloo
Meg and Mog
Miffy's Bicycle
Moles can Dance
Mother Goose
My Cat Likes to Hide in boxes
Mr Gumpy's Outing
Next Please
One Snowy Night
Opposites
Oscar Got the Blame
Owl Babies

Jane Ray
Ruth Brown
Gerald Ross
Shirley Hughes
Quentin Blake
John Burningham
Bernstein
Bill Martin
Ted Dewan
Stella Blackstone
Martin Waddell
Giles Andreae
Rod Campbell
Pat Hutchins
Alan Ahlberg
Sarah Hayes
David McKee
Guido Van Genechten
Lynley Dodd
Eileen Brown
Gene Zion
Jane Yolen and Mark Teague
Jez Alborough
Tony Ross
Nick Butterworth
Mick Inkpen
Mick Inkpen
Maurice Sendak
Michael Rosen
Simon Jones
Mick Inkpen
Helen Nicoll & Jan Pienkowski
Dick Bruna
Richard Edwards
Michael Foreman
Eve Sutton
John Burningham
Ernst Jandl and Norman Junge
Nick Butterworth
John Burningham
Tony Ross
Martin Waddell



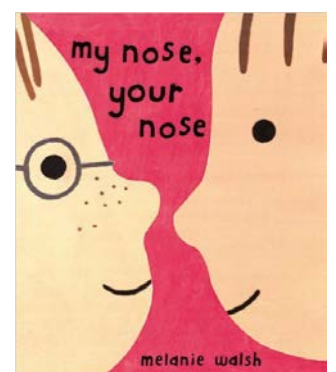
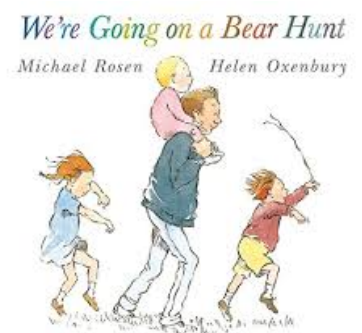
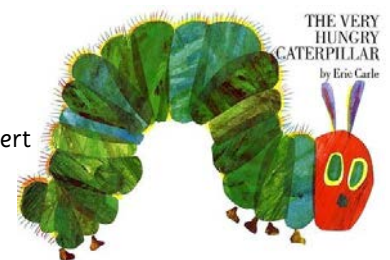
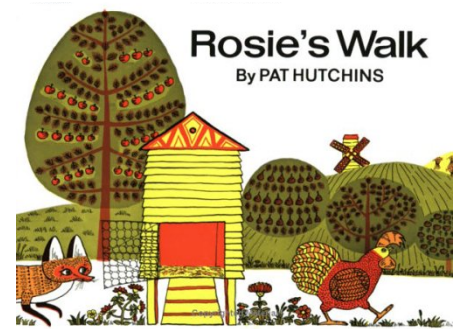
Peace at Last
 Peepo
 Picture this
 Pig in the Pond
 Rosie's Walk
 Shhh!
 Squirrel is hungry
 Tiger
 Titch
 The Animal Boogie
 The Baby's Catalogue
 The Bear under the Stairs
 The Big Hungry Bear
 The Big Red Bus
 The Cat on the Mat
 The Cock the Mouse and the Little Red Hen
 The Elephant and the Bad Baby
 The Great Enormous Turnip
 The Jolly Postman
 The Owl and the Pussy Cat Went to Sea
 The Pig in the Pond
 The Rainbow Fish
 The Shopping Basket
 The Snowman
 The Tiger Who Came to Tea
 The Train Ride
 The Very Hungry Caterpillar
 The Very Busy Spider
 The Wild Woods
 This is the Bear
 Walking through the Jungle
 We're Going on a Bear Hunt
 Where's my Teddy
 Where's Spot?
 Whoops
 Who's in the shed

Information books

Beans on Toast
 Dig Dig Digging
 Guess What I am?
 Jody's Beans
 My Nose, your Nose
 Ten Seeds
 The Egg
 Think of a Beaver
 Tools and Wheels
 Zed's Bread

Jill Murphy
 Alan Ahlberg
 Alison Jay
 Martin Waddell
 Pat Hutchins
 S. Grindley
 Satoshi Kitamura
 Ann Vrombaut
 Pat Hutchins
 Debbie Harter
 Janet and Allan Ahlberg
 Helen Cooper
 Dan & Audrey Wood
 Judy Hindley & William Benedict
 Brian Wildsmith
 Percy Graham
 Raymond Briggs/Elfrida Vipont
 Tolstoy
 Alan Ahlberg
 Edward Lear
 Martin Waddell
 Marcus Pfister
 John Burningham
 Raymond Briggs
 Judith Kerr
 June Crebin & Stephen Lambert
 Eric Carle
 Eric Carle
 James Simon
 Sarah Hayes
 Julie Lacombe
 Michael Rosen
 Jez Alborough
 Eric Hill
 Louis Batchelor
 Brenda Parks

Paul Dowling
 Margaret Mayo and Alex Ayliffe
 Anni Axworthy
 Malachy Doyle & Judith Allibone
 Melanie Walsh
 Ruth Brown
 Rene Mettler
 Karen Wallace & Mick Manning
 Venice Shone
 Mick Manning



A Guide to Handwriting

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

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

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

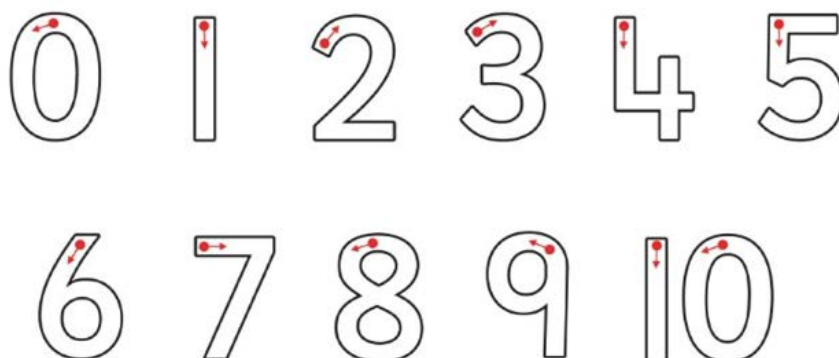
Capital Letters

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

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

Numbers

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



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

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



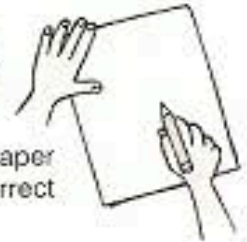
Are you sitting comfortably with both feet on the floor?



Are you holding your pencil correctly?

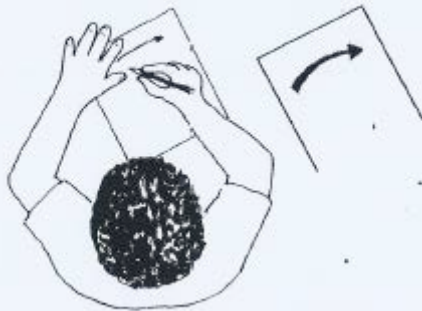


Is your paper at the correct angle?



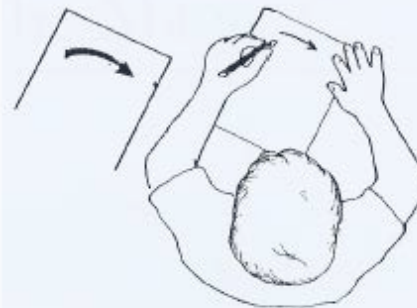
RIGHT HANDED

Place the **Right** corner higher.



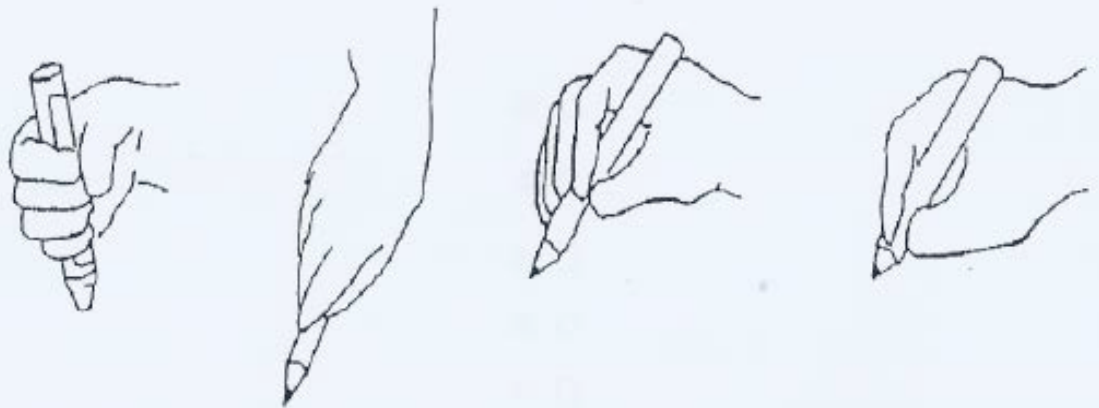
LEFT HANDED

Place the **Left** corner higher.



Children develop pencil grip over a period of time, which is linked to physical development.

Stages of Pencil Grip



12-18 months

24-36 months

3-4 years

4-6 years

Speaking and Listening

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

Standard English and Appropriate Communication Skills

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

Some examples of Standard English

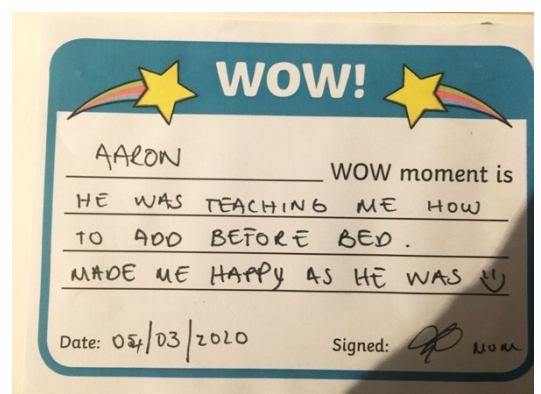
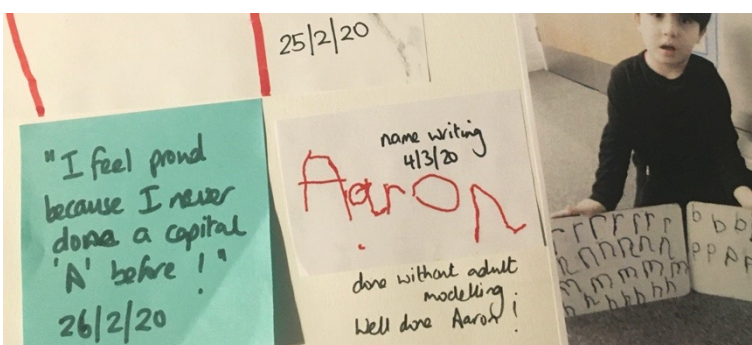
Non-standard English	Standard English
could of, should of, would of	could have , should have , would have
I done it	I did it/ I've done it (short for I have done it)
I ain't done nothing I never did nothing I never done nothing	I did not do anything . I did not do anything . I have not done anything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

How will I know how my child is getting on?

- Parents are always welcome to make appointments to see their child's class teacher at a mutually convenient time.
- On the first Friday of every month we welcome you into class to look at your child's learning journey: this book, containing annotated pieces of your child's learning, will provide you with a range of evidence about your child's achievement and the progress he or she is making during the course of the year. You are encouraged to add your comments to your child's learning journey.
- Early in the Autumn Term we will be running a curriculum morning for Reception and Nursery parents to provide more information on what we teach and how we teach in the Early Years.
- On a more formal basis, a parent consultation meeting is held every term. Parents are encouraged to make an appointment to discuss progress with the class teacher. Appointment times are posted outside your child's classroom door.
- Parents are always welcome to come into the class every Monday morning for our sharing stories sessions and every Friday morning to look through your child's learning journey with your child.
- We will be offering Open Mornings each term, where parents are invited to stay, play and learn. The aim of these visits is to enable parents and carers to have an insight into how a typical day is organized and to observe their child within the learning environment. More details on this will be available once the children have settled

- **WOW moment slips**

We recognise that the school environment is not the only place where your child will be learning and developing. We get as excited as you do watching them grow and learn new things. When we see the children doing something that we are really proud of, we make an observation to post into their learning profile. If you see your child doing something that makes you think 'Wow!' then write it down and bring it in to share with us. Please ask a member of the Early Years team for Wow! moment slips as and when you need them.



Attendance and punctuality

- For a child to reach his or her full educational potential, a high level of attendance is essential. We wish to work in partnership with parents and carers and so are seeking your full support in ensuring that your child attends school on time every day.
- The school registers are checked regularly for absenteeism and lateness; regular attendance is a legal requirement, and being at school on time is both desirable and expected. Mrs Dowthwaite our Head of School is happy to meet with parents to discuss attendance and punctuality issues. Please contact Susie Simpson in the office in the first instance.
- Our attendance target is for all children to be here at least 97% of the time. Our average attendance for 2018-2019 was 95%. Our 2019-20 target is 97%. It is important that every child receives his/her full educational entitlement: 5 days of schooling for 38 weeks of the year is 190 days. There are 13 weeks of school holidays every year and we firmly believe that this is the time when families should take their holidays. We will follow our school attendance policy consistently and will not authorise term time holidays. However, exceptional circumstances will be taken into account. Please either ring Lisa or Susie 020 7603 9225 or email info-scsj@stfed.rbkc.sch.uk if you wish to request an authorised absence or discuss your child's attendance record.
- All absences need to be authorised. This can be done in one of two ways:
 - by telephoning the school: 020 7603 9225 on the first day of your child's absence
 - emailing the school: info-scsj@stfed.rbkc.sch.uk
 - If your child is ill, please contact the school. Please make sure you phone school every day your child is absent.
 - Ensure the school has up to date addresses and telephone numbers. We will contact you by text or by telephone if your child is absent and you have not contacted the school. This ensures that we can contact you about your child, and can also contact you in an emergency situation.
 - If no contact is received regarding the absence, it will be recorded as unauthorised. Ultimately the school is responsible for deciding if the absence is acceptable or not. Only genuine absence will be authorised. You will be asked to provide medical certificates if your child has a poor attendance record.

St Clement and St. James' Attendance categories

Days off school = lost learning time

Green Group Best chance of success. Gets your child off to a flying start!	No Concern The child attends between 97% - 100% of the time. Up to 5 days of absence
Yellow Group Reasonable chance of success. Your child will miss out on important learning.	Concern The child attends between 95% - 96.99% of the time. Up to 9 days of absence
Amber Group Less chance of success. Makes it harder for your child to make progress.	Risk of Underachievement The child attends between 85% - 94.99% of the time. Up to 28 days of absence
Pink Group Not fair on your child. Could result in court action.	Severe Risk of Underachievement The child attends between 80% - 84.99% of the time. Up to 38 days of absence
Red Group Impossible for your child to be successful at school. Court action will be taken.	Extreme Concern The child attends less than 79.9% of the time. More than 38 days of absence

There are 190 days in a school year. **Every day counts!**

St Clement and St James' Christian Values

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

St Clement and St James' vision:

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

Our school values are compassion, creativity, excellence, friendship, forgiveness and thankfulness. These values help us show and grow love, faith and hope, which are at the heart of the school and are defined by 1 Corinthians 13:4-8: *"Love is patient, love is kind. It does not envy, it does not boast, it is not proud. It is not rude, it is not self-seeking, it is not easily angered, it keeps no record of wrongs. Love does not delight in evil but rejoices with the truth. It always protects, always trusts, always hopes, always perseveres. Love never fails."*

Aims:

We aim for all our children to make outstanding academic progress regardless of their starting points or backgrounds

We aim to create a happy, loving school where everyone feels welcome and pupils, parents and staff speak of their own and the school's achievements with pride

Our children will be confident, articulate, creative individuals who have a strong moral compass informed by our Christian values

To uphold and promote Christian virtues and beliefs by maintaining daily acts of Christian worship and teaching Christian spiritual and moral values.

We aim to provide a very rich, special curriculum which captures the interests of the children and celebrates their achievements

We will recruit and retain exceptional teachers and grow future leaders in education

Collective Worship

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

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

The Key Elements of an Act of Worship

Year 6 monitors help to lead worship on a daily basis by setting up the hall: moving the 'altar', getting songs and music ready and helping children to light the candle at the start of our act of worship. Children are very keen to be chosen for this role each year and value the leadership opportunities that it brings.

Gathering: Music is played as the children enter the hall to set this aside as a sacred time. An 'altar' is always on display in the hall with appropriate artefacts to reflect the season of the church year. This table is moved in front of the stage as a focus for worship and a cross and a candle are used.

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

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

Conclusion: Worship usually ends with a song. When the clergy lead the worship there is a blessing.

Withdrawal from collective worship

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

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



Educational visits

- We frequently take children out on school trips or visits in the local area. We will be asking for your permission to take your child on local visits and trips as part of the admission process. The admission form indicates your permission to take children on local trips that do not require public transport,
- You will be advised in advance of all trips that are taking place and as it will be assumed that your child can be taken off the school premises for local trips unless you inform us otherwise. For trips further afield we will seek your permission by letter at least one week in advance of the day of the trip.
- Any time the children are out of the school environment we ensure that the well-being of all children is safeguarded. For example, we will always have the correct ratio of adults to children. A full risk assessment is always carried out prior to any trip taking place.



Meals for children in Early Years

- All children will be encouraged to eat a range of different food types. Fresh fruit, vegetables and water will always be available.
- All children are expected to eat a school lunch. Hot school lunches are provided at the school each day. All food is cooked from fresh ingredients by our contractor, Cater Link. All meals are organic and nutritionally balanced. They provide a varied, tasty diet for your child and meet the stringent government nutritional standards. All lunchtime staff are well trained and will be available to assist your child whilst they are eating.
- We believe in high quality dining experiences. All pupils will be encouraged to eat in a calm and supportive environment.
- Children in the Early Years will have lunch from 11.45 – 12.30pm
- If your child is out on a school trip over the lunch time period, the kitchen will provide them with a nutritionally balanced packed lunch.
- If your child is a vegetarian, requires Halal food or has a food allergy (particularly a nut allergy), please advise the office in writing as soon as possible.



Meal costs

- At the time of this handbook being completed the cost of school lunches are £2.50 per day for Nursery children - £12.50 per week.
- Reception school lunch is paid for by the Government (Universal Free School Meals).
- Some families are entitled to a free school meal. We would be grateful if you would call into the office to receive details about this entitlement. Even if you are eligible for this option but do not want to take it up, we would be grateful if you could register this information at the school office. Unfortunately, we are unable to provide a free school meal where the entitlement has lapsed and parents will be liable for any outstanding charges.
- We require one week's notice in writing if your child wishes to stop (or start) having a school lunch. As you are required to pay for meals in advance, an adjustment will be made to your account accordingly.
- If it is necessary for a child to have a packed lunch, due to dietary requirements or food allergies, we would ask that no peanut spread, sesame seeds or nuts are used. **We are a nut-free school.**

How do I make payments?

- All payments can be made through the 'School Gateway' App or website: www.schoolgateway.com

Parents, welcome to:
Schoolgateway
Keeping you informed of
what's going on at school.
Download the app. android and iPhone
or visit: www.schoolgateway.com



▼ Activate your account today!

Early Years Behaviour Policy

Rationale

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

Aims

- To promote positive behaviour through modelling and reinforcement of the 'right choices'.
- To demonstrate clear and consistently high expectations for behaviour across the Early Years.
- To involve parents as active supporters of the Early Years Behaviour Policy by sharing strategies and expectations.
- To establish positive practice across the Early Years, ensuring that class teachers, classroom assistants and classroom helpers are consistent in their behaviour management strategies.

Behaviour Management in practice:

Positive Behaviour

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

Within the classroom, children are consistently praised for making kind, caring and responsible decisions. Children who demonstrate consistently good behaviour are used as positive role models for their peers.

Challenging behaviour

Children are given clear and consistent expectations and instructions for behaviour in school. On occasions when a child's behaviour does not reflect these shared expectations, various strategies are used to manage behaviour. They list below and are used systematically and fairly.

Low-level strategies will include the following:

- Reminding the pupil of rules/acceptable behaviour
- Redirecting inappropriate behaviour through a glance, gesture or expression.
- Defusing the situation by humour (not sarcasm)
- Stimulating a new interest or activity

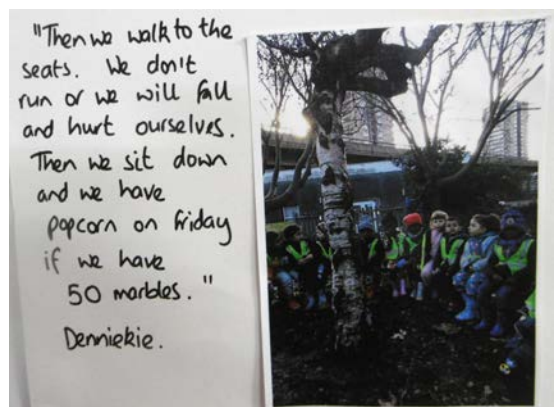
- Suggesting a move of place
- Providing support from TA or teacher
- Anticipating situations where the pupil may have difficulties and intervening/pre-empting

Types of high-level inappropriate behaviour include:

Kicking	Biting	Hitting	Swearing
Lack of respect towards adults in class			
Persistent low-level inappropriate behaviour			

High-level strategies will include the following:

1. Time-out in class. 1-minute timer at the ‘calm down area’ to reflect and use visual reminders to help child to make right choices.
2. Send child with an adult outside the classroom door with a 1-minute timer using a clear script: ‘When you are ready to listen, we will return to class’. No lengthy discussions-just repeat sentence script until child is ready to listen.
3. Ask Learning Mentor to come into class, who will speak with the child about suitable behaviour or in extreme cases will remove child from class and bring to calm/nurture room.



Health and Welfare

What should I do if my child is ill, or needs to be away from school?

- Children are not happy at school if they are ill. Please do not bring them if they are unwell. If you suspect that your child has an infectious or contagious illness, please let us know by ringing the school office on 020 7603 9225.
- If your child has sickness or diarrhoea they should remain at home for **48 hours** after the last episode.
- If your child is returning to school and needs to take **prescribed** medicine during the school day, please contact the school office for clarification of procedures for giving **prescribed medicines** to children on a short term basis. We will also require you to complete a form before we are able to give prescribed medication to your child.
- It is important that you let the school office and the class teacher know if your child has an existing allergy or is likely to have an allergic reaction to a particular food (especially peanuts). In order to keep our records up to date, we have procedures in place to monitor the need to have medicines, inhalers, and epipens in school where necessary. If your child suffers from hayfever, asthma, eczema, or bee stings, we may ask you to complete a medical 'Healthcare Plan', and specifically if your child has a serious allergy requiring them to have ongoing prescribed medicines which may need to be administered in school. Please contact the office team if you wish to discuss any medical issues.
- The School Nurse is a regular visitor to the school and will be able to advise you if you have any medical concerns or are anxious about the health of your child. Please ask the office for the School Nurse's contact details.
- Each reception child has a height and weight check during their first year at school and your permission for the School Nurse to carry out this check will be requested by the local Primary Care Trust.
- At school there is always the possibility that your child may catch head lice or ring worm. This is nothing to be ashamed of and no stigma should be attached to these common, and easily solvable eventualities. We have a procedure that is recommended by the Local Health Authority. Please call into the school office if you wish to have further information.



St Clement and St. James School Holiday List 2020/21

Autumn 2020

INSET DAYS	Wednesday 2 nd , Thursday 3 rd , Friday 4 th September 2020
Term starts	Monday 7 th September 2020
Half Term	Finish Friday 23 rd October – return Monday 2 nd November 2020
INSET DAY	Friday 20 th November 2020 TBC
Term ends	Friday 18 th December 2020 at 2pm

Spring 2021

Term starts	Monday 4 th January 2021
Half Term	Finish Friday 12 th February – return Monday 22 nd February 2021
Term ends	Wednesday 31 st March 2021 at 2pm

Summer 2021

Term starts	Monday 19 th April 2021
Bank Holiday	Monday 3 rd May 2021
Half Term	Finish Friday 28 th May – return Monday 7 th June 2021
INSET DAY	Friday 18 th June 2021 TBC
Term ends	Friday 23 rd July 2021 at 2pm



The Royal Borough of Kensington and Chelsea

St Clement & St James CE Primary School

SCHOOL UNIFORM POLICY

St Clement and St James believes that uniform is important as a social equaliser and to ensure that children wear practical clothing at school. Having a smart uniform also helps to engender a responsible attitude to learning and a pride in our school.

The school requires children to wear the following uniform, which was decided upon after consultation with parents, children, staff and governors:

Nursery and Reception

Yellow polo shirt with school logo

Grey school trousers, skirt or shorts

Knitted green jumper or cardigan with school logo

Year 1 to Year 6

White collared shirt

Tie

Grey school trousers, skirt or shorts

Knitted green jumper or cardigan with school logo

Green and white gingham summer dress for girls

All children

White, grey, black or bottle green socks or tights

Black shoes



PE kit is required for Years R-6.

Yellow or green uniform T-shirt, green shorts, pumps or trainers, in labelled PE bag.

Please be aware that in the early years, children have many opportunities to engage in explorative and investigative play which is crucial for their overall development. This may mean that their uniforms can be messy at the end of the day. We will of course encourage them to wear aprons where possible.

Therefore, if your child's uniform is messy at the end of the day, this means they have had a wonderful day of exciting learning!

The polo shirts, jumpers, cardigans, ties and PE kit are available to buy from School Uniform Direct. You can order on-line at www.schooluniformdirect.co.uk, buy in store 343 North End Road, Fulham, SW6 1NN, or place an order on the telephone: 020 7610 0551. The grey trousers, skirts, shorts and white collared shirts are more cheaply available from high street stores.

ALL UNIFORM MUST BE CLEARLY LABELLED WITH YOUR CHILD'S NAME

THE SCHOOL IS NOT RESPONSIBLE FOR ANY LOST ITEMS OF UNIFORM

Book bags, caps and waterproof fleeces are also available to buy.

(Reviewed by Governing Body: February 2017)